

# BUSINESS Program Review 2019-2025 Latest Version

Business Program Review (Six-year Cycle)

## Program Review Introduction

Section IA: Basic Program Information - INTRODUCTORY INFORMATION 10/29/18 : Version by **Willet, Nancy** on **09/12/2021 18:32**

Department/Program

Names/roles of those who participated in program review

Tim Wat

Nancy Willet

Number of faculty (full- and part-time)

### Full-time

ACCT Christine Li (hired FT Jan 2012)

BUS Timothy Wat (hired FT Jan 2020)

BUS Nancy Willet (hired PT Aug 2005, FT Aug 2015)

### Part-time

ACCT/BUS Michael Cairns

ACCT/BUS Willard Comings

ACCT/BUS Robert Derbin

ACCT/BUS Philip Tran

ACCT Susan Forsyth

ACCT Henry Lantzy

BUS Ross Goodwin

BUS Greg Nelson

BUS Sheila McKnight

BUS Edward Villaneueva

Number of staff (full- and part-time)

Administrative Assistant

Dianne O'Donnelley (PT)

Description of any grant, partnership (internal or external), and/or outreach the program is engaged in

Grants:

ACUE- Association of College and University Educators (20/21 online training provided by Strong Workforce DSN)  
 OEI - CTE Pathways (developing online degrees/certificates for BUS)  
 SEI Sustainability & Entrepreneurship (completed course development for BUS 127/128)  
 Strong Workforce (Entrepreneurship/Makerspace - completed E-ship/Gig Economy certificates)  
 YEP Entrepreneurship - Business Pitch Competition (completed - E-ship Boot Camp - BUS 127)

Outreach:

High School Dual Enrollment - Terra Linda High School MSEL (Sustainable Entrepreneurship), Novato High School/MOAKS (Entrepreneurship) 2018, 2019, 2020  
 Summer Boot Camp - Entrepreneurship Summer 2018, 2019  
 HUM 101 (Business Pitch) (F17, S18, F18, S19, F19, S20)

Partnerships:

CEO Entrepreneurship (E-ship club)  
 Marin SBDC  
 Marin Economic Forum  
 NACCE Entrepreneurship & Makerspace  
 Redlands University (Business Admin Dept)  
 San Rafael Chamber of Commerce  
 Sonoma State University: Adult Degree Completion (BS - Business Administration)  
 Stanford:EPIC Global Studies  
 Strong Workforce/Bay Region: Xavier Nazarro, DSN Small Business & E-ship (formely Alex Kramer,Molly Stuart) & Statewide Sector Navigator, Chuck Eason  
 VenturePad

## Section IB: Basic Program Information - 11/2/18 : Version by **Willet, Nancy** on **07/07/2021 14:31**

Units offered & related data

Enrollment & related data (zipcode/other data points)

Persistence (overall)

Persistence by race/ethnicity

Persistence by gender

Persistence by age

Seat Availability

#/% of courses with wait lists

#/% of courses with no materials cost (including textbooks, software, supplies, etc.)

#/% of courses low-enrolled

Units offered & related data

Enrollment & related data (zipcode/other data points)

Persistence (overall)

Persistence by race/ethnicity

Persistence by gender

Persistence by age

Seat Availability

#/% of courses with wait lists

#/% of courses with no materials cost (including textbooks, software, supplies, etc.)

#/% of courses low-enrolled

Units offered: approx 60/semester (19-21 classes/semester)

Degrees conferred: AST 2017/18 - 45 2018/2019 -- 41 2020 -

Time to Degree - 4.7 years

Enrollment: slight increase from F17 to SP20\* (\*Covid19) - spike F20 (up 35%)

Persistence overall: matches COM

Persistence race/ethnicity - matches to COM except slightly under for B/AA and H

Persistence by gender: matches to COM (female slightly higher)

Persistence by age: matches to COM

Seat availability: BUS has been under 100% (until F20) in most classes (except sections of 101, 107, 112, 113) and either at or above the college median of 12 students. F20 all sections (20) at (or almost at) capacity. Onlineclasses generally at 100%.

