

2017 Business Annual Program Plan

BUSX Business

I.A. Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (**Program Profile: Purpose**)

Narrative

The Business Department focuses on providing skills for students to succeed in both the business and entrepreneurship career pathways. In addition, courses provide students specific skills to be successful in specialized careers.

The Business Department echo's Skyline College's mission by empowering a global community of learners through the creation and revision of certificates, creating and revising courses and banking or deleting courses that do meet Skyline College's Mission and Skyline College Promise.

The main goals of the program are to:

- (1) Provide excellent and innovative instruction by highly qualified faculty to prepare students for transfer, AS degrees, success in business and entrepreneurship career pathways and/or personal growth
- (2) Encourage faculty collaboration across disciplines, faculty-student interaction, and professional activities to enhance student success.
- (3) Provide new opportunities for students to engage in emerging sectors and career pathways through the creation of certificates that align with California's "Doing What Matters" initiative.

II.A. Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. (**Analysis: Progress on Prior Program Objectives (Goals) and Activities**)

Narrative

Our previous APP focused on the following four goals:

1. **Focused on Launching and Promoting the New Entrepreneurial Certificates.** We collaborated with the Small Business Deputy Sector Navigator and received an \$18,000 grant to develop, promote and launch our Entrepreneurial Certificates. We hosted a series of workshops and invited industry professionals to speak to students about entrepreneurship opportunities and skills needed to be successful. May 2016 we hosted “Changing the Face of Entrepreneurship” which was a kick-off event to launch our certificates, highlighted Skyline students who had started their businesses and featured small business guest speakers.
2. **Emphasized SLOAC Assessment Methodologies with the Aim of Increasing Faculty Participation.** All coordinators went through TracDat training and held a workshop at two of our BEPP meetings to bring all faculty up-to-date on new TracDat procedures and policies and give them a refresher on current practices. In addition, we invited Karen Wong to speak at our BEPP meeting to give faculty and staff the opportunity to get additional clarification on SLOAC.
3. **Supporting Faculty Development.** Faculty participated in Canvas Training cohorts to aid in the migration of our new LMS. In addition, faculty presented at the BEPP Division meetings best practices for developing their Canvas course shells. Faculty attended CTTL workshops on learning new pedagogy for the 21st century learner. Soledad McCarthy attended the **New World of Work 21st Century Skills Training** funded by the California Community College Chancellor’s Office Doing What Matters Initiative.
4. **Participate and Support the Skyline College Promise Initiative.** With the assistance of the Dean, faculty reviewed current courses and certificates to see how they aligned the Skyline College Promise and guided pathways. We deleted courses that were not current or tied to industry, we revised courses to meet industry standards. We revised certificates and we reviewed labor market data for emerging career pathways and as a result we are in the planning stages of creating new certificates.

II.B. Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

Narrative

The migration from WebAccess to Canvas will provide a learning curve for both students and faculty. Professional development for both students and faculty along with faculty providing resources and referrals to students who are in need of extra support will alleviate the learning curve.

Classes taught in hybrid, online or during non traditional times will be necessary due to the upcoming construction and shortage of classrooms for in person meetings.

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

Narrative

Using the various instruments accessible to us for measuring the SLO's, we learned that students are achieving the set course SLO's for the current year and met learning outcomes. The new Learning Management System will allow for more instructional access, an up to date platform and the ability to provide students with the most current instruction.

The success and retention rate from 2014-2015 to 2015-2016 went up from 80.5% to 83% a 3.2% increase. This may be attributed to the intentional professional development speakers during BEPP division meetings, the encourage of the dean for all faculty to attend professional development relating to alternate assessments and updated pedagogies and the variety of CTTL workshops offered at Skyline College.

III.A. Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

Narrative

Total enrollment for Business from 2013-2014 to 2015-2016 decreased 15% (1,714 to 1,463 students). However, our online enrollment increased 19% (685 to 849 students) over the same period of time. In 2015-2016 the gender breakdown was 43.7% female, 53.2% male and 3.1% unreported. Historically the business field has been very male dominated which is indicated in having more males than females. Yet the 9.5% spread in between our male and female students indicates the success of our female outreach of hiring female faculty members and providing opportunities for female entrepreneur guest speakers in our Business classes.

