

Instructional Program Review Report

Sierra College, 2018-19

Department/Program Name: Business

Date Submitted: April 3, 2019

Submitted By: Anne Diamond and Christy Karau

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as well all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The Business Department prepares students for a versatile career path and helps them learn skills that can be applied in nearly every industry. Our goal is to hire experienced professionals and partner with industry experts to educate our students and help them get internships in many business fields. We serve a diverse group of students with various educational goals: some want to advance their careers and are seeking skill specific certificates, some are learning how to run or start-up a business in our local community, and others choose a transfer path to pursue studies at a four-year university.

1b) How does your program support the district mission, as quoted below?

"Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment." [update]

Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship? [we could make this a separate question]

All courses in the Business Department include student learning outcomes that align to the Program outcomes, that align to the Institutional level outcomes. When the department considers new courses or considers program maps, the faculty carefully identify a breadth and depth of coverage to ensure that the department's planning decisions support ISLO development throughout our students' experience. The department is in the early stages of embarking on an assessment activity that will analyze the "Critical and Creative Thinking" ISLO as it is aligned and related to the department's "Problem Solving" PSLO. Faculty are assessing Spring 2019 and a follow up discussion is scheduled for August 2019 Planning and Assessment day.

1c) Program offerings align with which of the following mission categories; check all that apply:

- ☒ Transfer ☒ Career Technical Education
☐ Basic Skills ☒ Personal Development/Enrichment ☒ Lifelong Learning

1d) Please analyze your department's performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

The Department offers courses in the following areas:

- **Accounting**
- **General business**
- **Interdisciplinary entrepreneurship**
- **Management**
- **Marketing**
- **Real estate**

The Department offers the following Degrees and Certificates:

Associate Degree for Transfer

- Business Administration for Transfer

Associate Degrees

- Accounting
- General Business
- Interdisciplinary Entrepreneurship
- Management
- Marketing
- Real Estate

Certificates of Achievement

- Accounting
- General Business
- Interdisciplinary Entrepreneurship
- Management
- Marketing
- Real Estate
- Retail Management (launching in Fall)
- Taxation (launching in Fall)

Skills Certificates

- Interdisciplinary Business Entrepreneurship
- Payroll Professional
- Small Business Bookkeeping

28 of the department's courses transfer to CSU and 6 courses transfer to UC. The department experiences consistent growth in degree awards. The Business degree for transfer realized a 15% increase from 2016-17 to 2017-18. The transfer degree was the department's most popular award with 247 students earning degrees. All other business degrees combined awarded 253 degrees in the 2017-18 year. The department averages 500 degrees awarded per year for the last 3 years. The department's three-year average for earned certificates is 55 (CCCCO DataMart).

Although the majority of students in the program experience a high level of success, white students and higher income students perform at higher rates than others. The three-year average success rate for white students is 67% and retention is 80%. Whereas, black students experience an average of 50% success and retention is 75%. The department has held multiple meetings with part-time and full-time faculty to analyze this data and initial conversations are beginning to illuminate this challenge and how this impacts our ability to carry out the mission of our department.

- 1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

The Business Department is developing pathways with area high schools through the dual enrollment program. We have an articulated Financial Accounting class now (under a 2+2 agreement), but are

working to transition this class to dual enrollment. Currently, we have two dual enrollment courses in the Business Department (BUS 101 - Personal Money Management and BUS 140 – Small Business Management).

We continue to foster and promote Sierra College's partnership with the Hacker Lab through our courses, specifically with our Entrepreneurship courses. This partnership gives students an opportunity to explore entrepreneurship by attending workshops from community leaders, utilize equipment and manufacturing facilities to make products, and develop mentor relationships. To further the mentor relationships, the department organized a couple of opportunities for students to meet with successful entrepreneurs and pitch business ideas to them (Start up Pitch Mentor event). Another networking and monitoring opportunity was held at Hacker Lab called Makermatic, giving students a chance to solve a business problem for Sierra College dealing with student engagement. This event gave students a chance to utilize their business skills in providing a solution to the problem while providing feedback to Sierra on how the college can approach this problem. Both events had local business leaders present to work with students and provide feedback.