% of courses with wait lists: 0%

% of courses with ZTC: approx 20% (sections of BUS101, BUS 107, BUS 113, BUS 121, BUS 124, BUS 134 - depends on faculty teaching)

% of courses low enrolled: courses that are low enrolled tend to be night, IVC, workforce (nontransfer)

## Section IC: Basic Program Information - DISCUSSION 11/2/18 : Version by Willet, Nancy on 09/12/2021 18:59

**What is the enrollment trend over the past three years? How does this compare to the institutional trend?**

REFLECTION & PLANNING SUMMARY:

BUS enrollment has been increasing slightly since 2017 - with a 25% increase from S20 (Covid 1) to F20 (Covid 2). Overall COM (and CCC) enrollment has been flat or declined.

- Fall 2017 - 393
- Spring 2018 - 393
- Fall 2018 - 408
- Spring 2019 - 434
- Fall 2019 - 445
- Spring 2020 - 438\* (\*Campus Closed in mid-March - Covid - all classes moved to online after March Spring Break)
- Fall 2020 - 545\* (\*Campus Closed - Covid. All classes online - synchronous or asynchronous)

**How does this trend influence the master schedule and scheduling of courses?**

REFLECTION & PLANNING SUMMARY:

We have identified at least two main student user groups:

- (i) transfer students (Business AST degree) and

(ii) re-entry students that may be upskilling for career/workforce

#### Transfer students:

- FT students are generally younger students (under 30) who either do not work or have PT jobs and plan to transfer. They prefer weekday classes (M-R) during prime time (8 AM -1PM); notable new trend - classes that meet less than 2ce per week (hybrid).
- PT students - are generally enrolled in the evening classes and work FT. This group seems to be on the decline the past 3 years as they seem to prefer asynchronous online or (now as of Covid) synchronous online classes with ZOOM - provide greater flexibility.
- Scheduling changes to accomodate the FT and PT student groups include prime time for F2F, online asynchronous and synchronous, and hybrid classes.

#### Workforce (upskill-reentry) students:

- Recently noted is an increase in "older" (30 plus) working students that seem to be taking classes such as BUS 107 (Bus Law) and BUS 112 (Financial Accounting) to prepare for the CPA exam or enter an MBA program, as well as students interested in Management & Leadership (BUS 150), Marketing (BUS 124) and Personal Finance (BUS 163).
- With the advent of COVID in March there is also an interest in the Small Business Management (BUS 162) and Entrepreneurship (BUS 121) classes for those that may want to start their own business or re-boot an existing one.
- Further study or a survey is needed to better identify the needs of these various groups and see how this can be marketed or packaged in light of budget constraints.

#### New Kids on the Block - high school students

- Our faculty teach BUS classes on HS campuses at TLHS (BUS 127/128 changed to BUS 101/121 - since F18) and MOAKs (BUS 121 - as of F20) -- to encourage matriculation in business studies at COM. Initially grant funded but now incorporated into regular schedule.
- Summer E-ship Boot Camp (BUS 127) - offered Summer 2018/19 (funded by Strong Workforce)

#### ZTC Sections (Bus 101, 107, 108, 113, 134, 150, 163)

- More instructors (x3) are utilizing OER/ ZTC materials. No particular trends noted yet (i.e. increase in enrollment).

#### Hybrid and Zoom formats?

- Increasing popularity with hybrid and synchronous online. Possibly offer F2F hybrid with a synchronous Zoom component when return to campus?

**If there are particular courses that routinely have wait lists and/or are not getting sufficient enrollment (15-student minimum), how is this being addressed?**

#### REFLECTION & PLANNING SUMMARY:

##### Sufficient enrollment

- Transfer classes are generally sufficiently enrolled (multiple sections: BUS 101, BUS 107, BUS 112, BUS 113, exception BUS 144\* only articulates with a few CSUs - San Jose, San Marcos, SDSU).
- KTD daytime F2F sections are generally full as well as hybrid and asynchronous online sections.

