Academic Program Review (Business) Latest Version

Academic Program Review: (1) Overview of the program : Version by **Ahmad, Manzoor** on **05/15/2026 19:35**

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
The Business program allows students to gain knowledge in basic accounting principles, business law, business management, business administration , marketing macroeconomics, and microeconomics. Students get a foundation in methods used in fiscal and monetary policy. In addition, students get exposed to the basics of contract law. Students who choose a degree in business have various career opportunities in accounting, management, marketing, and office administration. The Business Department's program mission statement reads as follows: "The Business Vocational program leads to an Associate of Science Degree and Certificates of Achievement that provide students with a sound foundation in the fundamentals of the business industry. Students will be able to demonstrate their knowledge of accepted business ethics, theories, and methodologies practiced in business today. After completing their vocational business requirements, students will possess the business acumen to confidently enter the workforce or matriculate to a 4-year college or university." The mission statement supports the academic goals of a diverse group of students who seek degrees and transfer paths to 4-year institutions.

Describe the degrees and/or certificates offered by the program.
The Business Administration Program is designed to provide opportunity for a transfer to 4-year university as a business major, and/or to achieve an associate degree. Students acquire a foundation in basic accounting principles, business law, and macroeconomics and microeconomics theory. Students can apply methodologies to assess fiscal and monetary policy in the marketplace and understand the basics of contract law. Competencies are assessed through examination and projects.

Business with emphasis in accounting gives students opportunity to obtain a degree or certificate. Students acquire the ability to apply the fundamental theory, principles, and practices of the accounting cycle. The application includes unincorporated and corporate forms of business, financial, and managerial accounting. In addition, students apply theory to analyze cost accounting and cost procedures used in the business industry. Furthermore, students will also learn income tax regulations pertaining to individual and business income tax preparations and planning. Competencies will be assessed regularly through examinations and comprehensive problems. The major provides career opportunities in entry-level accounting positions.

Business with emphasis in Business Management provides students with the opportunity to obtain a degree or certificate in business management. Students gain ability to organize, operate, and manage business organizations, utilize human resources, improve working relationships, draft letters, and reports, and speak in various business situations. Competency is measured by examinations, presentations, projects, and case problems.

Business with emphasis in Marketing is designed to provide students with the opportunity to obtain a degree or certificate in marketing. Students explore opportunities in the marketing field. They acquire basic marketing terminology, apply marketing concepts to the role of marketing in society, and in business firms. In addition, students acquire basic knowledge on balance factors that influence marketing decision-making in the global economy. Competency are measured by examinations, projects, and case problems.

Business with emphasis in office administration allows students to get a degree and/or a certificate. The options include office systems, management, bookkeeping, computer applications, and office clerk. Upon completion of the requirements, students can operate office equipment appropriate to their specialty, apply American business office procedures, and understand information management principles, operations, and organization. Competency is assessed regularly through examinations and projects.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.
The Business program supports Compton College's mission by providing a welcoming and inclusive learning environment that prepares students for academic success, transfer opportunities, career advancement, and workforce readiness through practical business education and clear educational pathways. The program aligns with the College's Strategic Initiatives by improving recruitment, retention, and completion through updated curriculum, structured degree and certificate pathways, and flexible course offerings designed to meet the needs of both traditional and non-traditional students. Faculty collaborate with counseling, the Special Resource Center, and other campus support services to reduce barriers to student success and promote equity and achievement for diverse student populations. The program also supports student success through the use of technology by incorporating distance education, business software applications, and modern instructional tools that prepare students for today's business environment. In addition, faculty continuously review curriculum, assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), maintain articulation agreements with four-year universities, and strengthen workforce preparation to ensure students are equipped for transfer, employment, and lifelong learning while supporting the economic and professional needs of the community.

Discuss the status of recommendations from your previous program review.
The previous Business Program Review identified several recommendations related to curriculum development, technology modernization, scheduling, advisory committee engagement, and long-term program sustainability. Since that review, the department has made measurable progress in multiple areas. The recommendation to more closely follow the matrix system for course scheduling has been implemented and has improved consistency in course offerings, helping students better plan for degree completion and transfer pathways. The department has also upgraded computers, printers, and instructional technology to better support both in-person and online instruction, although additional upgrades and ongoing replacement funding are still needed to maintain current industry standards. Progress has also been made toward integrating technology throughout the curriculum and expanding the use of digital instructional tools and business applications. Recommendations related to curriculum review and development have resulted in updates to existing courses and continued discussion regarding the creation of new offerings that align with evolving workforce and transfer needs. The department has also worked to re-engage the Business Vocational Advisory Committee in order to strengthen partnerships with business professionals, employers, and community stakeholders so that the program remains responsive to labor market demands and the needs of historically underserved student populations within the community. While progress has been made in several areas, some recommendations remain ongoing due to funding limitations, staffing constraints, and the need for continued institutional support for technology replacement cycles, advisory committee development, and program expansion efforts.

Academic Program Review: (2) Analysis of Research Data : Version by **Ahmad, Manzoor** on **04/01/2024 23:46**

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.
Gender
There is higher enrollment for women from fall 2019 to spring 2022. head count for fall 2019 is 51% female and 49% female. Spring 2020 has 54% enrollment for women and 45% for men-1% did not answer. Fall 2020 shows 63% female and 37% male. Enrollment for spring 2021 is 64% for female and 35% for male, 1% did not answer. Fall 2021 has 58% male 42% male and 1% did not respond to the question of gender. Spring 22 shows 63% female and 37% male. There is a small shift in enrollment after spring 2022; fall 2022 shows 58% female and 60% male. Enrollment for male students continue to increase at 67% for males and 53% for females for spring 2023.

Race-Ethnicity

The highest enrollment shows for Hispanic-LatinX students at 60% for fall 2019; 58% for spring 2020 and fall 2021. Fall 2020 shows 63% enrollment for this group, and 61% for spring 2022. Fall 2022 has a 60% enrollment rate and spring 2023 has an increase to 74%. The second highest enrollment is for Black-African American with 26% in fall 2029 and slight increase in spring 2020 by 1%. Fall 2020 shows enrollment at 28% and it goes up to 36% in spring 2021. Enrollment goes a little bit down to 32% in fall 2021 but increases again to 35% in spring 2022. Fall 2022 has a significant increase in enrollment for this group at 55% with a slight decrease in spring 2023 at 52%. The data is consistent with the resident population in Compton College's service area.

Data shows lowest enrollment for American Indian students with a 1% enrollment recorded in fall 2021. The next lowest enrollment is for Asian students There is a 1% enrollment rate for fall 21, spring 2020, and spring 2021. The third lowest enrollment is for White students with 2% in fall 2019, spring 2020, and fall 2020. Enrollment for this group is lower in fall 2020, spring 2021, and spring 2023 at 1%. Enrollment for these groups is consistent with the resident population in Compton College service area for race and ethnicity. The fourth lowest enrollment is for students who identify as Native Hawaiian. There is a 1% enrollment rate for fall 2021, spring 2020, and spring 2021. There isn't any enrollment for the rest of the semesters covered in this Program Review. The fifth group with lowest enrollment is for bi-racial students. Fall 2019 has 3% bi-racial students; spring with fall 2020 4%; spring also has 4%, and spring 2022 2%. There is an issue with the new data dashboard on which percentages are not shown for race and ethnicity for this group for fall 2022 and spring 2023.

Age

The highest enrollment in the Business program by age is for students ages 22-29. The enrollment rates are between 15% and 27% from fall 2019 to spring 2022. The data is broken differently for fall 22 and spring 2023. However, the highest enrollment is for the ages 25-29 at 29% for fall 2022. The lowest enrollment is seen for students under 18 years at 10% in fall 2020. There has been an increase in enrollment for students ages 30-39. There is data missing for enrollment percentages by age for fall 2022 and spring 2023 in the data dashboard. The data shows that enrollment for students over 40 is very low with the highest reaching 9% only in fall 2019. The next semesters covered by this Program Review shows enrollment that remains at less than 8%.

Educational Goal

There are interesting trends for educational goals. The data shows a high percentage for enrichment. Fall 2019 is at 65%; spring 2020 (74%); fall 2020 (78%); spring 2021 (84%); fall 2021 (89%); and spring 22 (95%). The data for educational goals for fall 2022 and spring 2023 is missing in the college's dashboard. There are low percentages of students who are pursuing a degree/certificate only. Fall 2019 has 3%; spring 2020 2%; fall 2020 with spring 2021 1%; and zero percent for the next semesters covered in this Program Review. Students who intend to transfer are higher in fall 2019 at 21%. The numbers decrease for spring 2020 to 17%. The following semester see a decrease all the way down to 4% in spring 2022. Once again, the dashboard does not contain any data for fall 2022 and spring 2023 for the educational goal category.

Full Time/Part Time Status

Most students are part time students who are taking business classes for enrichment. There aren't any trends that stand out. Our data shows that most students have other personal obligations which explains why most of our students choose to enroll part time.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

The academic year 2019-2020 shows that RE and LAW courses have the highest "A" grades. LAW 104 shows 74%, LAW 105 88%, RE 113 77%, RE 116 95%, RE 121 85%, and RE 140 82%. The courses with the lowest "A" grades are for BUS 121 (4%), BUS 101 (9%), and BUS 114 (10%). The same year has higher "B" grades for BUS 102 (26%), BUS 101 (20%), and BUS 121 (26%). The percentages for the rest of the courses are lower than 20%. The next set of data shows that BUS 128 has the highest "C" grade at 43% followed by BUS 101 at 23%, and BUS 102 at 21%. BUS 102 has the highest "D" grade at 35% for BUS 124. Many students requested an emergency withdrawal (EW) with BUS 124 having the highest petitions at 35%. The course with the lowest EW were for LAW 105 at 4%, and RE 111 with RE 121 both at 3%. The highest "F" grades were for BUS 121 at 52%. BUS 101 follows with 11% "F" grades, and BUS 128 at 14%.

The academic year 2020-2021 shows that only few students receive "A" grades. The courses with higher "A" grades are RE with 81%, RE 119 at 81%, and LAW 104 at 73%. There were less students with "B" grades. BUS 124 has 23% of students within that grade category. The rest of them are at 20% or below. The three courses with the highest scores in the "C" category are BUS 121 at 24%, BUS 102 at 21%, and BUS 101 at 18%. The highest course with "D" grades is RE 113 at 16%, and BUS 101 at 18%. Despite the pandemic happening, there weren't any students petitioning for EWs. Despite the challenges with the pandemic, most students scored within "A" and "B" categories.

Academic years 2020-2022 had some changes in course distribution. There was an increase for "A" students. RE 119 has the highest "A" scores at 89%, RE 113 (84%), LAW 105 (81%), LAW 104 (77%), RE 114 (74%), and RE 140 (64%). There were many students within the "B" category. The courses with the highest are BUS 102 at 38%, BUS 128 (33%), BUS 101 (28%), and BUS 120 (26%). Less students scored within the "C" category - BUS 102 (21%), BUS 124 with 125 (22%), and RE 111 (28%). Despite "C" grades being lower in percentage, overall, most students achieved a passing grade. Few students received an "F" such as BUS 101 (19%), BUS 102 (12%), BUS 124 (11%). There was also an increase in EW petitions in those courses.

There isn't any data in the dashboard for academic years 2022-2023. However, the Business Department has seen a decrease in enrollment and more students withdrawing from courses. Faculty are giving more opportunities for students to recover and increase grades.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.

There are three sets of data that stand out for success rates. Students who are taking classes for enrichment have the highest success rates between 64% to 69%. The lowest success can be seen in fall with spring 2020 at 64%. Students who intend to transfer have some changes in success. Fall 2019 shows 67%; spring 2020 76%; fall 2020 61%; spring 2021 83%; fall 2021 74%; spring 2022 has a decrease to 50%. Students who are pursuing a degree or certificate only show an effective increase in success from 43% in fall 2019 to 64% in spring 2020. After that, success is at 100%. There has been a struggle on campus to enroll students, especially for face-to-face classes. The overall success rate for 2019-2020 is 69% with a decrease to 68% in 2020-2021. The numbers decrease again in 2021-2022 where the overall success rate is 67%. The decrease continues in fall 2022 which is at 52%, and 47% in spring 2023. The highest success rates are in BUS 102 which has 92% success rate in 2019-2020. Even though the success decreases a bit the next school year, the success rates remain above 75%. The other two courses with rates above 75% are LAW 104, LAW 105, RE 111, RE 113, RE 121 and RE 140. The lowest success rates are for courses BUS 121, BUS 121, and BUS 114. The rates are below 50% for those courses. The changes in the economy explain why courses in Real State and LAW are more popular for students.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

There are issues retaining students at Compton College not only in the Business Department. The overall retention rate for the academic year 2019-20 is 86%. The percentage decreases to 85% in 2020-2021 with another decrease to 81% for 2021-22. There are very low retentions rates for fall 22 at 16%. However, retention increases in spring 2023 to 31%.

Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.

There has been lower enrollment for asynchronous courses for fall 2019, fall 2020, and fall 2021. There was an increase of asynchronous course offering from 32% in fall 2019 to 38% in fall 2020. There is another increase in fall 2021 to 47%. However, spring semesters from spring 2020 did not offer any courses in this category. This is true for fall 2022. Spring 2023 only offered one course asynchronous (BUS 125). Despite the pandemic forcing colleges to offer more courses asynchronous and synchronous, the Business Department did not offer much of those. The barrier is the certifications needed to teach online courses. Many faculty in the department do not have them. Hybrid courses have higher success rates than in-person courses.

Fall 2029 had an 85% success rate. The success rate in spring 2020 is 98%, fall 2020 79%, and spring 2021 93%. There weren't any hybrid courses taught after that. However, there is potential for enrollment and success rates to increase by offering courses in this format. It is important to mention that in-person courses are more successful than asynchronous courses. For example, in fall 2019 the success was 70% for in-person but 32% for asynchronous courses. Even though in fall 2020 the success rates decreased for in-person courses to 63%, for asynchronous courses was even lower at 38%.

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.
The three top courses with fill rates in fall 2019 are BUS 125 at 76%, RE 113 at 67%, and RE 111 at 62%. The lowest fill rates are for BUS 102 at 37%, BUS 114 at 29%, and BUS 128 at 20%. The fill rates for spring 2020 are the highest for RE 111 at 98%, BUS 101 at 76%, and BUS 125 at 75%. LAW 104, which is only offered in spring, had 74% fill rates for spring 2020. However, that decreased in spring 2021 to 29% with an increase to 55% in spring 2022. There are two courses with high fill rates for fall 2020. The first one is LAW 105 with a fill rate of 78%, and RE 111 at 71%. The courses with lowest fill rates for that semester are BUS 128 at 14%, BUS 121 at 16%, and BUS 120 at 20%. Spring 2021 has low fill rates with almost all courses below 70% fill rates except for BUS 125 at 89%, and RE 111 at 88%. Fall 2021 has the lowest fill rates with almost all courses below 65% except LAW 105 at 98%. Spring 2022 has two courses with high fill rates. The first one RE 119 at 100% and RE 111 at 86%. Fill rates for fall 2022, and spring 2023 are missing in the dashboard. Overall, the fill rates for all courses are low. RE 111 is the only course with the highest fill rates. LAW 105 is also doing well with the semesters that were offered in fall. RE 121 was only offered in spring 2020 and had a 100% fill rate. The courses with the lowest are BUS 114, and BUS 128. Overall, fall 2019 has a fill rate of 53%. Spring 2020 is at 77%, fall 2020 (48%), spring 2021 (59%), fall 2021 (53%), and spring 2022 (54%). The department is waiting for data to be entered into the dashboard for fall 2022, and spring 2023.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?
Data shows that enrollment is higher for evening classes: fall 2019 (52%), spring 2020 (66%), fall 2020 (47%), spring 2021 (63%), fall 2021 (41%), spring 2022 (59%). Day courses show enrollment to be 36% in 2019, 34% in 2020, 45% in fall 2020, 37% in spring 2021, 43% in fall 2021, and 41% in spring 2022. The data is missing in the dashboard for fall 2022 and spring 2023. It is important to mention that the data provided is aligned with the educational goals mentioned in other sections, since most students report to be taking courses for enrichment. It was also mentioned before that many students have other personal responsibilities that could prevent them from attending day classes. This means that it is worth it to explore possibilities to offer more evening classes that are hybrid. Potentially weekend classes could also work for the student population on campus.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?
The number of students earning degrees is below 5%. Students who transfer were higher in fall 2019 at 21%. Spring 2020 has an 11% transfer rate, fall 2020 15%, spring 2021 11%, and fall 2021 8%. The department is waiting for the numbers to be entered in the dashboard for fall 2022 and spring 2023. It is worth mentioning that most students taking business courses do it mostly for enrichment. Because of that, students earning degrees and transferring is lower for the Business Department.

List any related recommendations
There are three recommendations in connection with the data presented in this section. First, that administrators discuss with faculty course offering to create a schedule to offer classes. Second, to explore offering classes that fit student need such as hybrid, and synchronous on weekends. Third, hire more instructors that have the proper certifications to teach asynchronous courses.

Academic Program Review: (3) Curriculum : Version by **Ahmad, Manzoor** on **02/27/2024 01:32**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
The faculty in the Business Department analyzed data on course offerings and concluded that some courses needed to be deactivated and the rest updated. As of fall 2023, BUS 101 and BUS 102 are updated and active. The following courses have been updated and are going through the curriculum approval process: BUS 112, BUS 114, BUS 115, BUS 117, BUS 119, BUS 122, BUS 124, BUS 125, BUS 127, BUS 128, and BUS 129. The faculty in the department will ensure that all courses will be revised within the timeline to ensure compliance.

Explain any course additions to current course offerings.
There aren't any course additions in the Business Department. However, faculty are doing research to see what other campuses are doing in terms of course offerings and what is coming up in the field that can be proposed at Compton College. Currently, the U.S. Bureau of Labor Statistics shows twenty-two professions linked to business majors. Most of them with growth up to 18% in the areas of finance and logistics (U.S. Bureau of Labor Statistics, 2023). While some professions are declining due to artificial intelligence taking over various tasks. Most of them will continue to grow. This means that faculty are very much paying attention to adjust curriculum to incorporate needed skills for students transitioning to the work force.

Explain any course deletions and inactivations from current course offerings.
There are three courses submitted for inactivation: BUS 103, BUS 104, and BUS 109. The courses were not offered for over five years. There wasn't any demand for them. As of spring 2024, these courses will be inactive.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
There are eleven courses with distance education components. However, there are three courses that have been offered consistently asynchronously: BUS 121, BUS 122, BUS 125, and BUS 128. After the pandemic there has been more demand for asynchronous classes. Because of that, the courses are updated for distance education to offer more option to students.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

The pandemic caused a big shift for business courses. Face-to-Face enrollment has declined tremendously. Even then, the program still meets student's need for transfer. The goal is to have all business courses offered asynchronously on a rotating basis. This will give students the opportunity to access classes they would otherwise skip or take somewhere else.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.
The pandemic impacted retention and success rates for students seeking to transfer or to obtain a degree in business. Data shows that success in transfer was below 70% for the years 2019-20 and 2021-22. There was an increase to 70% success in transfer for the year 2020-2021. However, the department is still struggling to increase completion of program degrees and transfer. The goal is to increase student completion to at least 75% within the next two academic years. Faculty are looking into advertisement of courses, and new strategies for student retention and success.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for

pass rates and identify any applicable performance benchmarks set by regulatory agencies.
Students do not need a licensure to obtain a degree or certificate. This item is not applicable.

List any related recommendations.
There is higher demand for asynchronous courses. It is recommended that faculty work on a schedule to have distance education courses offered all year. There is also a need to research offering hybrid courses on which students can benefit from having some face-to-face interaction with faculty and still do some work asynchronously. The student population at Compton College is mostly encountering the burden of personal issues that get in the way of their education. Because of that, there is a high need to explore other methods of instruction that best fits our students' needs.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) : Version by **Ahmad, Manzoor** on **05/15/2026 20:03**

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

BUSINESS
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: **Business Management and Marketing**	**Number of Courses:** 11	**Date Updated:** 11.02.2015	**Submitted by:** Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784

ILOs	**1. Critical Thinking** *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	**2. Communication** *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	**3. Community and Personal Development** *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	**4. Information Literacy** *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	**PLO to ILO Alignment** *(Mark with an X)*			
	1	**2**	**3**	**4**
PLO #1 Vocabulary of Business Terms Understand and utilize a comprehensive vocabulary of business/marketing terms.				X
PLO #2 Oral and Written Communication Communicate effectively in a variety of business situations both orally and in writing.		X		
PLO #3 Critical Thinking of Business Issues Develop the critical thinking skills necessary to address complex business/marketing issues.	X			X
PLO #4 Integrated Business Planning Demonstrate an understanding of the integrated business/marketing planning process.	X	X		X

SLOs	**SLO to PLO Alignment** *(Mark with an X)*				**COURSE to ILO Alignment** *(Mark with an X)*			
	P1	**P2**	**P3**	**P4**	**1**	**2**	**3**	**4**
BUS 11 Accounting for Small Business: SLO #1 Terminology Define accounting terminology and explain the importance of accounting information.	X	X						
BUS 11 Accounting for Small Business: SLO #2 Process Process accounting information, including records related to banking and payroll.	X		X		X	X		X
BUS 11 Accounting for Small Business: SLO #3 Prepare Complete all steps of the accounting cycle and prepare financial statements.			X	X				
BUS 12 Advertising: SLO #1 Advertising Terms Learn a comprehensive working vocabulary of advertising-related terminology and apply concepts to organizational needs.	X	X						
BUS 12 Advertising: SLO #2 Campaign Strategies Identify appropriate strategies and tactics for creating an effective advertising campaign.			X	X	X	X		X
BUS 12 Advertising: SLO #3 Integrated Marketing Plan Create advertising messages and campaigns, tailored toward the specific needs and motivations of the audience, which achieve organizational objectives.		X	X	X				
BUS 14 Marketing: SLO #1 Brand Management Explain the concept of a brand and analyze strategies for positioning a brand relative to competitors.	X	X	X					
BUS 14 Marketing: SLO #2 Marketing Plan Develop a marketing plan that achieves organizational objectives and incorporates ROI and other controlling metrics.		X	X	X	X	X		X
BUS 14 Marketing: SLO #3 Marketing Mix Articulate the principles of product development, pricing decisions, distribution options, and promotional strategies; their importance to consumers; and how they integrate to create a total product offering.	X		X					
BUS 15 Business Mathematics: SLO #1 Word Problems into Equations Interpret and convert word problems into equations, solve mathematical equations, and produce/interpret results in numerical or graphical form.		X	X					
BUS 15 Business Mathematics: SLO #2 Algebraic Formulas Utilize tables and algebraic formulas to perform calculations necessary to determine business, financial, and contractual obligations.	X		X		X	X		X
BUS 15 Business Mathematics: SLO #3 Procedures and Reports Explain basic accounting procedures and prepare accounting reports and basic financial statements.	X							
BUS 15 Business Mathematics: SLO #4 Business Statistics Calculate and interpret statistical data and apply them to business decision making processes.			X					

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 17 Personal Finance: SLO #1 Develop Financial Goals Students learn how to develop short and long-term goals and create a budget to achieve life goals.				X				
BUS 17 Personal Finance: SLO #2 Develop Financial Plans Students learn how to develop financial plans that assist in building financial security at retirement and other major life stages; understand investment options; and how to analyze and choose appropriate investments including stocks, bonds, and real estate.		X	X		X	X		X
BUS 17 Personal Finance: SLO #3 Financial Impacts on Life Students learn the basic concepts of financial management, examine how personal financial decisions integrate with social and economic influences, and recognize how money management affects a person's psychological and physiological well-being.				X				
BUS 19 Principles of Retailing Management: SLO #1 Understand Marketplace Terminology Utilize a comprehensive working vocabulary of retailing and merchandising terminology.	X							
BUS 19 Principles of Retailing Management: SLO #2 Strategies for Developing a Retail Business Students will identify appropriate strategies and tactics for addressing the product selection, merchandising, security, staffing, and promotional needs of a retail store.			X		X	X		X
BUS 19 Principles of Retailing Management: SLO #3 Recognize Differences Between Traditional and Online Retail Business Students will distinguish between the function of "brick and mortar" and online retail businesses, and explain current trends of each model.			X	X				
BUS 20 Business Management: SLO #1 Managerial Functions Explain key managerial functions including: planning, organizing, leading and controlling.			X	X				
BUS 20 Business Management: SLO #2 Strategic Planning Apply the strategic planning process to a business scenario and recommend an action plan.				X	X	X		X
BUS 20 Business Management: SLO #3 Integrated Planning Analyze and express how all aspects of an organization (marketing, accounting, operations, human resources etc.) interrelate to support the goals of the large organization.			X					
BUS 21 Human Resources Management: SLO #1 Human Resource Process Students will explain key human resources concepts including: human resource strategy development and planning, as well as recruitment and selection practices.			X					
BUS 21 Human Resources Management: SLO #2 Laws and Personnel Management Students will analyze and explain the laws pertaining to human resources management such as: Affirmative Action, Equal Employment Opportunity, sexual harassment, and hostile work environment.		X	X		X	X		X
BUS 21 Human Resources Management: SLO #3 Labor Management Students will demonstrate a clear understanding of the methods used to respond in situations of an over-supply and under-supply of labor.			X					