Our Business Club on campus has transitioned to Enactus which is a social entrepreneurship team. Within this team, students identify local and global problems and comes up with sustainable solutions for those problems. This team is open to everyone giving our business students a chance to work with students from other disciplines and creating an interdisciplinary experience for everyone across campus.

Our first project is transitioning a local chocolate business to operate under the Sierra College Foundation. This company is being donated to Enactus in order for students to have a hands on experience of running a company. This experience will utilize the business skills (operations, management, marketing, and accounting) student learn in class and offer an experiential learning experience. This businesses produces products and sells them to customers. The business only purchases cacao beans that are fair trade from farmers in different countries. This enables farmers in disadvantaged locations to receive a fair price for their beans which helps the economies where they live. Enactus is also looking at projects in Uganda and Puerto Rico. The experience of working with people in diverse regions gives our students a new perspective on other cultures contributing to their perceptions and definitions of diversity.

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.

As relevant, please address the impact of the development of MAPs, Interest Areas, and Guided pathways on curriculum and program planning and assessment

The Business department completed its Curriculum Review process last Fall. During this process, the department identified two courses that could be added to Sierra's general education offerings (BUS 101 and BUS 143). We also looked at new programs and added certificates for Retail Management, Payroll, Bookkeeping, and Tax. Through the process of advisory councils, the department is consistently updating and adding courses to serve the community as informed by our business partners. Some notable, curricular additions to our programs include courses in organizational behavior, payroll, tax preparation, and bookkeeping. The department intentionally created several certificates that can be earned 100% online: payroll, management, entrepreneurship and bookkeeping.

In 2014, when the college rushed to create SLOs, the Business department like many others on campus, haphazardly wrote SLOs for their courses. In the latest round of curriculum review, the department utilized a process that involved engaging all faculty who teach the same courses to come together and write SLOs or at least evaluate the revisions. Additionally, the department utilized a curriculum map to make sure that programs allowed outcomes to be introduced, reinforced and attained across a major area of study.

During our mapping session, the department identified changes to course sequencing, thus positioning Intro to Business (Bus 20) as the entry point for interested Business majors. The mapping process also resulted in shifting Business Law to a later semester in a student's academic map.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

In Spring 2018, according to the EEC's Assessment Participation report, the Business Department had 32 of 34 courses assessed (94% of courses were assessed). The Department took immediate action and is now at 100% participation.

Captured in our 2017 Departmental Analysis form, the faculty identified an opportunity to mentor and share assessment best practices between all part-time and full-time faculty in the department. Although the faculty engage in assessment work and complete SLAS forms, the department set a goal to work more collaboratively to review the collective SLAS results and analyze with attention to close equity gaps. Another goal for the department was to determine how to use course level data to better understand how students are meeting our program learning outcomes. This idea was introduced at the department's 2018 Fall flex meeting. Faculty were tasked with using the Problem Solving Value Rubric for an assignment that assessed a course level outcome that aligned with our Problem Solving Program learning outcome. Results will be discussed at the department's 2019 Fall flex meeting.

In an effort to provide a better learning environment for students to succeed, in 2018, the department implemented an indirect assessment to measure students' responses to the classroom and teaching environment. Participation using this assessment tool was completely voluntary. Participating faculty gathered to discuss results. Some areas of interest emerged: amount of time spent reading the textbook, amount of time spent on homework and amount of feedback provided by instructor. Faculty discussed intervention strategies and shared ideas specifically related to textbook availability. Although, no clear plan or resolution emerged from the activity, at a minimum it demonstrated a best practice that many faculty will continue to incorporate in their mid-semester assessment routines.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Please describe your staff development needs based on this analysis.

