SKYLINE COLLEGE INSTRUCTIONAL AND STUDENT SERVICES ANNUAL PROGRAM/UNIT PLANNING DOCUMENT

INTRODUCTION

The Skyline College faculty, staff and administration support the evaluation of programs and services through the Annual Program planning process as the College continually strives to demonstrate and improve institutional effectiveness and student outcomes. The Skyline College Community embraces the concept that only through authentic, deep and on-going evaluation and assessment can institutions improve their programs and services to meet the evolving needs of students. Annual Program Planning and Comprehensive Program Review are intended to provide every program and service area with the opportunity to review and assess itself in relation to its mission, its goals and objectives, and its relationship to the mission of the College and the District, as well as fulfillment of needs presented by students and the local community.

The Skyline College Annual Program Plan is an integral piece of the planning and budget processes. The Skyline College model is an integrated one, used by instructional programs and student services. The integrated model is one that allows each Program and Service Area to maintain its identity and uniqueness, while creating a standardized approach to annual planning.

The purpose of the Annual Program Plan is to collect information to be used by the college planning bodies IPC (Institutional Planning Committee), ILT (Instructional Leadership Team), SSLT (Student Services Leadership Team), CBC (College Budget Committee), Full-Time Faculty Allocation Committee (FTEFAC) and may be used for Program Improvement and Viability (PIV). Through this process, faculty/staff have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. Annual program plans are completed by each program/department/unit yearly. The Annual Program Planning document can serve as the basis for completing the six-year Comprehensive Program Review.

PURPOSES

- To develop, maintain, improve and promote quality instruction and support services in order to optimize student learning outcomes and access
- To promote dialogue and collaboration among faculty, administrative and classified staff, and students
- To enhance interaction among programs, instruction, and student support services
- To ensure the effective and efficient utilization of the College's human, financial physical, and technology resources
- To ensure a process in accordance with Accreditation Standards consistent with the District and College vision, mission and goals

SUGGESTED TIMELINES FOR ANNUAL PROGRAM PLANNING

PLANNING AND REVIEW OF DATA NEEDS:
NOVEMBER DEPARTMENT OR DIVISION MEETING

- ❑ Program/Unit teams are identified and organized. Departments or programs are urged to include part-time faculty and appropriate classified staff in the review process.

- ❑ Planning team reviews the instrument.

- ❑ Basic enrollment, retention data, and other pertinent data will be provided by the Office of Planning, Research and Institutional Effectiveness (PRIE). (Change to the active tense to stay consistent with the other statements) The Office of Planning, Research and Institutional Effectiveness (PRIE) provides basic enrollment, retention data, and other pertinent data.

- ❑ Planning team collects data including course and program student learning outcomes from Tracdat.

- ❑ Initial findings are discussed with the entire department and Division Dean/Administrator. The entire department and Division Dean/Administrator discuss initial findings.

- ❑ Additional data requested from PRIE as needed. Teams request additional data as needed from PRIE.

PROGRAM/UNIT ANALYSIS DATA:
JANUARY/FEBRUARY DEPARTMENT OR DIVISION MEETINGS

- ❑ Planning team analyzes data, including course and program student learning outcomes, student success and retention data, and other data as needed.

- ❑ Planning team reviews all courses for currency and assures course outlines are correctly formatted to the most current course outline of record template, and ensures they are accurately input into CurricUNET.

- ❑ Planning team completes program/unit data analysis/assessment and summarizes findings.
- ❑ Programs/units start to update annual planning report.

PROGRAM/UNIT DEVELOPMENT OF ACTION PLAN AND RESOURCE NEEDS:
MARCH DEPARTMENT OR DIVISION MEETING

- ❑ Program/unit faculty/staff develop action plan and resource needs in response to assessment of program data.

- ❑ Program/unit faculty/staff finalize the Annual Program Planning self-study and in the first week of April submit one electronic and one paper copy of the planning self-study to the Office of Planning, Research and Institutional Effectiveness for distribution to the Institutional Planning Committee (IPC).

- ❑ The Institutional Planning Committee reviews all submitted annual program plans and distributes requests for allocations through the approved college processes.