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 22 Human Relations in Business: SLO #1 Interacting Variables Evaluate interacting variables that occur in human behavior, such as motivation, perception, frustration, psychological conflicts, attitudes, and values.	X		X					
BUS 22 Human Relations in Business: SLO #2 Compare Psychological and Sociological Theories Compare and contrast the theories of popular behavioral scientists, such as Abraham Maslow, Eric Burne, Frederich Herzberg, Victor Vroom, Douglas McGregor, B.F. Skinner, David McClelland, and W. Edwards Deming as they apply to organizations and the workplace.		X	X	X	X	X		X
BUS 22 Human Relations in Business: SLO #3 Diversity, Culture, and Ethics Explain how culture, ethics, and diversity impact behavioral theory and identify strategies for effective interpersonal relationships within multi-cultural organizations.		X	X	X				
BUS 24 Small Business Entrepreneurship: SLO #1 Business Planning Students will write a business plan detailing how the goals of their organization can be achieved.		X	X	X				
BUS 24 Small Business Entrepreneurship: SLO #2 Critical Analysis Students will use Strength Weakness Opportunity Threat (SWOT) and other analyses to identify common problems and challenges facing organizations and identify strategies that will help the organization overcome the challenges.			X		X	X		X
BUS 24 Small Business Entrepreneurship: SLO #3 Integrated Planning Students will analyze and express how all aspects of an organization (marketing, accounting, operations, human resources etc.) interrelate to support the goals of the business.		X		X				
BUS 25 Introduction to Business: SLO #1 Economic Indicators Students will demonstrate their understanding of how economics affect a business and the various economic indicators.	X		X					
BUS 25 Introduction to Business: SLO #2 Organizational Structures Students will explain how a business is organized by applying organizational models.	X		X					
BUS 25 Introduction to Business: SLO #3 Management of Human Resources Students will demonstrate their knowledge of managing and motivating employees by applying various compensation and motivational models.			X		X			X
BUS 25 Introduction to Business: SLO #4 Marketing Students will explain how marketing activities help to create consumer wants and sell products and services.			X					
BUS 25 Introduction to Business: SLO #5 Managing Financial Resources Students will demonstrate how to make financial decisions by understanding basic accounting and financial statements.	X		X					

BUSINESS
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: **Office Administration**	**Number of Courses:** 13	**Date Updated:** 09.18.2014	**Submitted by:** Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784

ILOs	**1. Critical Thinking** *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	**2. Communication** *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	**3. Community and Personal Development** *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	**4. Information Literacy** *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	**PLO to ILO Alignment** *(Mark with an X)*			
	1	**2**	**3**	**4**
PLO #1 Effective Communication Skills Demonstrate effective oral and written communication skills for business environments.	X	X		X
PLO #2 Principles, Procedures, and Practices Analyze and apply appropriate business management principles, procedures, and practices.		X		X
PLO #3 Business Software Utilize business software and technology solutions for business communications and analysis.				X
PLO #4 Diverse Businesses Requirements Demonstrate effective interpersonal, time management, and organizational skills appropriate for diverse business requirements.	X	X		X

SLOs	**SLO to PLO Alignment** *(Mark with an X)*				**COURSE to ILO Alignment** *(Mark with an X)*			
	P1	**P2**	**P3**	**P4**	**1**	**2**	**3**	**4**
BUS 27 Effective English for Business: SLO #1 Business Correspondence Demonstrate the ability to use proper grammar, sentence and punctuation structure, and punctuation when composing typical business correspondence.	X							
BUS 27 Effective English for Business: SLO #2 Business Situations Analyze business situations to select appropriate writing styles for composing effective explanatory and persuasive written responses.	X	X			X	X		X
BUS 27 Effective English for Business: SLO #3 Composition Errors Identify and correct composition errors in various types of business correspondence.	X							
BUS 28 Written Business Communications: SLO #1 Communication Situations Identify and employ the proper approach or plan to be used for various business communication situations.	X	X						
BUS 28 Written Business Communications: SLO #2 Logical Patterns Develop logical patterns of presenting ideas as a means of achieving clear, concise expression. Compose various business documents, applying the principles of effective communication. Write clear and effective business documents.	X				X	X		X
BUS 28 Written Business Communications: SLO #3 Content and Structure Criticize, evaluate, and revise the content and structure of business communications.	X							
BUS 28 Written Business Communications: SLO #4 Problems or Conflicts Evaluate business problems or conflicts, organize strategies, and compose effective written communications under typical business conditions.		X						
BUS 29 Oral Business Communications: SLO #1 Proper Speaking Techniques Identify and employ the proper speaking style to be used in various business situations.	X	X						
BUS 29 Oral Business Communications: SLO #2 Effective Messages Develop logical presentation skills as a means of delivering an effective message.	X	X		X	X	X		X
BUS 29 Oral Business Communications: SLO #3 Speaking Situations Demonstrate effective planning, delivery, and time management skills for any given speaking situation.				X				
BUS 40 Career Orientation: SLO #1 Career Opportunities Evaluate, assess, and research career opportunities and requirements based on values, aptitudes and interests.		X		X				
BUS 40 Career Orientation: SLO #2 Preparing for Employment Prepare professional employment applications, resumes, and cover letters.	X				X	X		X
BUS 40 Career Orientation: SLO #3 Professionalism and Poise Demonstrate professionalism and poise in job interviews.	X							

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 41 Records/Information Management: SLO #1 Record Retention Demonstrate an understanding of the principles of record retention and transfer in a business environment.		X		X				
BUS 41 Records/Information Management: SLO #2 Management of Records Evaluate and employ appropriate guidelines for effective management of records in paper and electronic format.		X			X	X		X
BUS 41 Records/Information Management: SLO #3 Managerial Control Compare and contrast the managerial control available in various record management systems.		X						
BUS 43 Office Procedures: SLO #1 Business Environment Demonstrate an understanding of office administration in a business environment.		X		X				
BUS 43 Office Procedures: SLO #2 Time Management Demonstrate an understanding of time management principles and organizational skills in an office environment.				X	X	X		X
BUS 43 Office Procedures: SLO #3 Interpersonal and Problem Solving Skills Demonstrate effective interpersonal and problem-solving skills.	X			X				
BUS 52A Microsoft Word Applications I: SLO #1 Editing Create and edit memos, letters, and reports of varying complexity.	X		X					
BUS 52A Microsoft Word Applications I: SLO #2 Formatting Apply appropriate formatting elements and styles to a range of document types.			X		X	X		X
BUS 52A Microsoft Word Applications I: SLO #3 Graphics and Visual Elements Compare and contrast graphics and other visual elements to enhance written communication.			X					
BUS 52B Microsoft Word Applications II: SLO #1 Merging Merge documents and data sources.			X					
BUS 52B Microsoft Word Applications II: SLO #2 Tracking Changes Manage tracked changes and shared documents.			X					X
BUS 52B Microsoft Word Applications II: SLO #3 Publishing Documents Plan, research, write, revise, and publish documents to meet specific information needs.			X					
BUS 55 Advanced Microsoft Office - Integrated Software Applications: SLO #1 Advanced Features Demonstrate how to use the advanced features of word processing, spreadsheet, database, and presentation software.			X					
BUS 55 Advanced Microsoft Office - Integrated Software Applications: SLO #2 Advanced Techniques Demonstrate advanced techniques for integrating word processing, spreadsheet, database, and graphics to create business documents and presentations.			X					X
BUS 55 Advanced Microsoft Office - Integrated Software Applications: SLO #3 Demonstrating Common Database Functions Demonstrate an understanding of common database functions including data input, retrieval, and reporting.			X					

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 60A Microcomputer Keyboarding: SLO #1 Key by Touch Key by touch at a rate of at least 20 strokes per minute.			X					
BUS 60A Microcomputer Keyboarding: SLO #2 Techniques Use proper keyboarding technique.			X					X
BUS 60A Microcomputer Keyboarding: SLO #3 Formatting a Business Letter Demonstrate the ability to properly format a standard business letter.			X					
BUS 60B Microcomputer Document Processing: SLO #1 Key by Touch Key by touch at a rate of at least 25 strokes per minute.			X					
BUS 60B Microcomputer Document Processing: SLO #2 Business and Academic Reports Use word processing software to format business and academic reports.			X					
BUS 60B Microcomputer Document Processing: SLO #3 Business Memoranda and Block Letters Use word processing software to format business memoranda and block-style letters.			X					X
BUS 60B Microcomputer Document Processing: SLO #4 Preparing Tables Use word processing software to prepare tables.			X					
BUS 60C Microcomputer Document Formatting: SLO #1 Key by Touch Key by touch at a rate of at least 30 strokes per minute.			X					
BUS 60C Microcomputer Document Formatting: SLO #2 Multi-page Reports Use word processing software to format multiple-page business and academic reports with reference citations.			X					
BUS 60C Microcomputer Document Formatting: SLO #3 Indented Paragraphs Use word processing software to format multi-page letters and memoranda with indented paragraphs.			X					X
BUS 60C Microcomputer Document Formatting: SLO #4 Résumés Use word processing software to create traditional and electronic résumés.			X					
BUS 60C Microcomputer Document Formatting: SLO #5 Complex Tables Use word processing software to construct complex tables.			X					
SUPV 27 Oral Business Communications: SLO #1 Proper Speaking Techniques Identify and employ the proper speaking style to be used in various business situations.	X	X						
SUPV 27 Oral Business Communications: SLO #2 Effective Messages Develop logical presentation skills as a means of delivering an effective message.	X	X		X	X	X		X
SUPV 27 Oral Business Communications: SLO #3 Speaking Situations Demonstrate effective planning, delivery, and time management skills for any given speaking situation.		X		X				

BUSINESS
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: **Accounting**	**Number of Courses:** 8	**Date Updated:** 09.18.2014	**Submitted by:** Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784

ILOs	**1. Critical Thinking** *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	**2. Communication** *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	**3. Community and Personal Development** *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	**4. Information Literacy** *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	**PLO to ILO Alignment** *(Mark with an X)*			
	1	**2**	**3**	**4**
PLO #1 Accounting Principles Process, summarize, analyze, and evaluate accounting data in accordance with generally accepted accounting principles.	X			X
PLO #2 Solving Problems Solve a variety of financial and managerial accounting problems.	X			X
PLO #3 Concepts and Terminology Understand and utilize accounting concepts and terminology.	X	X		X