The department regularly participates in flex activities, professional development, and department meetings. By building a community with our faculty, we are able to engage and share ideas and teaching techniques. Faculty are always willing to allow others to observe their courses to facilitate the exchange of ideas on how to present material and engage students better. The department maintains a Canvas webpage to help onboard and provide training resources for all faculty.

In addition to flex opportunities at Sierra, Department members attend conferences to stay current in industry. Conferences attended over the past three years include TACTYC (Teachers of Accounting at Two Year Colleges), SHRM (Society for Human Resource Management, California APA (American Payroll Association), and Enactus Worldwide Social Entrepreneurship. At these conferences department faculty were able to attend workshops, network, and bring ideas back to other faculty for programs and educational resources. As a result of the TACTYC, the taxation program was created and through the California APA conference the payroll program was created.

The department regularly receives feedback from industry through advisory committee meetings. We also have a partnership with the local APA chapter to support the payroll program. FT and PT faculty currently serve or has served on a number of committees including:

- Academic Senate
- Academic Webpages
- Career and Technical Education (CTE)
- Curriculum
- Distance Learning and Instructional Technology (DLIT)
- Educational Effectiveness
- Facilities Master Plan (including the new instructional building programming team)
- Faculty Prioritization Workgroup
- Gender Equity
- Guided Pathways
- Program Vitality
- Promise
- Starfish

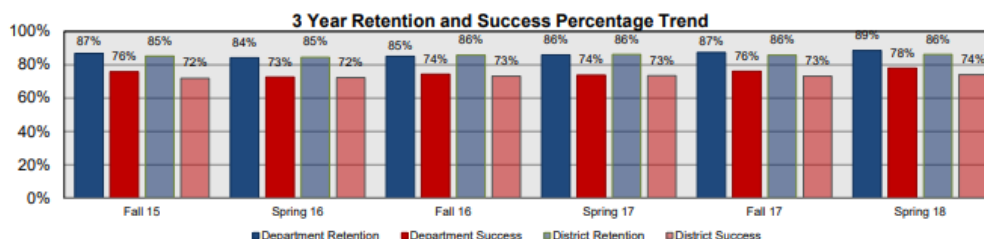
Two of our FT faculty also serving on the accreditation writing team. The department co-chair is the instructional liaison for the Business and Innovation Interest Area. The other department co-chair is an assessment leader for the college, serving as the co-chair for the Educational Effectiveness Committee. Although we have an actively involved team of individuals who are passionate educators and benefit from campus involvement, we are a large department with 28+ part timers who are industry experts and practitioners that are not trained as teachers. This presents a real need in our department as well as a challenge---so many of our part-time staff maintain regular employment outside of the college and are unable to attend meetings or campus professional development workshops.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

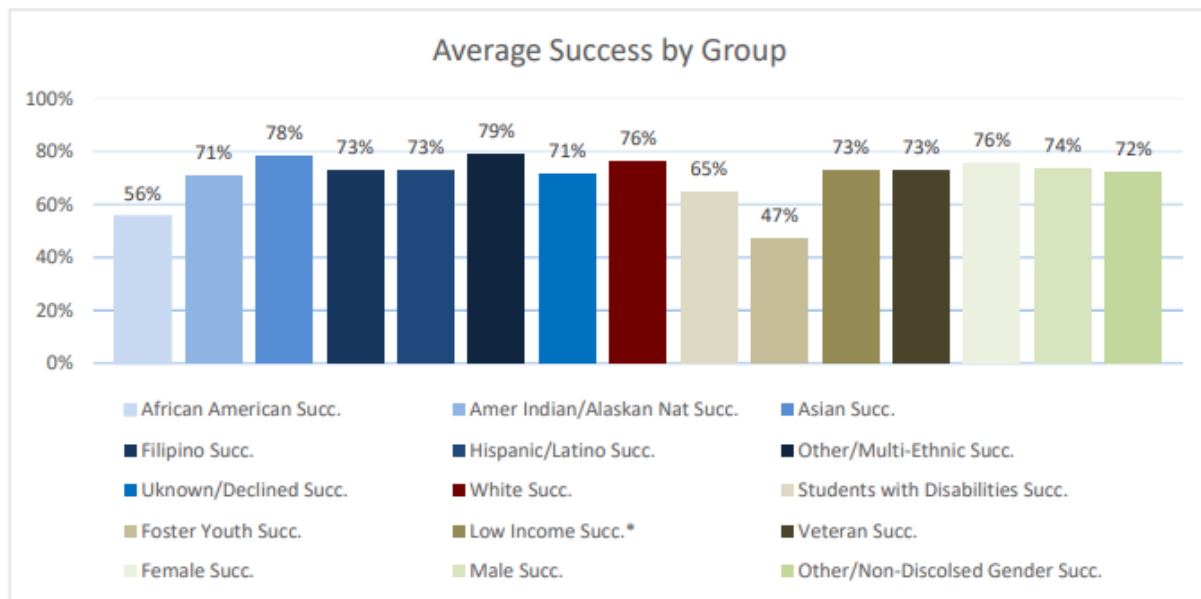
3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.



