Assessment Report

Yuba Community College District

YC - General Business & Management Program Recommendations

Year of Review: 2013-2014

Type of Review: Annual Update

Executive Summary (Include a list of team members): Due to recent state mandates for Associate Degree Transfer (ADTs) and Financial Aid student funding eligibility, faculty at Lake Center, Marysville campus (and Woodland Center) will revise Certificates of Achievements,
Yuba College's Associate Degree in Business Administration, and CSU's ADT degree. The Business Division staff will develop Certificate of Achievements in specific disciplines, and Associate Degree in Business Administration Core with areas of concentration. Input from the Business Advisory Committee. CurricUNET lisitings for Management and General Business courses needs a complete review prior to the publishing of the 2014-2015 catalog since many of the courses listed are either listed as Inactive and need to be moved to Historical or listed as active without the name of the responsible faculty member.

Program Description : A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Business students benefit by support services offered by Yuba College, specifically, the Yuba College Tutoring Center (CSC), EOP&S and DSPS.

(Clear Lake Campus) Students are able to receive tutoring assistance in all Business Classes at our LRC – Learning Resource Center. Our successful EOP&S program helps Business students by loaning them books, calculators, etc. which as a direct impact on student success.

A2. If services are available, how do they demonstrate an increase in student success

There is no quantitative data available at this time measuring the success of students as a result of these support services. However, students have realized many benefits in better understanding curriculum as well as improved test scores as a result of these support services.

(Clear Lake Campus) Because of the high cost of textbooks students who are able to borrow books are able to stay in the class and not be forced to leave due to financial difficulties. Lake County has an extremely high poverty rate, so any services that allow our students to complete their education without dropping due to poverty are highly successful.

A3. How is current and previous program review data used to refine and improve program or department practices?
SLO assessments are an area that needs further work. Likely this data is available through periodic course assessments assuming these SLO's are measurable. Improvement in writing and measuring SLO's is needed by most of the courses in the General Business/Management curriculum. This SLO process has started as courses are revised in CurricuNet. This data will be used to improve student success.

(Clear Lake) SLOs have been assessed for the majority of business classes for the past 5 semesters at the Clear Lake Campus.

Curriculum & SLO Assessment Summary : D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
This past year, the business division faculty has extensively streamlined course offerings after looking at employment trends in the

region and state, and meeting with the Business Advisory Board. Yuba College counselors were involved in the resulting discussions with business faculty. The goal was to provide a focus, quality, job-ready curriculum for certificates and AS-T degree meeting state requirements. Because of these efforts, students should have a clearer and more meaningful path to their academic goals.

The following resulted: 1) inactivate courses COR's that have not been offered the past three years which also removes them from the YC Catalog 2) Reduce certificate offerings in the college catalog to 5 focused and job-ready Certificate of Achievement, one in each department area. Removing all other certificates from the YC Catalog. 3) Develop the AS-Transfer in Business for Yuba College, revising courses to align with the state-mandated curriculum.

This next year data will be re-analyzed and included in the next program review.

(Clear Lake) Faculty and staff at the Clear Lake Campus feel that there has been a significant step back in student's ability to complete worthwhile certificates and degrees at the Lake Campus. Marysville faculty have reduced the number of achievable certificates and degrees and, though Clear Lake faculty fought against the elimination, we were out-voted. During convocation, the key-note speaker spoke about the relevance of "stack-able" certificates and the faculty at Clear Lake still believe in this philosophy. However the "stack-able" certificates have been eliminated. Clear Lake faculty would like to be able to offer site-specific certificates and degrees so that Lake's business students can continue to complete the curriculum that helps them become employable. Only 20% of Lake's business students plan on transferring to a 4-year institution. Therefore, Lake students traditionally have focused on certificates and AS degrees that help them enter the workforce immediately. Some of the certificates and degrees that Lake's students focused on are slated for elimination. Though Lake has administrative support for site-specific degrees and certificates, the faculty at Marysville continue to disagree with the merit of such an arrangement.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
Courses: This analysis and removal of many General Business & Management courses was done during the 2012-13 academic year using CurricuNet. Many of these in-activated courses have not been offered in the past 3 years.