##### Lower enrollment

- Sections offered at the IVC, evening, Friday or weekends (exception BUS 112 on Sat AM) for working students tend to be lower enrolled.

#### **What factors may be influencing the program's trends?**

#### REFLECTION & PLANNING SUMMARY:

As previously stated, we have identified two main student user groups:

- (i) transfer students
- (ii) workforce re-entry/upskill.

Transfer students

- Business is and continues to be a popular major for those students that plan to transfer; particularly to a CSU or UC. Since adopting the Business Admin AS-T degree in 2015, we have established a clear pathway to university for the Business transfer students and have had marked success with up to 40 or more transfers in 2018 and 2019. (Number for 2020?)
- The core transfer classes offered are BUS 101, 107, 112, 113 and 144. Most of our ADT students transfer either to SSU or SFSU with an uptick seen at SJ State, East Bay and Cal Poly.
- A bigger stretch would be for those Business students trying for admission to UC - i.e. UCB (Haas), UCI or, in Managerial Economics at UCSB, UCSD or Davis - as the Calculus (121/123) and Computer Science requirements are significant and (seem to be) increasing. The UC/IGETC students tend to be AGS/honors students - which prompts further study to implement specific "honors" classes (e.g. BUS 101, 107) to help these students gain access with higher weighted GPAs.
- Note: there are also some students taking "overlap" classes (e.g. BUS 107, BUS 112 & BUS 113) in the BUS program that are pursuing either the ECON AA-T or HOSP AS-T degrees.

Workforce (upskill/re-entry) students

Our other BUS classes (non transfer/electives) are geared towards workforce/re-entry (BUS General AS) and have been somewhat sparsely attended until this March (2020) with the arrival of the pandemic and unemployment going from single to double digits. This has sparked re-newed interest in many classes such as Management, Marketing, Entrepreneurship and Finance.

We need further study and data to better understand who these students are and what programs would make sense to develop due to limited resources and budgetary constraints.

FT Accounting faculty Christine Li is on sabbatical F20 and researching trends in accounting that may help determine if the ACCT offerings could be augmented.

COVID

Note: approx. 25% increase in enrollment for BUS program for Fall 20. COM & CCC overall flat or negative.

**What discussions is the department having about program cost (textbooks, material fees, etc.) that may be affecting student access?**

## REFLECTION &amp; PLANNING SUMMARY:

- Zero Cost Textbooks and/or OER are now being used by at least 3 BUS instructors in sections of the following classes: BUS 101, BUS 107, BUS 113, BUS 121, BUS 134, BUS 144, BUS 150.
- BUS Dept has 3 faculty working with the CTE - OEI grant with plans to develop a ZTC certificate or degree.

**What discussions is the department having about instructional methods and experiential learning opportunities to support equitable access and success?**

## REFLECTION &amp; PLANNING SUMMARY:

- BUS actively pursued Strong Workforce (YEP) SEI & NACCE grant funding to kick start Entrepreneurship classes and Business Pitch competitions for high school students, i.e. offered summer boot camps and currently teach BUS courses at Terra Linda and Novato High School campuses.
- Worked with MCOE and MicroSoft (Corte Madera) to offer Entrepreneurship (business pitch) class to foster and underserved HS youth.
- BUS reached out to Drake, San Rafael and Tamalpais High Schools for more dual enrollment opportunities as coordinated by MCOE, counselors and Anna Pilloton's HS Outreach office.
- There has been discussions with San Quentin State Prison to teach entrepreneurship and offer Associate's degrees to inmates.
- BUS instructors have participated in HUM 101 for the past 6 semesters to reach out to basic skills, Puente and Umoja students that may be interested in studying business and/or learning about the entrepreneurial mindset.
- All BUS instructors are trained to use Canvas, Zoom and encouraged to incorporate ZTC materials.