The department's success and retention rates consistently perform at or above district levels. The online course success rates are 68%, while retention is 81%. The department acknowledges the lower success rates in online courses and has implemented some changes to address the challenges. For instance, a series of online courses within our curriculum, with historically low success rates, were recently evaluated and taken off the schedule until further revision. Additionally, a focus group met to determine the viability of the existing course offering. Work continues to be completed on those series of courses.



Although the majority of students in the program experience a high level of success, white students and higher income students perform at higher rates than others. The three-year average success rate for white students is 67% and retention is 80%. Whereas, black students experience an average of 50% success and retention is 75%.

Intentional planning of student maps has resulted in an important scheduling change. Business students will take their Introduction to Business course in their first semester. This adjustment should help students determine if they have an interest in Business as a discipline and desire to move on, which should hopefully improve success rates in future coursework. For example, prior to the maps, students may have enrolled in Business 20 at the end of their last semester.

- 3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

Enrollment by Location	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Department Total	2,926	3,077	2,848	3,023	2,747	2,895	2,919
Roseville Gateway	47	46	15		17		31
Rocklin Campus	2,249	2,227	2,151	2,215	1,959	2,010	2,135
Tahoe Truckee	75	96	87	93	79	65	83
Nevada County Campus	131	156	115	140	93	103	123
Distance Learning	424	552	480	575	599	717	558

The department maintains consistent enrollment across all majors in the program. Roughly 3000 students enroll in the Business Program each year. Online enrollment has seen considerable growth with an added 20% increase from Fall 16 to Spring 17. Three-year fill rates average around 90%. Enrollment at the Tahoe Truckee campus is on a three-year decline, while the NCC campus decline has leveled off and enrollment numbers hover around 100 each term.

Fill rates for AS-T courses are strong. Business Law, Business Communication, Accounting 1 and Introduction to Business consistently have long wait lists and last-minute additions to the schedule fill quickly. In Fall 2018, the Department implemented a few late start sections of these gateway courses. The effects of Guided Pathways mapping isn't noticeable with the exception of Business 85 enrollment. Historically, students across the college enrolled in Business 85 to fulfill their GE Public Speaking requirement. Given the use of maps, and counselor influence, students appear to be selecting Com 1 to fulfill that requirement.