SLOs	**SLO to PLO Alignment** *(Mark with an X)*			**COURSE to ILO Alignment** *(Mark with an X)*			
	P1	**P2**	**P3**	**1**	**2**	**3**	**4**
BUS 1A Financial Accounting: SLO #1 Evaluation Evaluate the financial position and profitability of the business entity using various financial ratios.	X						
BUS 1A Financial Accounting: SLO #2 Problem Solving Solve a comprehensive accounting problem that involves preparation of 3 of the 4 basic financial statements, which include the balance sheet, the income statement, and the statement of retained earnings.		X		X	X		X
BUS 1A Financial Accounting: SLO #3 Concepts and Terminology Understand and utilize financial accounting concepts and terminology.			X				
BUS 1B Managerial Accounting: SLO #1 Preparation Demonstrate competency in preparing the Statement of Cash Flows for a business entity.	X						
BUS 1B Managerial Accounting: SLO #2 Problem Solving Analyze and solve problems pertaining to various costing systems, operational budgeting, and capital budgeting.		X		X	X		X
BUS 1B Managerial Accounting: SLO #3 Concepts and Terminology Understand and utilize managerial accounting concepts and terminology.			X				
BUS 2A Intermediate Accounting: SLO #1 Concepts and Terminology Understand the concepts and terminology used in Accounting Information Systems, the basic accounting process, and key financial statements.			X				
BUS 2A Intermediate Accounting: SLO #2 Analyzing and Preparation Analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.	X			X	X		X
BUS 2A Intermediate Accounting: SLO #3 Problem Solving Solve a variety of problems related to the accounting for cash, receivables, inventory, long term assets, income measurement, profitability analysis, and the time-value of money.		X					
BUS 2B Intermediate Accounting: SLO #1 Concepts and Terminology Understand the concepts and terminology covering the accounting for investments in financial assets, liabilities, stockholders' equity and error corrections.			X				
BUS 2B Intermediate Accounting: SLO #2 Problem Solving Solve a variety of problems related to the accounting for financial assets and investments in equity securities, current and long term liabilities, income taxes, pension costs and other post-retirement benefits, stockholders equity, and error corrections.		X		X	X		X
BUS 2B Intermediate Accounting: SLO #3 Analyzing and Preparation Analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
BUS 3 QuickBooks: SLO #1 Accounting Software Utilize accounting software to prepare journals, ledgers, and financial statements of the business entity.	X						
BUS 3 QuickBooks: SLO #2 Reports and Graphs Prepare and use a variety of reports and graphs to analyze the results of business accounting operations.	X			X	X		X
BUS 3 QuickBooks: SLO #3 Concepts and Terminology Understand the concepts and terminology utilized by accounting software packages.			X				
BUS 4 Cost Accounting: SLO #1 Concepts and Terminology Understand cost accounting concepts and terminology.			X				
BUS 4 Cost Accounting: SLO #2 Transactions Journalize and summarize cost accounting transactions.	X			X	X		X
BUS 4 Cost Accounting: SLO #3 Problem Solving Solve theoretical and practical cost accounting problems relating to job order costing, process costing, standard costing and variance analysis, and budgeting.		X					
BUS 5A Income Tax Accounting: SLO #1 Preparation Prepare a correct form 1040 tax return including the necessary forms and schedules.	X						
BUS 5A Income Tax Accounting: SLO #2 Schedule C Prepare a correct Schedule C including the necessary forms and schedules.	X			X			X
BUS 5A Income Tax Accounting: SLO #3 Schedule E Prepare a correct Schedule E including the necessary forms and schedules.	X						
BUS 5C Income Tax Microcomputer Applications: SLO #1 Preparation Using taxation software, students will be able to prepare an accurate tax return for an individual taxpayer given a set of personal financial parameters, such as income inclusions and exclusions, deductions, adjustments, capital gains and losses, tax credits, etc.	X						
BUS 5C Income Tax Microcomputer Applications: SLO #2 Schedule C Using Software Using taxation software, prepare a Schedule C for a sole proprietorship, given a set of business parameters such as gross income, returns and allowances, cost of goods sold, and business expenses, including the calculation of depreciation.	X			X			X
BUS 5C Income Tax Microcomputer Applications: SLO #3 Schedule E Using Software Using taxation software, prepare Schedule E for a rental activity, given a set of business parameters such as rental income and rental expenses, include the calculation of depreciation.	X						

Provide a timeline for your course and program level SLO assessments.

Compton College
Student Learning Outcome Course Report Timelines
2025-2036

All academic programs course report due date: end of Spring semester of year indicated.

Academic Program	Division	CTE	Course Report Due		
Administration of Justice	HEPS	Yes	2026	2030	2034
Art	FACH	No	2025	2029	2033
Auto Collision Repair and Painting	BIST	Yes	2025	2029	2033
Auto Technology	BIST	Yes	2025	2029	2033
Business	BIST	Yes	2025	2029	2033
Chemistry	STEM	No	2026	2030	2034
Child Development	SSCI	Yes	2028	2032	2036
Communication Studies	FACH	No	2028	2032	2036
Computer Information Systems	BIST	Yes	2025	2029	2033
Cosmetology	BIST	Yes	2027	2031	2035
Dance	FACH	No	2025	2029	2033
Theater	FACH	No	2025	2029	2033
Earth Science	STEM	No	2026	2030	2034
English	FACH	No	2028	2032	2036
English as a Second Language	FACH	No	2028	2032	2036
Heating, Ventilation, A/C and Refrigeration	BIST	Yes	2025	2029	2033
History	SSCI	No	2028	2032	2036
Human Development	HEPS	No	2026	2030	2034
Kinesiology and PE (First Aid, Kinesiology, Physical Education, Recreation)	HEPS	No	2025	2029	2033
Languages (American Sign Language, Spanish)	FACH	No	2026	2030	2034
Library and Library Science	FACH	No	2028	2032	2036
Life Sciences	STEM	No	2028	2032	2036
Machine Tool and Manufacturing Technology	BIST	Yes	2027	2031	2035
Mathematics	STEM	No	2026	2030	2034
Music (*Commercial Music, Music)	FACH	*Yes	2025	2029	2033
Nursing	HEPS	Yes	2025	2029	2033
Physics/Astronomy	STEM	No	2026	2030	2034
Political Science	SSCI	No	2028	2032	2036
Psychology	SSCI	No	2026	2030	2034
Social Media and Film/Video					

All courses are assessed each semester. Each four years, a "course report" is written by the department, which engages disaggregated SLO data and analyzes it.

State the percent of course and program SLO statements that have been assessed.
All courses have begun collecting SLO data for all statements since the last program review.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

Assessment data collected over the past four years indicate that student performance on Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) has generally remained stable, with success rates ranging from approximately 70% to 85% in most assessed courses and program areas. Assessment results demonstrated strengths in foundational business knowledge, communication skills, and the application of business concepts, while also identifying areas where students needed additional support, particularly in analytical reasoning, applied problem-solving, and technology-related competencies. Faculty reviewed assessment findings through departmental discussions and used the results to guide

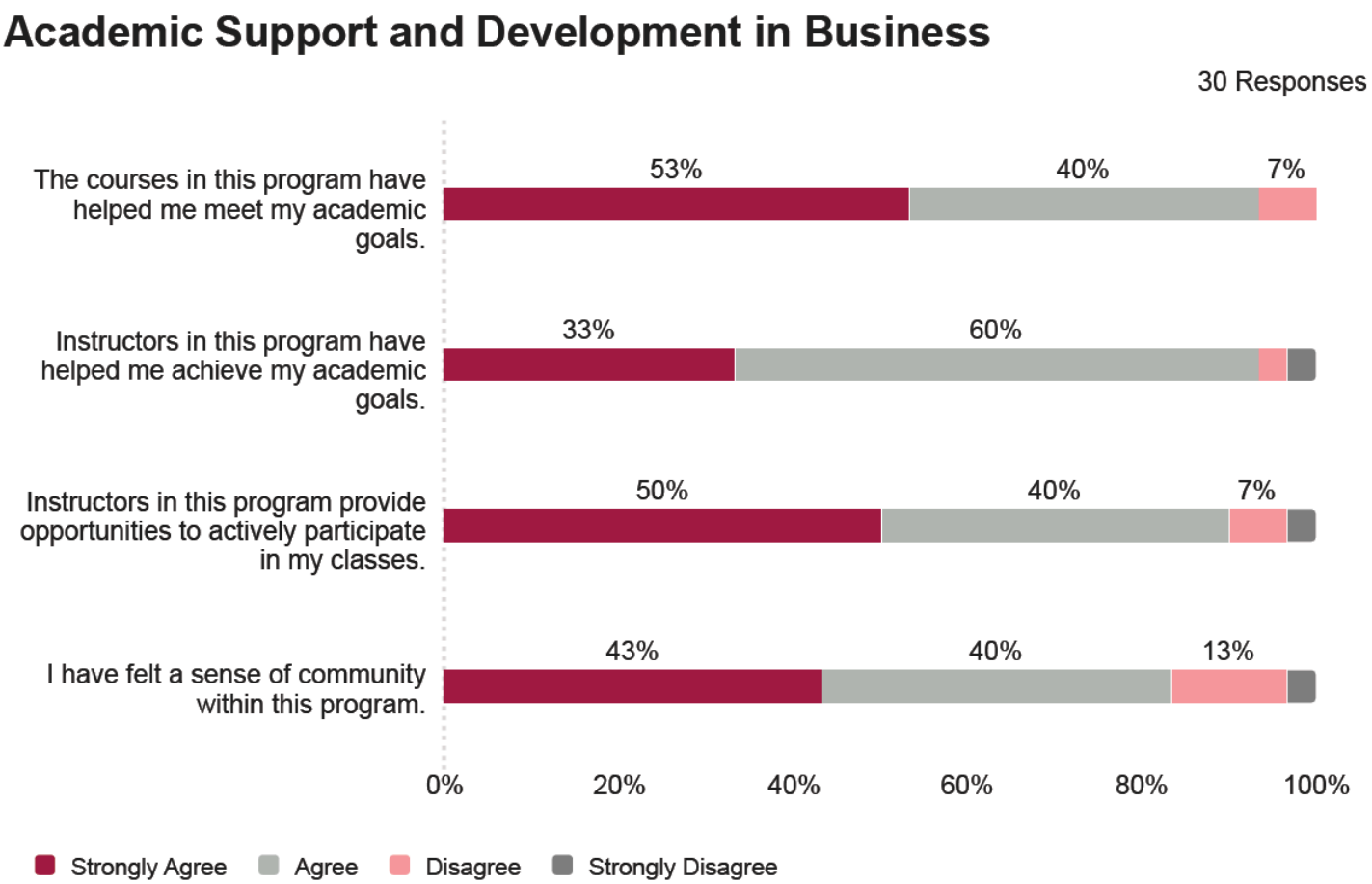
improvements in instruction, curriculum design, and assessment practices. As a result of these discussions, faculty increased the use of applied learning activities, business case studies, collaborative assignments, and technology-based instructional tools to strengthen student engagement and reinforce real-world business applications. In several courses, instructors revised assignments and clarified assessment rubrics to improve student understanding of course expectations and learning objectives. The department also increased attention to consistency across course sections to better align course-level SLOs with broader PLOs and Institutional Learning Outcomes (ILOs). Follow-up assessments showed improved student performance and engagement in several outcome areas after these instructional adjustments were implemented. During this review cycle, the department also experienced challenges related to the transition from the previous SLO software system to Elumen, which resulted in some missing assessment data from earlier semesters. In response, faculty and staff have worked to improve assessment tracking, documentation, and dialogue to ensure more consistent collection and analysis of outcomes data moving forward. The department remains committed to ongoing assessment, faculty collaboration, and continuous improvement to strengthen student learning and program effectiveness.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.
The Business Department has improved its SLO/PLO assessment process through more intentional course review, outcome alignment, faculty dialogue, and the integration of assessment findings into curriculum and instructional planning. As part of the ongoing Course Outline of Record (COR) review process, faculty have carefully evaluated and revised course objectives, SLOs, and assessment methods to improve clarity, measurability, and alignment with Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). This process has strengthened consistency across courses and ensured that learning outcomes more accurately reflect current business practices, transfer expectations, and workforce skills. Faculty discussions during department meetings, curriculum review activities, and informal collaboration have focused on identifying areas where students struggle, evaluating the effectiveness of instructional strategies, and determining how assessment results can be used to improve student learning outcomes. As a result, instructors have implemented more structured sequencing of course objectives, increased the use of question-and-answer sessions, applied problem-solving activities, collaborative learning exercises, and real-world business applications to reinforce student comprehension before progressing to more advanced material. The department has also worked to improve documentation and tracking of SLO assessment data within Elumen following the transition from the previous assessment platform. Although the department faces challenges due to limited staffing and the responsibility placed on a single full-time faculty member to manage a large portion of curriculum and assessment duties, efforts continue to strengthen participation, reporting consistency, and ongoing dialogue regarding assessment results. The department remains committed to continuous improvement of the assessment process in order to support student success, curriculum quality, and program effectiveness.

List any related recommendations.
No Value

Academic Program Review: (5) Analysis of Student Feedback : Version by **Ahmad, Manzoor** on **05/15/2026 21:14**

Describe the results of the student survey in the area of student support.



The student survey results in the area of student support indicate that students generally have a positive experience within the Business program and feel supported in achieving their academic goals.

Courses Supporting Academic Goals:
A strong majority of students reported that the courses in the program helped them meet their academic goals. Specifically, 53 percent of respondents strongly agreed and 40 percent

agreed with this statement, while only 7 percent disagreed. These results suggest that the curriculum is effectively supporting student learning and educational objectives.

Instructor Support:

Students also reported high levels of satisfaction with instructor support. Approximately 33 percent strongly agreed and 60 percent agreed that instructors helped them achieve their academic goals. Only a very small percentage of students expressed disagreement. This reflects a positive learning environment where faculty are actively engaged in supporting student success.

Opportunities for Active Participation:

Most students indicated that instructors provide opportunities for active participation in class activities and discussions. Half of the respondents strongly agreed and 40 percent agreed with this statement, while 7 percent disagreed. These findings suggest that instructors are incorporating interactive teaching strategies that promote engagement and participation.