**What objectives related to these trends might the program consider?**

## REFLECTION &amp; PLANNING SUMMARY:

- Professional development funds for instructors to be trained by ELI: "Who Owns the Ice House?" - to enhance entrepreneurial mindset offerings. <https://elimindset.com/>
- Professional development funds for instructors to be trained in instructional design and online teaching - @One. <https://onlinenetworkofeducators.org/>
- Outreach to Mathematics faculty to study the possible bottleneck for students taking MATH 121 (Bus Calculus) and Math 115 (Statistics) - required courses for transfer students. Imposter syndrome? Growth Mindset. (ACUE)

**What activities have been designed to achieve the objectives?**

## REFLECTION &amp; PLANNING SUMMARY:

- Discussions with BUS faculty (re:professional development, conferences, surveys etc)
- Discussions with PRIE (to provide additional data)
- Discussions with Outreach/Anna Pilloton, MCOE and local high schools
- Discussions with Strong Workforce grant manager/CE Dean for workforce funding
- Past partnership with Marin SBDC to offer business classes in Spanish (Adult Ed) - extremely popular

**What professional development would be most helpful to achieve the objectives?**

## REFLECTION &amp; PLANNING SUMMARY:

- ELI - entrepreneurial mindset training
- @ONE online training
- ASCCC conferences
- ACUE Equity Training - 4 BUS instructors have received SW grant for the one year ACUE online training (2020 - 2021)

## Section IIA: Student Success Trends - COMPLETION DATA BY ETHNICITY 11/2/18 : Version by **Willet, Nancy** on **07/07/2021 14:31**

Course completion rates, including by DE vs. in-person, and by student group (ethnicity, gender, age).

Course success rates (institution-set rate is 70%), including by DE vs. in-person, and by student group (ethnicity, gender, age)

Course completion by DE matches COM

Course completion by in-person matches COM

Course completion for HY matches or exceeds COM.

Course completion for off campus matches or exceeds COM.

Course completion for gender matches COM

Course completion for ethnicity matches COM - except for slight decrease for B/AA and H.

## Section IIB: Student Success Trends - DISCUSSION 11/2/18 : Version by Willet, Nancy on 09/12/2021 18:32

**Are course *completion* rates at or above the institutional average? Discuss to what this can be attributed and summarize any efforts underway or being considered.**

### REFLECTION & PLANNING SUMMARY:

Course completion for ethnicity matches COM - except for slight decrease for B/AA and H.

This is the one area where BUS is below average as noted for B/AA and H.

Further study is needed.

**If the course *success* rates for any group of students is above that of the institution (70%), discuss to what this success can be attributed and summarize any particularly effective activities.**

### REFLECTION & PLANNING SUMMARY:

Course completion for HY matches or exceeds COM.

Course completion for off campus matches or exceeds COM.

These two areas exceed the COM numbers. Further study is needed.

**If the course *success* rates for any group of students is below that of the institution (70%), discuss objectives aimed at addressing this.**

### REFLECTION & PLANNING SUMMARY:

Course completion for ethnicity matches COM - except for slight decrease for B/AA and H.

This is the one area where BUS is below average as noted for B/AA and H.

Further study is needed.

**Summarize program efforts to understand and, where necessary, improve course completion and course success rates.**

### REFLECTION & PLANNING SUMMARY:

BUS completion is in line or exceeds COM. All faculty encourage student wrap around support including:

#### Academic:

Computer Labs

Math Lab

Writing Lab

Testing Center

SAS

Tutoring

Library

Transfer Center

Puente  
 UMOJA  
Economic and Personal  
 Financial Aid  
 Food Pantry  
 Health Services  
 Legal Aid

**What objectives/activities will the program engage in related to improving student completion and success?**

REFLECTION & PLANNING SUMMARY:

Professional Development related to:

Online teaching  
 Equity and Student Success

**Strategic Plan objectives, performance indicators, and action steps (pending completion in May, 2018)**

REFLECTION & PLANNING SUMMARY:

**EDUCATIONAL MASTER PLAN & STRATEGIC PLAN 2020**

Goals that pertain to BUS program directly or indirectly:

### **STUDENT ACCESS AND SUCCESS**

Goal One- Reduce barriers to access and to students achieving their educational plan goals in a timely manner; create a welcoming atmosphere with increased human contact.

