

## Attachment 4

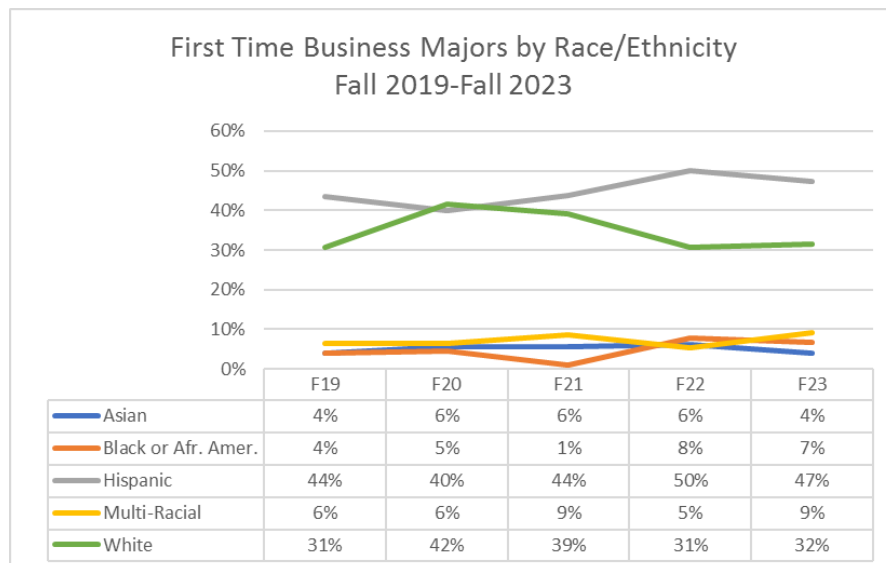
### Business Department Program Review: GRIT Recommendations, Progress on Program Activities and Student Outcomes

The Business department was among the first cohort of departments to engage in COM's revised program review process. Their review was finalized in fall 2021 after incorporating GRIT's Program Review analysis. Progress on key promising practices, concerns, and recommendations noted in the GRIT review is briefly described below.

#### Support Success of Hispanic/Latinx and Black/African-American Students

Since their program review was finalized, the Business program has made progress on implementing numerous changes to increase diversity and support access and success, including:

- Hiring two African-American faculty.
- Offering a streamlined business degree that includes newly developed online course sections. This has improved access for working students, dual enrolled students, those with transportation challenges, and student athletes, many of whom are African-American business majors. A dedicated counselor works with these students to ensure their degree path and schedules are on track to timely completion.
- Increasing distance education offerings and training more faculty in online teaching practices. Since the re-opening of the COM campus in spring 2022, the program has increased online sections offered for several courses. Online success rates have consistently been above COM's institution-set standard of 70%, and notably, in fall 2023, have equivalent course retention and higher success rates than in person courses.
- A cross-departmental collaboration with the counseling department to build awareness of the business program and its offerings. This collaboration has contributed to increased diversity in new business majors, with notable increase in the proportion of Hispanic/Latinx and Black/African-American students.



The GRIT review flagged concerns about course success rates among African-American and Hispanic/Latinx students, citing that they were consistently below the average course retention and success rates at COM.

With the exception of spring 2022, course success among Black/African-American students has consistently been above COM’s institution-set standard of 70%. Success rates are consistently lower than White and Asian students, but do not meet the threshold of disproportionate impact (indicated in orange).<sup>i</sup> There is still a consistent equity gap in course success among Hispanic/Latinx students, and further research to determine barriers to success for this group is being conducted.

Enrollment Success and DI in Business by Race/Ethnicity						
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Amer. Ind. or AK Native	100.0% 1/1					
Asian	89.1% 41/46	84.1% 53/63	86.8% 46/53	71.7% 38/53	88.9% 32/36	81.1% 30/37
Black or Afr. Amer.	71.0% 22/31	78.1% 25/32	75.0% 18/24	50.0% 10/20	73.1% 19/26	77.5% 31/40
Hispanic	72.4% 126/174	66.9% 119/178	73.8% 141/191	63.5% 115/181	68.8% 172/250	69.2% 171/247
Multi-Racial	77.4% 24/31	81.3% 26/32	74.3% 26/35	64.5% 20/31	79.5% 35/44	67.9% 38/56
Nat. HI or Other Pac. Isl.			0.0% 0/2	0.0% 0/1	50.0% 1/2	0.0% 0/2
White	79.9% 175/219	79.4% 200/252	81.3% 187/230	80.4% 180/224	73.2% 164/224	82.4% 197/239

### Math 121 (Business Calculus) as a barrier to completion

The GRIT review also recommended an assessment of Math 121, Business Calculus, as a potential barrier to student completion of the Business degrees. Follow-up research provided by COM’s Planning, Research and Institutional Effectiveness (PRIE) office showed that Math 121 remains a barrier, particularly for African-American and Hispanic/Latinx business students, who are more likely to delay enrollment in this required course, and have lower success rates than their White and Asian peers. In response, the Business program has initiated a cross-departmental collaboration with Math department and counselors to explore alternatives, such as allowing substitution of finite math to meet the degree requirement. Counseling is undergoing articulation review to determine which institutions accept finite math for Business transfers, starting with institutions where COM Business majors most often transfer.

## **Review disaggregated data on dual enrollment in high school satellite courses to ensure focus on equity**

GRIT also recommended assessing participation in high school dual enrollment programs using disaggregated dual enrollment data. Notably, Business 128, an Entrepreneurial Mindset course, was piloted as an entry student success program at two continuation high schools in spring 2022, fall 2022 and fall 2023. More than half of enrolled students were Hispanic/Latinx, and successful course completion among this group ranged from 78-90%. This course offering has been institutionalized since grant funding ended.

The program also offers several Business courses as part of an environmental leadership high school program, which attracts many 4-year bound students. Students participating in this program are less diverse than the high school at which the program is offered, with a higher rate of enrollment among the high school's White students and lower among Hispanic/Latinx students. Efforts to collaborate with COM's high school outreach team to increase diversity are being discussed.

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<sup>i</sup> Disproportionate impact for a selected group is calculated using the percentage point gap minus one (PPG-1) method:

1. Calculate outcome for all groups EXCEPT selected group (PPG-1)
2. Calculate outcome for selected group
3. Calculate difference in outcome between PPG-1 and selected group. This is the percent difference displayed for groups with observed DI.
4. Determine if difference falls within margin of error, which is primarily impacted by size of selected group and the magnitude of the percentage point difference
  - If difference is negative and falls within margin of error, **DI is observed and the outcome is highlighted in orange**
  - If difference is positive and falls within margin of error, **DI is not observed**
  - If difference falls outside the margin of error, **observation of DI cannot be determined**