Sense of Community:

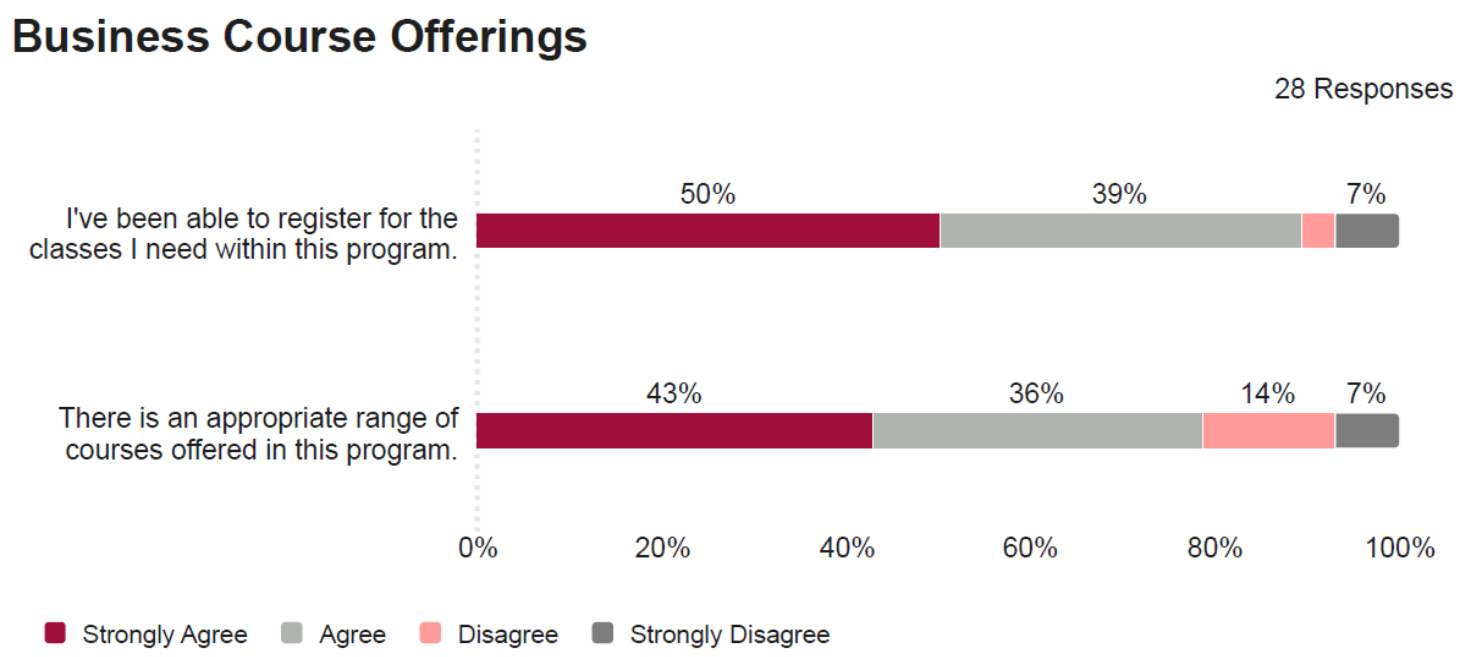
Survey responses regarding sense of community were positive overall, though this area showed the greatest opportunity for improvement. About 43 percent strongly agreed and 40 percent agreed that they felt a sense of community within the program. However, 13 percent disagreed and a small percentage strongly disagreed. While most students feel connected and supported, the results indicate that additional efforts to strengthen student engagement and peer interaction could further improve the student experience.

Summary:

Overall, the survey results demonstrate strong levels of student satisfaction with academic support, instructor engagement, and classroom participation opportunities within the Business program. To further strengthen student support and program cohesion, the department may consider expanding collaborative learning activities, student networking opportunities, mentoring efforts, and program-related events that help foster a stronger sense of community and belonging among students.

Describe the results of the student survey in the area of curriculum.

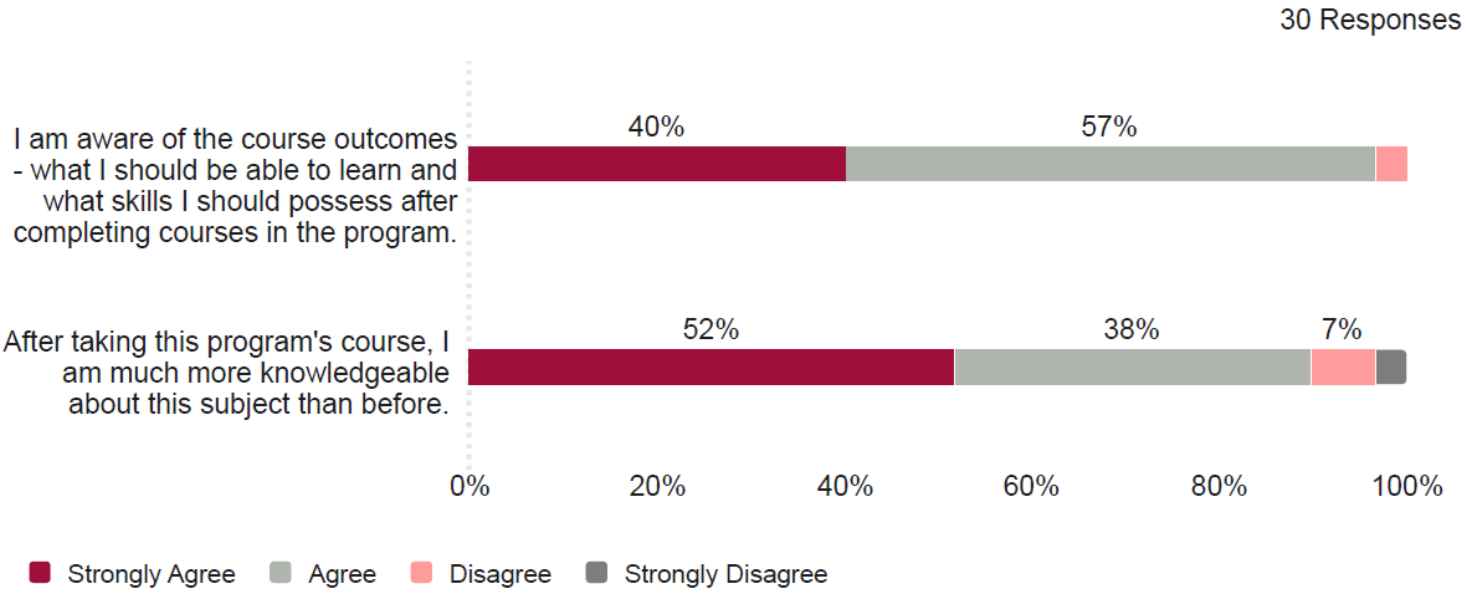
The student survey results in the area of curriculum reflect generally positive perceptions regarding course availability, course quality, and the effectiveness of the Business curriculum in supporting student learning and academic goals.



Business Course Offerings:

Most students indicated that they were able to register for the classes they needed within the program. Specifically, 50 percent strongly agreed and 39 percent agreed with this statement, while 14 percent disagreed. In addition, 43 percent strongly agreed and 36 percent agreed that the program offers an appropriate range of courses. However, approximately 14 percent of students expressed some level of disagreement regarding course availability and variety, suggesting there may be a need for additional sections, expanded scheduling options, or increased course offerings in specific areas.

Skills After Business Courses

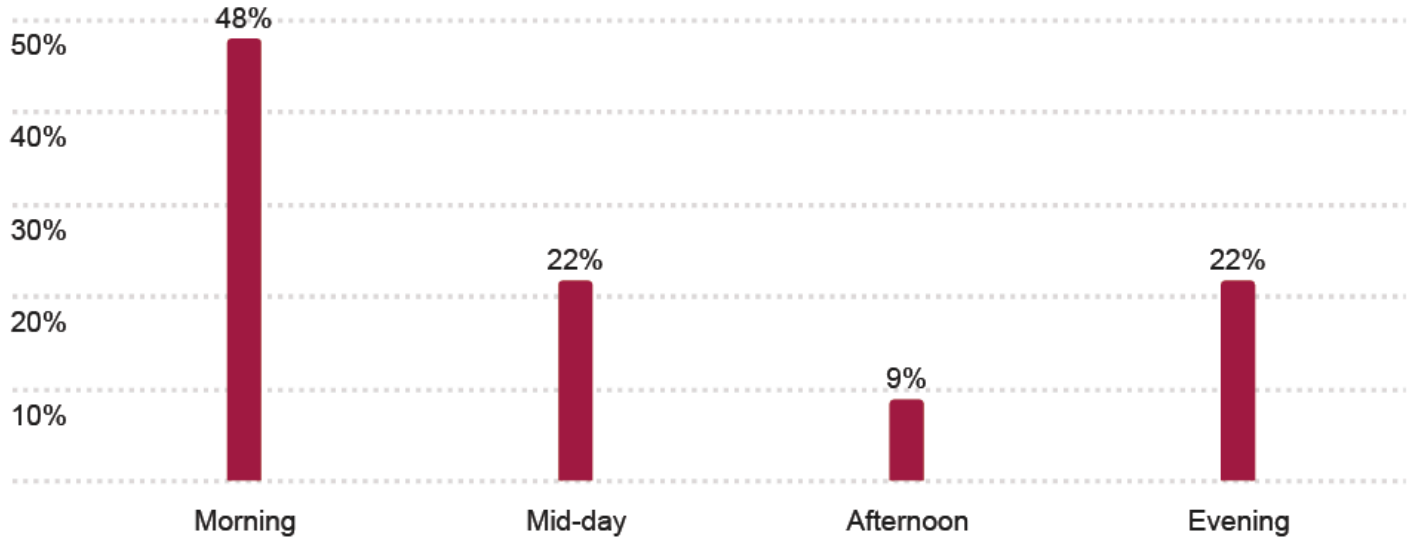


Understanding of Course Outcomes and Skills Development:
Survey responses also indicate that the curriculum is effectively helping students develop knowledge and skills related to the field of business. Forty percent of students strongly agreed and 52 percent agreed that they were aware of course outcomes and understood the skills they should possess after completing courses in the program. Additionally, 57 percent strongly agreed and 38 percent agreed that they became significantly more knowledgeable about business topics after completing program coursework. These results demonstrate that the curriculum is successfully supporting student learning and clearly communicating educational objectives.