-BUS AST students are graduating with 70 units - less than the state average.

-BUS AS-T time to degree average 4.5 and mean is 4

Goal Two - Increase enrollment of adult students—both credit and noncredit—who have not gone to college and need support; improve outreach strategies to all of Marin's adult populations.

- survey reentry students to see if we can focus on and provide reentry adults the classes they need for CPA or MBA

Goal Three - Provide effective orientation and early support to students so that they can determine and achieve their educational goals.

-revisit mapping and sequence of classes to graduate from program

Goal Four -Build awareness in students of educational goal options and paths to achieve these goals.

- work with counselors on business sequence (similar to Bakersfield model) .

-fix website to clarify program

-increase marketing.

Goal Five - Ensure that all students reach milestones and complete educational goals in a timely manner.

-identify specific counselor to work with for the Business students so we can identify bottlenecks



**EQUITY**

Goal 2 = Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.

**INSTRUCTIONAL PROGRAMS**

Goal One - Clarify various educational pathways, strengthen existing and develop new curriculum to support those pathways, connect pathways in new ways, and educate faculty to become more knowledgeable about pathway opportunities.

Goal Three- Implement a student-centric master schedule that meets student needs for timing, location and course offerings rotation.

Goal Four- Develop innovative offerings, scheduling, and delivery methods for student success and equity.

Goal Five - Create opportunities for faculty to collaborate and share effective teaching methodologies.

**INDIAN VALLEY CAMPUS**

Goal Four - Periodically assess Novato community needs and incorporate into IVC development.

**COMMUNITY ENGAGEMENT AND RESPONSIVENESS**

Goal Two - Enhance and optimize partnerships between COM and the K-12 educational system, including IVC offerings.

Goal Five - Make the College a center for community engagement and cultural enrichment.

**COLLEGE SYSTEMS**

Goal four Increase outreach and marketing to reach all potential student populations, enhance COM's image, and ensure Marin County views COM as a good value for its cost and high-quality education.

## Section IIC: Student Learning Outcomes - ASSESSMENT 10/16/18 : Version by Willet, Nancy on 09/12/2021 18:51

If courses have been offered without being assessed, why has this occurred?

All BUS course have been assessed at least 1ce in the 3 year cycle.

SLOs assessed for Fall 2017 -

SLOs assessed for Spring 2018 -

SLOs assessed for Fall 2018 -

SLOs assessed for Spring 2019 -

SLOs assessed for Fal 2019: -

SLOs asessed for Spring 2020-

How do you assess Student Learning Outcomes (SLOs) at the course level?

Nancy's classes:

Scored by rubric and entereed in elumen

BUS 101 - business plan project

BUS 107 - final memo

BUS 108 - research project

BUS 144 - presentation

Does meaningful dialogue take place on shaping, evaluating, and assessing program SLOs? Please describe this activity.

There are 3 full time BUS instructors that teach separate discipline courses (ACCT, BUS and Law) and the rest are part time faculty.

Almost all instructors have completed SLOs and entered the results in elumen at least 1cw in the 3 year cycle.

How has the assessment of and reflection on course-level SLOs data led to course-level changes?

We are in the process of reviewing and revising courses that have come due in the 5 year cycle.

These discussions will take place as part of the 2020 revision.

How has assessment of and reflection on SLOs contributed to achieving overall goals at the department/program level? What connections can be drawn between course-level SLO assessment and program and/or institutional SLOs?

Program level outcomes:

Transfer classes (BUS 101, BUS 107, BUS 112, BUS 113, BUS 144) - needed to transfer to CSU and UC.