Certificates and Degrees: A review of recent Yuba College catalogs indicated numerous certificates with considerable overlaps and duplication of course offerings. Some of the certificates were no longer relevant. The Business Division faculty focused 2012-13 in developing 5 new Certificate programs—1 in each area of study and removing all others. There is now a Certificate of Achievement in Business & Management which reflects core courses needed as well as elective options.

These decisions were made as a result of employment trends and economic forecasting of workforce needs in the region and State.

(Clear Lake) The data from Clear Lake was never considered when the elimination of classes, certificates and degrees took place. Faculty at Lake were ignored when our data was presented. The "stream-lining" of certificates will significantly hurt Lake students and the Lake community as a whole.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
Yes and this is an ongoing process.

D9. If applicable, how are teaching methodologies in your program or department assessed?
As outlined in the YCFA/District agreement, regular evaluation of full and part time faculty are required. If a faculty has DE as part

of their load, DE students are surveyed using the standardized evaluation form. The actual course curriculum, however, has not been formally assessed. This should be a next-step in regarding the instructor's effectiveness and addressed by the entire college.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
Teaching methodologies need division-level discussion. No formal assessment has been conducted.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
During the formal faculty evaluation process for faculty teaching DE courses, the evaluator visits the course online and conducts the evaluation process. No specific guidelines have been developed at this point to actually evaluate the course and the effectiveness of this instruction. Instead, focus is on the instructor and teaching methods used.

Though the attrition rate is higher in DE courses, there have not been studies in this department to determine why. Likely, assesments given earlier in the term would identify student's learning issues before they drop or discontinue participation. This information could be very useful in addressing attrition issues.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
This department does not provide support services for its DE students. Though some DE students can receive support services such as DSPS through a nearby campus, it is not convenient for many. Online tutoring should be pursued as the college is examining this option. Pursuing more support services for our students is needed.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
Though several faculty are somewhat familiar with sound principles of learning and teaching theories and practices, there is a need for specific professional development in this area, particularly with the adjunct faculty. Flex workshops should be offered in actual curriculum development across the district for all faculty.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?

Course COR's were updated with SLO's added or revised this past year. Several General Business courses need clearer and more measurable SLO's. Guidelines for writing effective SLO's should be reviewed at a Division Meeting or campus wide flex training workshops this next year. Faculty will also need training in actually performing the assessments and recording them in TracDat. Though Program SLO's have been developed, they should be revisited this next year. I am unsure of the specific CSLO's and PLO's assessed this past year.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
This SLO assessment followup is needed by the General Business/Management department as data-driven documentation for needed change within the curriculum. Though all active courses have had their SLO's updated, the follow-up in assessment is still needed and should be addressed by the Division this next year. Though most faculty are aware of the impact of tweeking course lectures and see the results in exams, this process needs to be formalized and documented.

Industry Trends and Program Data Analysis : (For addition resources: http://yc.yccd.edu/about/research-planning-links.aspx)
C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local

communities?
A workforce possessing meaningful business skills are necessary for the economic development in a region. As a result of input from our Yuba-Sutter Advisory committee plus an analysis of future employment needs, department goals have been refocused and extensive revisions have been made to all business curriculum. Courses were modified or deleted in terms of their value-added to the new Certificates and Degree program. Future reports will have supporting data.

(Clear Lake) The needs of the Lake community have been reported from data collected from our Advisory Committee as well as surveys done in the Business classes at the Lake campus. To date, the needs of the Lake community have not been considered when decisions at the division level are being made. Only 20% of Lake's business students plan on transferring to a 4-year institution. Therefore, only have a transfer degree which is quite generic in nature, does not help the students at Lake become more employable. Curriculum specific degrees and certificates are more important to Lake students and their ability to become immediately employed. Lake faculty continue to push for site-specific certificates and degrees which would help meet the needs to Lake's community.

C5. How is your program or department direction driven by empirical data?
The Division faculty are aware of trends for the region from external sources such as Comstocks Magazine and Economic Development organizations. Curriculum is often revised to address these needs. Future reports will include this data.

Future Goals and Program Direction:

E16. How do program or department goals align with stated Yuba College goals?