Our ethnic breakdown is in alignment with our local community. In 2015-2015, Asian students accounted for 23.2% and Multi-Race students accounted for 18%. We intend to perform targeted outreach to African-American students through existing partnerships at high schools, new high school partnerships and participation in on campus events.

The Load for Business from 2011-2012 to 2014-2015 decreased from a high of 512 to 426 over this three year period. The LOAD in 2015-16 increased to 457 an increase of 7.3%. A goal of the Department is to increase LOAD. Our primary strategy is to work on efficiency of classes when scheduling by deleting multiple sections of the same class to maximize efficiency in the classes. Also, by increasing our online/hybrid course delivery options. These online classes tend to increase LOAD to meet the college goals. More faculty are being trained in Canvas and our being encouraged to attend professional development surrounding alternative assessment and updated pedagogy to aid with student success and retention.

Upon further reflection we noticed that we rolled out six new courses as part of our Entrepreneurial Certificates. Historically, new classes have a lower LOAD. We are continuing to outreach our courses and are creating a high school outreach plan, and researching preferred class times and days for students. We are currently collaborating with CTE programs to provide business courses for their students. For example, we are contextualizing a BUS 166 - The Business Plan course for Cosmetology students during summer 2017.

III.B. If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. (**Reflection: ISLOs**)

Narrative

The Business program did not participate in ISLO review, but we did a review and update of our ISLO mapping.

IV.A. Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

Narrative

The main goals of 2015-2016 were to:

(1) Under funding from the California Community College, Doing What Matters for Small Business Initiative, conduct a student promotional event to launch and promote the new Entrepreneurship Certificates.

Changing the Face of Entrepreneurship was hosted in May 2016 to promote Entrepreneurial Certificates, highlight small businesses and educate students about entrepreneurial opportunities and resources.

(2) Modify and emphasize SLOAC assessment methodologies with the aim of increasing faculty participation. The 3-year SLOAC assessment cycle needs to be revised so that faculty assess all student learning outcomes for all sections of a course on a regular basis.

(a) Karen Wong was invited to speak at a BEPP Division meeting to provide clarity on best practices and to give faculty and staff the platform to ask questions.

(b) SLOAC Coordinators provided workshops to faculty and staff at BEPP division meetings.

(c) BEPP will continue to increase SLOAC faculty participation and education in the upcoming year.

(3) Encourage faculty to attend CTTL workshops and other training activities to learn new teaching approaches aimed at increasing student success.

(a) Faculty was encouraged to attend CTTL trainings.

(b) Intentional guest speakers were invited to division meetings to provide professional development opportunities.

IV.B. Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.





(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**

Narrative

See Planning Module.

Associated Objectives

-  [191-BEPP Division Curriculum Design Team](#)
-  [210-Business Faculty F/T position](#)
-  [192-Curriculum Development](#)
-  [203-High School Outreach](#)

Task Details Report

Planning Year: 2017-2018

Planning Unit: Business
Unit Manager: McCarthy, Soledad

Objective: 191 - BEPP Division Curriculum Design Team

Objective Description:

A minimum of 50 hours to create Business Design Team that will meet to develop, and discuss best practices in curriculum design specifically for Business with the input of industry for student success and retention. Design team will focus on alternative assessment, innovative pedagogy and designing with the Skyline Promise in mind.
Five (5) faculty will meet monthly as the design team and report back at BEPP Division meetings.
\$500 per faculty stipend - \$2,500

Task Details Report

Start Date: 5/19/2017	Task Type: Department/Division/Unit	Priority Level: Medium	Task Order: 1
Due Date: 5/18/2018	Completion Date:	Task Status: New/Pending	Budget: \$2,500

A minimum of 50 hours to create Business Design Team that will meet to develop, and discuss best practices in curriculum design specifically for Business with the input of industry for student success and retention. Design team will focus on alternative assessment, innovative pedagogy and designing with the Skyline Promise in mind.

Five (5) faculty will meet monthly as the design team and report back at BEPP Division meetings.