Nontransfer classes:

Upskill for workforce

Connections between CLOs to PLOs to IOs:

We will be adding an outcome that relates to equity,

The quintuple bottom line for sustainable global business is the balance between: People, Planet, Profit, Equity and Ethics.

What SLO assessment-related work within the program has been most useful? What work should be highlighted for other areas to learn from?

SLO highlights:

What objectives/activities will the program engage in related to improving SLO assessment?

SLO activities for assessment improvement:

## Section IID: CTE/Workforce Programs Only 11/2/18 : Version by **Willet, Nancy** on **09/12/2021 18:32**

What are the primary TOPS Codes for your program?

Certificate of Achievement in Applied Accounting

ACCT 0502

What is the regional three-year projected occupational growth for your program? Include regional supply and demand.

No Value

What are the top four occupations and the median salaries for the region for certificate and AS degrees completion?

No Value

What are the top four skills needed for the high-demand occupations?

No Value

What is being done at the program-level to assist students with job placement and workforce preparedness?

No Value

Please show the number of EDS (economically disadvantaged students) in each program. Please provide persistence and completion rates of EDS.

No Value

Please show evidence that the program Advisory Committee met and reviewed curriculum, certificates, SLOs, labor market and other programmatic areas to help contribute to the relevance of your program.

Accounting advisory meeting dates:

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

No Value

Please provide annual certificate completion rates including all industry relevant third party certificates.

Applied Accounting: Certificate completions:

- 2017-2018 - 7
- 2018-2019 - 3
- 2019-2020 - 8

Please show evidence of student skill attainment, completion, persistence, and job attainment by reviewing the CTEOS (Career Technical Education Outcomes Survey) and the Perkins (VTEA) Indicator data.

No Value

Please show evidence of student job attainment or salary increase by students who have left the program. For assistance, refer to the CTE Outcomes Survey and the Workforce Specialist to engage CTEOS data and data from LaunchBoard.

No Value

What objectives/activities will the program engage in related to meeting labor market need, improving student job attainment, or other workforce-related trends?

ACCT will revisit work with advisory board upon Christine Li's return from sabbatical.

### Section III: Optional Discipline-specific Information 9/28/18 : Version by **Willet, Nancy** on **09/12/2021 18:51**

### Section IV (Year 6): 360-FEEDBACK 11/2/18 : Version by **Hernandez, Carol** on **11/03/2021 23:12**

Tim's email:

Equity Lens\u200B\u200B\u200B\u200B\u200B\u200B

- TECHNity

The Business and Information Systems Department at COM is committed to providing the best educational experience to all students, with a primary aspiration to embrace equity and fair opportunities to every student in our diverse population that we serve. We recognize the migration to online and technology-based instruction disproportionately impacts marginalized and underserved student households, and we are committed to bridging the gap in meaningful and significant ways.

Even before the COVID-19 pandemic forced us to migrate to virtually 100% online delivery, we were aware that unconnected students without access to necessary technology were placed in a significantly disadvantaged position to learn. More fortunate students took their prior familiarity and access to technology for granted. For example, 9 million of the 56 million school-age students in the United States do not have access to reliable internet and could not complete after-school assignments.

We also believe that online education will remain a primary method of delivery for our foreseeable future, even after some level of in-class instruction resumes – whenever that will be. As such, we are committed to transforming our online delivery to reach underserved student populations.

One way we are already working to improve our online delivery is the ACUE course, “Effective Online Teaching Practices”. This class represents the current acme of evidence-based, data-driven best practices for online instruction. Several of our faculty have already completed this course previously, and three faculty are currently enrolled in Cohort A. We believe that COM teachers who complete the course and obtain ACUE certification will be more effective instructors for marginalized students who are daunted by technology, who will be more likely to not

persist without better instructor engagement and practice.