3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity for at risk students and equity in general. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

Retention/Success by Ethnicity	Fall 15 Enr.	%	Spring 16 Enr.	%	Fall 16 Enr.	%	Spring 17 Enr.	%	Fall 17 Enr.	%	Spring 18 Enr.	%	3 Yr Avg
African American Ret.	72	88%	101	82%	131	78%	130	81%	161	82%	169	79%	81%
African American Succ.		68%		50%		49%		53%		57%		59%	56%
Amer Indian/Alaskan Nat Ret.	10	100%	18	89%	46	94%	59	88%	71	85%	95	85%	88%
Amer Indian/Alaskan Nat Succ.		80%		67%		87%		64%		63%		73%	71%
Asian Ret.	160	84%	168	86%	202	90%	238	88%	154	92%	210	90%	88%
Asian Succ.		78%		77%		80%		76%		81%		79%	78%
Filipino Ret.	41	78%	37	76%	59	85%	66	88%	33	82%	37	84%	83%
Filipino Succ.		71%		65%		78%		76%		76%		65%	73%
Hispanic/Latino Ret.	481	87%	479	84%	498	84%	481	86%	410	83%	443	85%	85%
Hispanic/Latino Succ.		76%		70%		73%		70%		70%		78%	73%
Pacific Islander Ret.	15	93%	16	88%	18	83%	18	89%	9	89%	8	100%	89%
Pacific Islander Succ.		73%		63%		72%		78%		67%		75%	71%
Other/Multi-Ethnic Ret.	27	93%	26	73%	14	100%	11	100%	84	85%	93	87%	87%
Other/Multi-Ethnic Succ.		78%		58%		100%		91%		79%		80%	79%
Unknown/Declined Ret.	28	82%	32	84%	14	57%	20	85%	21	86%	18	94%	83%
Unknown/Declined Succ.		68%		66%		50%		80%		71%		94%	71%
White Ret.	1999	87%	2146	84%	1889	85%	1896	86%	1787	87%	1822	88%	86%
White Succ.		76%		74%		75%		76%		77%		79%	76%
Disparate Threshold (Succ.)		61%		59%		60%		61%		62%		63%	61%

Retention/Success by Equity Pop.	Fall 15 Enr.	%	Spring 16 Enr.	%	Fall 16 Enr.	%	Spring 17 Enr.	%	Fall 17 Enr.	%	Spring 18 Enr.	%	3 Yr Avg
Students with Disabilities Ret.	161	81%	149	78%	171	84%	188	76%	170	77%	142	81%	79%
Students with Disabilities Succ.		61%		65%		73%		61%		59%		70%	65%
Foster Youth Ret.	4	50%	8	63%	12	58%	15	93%	19	79%	21	57%	70%
Foster Youth Succ.		50%		38%		25%		60%		53%		48%	47%
Low Income Ret.*	1596	86%	1701	83%	1123	84%	1153	82%	1424	85%	1474	87%	83%
Low Income Succ.*		74%		70%		72%		68%		74%		76%	73%
Veteran Ret.	113	89%	117	94%	85	82%	91	92%	71	77%	79	96%	89%
Veteran Succ.		74%		78%		61%		77%		66%		77%	73%
Female Ret.	1358	86%	1426	84%	1374	86%	1401	85%	1391	85%	1417	87%	86%
Female Succ.		77%		74%		76%		75%		73%		79%	76%
Male Ret.	1446	87%	1568	84%	1450	84%	1470	86%	1325	86%	1425	88%	86%
Male Succ.		75%		72%		73%		72%		75%		77%	74%
Other/Non-Disclosed Gender Ret.	29	90%	29	72%	47	83%	48	83%	31	90%	53	87%	84%
Other/Non-Disclosed Gender Succ.		72%		62%		68%		75%		81%		74%	72%

The department has an achievement gap and is discussing ways to eliminate this gap. Part and Full-time faculty reviewed specific course success rates and identified a handful of courses that would implement more equitable teaching strategies. For the Business 85 and Bus 100 courses, a small group of 4 instructors met in Fall 2018. The goal of the meeting was to share ideas and try new methods for improving course success rates. The group is scheduled to meet again in Fall 2019.

The department has held multiple meetings with part-time and full-time faculty to analyze success data and initial conversations are beginning to illuminate this challenge and how this impacts our ability to carry out the mission of our department. The department is eager to see how the newly revised

professional development program will help provide faculty training to understand equity data and close equity gaps.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.