Educational Preferences

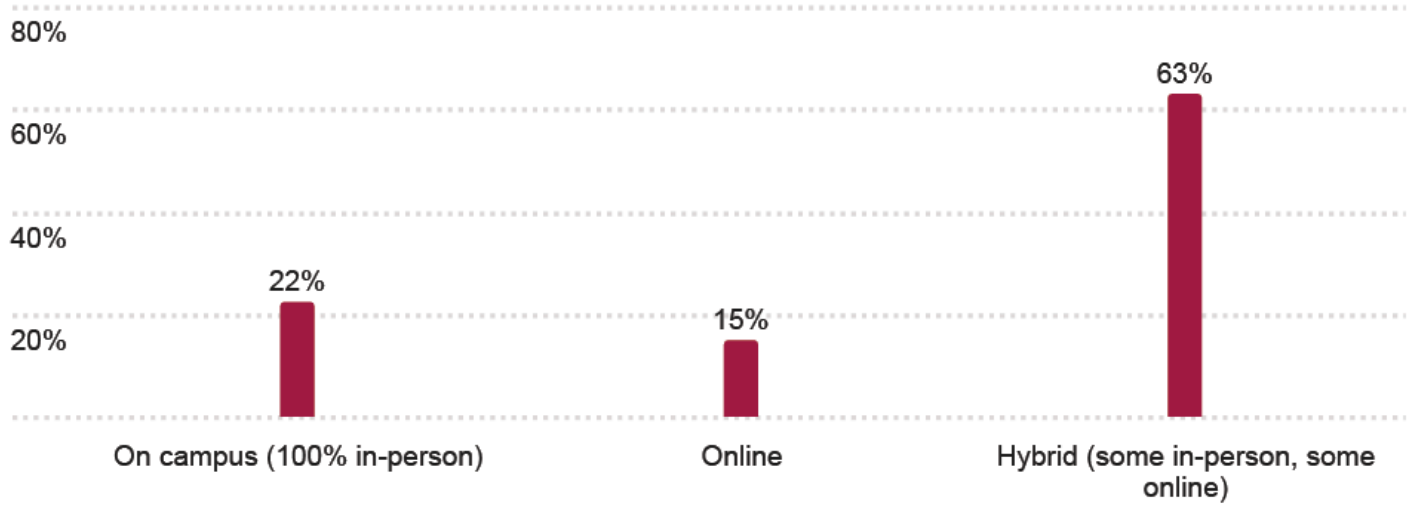
Preferred Time to Take Courses

29 Responses



Preferred Type of Course

27 Responses



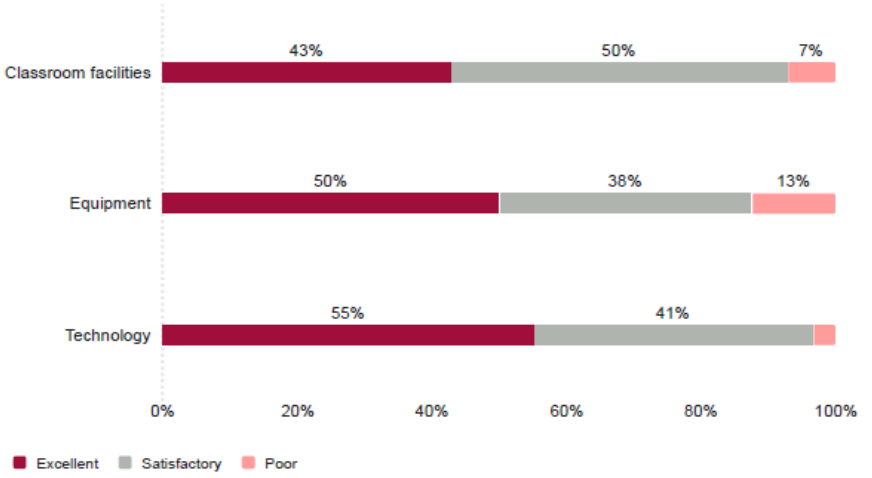
Educational Preferences and Scheduling:
The survey revealed that many students prefer flexible learning formats. Sixty-three percent of respondents preferred hybrid courses, while 22 percent preferred fully in-person courses and 15 percent preferred fully online instruction. Morning classes were the most preferred scheduling option at 48 percent, followed by mid-day and evening offerings. Student comments also indicated interest in having more Business classes available during winter and summer sessions, including online options, to improve access and scheduling flexibility.

Summary:
Overall, the survey results suggest that students view the Business curriculum positively and believe it supports their academic and career goals. Students generally feel knowledgeable about course outcomes, value the learning experience provided by the curriculum, and appreciate the range of available courses. At the same time, survey responses indicate opportunities for improvement in course availability, scheduling flexibility, and expanded hybrid or online offerings. These findings support continued curriculum review and scheduling adjustments to better meet student demand and improve access to required courses.

Describe the results of the student survey in the area of facilities, equipment and technology.

Rating of Facilities, Equipment, and Technology for Business Courses

30 Responses



Likes or Dislikes about the Facilities, Equipment, or Technology Used for Business Classes

12 Responses

More business class available during winter and summer at least online

I like the class in general

just not that great

I take English online but canvas and Microsoft has been a huge help

The overall facilities, equipment, and technology are all excellent with no qualms from me.

people who dont attend the college being on campus

I believe if we had more visual aid to make us feel like we are in a business setting would prepare us better for the work force we will possibly face or entrepreneurship.

Unclean out dated

I personally like how organized everything is and if help is needed it's given immediately.

Other

projectors not working or having necessary supplies handy like markers for the white board or a eraser also staff was not sure how to operate the equipment better training is required perhaps.

happy that air conditioners are working during hot days , wifi is always working too bathrooms are clean everytime i use them

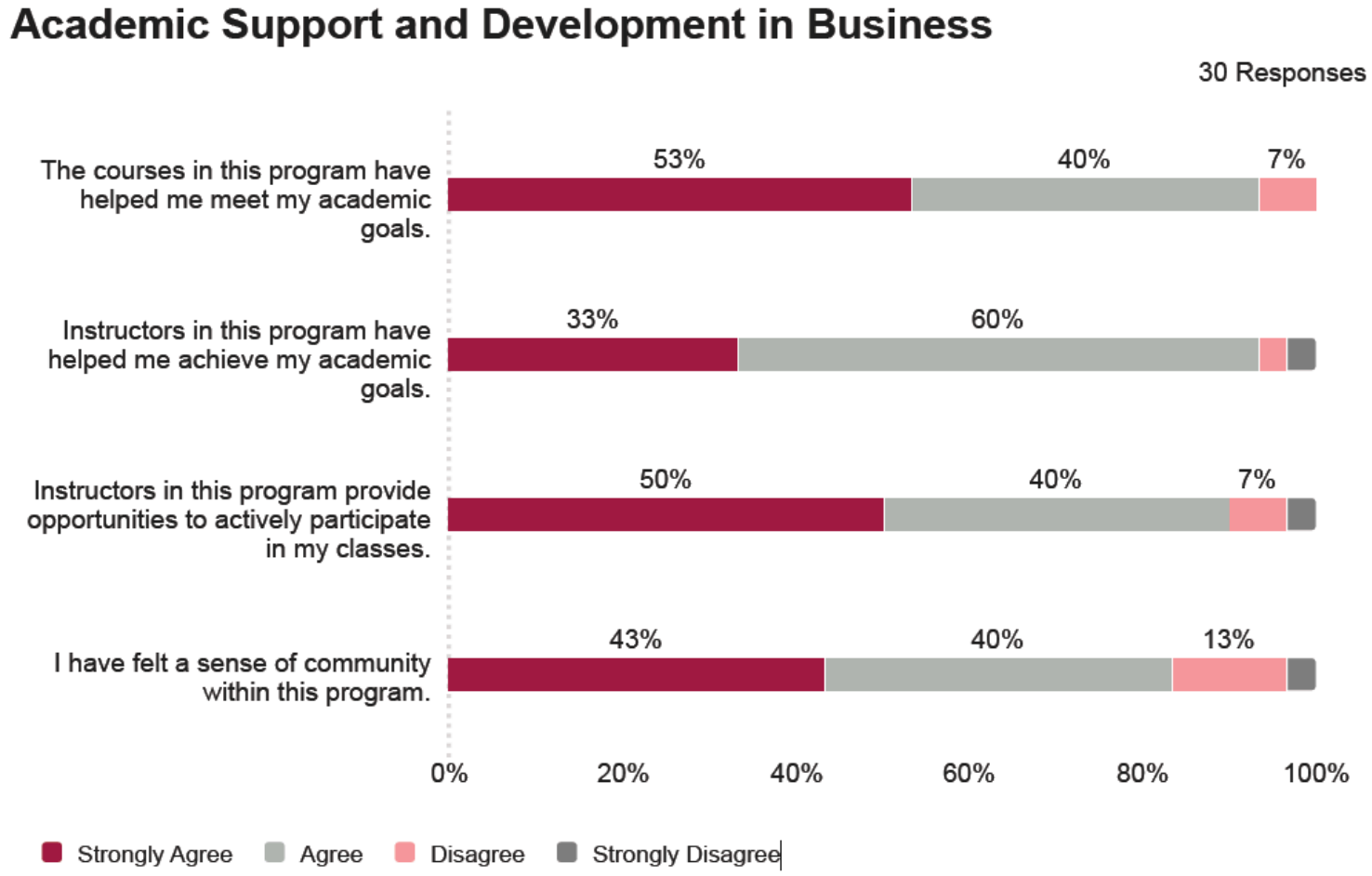
Classroom Facilities (building, furniture, hallways, classroom features):
43 percent rated the facilities as excellent
50 percent rated them as satisfactory
7 percent rated them as poor

Equipment (computers, classroom equipment, instructional tools, etc.):
50 percent rated the equipment as excellent
38 percent rated it as satisfactory
13 percent rated it as poor

Technology (Canvas, Microsoft applications, software, Wi-Fi, etc.):
55 percent rated the technology as excellent
41 percent rated it as satisfactory
4 percent rated it as poor

Summary:
Students are generally satisfied with the Business program's facilities, equipment, and technology resources. Technology received the strongest ratings overall, with most students indicating that digital tools, software, and online learning systems effectively support instruction and communication. Classroom facilities and instructional equipment also received mostly positive feedback, although a small percentage of students identified concerns related to outdated facilities, classroom equipment reliability, and the availability of instructional supplies. Student comments also suggested interest in more visually engaging business-oriented learning spaces and continued modernization of classroom technology. Overall, the survey results support continued investment in maintaining and upgrading facilities, equipment, and instructional technology to further enhance the student learning experience and maintain a modern business education environment.

Describe the results of the student survey in the area of program objectives.



Program Objectives (meeting academic and career goals):

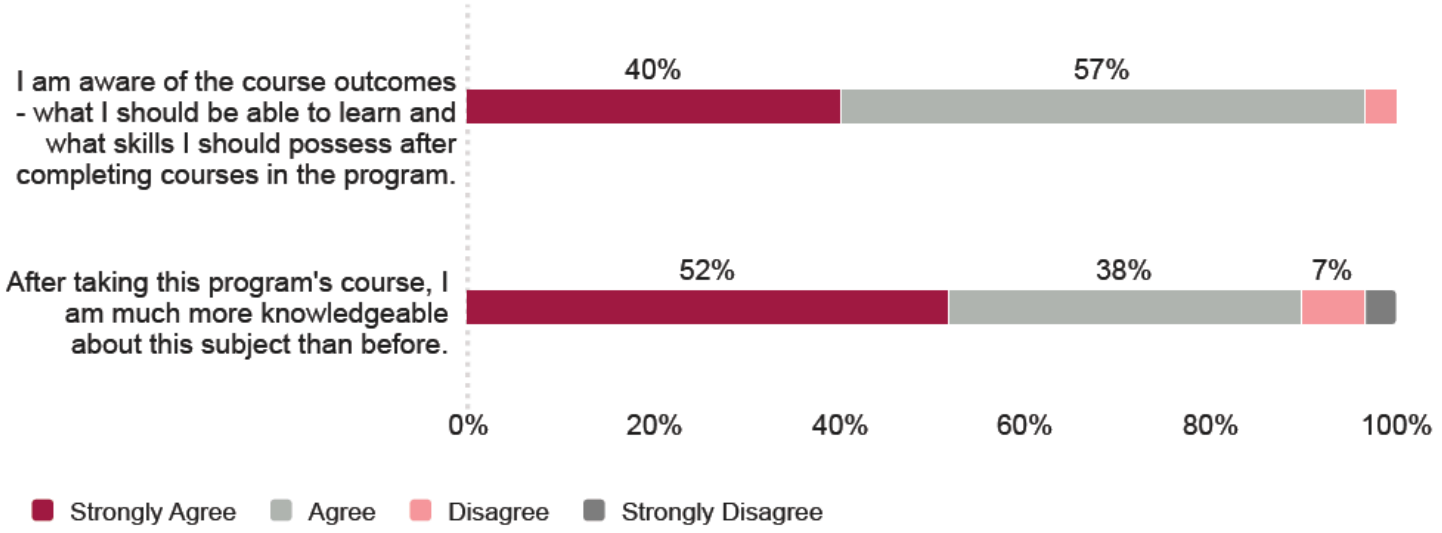
- 53 percent strongly agreed that the courses in the program helped them meet their academic goals
- 40 percent agreed
- 7 percent disagreed
- 0 percent strongly disagreed

Instructor Support for Academic Goals:

- 33 percent strongly agreed that instructors helped them achieve their academic goals
- 60 percent agreed
- - percent disagreed
- - percent strongly disagreed

Skills After Business Courses

30 Responses



Awareness of Course Outcomes and Skills:

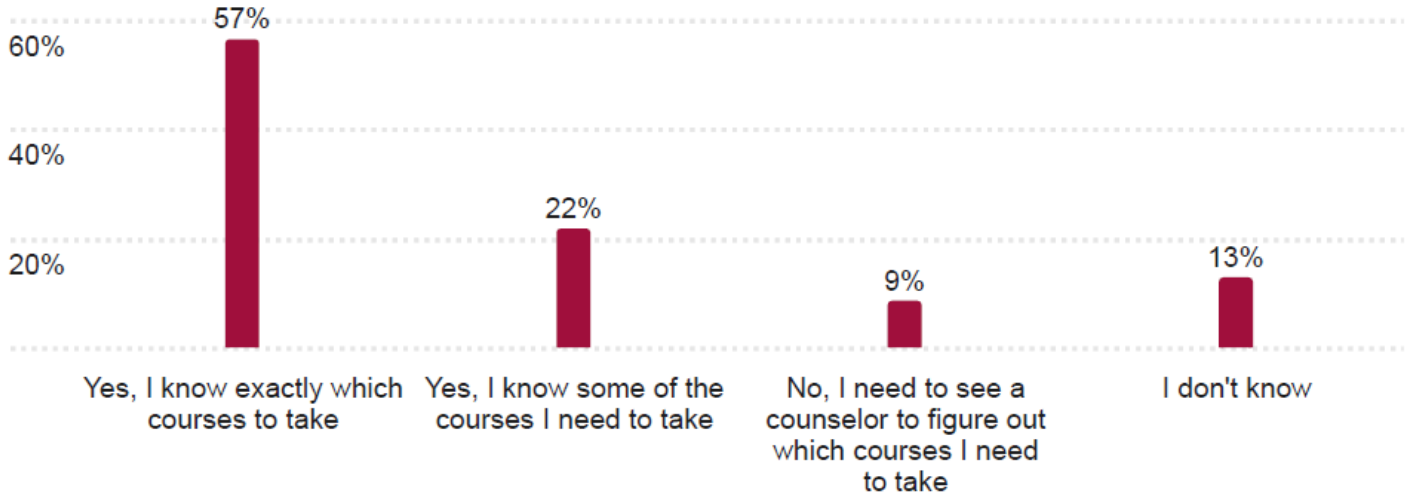
- 40 percent strongly agreed that they understood the course outcomes and expected skills after completing courses in the program
- 52 percent agreed
- 7 percent disagreed
- 0 percent strongly disagreed

Knowledge Gained from the Program:

- 57 percent strongly agreed that they became more knowledgeable about business subjects after taking courses in the program
- 38 percent agreed
- 0 percent disagreed
- 0 percent strongly disagreed

Do you know which courses you have to take to complete your goal in the Business major?