We propose another way to improve our online delivery as a department. One of the many benefits of ACUE is experiencing the higher engagement, persistence and retention of lessons that exemplary User Interface delivers to online students. Consumers and users in an online world realize that decisions to persist and remain engaged with online content are made on a minute-by-minute (and sometimes, second-by-second) basis by the user. Students unfamiliar with technology are far more likely to disengage from an online class **when the user interface is unwelcoming, awkward, ambiguous or difficult to navigate.**

**We propose engaging the services of a UX (User Experience) design vendor to develop a small number of Canvas templates**, developed in partnership with the Business and Information Systems faculty, which will provide a profoundly simple, welcoming, and easy to navigate experience to the most tech-unfamiliar student. We believe this will increase retention, persistence and class completion rates, especially to underserved and marginalized students who find online delivery the most unfriendly and challenging.

Creating an educational delivery system that offers unfair advantage to students based upon prior familiarity with internet technology may represent an example of structural racism. We believe our proposed transformation of our student-facing UX design represents a significant equity-minded step to advance to provide a more fair, inclusive and anti-racist educational opportunity for the diverse student population of the College of Marin, and will serve as one small way the Business and Information Systems department can contribute to actively strategizing and taking action against structural racism.

#### **Department Summary:**

Please summarize the key trends, issues, initiatives, and objectives that the department has considered during this program review cycle.

#### **Key Trends:**

Enrollment on the decline for CCC but COM BUS enrollment has been trending up since 2017 and is up 25% for F20. How does BUS program remain viable in light of 21st century changes? The ability to adapt (quickly) will determine survival.

The education landscape is quickly changing and there is a lot of competition out there that is free or cheap, and delivered (better) online (ASU, Coursera, EdX). Covid has disrupted the education system and accelerated online delivery by 5 years. Private sector (Google, Microsoft) is entering the education field and can build it better and faster. Branded elite universities (MIT, Princeton, Stanford) are also doing the same. Smaller expensive private universities are losing students and are looking to grab market share. There are over a million students in CA that sit outside the CC system.. Already in play - gamification and AI teaching and grading - particularly appealing to younger GEN Z students. Increasingly students are older with families and jobs and need flexibility - Is face to face learning a thing of the past - or how make modifications to keep up with demand?

#### **Issues:**

Evaluate key information to better understand the makeup and needs for the 2 BUS audiences:

- Transfer students
- Re-entry workforce

We need continuous "fresh" content to better capture the make-up of these 2 student user groups and better identify their needs (PRIE, Workforce, Counselors)

Looking closely at the student pipeline:

- Barriers to entry - who does not make it in and why?
- Blocks within the system - where are the bottlenecks once students are in the system (Math, CS?) ? How can we ameliorate?
- Completers - were they successful at the next level? Did we provide what was needed? (baccalaureate, job) what is missing?

#### **Initiatives:**

- Data - we need full transparency and better access to "real time" data to understand how to make changes and improve internal and external systems
- Outreach - need to make the BUS transfer pathway seamless from entry to exit (HS to university)
- Courses - update and make information available to students. Make sure articulation with CSUs, UCs, Private Colleges are accurate, up to date and serve the needs of the students. Offerings: need flexibility, up to date modality and delivery. All courses need to be equity based.

- Programs - what should we do about workforce (upskill-reskill) classes? Offer a "Mini MBA", CPA Cert? Move small biz to noncredit? Outreach to San Quentin and MCOE foster?
- Professional development - how can we attract and keep the best talent (Are tenure and mini-tenure (etum) violation of Title VII and/or obsolete? How do we improve pedagogy, encourage and increase networking and collaboration, increase support for online/hybrid teaching methodology to stay current, provide training to use the latest content and pedagogy that is open and equity based (ACUE)
- Incorporate Service Learning and Community Outreach -- e.g. Miracle Messages
- Marketing - cannot remain passive and think that "they will come to us" - we need to be pro-active and have a "here's what we can do for you!" attitude otherwise Gen Z (and next Gens) will seek out other options
- our website cannot remain static for years at a time
- Life long learning - the trend is that students will be continuously learning (re-entry) over their entire lifetime - so how do we accommodate this?