3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

With the use of data dashboards, the department is able to look at our programs and courses on micro and macro levels. Since the public release of the dashboards, the department has provided instruction to FT and PT faculty so they can look at their course effectiveness and how the department is doing as a whole. This information along with SLO assessment gives faculty a chance to evaluate their courses to determine the best way to effectively teach students.

We have faculty that are engaged with the planning and assessment of the college and our department through committee work in Guided Pathways, interest areas, and mapping workshops. The business department has had input on R4S from its inception through the current interim guided pathways taskforce. The department co-chair is the instructional liaison for our interest area and the other co-chair is the representative for the interest area in equity.

Three faculty participated in the mapping workgroup that the college facilitated and a couple faculty participated in the interest area program selection process. One business faculty member was on the academic webpage committee to design the new pages and how interest areas would be represented.

Participating in the redesign of the college made our department look at our current programs and assess the relevancy of them. During this process, the department deleted two AA degrees and over the course of a couple of years created four new certificates. These new certificates will help in our pathways effort to introduce alternative paths for students other than transfer. This increase in the CTE presence of the Business Department has led to many opportunities for industry partnerships and experiential learning.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

Given budget constraints and continued cuts in course offerings district wide, our goal is to maintain a high quality business program with the resources we have. To this end, we will continue to attend workshops and conferences; continue to have faculty present “best practices” at flex week department meetings each semester; continue to subscribe to trade journals specific to our disciplines to stay up to date on trends; and take advantage of staff development opportunities on campus.

Since our last program review, the department has created five new programs: Small Business Bookkeeping, Payroll, Interdisciplinary Entrepreneurship, Taxation, and Retail Management. While the last two programs are new for Fall 2019, the other programs have been in place for at least a year.

The Payroll program is designed to prepare students for the Fundamental Payroll Certification (FPC) exam. The Payroll program’s core three classes (BUS 11, BUS 12, and BUS 13) saw an increase in the number of sections from one class a semester (BUS 11) to four in the spring of 2019 (two sections of BUS 12 and two sections of BUS 13). The fall schedule has all three classes at two sections each. Those classes were created in partnership with the American Payroll Association (APA) and are now qualified to offer RCH (continuing education) credits for current payroll professionals. Because of this, enrollment in the three payroll courses is expected to increase by an additional section per course.

The taxation program is designed to prepare students to take the Enrolled Agent exam. Courses include individual, corporate, and client representation before the IRS. The department also incorporated a VITA (Volunteer Individual Tax Assistance) program. Students train for the VITA certification by the IRS and prepare taxes for the local community. So far, the program has prepared 53 returns in their first three days of operations. The BUS 14 class in this program (individual taxation) is in process for CTEC approval which is a certification from the IRS for the preparation of California tax returns. Students passing this class will have this certification automatically without an external exam from CTEC.

The department is working with the Western States Chain Grocers Association (WSCGA). Within this association, the department is working on having the Retail Management Program recognized by WAFC. Their mission is to help the industry attract, retain and advance high potential food industry associates through exposure to educational programs and leadership opportunities. This will give our students a certification for a real management career and bring in students already in retail who want to move into management.

The Business department continues to seek other options for program effectiveness. We are currently shifting more focus to our online and hybrid classes to satisfy varied student scheduling needs. This will also benefit our Nevada County and Tahoe/Truckee campuses to provide classes to those students who otherwise would not be able to take them at Rocklin. We are utilizing Sierra College’s partnership with Hacker Lab to help students research and create new business ideas and ventures. We are creating partnerships with area high schools through dual enrollment. We plan to continue our students’ experiential learning opportunities through Enactus. See section 1e for more details.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology:

The department is continuing to address the need for distance learning courses. One way to address this need is by having more classroom equipped with cameras and microphones so students can use web based tools like Zoom and WebEx to interact with on ground courses in real time. This equipment would also allow an instructor to record and archive class sessions so online, hybrid, and on ground students can view later. With accounting classes, this is a critical need since courses are based on applied learning. Having an instructor available in real time allows the student to practice and quickly recognize mistakes so they can move forward with new concepts. Accounting concepts are based on the prior topic knowledge of the student. Missing this knowledge on prior concepts means they will not be successful in understanding future concepts. Having current technology is important in all of our Business classes. In the next three years, it will be necessary to replace aging technology to give our students more opportunities to utilize classroom learning through up to date technology.