23 Responses

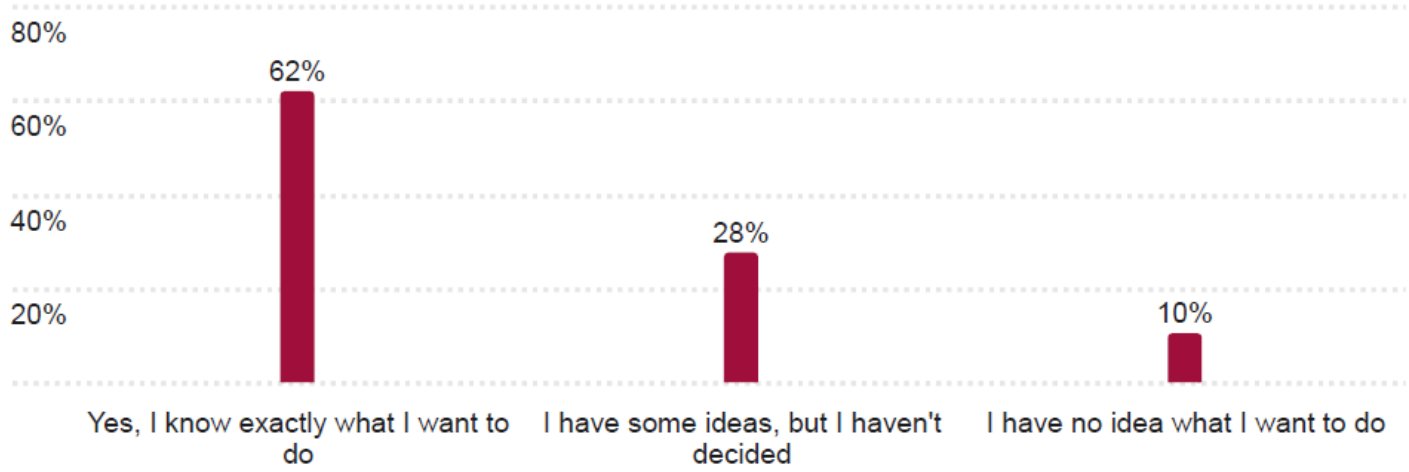


Educational and Career Goal Awareness:

- 57 percent reported they know exactly which courses they need to complete their Business major goals
- 22 percent reported they know some of the courses they need to take
- 9 percent reported needing counseling assistance to determine required courses
- 13 percent indicated they did not know

Have you thought about what you want to do for your career?

29 Responses



Career Direction:

- 62 percent stated they know exactly what they want to do for their career
- 28 percent stated they have some ideas but have not fully decided
- 10 percent stated they have no clear career direction yet

Summary:
The survey results indicate that students generally believe the Business program is successfully meeting its educational objectives and helping students progress toward their academic and career goals. Students reported strong satisfaction with instructor support, understanding of course outcomes, and the knowledge gained through program coursework. Most students also indicated that they have a clear understanding of their educational pathway and future career direction. However, the survey results also suggest opportunities to strengthen counseling support, educational planning guidance, and communication regarding program pathways for students who remain uncertain about course sequencing or career goals. Overall, the findings support the effectiveness of the program's objectives while identifying areas where additional student guidance and support services may further improve student success and completion outcomes.

Discuss the implications of the survey results for the program.
The survey results indicate that the Business program is successfully supporting student learning, academic development, and career preparation, while also identifying several opportunities for continued improvement. Overall, students expressed strong satisfaction with instructor support, curriculum quality, classroom participation opportunities, and the knowledge gained through program coursework. These findings suggest that the program is effectively meeting many of its educational objectives and providing a positive learning environment for students.

The results also highlight the importance of maintaining flexible scheduling and instructional delivery methods. A majority of students expressed a preference for hybrid course offerings, while many students also identified scheduling flexibility as an important factor in course selection. Student comments requesting additional winter, summer, online, and hybrid offerings suggest that expanding flexible scheduling options may improve enrollment, retention, and completion rates by better accommodating working students and students with outside responsibilities.

Survey feedback regarding facilities, equipment, and technology was generally positive, particularly in the area of technology support. However, some students identified concerns related to outdated facilities, malfunctioning classroom equipment, and the need for additional instructional resources and visual business-oriented learning environments. These findings support the need for continued investment in classroom modernization, instructional technology upgrades, and equipment maintenance to ensure students continue to learn in an environment that reflects current business and workforce standards.

The survey also identified opportunities to strengthen student connection and program engagement. While most students reported feeling a sense of community within the program, a portion of respondents indicated a desire for stronger campus connection and support. These findings suggest that additional student engagement activities, mentoring opportunities, collaborative projects, and increased communication regarding support services could further improve the student experience and strengthen retention.

Finally, the results indicate that some students remain uncertain about educational pathways and course sequencing, highlighting the continued importance of counseling, academic planning, and clear communication regarding program requirements and career opportunities. Overall, the survey findings support the continued growth and effectiveness of the Business program while also providing direction for future improvements related to scheduling, facilities, technology, student engagement, and support services.

Discuss the results of other relevant surveys (if applicable).
In addition to the primary student survey, informal student feedback collected through classroom discussions, advising interactions, and course evaluations generally supports the findings of the formal survey results. Students consistently emphasized the importance of flexible scheduling options, including hybrid and online courses, to better accommodate work schedules, family responsibilities, and other outside obligations. Students also expressed appreciation for instructors who provide practical examples, interactive learning opportunities, and real-world business applications that strengthen understanding of course material and career preparation.

Additional feedback also highlighted the value of reliable technology resources such as Canvas, Microsoft applications, and online learning tools, particularly for students enrolled in hybrid or online courses. At the same time, some students noted the need for continued modernization of classroom facilities and instructional equipment to better reflect current business environments and professional settings.

Faculty observations and informal discussions with students further suggest that many students benefit from increased academic planning support, clearer guidance regarding course sequencing, and additional opportunities for peer engagement and networking within the program. Overall, the results of these additional feedback sources are consistent with the formal survey findings and reinforce the importance of maintaining flexible course delivery options, modern instructional resources, strong faculty support, and enhanced student engagement efforts within the Business program.

List any related recommendations

1. **Expand Online and Hybrid Course Offerings**
   Increase the number of online and hybrid Business courses, including evening, weekend, winter, and summer offerings, to better accommodate working students and students with scheduling conflicts. Conduct follow-up surveys with current students, prospective students, and local business and industry partners to further assess scheduling and workforce training needs.
2. **Improve Classroom Facilities and Learning Environment**
   Evaluate and improve classroom lighting conditions to create a more effective learning environment. Replace or adjust lighting sensors to prevent classroom lights from shutting off during instructional activities. Continue modernization efforts to create visually engaging classroom spaces that better reflect professional business environments.
3. **Upgrade Instructional Equipment and Technology**
   Replace outdated classroom equipment and maintain instructional technology to support student learning and hybrid instruction. Upgrade projectors, screens, classroom presentation systems, and instructional software as needed. Install larger and more user-friendly writing surfaces and whiteboards to improve classroom instruction and student interaction.
4. **Improve Safety and Facility Maintenance**
   Address safety concerns by removing or properly securing loose wires and cables within classrooms and instructional spaces. Implement regular evaluations of classroom equipment, technology, and facilities to identify maintenance and upgrade needs before they negatively impact instruction or student learning.
5. **Strengthen Student Support and Engagement**
   Develop additional opportunities for student engagement, peer interaction, mentoring, and networking within the Business program to strengthen students' sense of community and connection to the program. Increase communication regarding counseling services, educational planning, and career pathways to support student success and completion.

Academic Program Review: (6) Facilities and Equipment : Version by **Ahmad, Manzoor** on **05/15/2026 21:57**

Describe and assess the existing program facilities and equipment.
The Business program currently utilizes classrooms equipped with instructional technology, faculty computer systems, projectors, whiteboards, internet access, and student computer workstations to support both traditional and technology-enhanced instruction. The program also utilizes Canvas, Microsoft applications, and other digital learning tools to support classroom, hybrid, and online instruction. The recently upgraded faculty computer system has improved instructional delivery, classroom presentations, and access to digital instructional resources. The existing facilities and equipment provide a functional learning environment; however, several areas require improvement and modernization to better support student learning and instructional effectiveness.
Current facility and equipment conditions include:

- Existing lecture podiums are outdated and do not fully support modern classroom technology or instructional organization.
- Classroom lighting conditions in some rooms make projector visibility difficult during instruction and presentations.
- Existing whiteboard space is limited and does not adequately support courses requiring extensive written instruction, calculations, diagrams, or collaborative problem-solving activities.
- Student computer workstations provide basic instructional support, but many stations and related equipment require modernization to better support current business software and digital learning needs.
- Classroom furniture and instructional equipment vary in condition and functionality, with some equipment showing signs of age and heavy use.
- Building alarm disruptions periodically interrupt classroom instruction and negatively impact the learning environment.
- Loose wires and exposed cables in some instructional areas create organizational, safety, and maintenance concerns.

Overall, the Business program facilities and equipment provide the foundational resources necessary to operate the program, but several components are outdated or limited in functionality. Continued assessment and modernization of classroom environments, and equipment are necessary to maintain an effective learning environment that supports student success and aligns with current business education and workforce expectations.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
The Business program has several immediate (1–2 years) facilities and equipment needs that are necessary to improve classroom functionality, instructional effectiveness, student engagement, and the overall learning environment.

1. **Lecture Podiums and Instructor Stations**
   Estimated Cost: $2,500–$5,000

Existing lecture podiums are outdated and do not adequately support instructional organization or classroom presentation needs. Updated podiums and instructor stations are needed to improve classroom functionality and instructional efficiency.
How this will help the program meet its goals:

- Improve classroom organization and instructional delivery
- Create a more professional teaching environment
- Enhance classroom management and presentation effectiveness
- Better support faculty instructional needs

Impact if not addressed:
Outdated instructional stations may continue to limit classroom organization and reduce the overall effectiveness of classroom instruction and presentations.

2. **Overhead Projector Display Screens**
   Estimated Cost: $3,000–$6,000

Existing classroom projector display screens require upgrading due to visibility and functionality concerns. Improved display screens are needed to support classroom presentations, instructional materials, and student engagement during lectures and demonstrations.
How this will help the program meet its goals:

- Improve visibility of classroom presentations and instructional materials
- Enhance student engagement during lectures and demonstrations
- Support a more effective and professional classroom environment

Impact if not addressed:
Poor visibility and outdated display equipment may continue to negatively affect classroom presentations, student participation, and instructional effectiveness.