\$500 per faculty stipend - \$2,500

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
5102	Business	<p>A minimum of 50 hours to create Business Design Team that will meet to develop, and discuss best practices in curriculum design specifically for Business with the input of industry for student success and retention. Design team will focus on alternative assessment, innovative pedagogy and designing with the Skyline Promise in mind.</p> <p>Five (5) faculty will meet monthly as the design team and report back at BEPP Division meetings.</p> <p>\$500 per faculty stipend - \$2,500</p>	\$2500.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Business
Unit Manager: McCarthy, Soledad

Objective: 192 - Curriculum Development

Objective Description:

50 hours is needed to revise the current
Entrepreneurship Certificates
Unbank Sales and Marketing Certificate
Revise Sales and Marketing Courses
Project Management Certificate
Business Information Worker
to align with Skyline College's Promise.

Start Date: 8/21/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date:	Completion Date: 5/18/2018	Task Status: New/Pending	Budget: \$3,275

Curriculum Development

--Human Resource Management Certificate and stackable certificates

--Sales/Marketing Certificate and stackable credentials

(Funded from Strong Workforce dollars)

--Project Management Certificate

--Business Information Worker Certificate

(Funded by Perkins funds)

Pay special rate to adjunct/F/T faculty to develop courses and certificates, take through curriculum approval process.

45 hours * \$45 = \$2,025 Research, course and certificate development

25 hours * \$50 = \$1,250 Research, course and certificate development

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Task Details Report

Budget Details:

GL Code	Account	Description	Requested	Approved
1495	Business	Curriculum Development --Human Resource Management Certificate and stackable certificates --Sales/Marketing Certificate and stackable credentials (Funded from Strong Workforce dollars) --Project Management Certificate --Business Information Worker Certificate (Funded by Perkins funds) Pay special rate to adjunct/F/T faculty to develop courses and certificates, take through curriculum approval process. 45 hours * \$45 = \$2,025 Research, course and certificate development 25 hours * \$50 = \$1,250 Research, course and certificate development	\$3275.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Business
Unit Manager: McCarthy, Soledad

Objective: 203 - High School Outreach

Objective Description:

Plan, create and implement an outreach plan to bridge high school students to Business majors and pathways.

Provide intentional outreach to women and African-American Students.

Create on campus events in the Business Department to bridge students

20 hours to create outreach plan and materials

40 hours to perform outreach activities

Printed materials

Task Details Report

Start Date: 7/1/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date: 5/30/2018	Completion Date:	Task Status: New/Pending	Budget: \$1,953

Plan, create and implement an outreach plan to bridge high school students to Business majors and pathways

Provide intentional outreach to women and African American students.

Begin planning during the summer 2017 and continue through Fall 2017 and Spring 2018.

Create on campus events in the Business Department to bridge students.

Business faculty will be involved.

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1495	Business	<ul style="list-style-type: none"> •Plan, create and implement an outreach plan to bridge high school students to Business majors and pathways. •Provide intentional outreach to women and African-American Students. •Create on campus events in the Business Department to bridge students <p>20 hours to create outreach plan and materials. Classified overtime 20*51.00 = 1,012.40</p> <p>40 hours to perform outreach activities Student Assistant 40*13.50 = 540.00</p> <p>Outreach materials \$400.00</p>	\$1953.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	

Task Details Report

Planning Unit: Business
Unit Manager: McCarthy, Soledad

Objective: 210 - Business Faculty F/T position

Objective Description:

Possible Business full-time faculty replacement position.
Professor Guillermo Ortiz

Start Date: 8/18/2017	Task Type: Department/Division/Unit	Priority Level: High	Task Order: 1
Due Date: 5/18/2018	Completion Date:	Task Status: New/Pending	Budget: \$0

Possible Business full-time faculty replacement position.

Professor Guillermo Ortiz

\$85,000

Budget Remarks:

Date:	Name:	Remarks:
No Data to Display		

Budget Details:

GL Code	Account	Description	Requested	Approved
1110	Business	Possible Business full-time faculty replacement position. Professor Guillermo Ortiz Annual salary \$85,000 plus benefits. Note from Christine: \$85,000 has been changed to \$0 because a full-time faculty replacement position is not needed for 2016-2017.	\$0.00	\$0.00

Assignment Details:

Name:	Email:
No Data to Display	