- ❑ Program/Unit planning resource recommendations are placed into existing college resource recommendations for the subsequent academic year. (This sentence also is written in the passive, but I wasn't clear on who "places" these recommendations.)

SKYLINE COLLEGE ANNUAL PROGRAM PLANNING

INSTRUCTIONS FOR COMPLETION OF SELF STUDY

The forms to complete the self-study can be obtained on the Program Review website at
http://www.skylinecollege.edu/programreview/directionsandforms.php. The site provides links to the
Annual Program/Unit Planning document. You can complete the self-study form on your computer. You will
need Adobe Acrobat Professional or the newest version of Reader in order to complete your form.
Computers configured since 2011 should have Adobe Pro – for those with an older version of Adobe
Acrobat Reader, please submit a work request with IT to be upgraded to Pro or the newest version of Reader.
This upgrade can only be placed on SMCCCD issued computers. Save your form as a PDF format. Save and
name your file as "Program Name_AP_Year" (e.g., Mathematics_AP_2013).

Self-Study
Submit the report including both questions and responses.

Tracdat reports
Attach your summary of assessment, analysis and action plans for the courses and/or program completed
during this academic year.
Tool: https://sanmateo.tracdat.com/tracdat/

Needs Summary Form
Briefly list your resource needs in the space provided and submit as part of your completed annual
planning document.

SKYLINE COLLEGE
ANNUAL PROGRAM PLANNING SELF-STUDY

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

Program Title: Business   **Date Submitted:** 4/10/2014

Key Findings:
- The department continuously works on improvements for online courses including course delivery, teaching tools, student preparedness, training and support for faculty.
- The Business program revised their PSLOs in Spring 2014 to better reflect the program. We will map the SLOs to PSLOs and ISLOs to assure proper association to the programs. We will continuously monitor our assessments aligning the course level assessment results to the PSLOs.
- Students have the flexibility to complete their programs of study through traditional face-to-face, hybrid or fully online formats.

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

List of names and positions:

(3 FT) Guillermo Ortiz, Hui Pate, Cal Robinson,
(3 FT split with other depts.) Sita Motipara (ACTG, BCM. BUS.), Guillermo Ortiz (ACTG and BUS.) and Christine Roumbanis (BCM. and BUS.)

(15 PT) Sharon Alcalde, Sue Broxholm, Celia Canfield, Alma Cervantes, Andy Dai, Beth Damonte, Fatima Guadamuz-Cabral, Jack Kilmartin, Alpha Lewis, Soledad McCarthy, Michael Neuendorff, Dietra Prater-Slack, Paul Tan, Ed Thomas and Rachel Zabaneh

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

Guillermo Ortiz, ortiz@smccd.edu, x4120, and Christine Roumbanis, roumbanis@smccd.edu, x4248

3. Program Information

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

1 Administrator, 3 FT faculty; 15 adjunct; 0 classified (we are supported by Classified staff in BCM. and the Business Division office); 0 volunteers; 1 student workers (Latasha)

FT Faculty:	3.9	**PT/OL Faculty (FTE):**	2.78
FT Classified:	0	**PT Classified (FTE):**	0
Volunteers:	0	**Student Workers:**	1

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

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

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

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

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

Currently 35 out of 36 courses in Business, International Trade & Logistics have been assessed with the results summarized in Figure 1. Nearly 93% of SLOs assessed have met their criterion, with instructors continually seeking to improve results.