Facilities:

Business classes are currently being taught in portable buildings (B and C). These facilities are aging and are having issues that involve the comfort and safety of our students and faculty. One issue is classroom doors that will not close properly and do not lock from the inside. This is a potential safety issue for students and faculty if an active shooter situation should arise on campus. We have no way to lock down classrooms. At least two of the classrooms have leaks when we have large storms.

Staff:

Business Administration (which includes three accounting courses) continues to award the 2nd highest number of certificates and degrees in the District behind nursing (2,082 awards across four business major patterns). Attention of the three requested FT BUS faculty members below is critical to build program and interact with community business leaders. The number of students who were awarded accounting certificates in the 17-18 academic year was 33. This is the highest number of certificate awards in the district. Business awarded the third highest number of degrees across four degree patterns.

Requests #1 and 2 - We have a critical need for two full time Accounting positions due to of one our full time instructors going to half load and the departure of a few part time instructors. Also with the addition of the new accounting programs in tax and payroll (both programs have a load for an accounting faculty in new sections alone – see 4a), filling accounting sections will be difficult and may hurt the growth of these new programs. Accounting is a high demand program and requires an instructor with highly specialized training. In Spring 2019 Rocklin offered 44 sections of accounting courses; 15 sections taught by FT instructors and 29 taught by PT and overloads (34% FT, 66% PT). Rocklin currently teaches 20 BUS 1 and BUS 2 sections (Financial Accounting) with full or near full wait lists. Half of these classes are taught by FT faculty. Fall 2019 will offer 21 sections. This class has a high potential for growth by offering new sections. Business Administration which includes accounting classes ranks second among. At NCC, 14 sections are offered in Business each year. The number of sections has decreased due to the lack of faculty to teach them. All sections are taught by part-time faculty. A full time instructor is also needed at NCC to support one of the site's signature programs.

Request #3 - Another critical need would be for a full-time Business instructor. Due to a retirement in the Business department a few years ago, the entrepreneurship program has been without support from a full time faculty member. The Business Department has developed a new entrepreneurship program that is interdisciplinary and could support students across the campus. It is vital that our department is

able to replace the business faculty vacancy to ensure the vitality of this growing program. The Entrepreneurship program incorporates many business classes and all sections of those classes are consistently full to capacity. This new Entrepreneurship program utilizes Sierra's partnership with Hacker Lab. The creation of our new Retail Management Certificate increases the need for a FT business faculty to support the program and teach the new specialized courses.

Distance learning offerings in the Business department continue to increase. Over the past two years, online offerings in Business and Accounting have continued to increase. In spring 2017, the department offered 21 online and hybrid courses (11 in business and 10 in accounting). By Spring 2019, the offerings increased to 34 (16 in business and 18 in accounting). Fall 2019 will be offering 37 (18 in business and 19 in accounting). Teaching online and hybrid courses requires a rigorous approval process and training. Only a few PT faculty have the desire to complete this training since the entire process can take up to one year. This work is put into courses without a guarantee that they will teach them. This means that the distance learning offerings are carried in large part by FT faculty. Given the load limitations for FT faculty, these distance learning programs cannot grow to their current demand. New FT hires in accounting and business would help to keep up with the distance education course demands by our students.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
x	x	x	x	x	x		

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

Strengths:

- Our expanded CTE program offerings gives student the ability to gain valuable job skills and get into the work force sooner making a living wage.
- Our faculty are hired for their professional experience. This gives our students in class examples based on real world experience.
- Our introductory financial accounting class model is completed over two semesters (BUS 1 and BUS 2). This helps students understand the foundational knowledge needed for future accounting and business classes. Other colleges teach this class in one semester. The two semester model helps students retain the knowledge through better in-class and outside practice over a longer period of time.
- We have a diverse student population which gives our classes a wide range of viewpoints and experiences. This is beneficial to all students and instructors as they are able to have more robust classroom discussions.