#### **Objectives:**

- improve outreach - work with college on Marketing & Branding
- improve collaboration and support both internal and external (community, students, faculty, counselors, campus support, CE, Comm Ed)
- data data data (can we get tableau data like SBCC?) to better identify students' needs, find and fix gaps and measure outcomes

#### **Administrator Feedback:**

- The business department did an excellent job capturing how they support various parts of the college's mission. They take advantage of various opportunities via grants, outreach and partnerships.
- Time to degree is slightly better than the college's average of 5 years.
- The percentage of courses with ZTC is 20%. That might be an area of growth for the department.
- There has been a gradual increase in enrollment over the past few years.
- As noted, generally enrollment is strong except for courses offered on the weekends, evening, and IVC which is an issue across the District. It should be noted that enrollment has increased during COVID despite a decline in other areas. It will be interesting to see if this trend persists past COVID.
- They noted a bottleneck issue with 121 and 115. Although, the throughput for Math 115 doubled the first semester AB705 was implemented. Perhaps, interdepartmental collaboration could be beneficial for Math 121 students.
- The Course Completion rates for AA and H are below that of the institution. It should be noted that the Department has and continues to undergo professional development to address issue of equity. This is a constant point of discussion among the Business department faculty.
- The Business department made direct and indirect connections between their work and the EMP and Strategic Plan. Great job!
- As we go back in-person in the Fall, we should explore how to offer courses to best serve students.

#### **Program Review Team Feedback:**

No Value

#### **PRAC Feedback:**

No Value

## **GRIT Program Review Analysis**

**Department/Office/Program:** Business

**Date:** 10/13/2021

- 1. Concerning issues around access, retention, and success of students**
  - Math as a potential barrier
  - Success of African American/Black and Latinx students
  - Gender gap
- 2. Concerning issues around equity**
  - Success of African American/Black and Latinx students
- 3. Promising practices that support students that are being implemented**
  - ACUE Training: Association of College and University Educators - Learn the evidence-based teaching practices proven to improve student achievement and close equity gaps.
  - Outreach work/dual enrollment efforts with high schools
  - BIPOC Partnerships
  - Marin City CDC - own businesses; short term certificates
  - Positive focus on equity training
- 4. Important to note**
  - Strong alignment with COM's Education Master Plan and Strategic plan
  - Concern about the ETUM Seniority System – Senior and Junior – and Title VII violation
  - Engaging the services of a UX (User Experience) design vendor to develop a small number of Canvas templates
- 5. Recommendations**
  - Math as a potential barrier
    - Work with Math dept.
    - Assess Math 121 concerning support and ways to provide just in time remediation
    - Consider support for math anxiety
    - Research strategies to embed information and support for students
    - Research other contributing barriers
  - Success of African American/Black and Latinx students
    - Ensure that support is intentional and focused on African American/Black and Latinx students
    - Work with the Umoja Equity Institute and Outreach Office around community outreach to Marin City and Canal Alliance
    - Connect with the Learning Communities, Counseling, Outreach, and COMPASS
  - Dual Enrollment
    - Research and integrate demographic data on high school students participating in satellite classes/dual enrollment to ensure a focus on equity
  - Ice House
    - Research and integrate data on Ice House model to assess effectiveness
- 6. Commendation**
  - Strong alignment with COM's Education Master Plan and Strategic plan

- BIPOC Partnerships
- Professional Learning with ACUE Association of College and University Educators

### **GRIT's Charge**

The Guidance, Resources, Integration, and Transformation (GRIT) Committee operates in collaboration with PRAC and the Academic Senate to support College of Marin's commitment to providing equitable opportunities and fostering success for all members of our diverse community. GRIT reviews institutional plans, program reviews, and data to ensure that antiracist practices, equity and access are embedded in all plans and programs and that resources and efforts support overall student success.

### **Definitions**

The following definitions have been adopted by COM as stated in the Educational Master Plan 2017-2025, p. 18:

**Equity:** Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

**Equity-minded:** The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education.