**Spring 2013
22 courses**

Criteria Met
86%

14%

Criteria Met
93%

7%

**Spring 2014
35 courses**
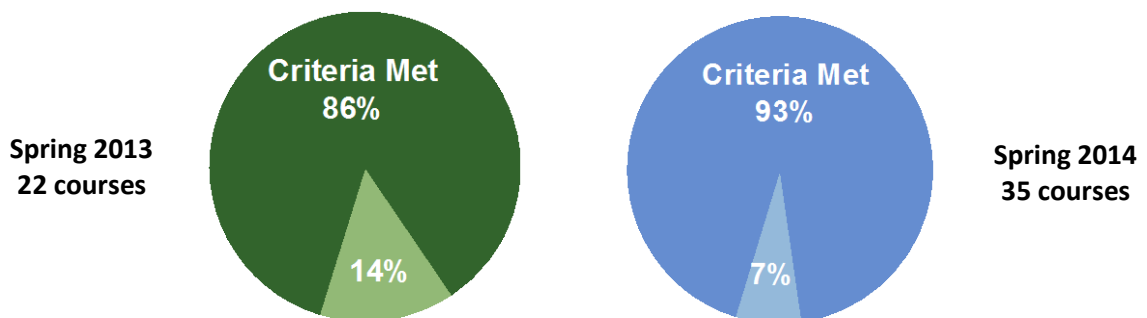
Assessment Results

In the Spring of 2013, Business International Trade & Logistics presented the results of its 6-year program review. Course SLO analysis and the corresponding mapping to PSLOs revealed that the department's Program SLOs needed to be rewritten in order to accurately correlate to the course level outcomes. New PSLOs have been written and entered into TracDat. The department is currently in the process of remapping course level outcomes to the new PSLOs listed below.

• Develop critical thinking and analytical skills for decision making and problem solving.

• Apply accounting principles in business decision making.

• Understand how the law and the legal environment relate to business operations, including ethical implications.

• Create effective oral and written business communications utilizing modern communication technologies.

• Analyze how external forces affect business practices.

B. Analyze evidence of Program performance. Review and analyze productivity, student   characteristics and outcomes.
Tool: http://www.skylinecollege.edu/prie/programdata.php

The Business Department for the year 2012-2013 carried a load of 510 in comparison to the College-wide load of 589. The load increased slightly from the previous year, and sections increased from 86 to 90 from the previous year. The gender balance of our students in the Department for 2012-2013 is evenly distributed at 49% male and 49% female in comparison to the College-wide gender balance at 53% female and 46% male with 2% as unreported. Our Business programs are consistently more balanced than the college-wide percentages. The department's unique headcount by ethnicity reflected small changes from 2011-2012 to 2012-2013: African Americans had 0% change, Hispanics +7%, Whites +1% , and Filipinos decreased by 2% and Asians by 1%. We will continue to track these changes next academic year to determine if there are any trends.

An interesting change from 2011-2012 to 2012-2013 is in the unique headcount by age. The most significant age category increase from 11/12-12/13 was in the age category of age category from 2011-2012 is in the category of 29-39 with a 29% increase. In comparison, the College-wide unique headcount for the 29-39 age group decreased by 5%. Implications suggest that students in this age bracket are taking business courses to upgrade job skills, for job advancement as well as responding to current business employment environment.

Skyline College for the 2012-2013 year had a 70% success rate and an 85% retention rate. In comparison, the Business Department experienced a 65% success rate with a 82% retention rate of our students. The change from 11/12-12/13 for success rates was 2%, retention rates were the same for 11/12 and 12/13. The Business Department is below the college rates and will work on strategies to try and increase success and retention.

Beginning in 2010, the Business program was above the college in both online success and retention rates. By 2012 the program fell below the college in both measures. This finding is of concern for the program. Further analysis on the composition of instructional delivery modes indicates that the business program offers 38% of its courses online versus 8% for the college. Our program is in the forefront of the online educational trend in response to student, college and industry needs. However, the combination of the lack of student preparedness, inadequate support for faculty and students in online learning, and fragmented and insufficient online course management tools were identified as the part of the factors affecting student performance.

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

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

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

Area of Occupation Projected Employment Growth Rate

Office & Administrative Support	169,150	1.0%
Sales & Related Occupations	121,260	1.6%
Food Preparation and Serving	113,510	2.1%
Business & Financial Operations	105200	2.1%
Management	100,670	1.4%
Computer and Mathematical	71,940	3.4%
Computer Specialist	69,650	3.4%
Business Operations Specialist	64,630	2.5%

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

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

5. Curricular Offerings

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

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

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

> 1. The Business Program has not added any new courses to its program curriculum in the past academic year, but is considering bringing back the marketing degree which will include the development of new courses.
>
> 2. All of the Business Program's courses are in the TracDat system (except those that are banked.)
>
> 3. All of the Business Program's course SLOs have been uploaded into the TracDat system.
>
> 4. Business Program course SLOs have been "mapped up" to Program PSLOs and ISLOs.
>
> 5. Assessment methods for all Business Program course SLOs and the Program's PSLOs have been uploaded into the TracDat system. The department rewrote the Business Program PSLOs as mentioned in our Comprehensive Program Review. We will be mapping courses to PSLOs and ISLOs to reflect the new PSLOs.