- To serve those diverse student populations, we try to serve day and evening students through on-ground, hybrid, and online classes.
- The department provides experiences outside of the classroom to help students explore careers, network, and gain leadership experience through Enactus, Veteran's Business Club, Hacker Lab, and various guest speakers.
- The department is a collaborative environment and includes the opinions of all faculty – full and part time.
- The administrative staff in the Business division fully supports the faculty and student population. They are helpful and responsive to any questions or concerns that arise.

Weaknesses:

- Our classroom facilities in the B and C buildings are aging and out of date.
- We have a need for new and up to date classroom learning tools and technology (mobile apps and the technology to support classroom learning)
- Our growing course offerings due to student demand and new programs is leaving many unstaffed classes in our department (including college designated "gateway" classes like BUS 1 and BUS 20). We have a small part time faculty pool that can teach day classes as our need for day classes is increasing. Potential faculty for those classes work in industry and cannot teach during the prime time day hours we need them. We have a critical need for full time instructors to serve our daytime student population. The fall 2019 schedule currently has 19 unstaffed courses for the business department across all campuses.
- We have a low full time to part time faculty ratio currently.
- We have a need for better marketing of our programs and classes to students and counselors on campus. While we have increased attendance at CTE and high school career fairs, we can better market to our Sierra counselors and the campus community so they understand the diversity of our programs.
- Faculty need additional teacher training to identify and implement teaching strategies to close equity gaps

Opportunities:

- Dual enrollment classes at area high schools.
- Further utilization of Canvas and publisher tools to improve learning in our online offerings.
- Outreach to the community that needs to employ our students.
- Further creation of more certificates and degree programs like HR and Real Estate.
- Expansion of our business offerings to include classes to prepare for outside certifications such as the CPA exam. Classes could include auditing, intermediate accounting, etc.
- Continued integration of Hacker Lab into our curriculum.
- We have an opportunity through our entrepreneurship program to bring in classes from other disciplines to benefit other class enrollments on campus.
- Ongoing outreach can be done to the surrounding community, previous students, etc. to see what skills are needed in the workforce and to see if we are properly preparing our students.
- Outreach and articulation with neighboring universities like William Jessup and Sac State to help increase enrollment for our college (utilizing our ability to teach pre-major, undergraduate courses).
- Utilization of Enactus and the Cello Chocolate company to apply concepts taught in courses to a real company.

- Utilization of Enactus and the Cello Chocolate company to further market the business department.

Threats:

- We are facing continuing declining enrollments especially in our Nevada County and Tahoe/Truckee campuses. Expanding our online enrollments and a new FT hire to promote programs is essential to mitigate this threat.
- The number of online universities have dramatically increased and could slow the growth of our on ground programs as students look to alternate class modalities.
- New requirements from accreditation and ADA accessibility may prohibit more PT faculty from teaching online due to time constraints. This emphasizes a critical need for a new FT faculty member.
- Implementation of Guided Pathways and Interest Areas will increase the demand for our Business courses along with the creation of new CTE programs to support those efforts. This demand will not be met without more FT faculty.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

The department regularly engages with FT and PT faculty to gain perspectives on best practices, program development, and curriculum. The department also looks to the centers to help schedule and develop new programs. Student feedback, community input and a participatory faculty all contribute to the comprehensive review of the program. The program regularly solicits feedback from stakeholders and is constantly looking for opportunities to improve. Notably, the department experiences a high level of participation from part-time instructors and initiates interdisciplinary input about the program to ensure the accuracy and completeness of the program's review.