Program and department goals when written aligned with Yuba College's defined list of outcomes. Department goals include the program goals for General Business

and Management. More information should be defined here, but is unavailable at this writing.

(Clear Lake) At Clear Lake, the most important goal continues to be the achievement of site-specific certificates and degrees. The faculty have gained administrative support for this idea but have yet to gain support from division faculty. As noted by the key-note speaker at convocation, stack-able certificates are important to a community college. The elimination of the stack-able certificates is not something that the faculty at Clear Lake agrees with and continues to fight to bring them back. If the only avenue to having stack -able certificates and degrees is to have site-specific ones, then that should be the direction that the college takes.

Course Content and Statistical Analysis:

E17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities?

The program strongly supports the YCCD District Vision Statement. Through preparing students with job-ready skills and Certificates of Achievement, economic development of the region is supported. Through providing strong degree curriculum, students are prepared to transfer to higher education.

Equipment/Technology
Technology

F18. To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)?
General Business and Management curriculum uses technology in an instruction support role. Other Business Division departments

heavily uses technology. There is an ongoing Division need for relevant hardware and software to prepare students with job-ready skills. Requests for hardware and software updates to support instruction is ongoing and critical.

Equipment

F19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).

Smart classrooms are needed for all General Business and Management courses.

Facilities
G20. To what degree does your program or department have adequate facilities to support effective instruction? Please explain.
This Business Division is in the process of relocating to the 2100 building. This 2100 facility can now support effective General Business and Management instruction. The SCC site is also used for some of these courses. Both facilities provide not only a professional image, but also ergonomically supports learning.

Faculty
H21. Does this program or department have adequate full-time faculty to support a high quality program? Please explain.

The General Business and Management curriculum is taught mostly by qualified adjunct faculty. There is a Division-level need for a full time faculty position to teach primarily Accounting, but provide additional support to the General Business and Business Communication departments.

Staffing
I22. Does this program have adequate technical/clerical staff to support a high quality program?
Clerical support staff is needed in supporting courses such as Work Experience and Internships. There is a need for a dedicated Division Secretary. Currently, her load is split between two Divisions.

Faculty and Staff Support and Professional Development
J23. In the last year, what professional development or networking has faculty and/or staff participated in?
General Business faculty participated in BESAC (Business Education State-Wide Advisory Committee) meetings and activities, were active in local service clubs such as Rotary, and attended regional Economic Development events. Many adjunct faculty teaching General Business and Management are involved with their own professional organizations.

J24. How did these activities contribute to student success? (include supportive data)

Many members of our Business Advisory group are also involved in the above organizations. The diverse membership consists of local employers and business leaders in accounting, technology and commerce, are involved in small and larger-sized businesses locally and globally. City and state government is also represented. Their HR departments hire Yuba College business students. The Advisory Group's insights provide valuable direction to the program. Their input was instrumental in the re-design of the Business Division last year.

J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity?

Our program does not offer professional development in these specific areas. Instead we are furthering our skills in delivering technologically meaningful business experiences to all students, with all learning styles. Our curriculum supports diversity in that most courses address a global customer and global employee and awareness of their cultural complexities.

J26. What Staff Development activities would you suggest be offered in the next year that would enhance your program?

LMS training for those courses offered using online delivery.

Future Goals and Program Direction
K27. Based on Program Review, what are your plans for future department/program improvements?

Continue to analyze curriculum leading to meaningful employment through Certificates and Business Degree course offerings. Use subjective and objective data to drive curricular decisions. Improve SLO's and their assessments to revise course curriculum.

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 1 - Improve/clarify course SLO's to be clear, specific, and measurable. Assess these goals to ensure objectives are met. Modify curriculum as needed.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 2 - Prioritize and allocate division resources based on emerging community and student needs.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 4 - Continue to explore modality options for all courses, utilizing Canvas LMS for DE, ITV, or enhanced course offerings. Train staff to be effective in revising curriculum to interface with Canvas.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 5 - Continue to redesign our business division programs in such a way to allow students to complete their educational goals in a timely manner. Schedule courses in ways that make sense to students (time, location, length).				