B. Identify Patterns of Curriculum Offerings

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

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

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

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

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

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

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

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

6. Response to Previous Annual Program Plan & Review

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

This is the Business Program's first Annual Program Plan & Review. At this juncture, we have no recommendations based upon previous annual program plans. This year's Plan will serve as a basis for recommendations during the year and in preparation for the following year's Plan.

7. Action Plan

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

Respond to the following:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.

- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.

- Identify questions that will serve as a focus of inquiry for next year.

The Business Program assesses its courses and the program on a rotating 3-year SLOAC cycle and will continue to assess those courses within that context.

Next steps for the department include:
- Map the SLOs to PSLOs and ISLOs to assure proper association to the programs (2014-2015)
- Continue to improve assessment methodologies and increase adjunct faculty participation (ongoing) (2014-2015)
- Identify key areas of improvement for online courses related to course delivery, technologies, student preparedness and support, and faculty training (2014-2015)
- Work on unbanking the Marketing AS Degree and Certificates. (2014-2015)
- Reconfigure lecture classrooms to facilitate different types of instructional methods (2014-2015)
- Expand linkages with business industries to set up internship programs (2014-2015)
- Work towards expansion of the Study Abroad program to other Asian countries (2014-2015)

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

8. Resource Identification

A. Professional Development needs

Professional development activities that Business faculty may participate in include:

- Professor Roumbanis will attend the ACBSP Conference providing professional development and leadership opportunities as a co-champion of ACBSP. She will also attend training programs in STOT 1 and STOT II, @ONE Desktop Webinars and CTTL workshops to enhance the online pedagogy and delivery of courses. In addition, attend conferences by MERLOT or similar organizations for learning and online teaching.

- Dr. Hui Pate will participate in the Study Abroad in China trip while attending workshops and seminars on Doing Business in China and webinars on connect enterprise online course development

- Professor Guillermo Ortiz will attend training programs in STOT I and STOT II and CTTL workshops to enhance the online delivery of courses.

- Professor Sita Motipara will attend workshops to enhance face-to-face and online instructional delivery modalities. Also, attend conferences by MERLOT or similar organizations for learning and online teaching.

B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.

- Explain how the requests will serve the Student/Program/Division/College needs.

1. English and Math placement data for Business students would be helpful.

2. Basic Skill information about students would help faculty identify the support and resources they need to be successful in the classes.

3. Transfer data about where are students are going to after leaving Skyline College. We use data from the PRIE site about certificate and degree completion rates which help us assess how effective our program is in preparing students for career pathways.

4. Job placement data would be helpful in developing curriculum and programs of study. The department would like to bring back the Marketing Degree with a focus on Social Media.

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

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

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

APPENDIX A

VISION, MISSION, VALUES AND GOALS OF SKYLINE COLLEGE
Please check current catalog for most recent goal statements.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Mission Statement

To empower and transform a global community of learners.

Values Statement

Education is the foundation of our civilized democratic society.

Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Shared Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

APPENDIX B

<u>Definition of Terms</u>

WSCH: Weekly Student Contact Hours are based on the first census week of a Fall term. They do not include second census week data, but they do include all positive attendance data for the term (converted to WSCH) including classes which start after the first census

FTE: The full-time equivalent faculty count is determined by the set of rules provided to each college at the time the data is requested. Generally, the figures are the decimal fraction of the teaching hours or units ascribed to the faculty member for teaching work done. Non-teaching time is specifically excluded so that it does not affect the value of the data. Work done by non-certified-personnel is not included.

LOAD: Teaching Load is taken as the ratio of WSCH to FTE

N GRADES: The total number of grades awarded (A+B+C+D+F+CR+NCR+I+W)

RETENTION: The sum of all non-W grades divided by N grades times 100, expressed as %

SUCCESS: A+B+C+CR grades divided by N grades times 100, expressed as %