3. **Whiteboards and Instructional Writing Space**
   Estimated Cost: $4,000–$8,000

Existing whiteboard space is limited and does not adequately support courses requiring extensive written instruction, calculations, diagrams, or collaborative classroom activities. Additional and larger whiteboards are needed to improve instructional flexibility and classroom interaction.
How this will help the program meet its goals:

- Improve instructional delivery and classroom interaction
- Support collaborative and active learning activities
- Increase visibility and organization of instructional materials

Impact if not addressed:
Limited instructional writing space may continue to reduce instructional effectiveness and limit opportunities for collaborative classroom learning.

4. **Classroom Furniture and Learning Environment Improvements**
   Estimated Cost: $8,000–$15,000

Some classroom furniture and instructional equipment show signs of age and heavy use. Improvements to classroom furnishings and learning environments are needed to create a more functional, comfortable, and professional instructional setting.
How this will help the program meet its goals:

- Improve student comfort and classroom engagement
- Create a more professional learning environment
- Support student success and classroom participation

Impact if not addressed:
Aging classroom furnishings and learning environments may negatively affect student comfort, classroom engagement, and the overall educational experience.

5. **Safety and Facility Maintenance Improvements**
   Estimated Cost: $3,000–$7,000

Loose wires, exposed cables, and ongoing building alarm disruptions create safety, maintenance, and instructional concerns within classroom spaces. Immediate maintenance improvements are needed to address these issues.
How this will help the program meet its goals:

- Improve classroom safety and organization
- Reduce classroom disruptions and interruptions
- Support a more productive learning environment

Impact if not addressed:
Unresolved safety and maintenance concerns may continue to disrupt instruction, create safety hazards, and negatively impact the learning environment.

Overall Immediate Need Assessment:
Addressing these immediate facilities and equipment needs will improve the overall instructional environment within the Business program. These improvements will enhance classroom functionality, instructional effectiveness, student engagement, and learning conditions while supporting student success and program growth.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

1. **Classroom Renovation and Modernization**
   Estimated Cost: $25,000–$50,000

Long-range classroom renovation is needed to create more modern, functional, and student-centered learning environments. Improvements may include updated flooring, wall finishes, improved classroom layouts, expanded instructional space, and modernization of aging classroom infrastructure.
How this will help the program meet its goals:

- Create a more professional and welcoming learning environment
- Improve student engagement and classroom functionality
- Support collaborative and interactive instructional methods
- Better align facilities with current educational and workforce expectations

Impact if not addressed:
Outdated classroom environments may negatively affect student engagement, instructional effectiveness, and the overall perception of the Business program.

2. **Expanded Whiteboard and Instructional Presentation Areas**
   Estimated Cost: $5,000–$10,000

Additional instructional writing and presentation space will be needed as classroom demands continue to grow. Larger and more strategically placed whiteboards and presentation areas will improve instructional flexibility and support collaborative classroom activities.
How this will help the program meet its goals:

- Improve visibility and organization of instructional materials
- Support active learning and collaborative instruction
- Enhance classroom interaction and instructional effectiveness

Impact if not addressed:
Limited instructional space may continue to reduce classroom flexibility and instructional efficiency.

3. **Long-Term Furniture Replacement Plan**
   Estimated Cost: $15,000–$25,000

The program will require a long-term replacement plan for aging classroom furniture, seating, and instructional furnishings. Replacing worn furniture with durable and flexible classroom furnishings will improve the overall learning environment and classroom usability.
How this will help the program meet its goals:

- Improve student comfort and classroom participation
- Create a more modern and professional classroom environment
- Support flexible instructional arrangements and collaborative learning

Impact if not addressed:
Aging and worn classroom furniture may continue to negatively affect student comfort, classroom appearance, and learning conditions.

4. **Facility Safety and Infrastructure Improvements**
   Estimated Cost: $8,000–$15,000

Long-term improvements are needed to address classroom infrastructure concerns, including cable management, wiring organization, lighting conditions, and building alarm reliability. These improvements are necessary to maintain safe and uninterrupted instructional environments.

How this will help the program meet its goals:

- Improve classroom safety and organization
- Reduce instructional disruptions and maintenance issues
- Support a more stable and effective learning environment

Impact if not addressed:
Ongoing safety and infrastructure concerns may continue to disrupt instruction and negatively impact the student learning environment.

Overall Long-Range Need Assessment:
Addressing these long-range facilities and equipment needs will help modernize the Business program's learning environment and support continued program effectiveness, student engagement, and instructional quality. Long-term investment in classroom facilities and infrastructure will help ensure that the program remains responsive to student needs and aligned with current educational and professional expectations.

List any related recommendations.
N/A

Academic Program Review: (7) Technology and Software : Version by **Ahmad, Manzoor** on **05/15/2026 22:10**

Describe and assess the adequacy and currency of the technology and software used by the program.
The Business program currently utilizes Canvas, Microsoft Office applications, internet access, classroom projection systems, and faculty computer systems to support classroom, hybrid, and online instruction. These technologies provide the foundation for instructional delivery, student communication, coursework management, presentations, and access to digital learning resources. The recently upgraded faculty computer system has improved classroom instruction and presentation capabilities.

However, the current technology and software resources within the program are limited in several important areas and require modernization to better support student learning and workforce preparation.
Current technology and software conditions include:

- There are currently no dedicated student computers available in the classroom being used by the Business program, limiting students' ability to participate in technology-based instructional activities during class sessions.
- Existing overhead projectors and presentation systems have experienced ongoing functionality and visibility issues that reduce the effectiveness of classroom instruction and presentations.
- The program currently does not have smart boards or other interactive instructional technologies that could enhance student engagement, collaboration, and interactive learning opportunities.
- There is a need to improve printing access and troubleshoot technical issues that prevent reliable printer connectivity and functionality for instructional and student use.
- Existing technology resources support basic instructional operations; however, some classroom systems and instructional technologies are outdated and do not fully reflect current business education and workforce expectations.

Overall, the current technology and software used by the Business program provide only a basic instructional foundation. Continued upgrades and modernization are necessary to improve classroom functionality, increase student access to instructional technology, enhance student engagement, and better prepare students for transfer opportunities and modern business environments that increasingly rely on digital literacy and technology skills.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

1. **Student Computer Workstations (36 Computers)**
   Estimated Cost: $40,000–$55,000

The program requires approximately 36 student computer workstations to support classroom instruction, business applications, online learning activities, research, presentations, and workforce preparation. Currently, there are no dedicated student computers available in the classroom being used by the Business program.
How this will help the program meet its goals:

- Improve student access to instructional technology and digital learning resources
- Support instruction involving business applications and computer-based activities
- Strengthen workforce preparation and digital literacy skills
- Enhance student engagement and classroom participation

Impact if not addressed:
Without dedicated student computer access, students may have limited opportunities to develop technology skills necessary for transfer, employment, and success in modern business environments.

2. **Smart Boards and Interactive Classroom Technology**
   Estimated Cost: $8,000–$15,000

The program needs smart boards or other interactive instructional technologies to improve classroom engagement, presentations, collaboration, and interactive learning opportunities.
How this will help the program meet its goals:

- Increase student engagement and classroom interaction
- Support interactive and technology-enhanced instruction
- Improve presentation and demonstration capabilities
- Create a more modern and effective instructional environment

Impact if not addressed:
The absence of interactive instructional technology may limit instructional effectiveness and reduce opportunities for collaborative and engaging classroom experiences.

3. **Overhead Projector and Presentation System Upgrades**
   Estimated Cost: $3,000–$6,000

Existing overhead projectors and classroom presentation systems require upgrading due to visibility and functionality concerns that negatively affect instruction.
How this will help the program meet its goals:

- Improve classroom presentations and instructional visibility
- Enhance effectiveness of lectures and demonstrations

- Support a more professional classroom learning environment

Impact if not addressed:
Outdated projection systems may continue to interfere with instructional delivery and reduce student engagement during presentations and classroom activities.

4. **Printer Installation and Printing System Improvements**
   Estimated Cost: $2,000–$5,000

The program needs improved printer access, installation of classroom printing systems, and technical support to address connectivity and functionality issues that currently interfere with reliable printing capabilities.
How this will help the program meet its goals:

- Improve access to printed instructional materials and assignments
- Support classroom activities and student coursework
- Improve classroom efficiency and instructional support

Impact if not addressed:
Ongoing printing issues may continue to disrupt classroom activities and limit student access to important instructional materials.

Overall Immediate Need Assessment:
Addressing these immediate technology and software needs will significantly improve the instructional environment within the Business program. These upgrades will strengthen classroom functionality, increase student access to technology, improve instructional effectiveness, and better prepare students with the digital skills necessary for academic success, transfer opportunities, and employment in modern business environments.

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

1. **Technology Replacement and Upgrade Cycle**
   Estimated Cost: $15,000–$25,000 every 3–4 years

The program will require an ongoing technology replacement and upgrade cycle for student computers, classroom instructional systems, printers, smart boards, and related instructional technology. As business technology and software continue to evolve, regular upgrades will be necessary to maintain effective instructional environments and support current workforce expectations.
How this will help the program meet its goals:

- Maintain reliable and current instructional technology
- Support evolving business and workforce technology standards
- Improve instructional effectiveness and classroom functionality
- Strengthen student digital literacy and workforce preparation

Impact if not addressed:
Without ongoing replacement and upgrade planning, classroom technology may become outdated, unreliable, and unable to support current instructional and workforce needs.

2. **Expansion of Interactive Classroom Technology**
   Estimated Cost: $10,000–$20,000

The program should continue expanding interactive instructional technology, including additional smart boards, collaborative presentation systems, and classroom engagement tools that support active learning and hybrid instruction.
How this will help the program meet its goals:

- Increase student engagement and classroom participation
- Support collaborative and interactive instructional methods
- Enhance hybrid and technology-enhanced learning environments

Impact if not addressed:
Limited access to interactive technology may reduce instructional flexibility and student engagement opportunities.

3. **Software Licensing and Program Expansion**
   Estimated Cost: $5,000–$12,000 annually

The program will require ongoing software licensing, updates, and expansion of instructional software used in Business courses. This includes maintaining access to current business applications, productivity software, and digital instructional resources that support student learning and workforce preparation.
How this will help the program meet its goals:

- Keep software aligned with current business industry standards
- Improve student familiarity with commonly used business applications
- Support workforce preparation and transfer readiness

Impact if not addressed:
Outdated or limited software access may negatively affect instructional quality and reduce student readiness for employment and transfer opportunities.

4. **Improved Printing and Network Infrastructure**
   Estimated Cost: $5,000–$10,000

Long-term improvements to printing systems, network reliability, classroom connectivity, and instructional technology infrastructure will be needed to support growing instructional demands and increased reliance on digital learning tools.
How this will help the program meet its goals:

- Improve reliability of classroom instructional systems
- Support efficient classroom operations and student access
- Reduce instructional disruptions caused by technology issues

Impact if not addressed:
Ongoing infrastructure limitations may continue to create classroom disruptions, reduce instructional efficiency, and negatively affect student learning experiences.

Overall Long-Range Need Assessment:
Addressing these long-range technology and software needs will help modernize the Business program and ensure that instructional technology remains reliable, current, and aligned with evolving educational and workforce expectations. Continued investment in technology infrastructure, software, and instructional systems will strengthen student learning, improve instructional effectiveness, and support long-term program growth and success.

List any related recommendations.
N/A

Academic Program Review: (8) Staffing : Version by **Ahmad, Manzoor** on **05/15/2026 22:28**

Describe the program's current staffing, including faculty, administration, and classified staff.
The Business program currently operates with one full-time faculty member who is responsible for a significant portion of the program's instructional, curriculum, assessment, scheduling, and program coordination responsibilities. In addition to teaching duties, the full-time faculty member is involved in Student Learning Outcome (SLO) and Program Learning Outcome (PLO) assessment, curriculum review and updates, program review reporting, student support activities, scheduling coordination, and participation in institutional committees and department-related responsibilities.
The program also utilizes part-time faculty to teach additional course sections and support overall instructional needs. Adjunct faculty help provide course availability and scheduling flexibility for students; however, many program coordination and administrative responsibilities remain concentrated with the single full-time faculty member.
Administrative support for the Business program is provided at the division level and is shared across multiple instructional programs. This support includes oversight related to scheduling, budgeting, instructional operations, and institutional planning. Classified staff support is limited and shared across the division, resulting in limited dedicated staff assistance for program-specific operational, technical, and administrative needs.
Current staffing conditions include:

- One full-time faculty member responsible for the majority of program oversight and coordination
- Part-time faculty utilized to support instructional offerings and scheduling needs
- Shared division-level administrative support
- Limited classified staff support shared across multiple programs

Overall, the current staffing structure allows the program to maintain basic instructional operations; however, the limited number of full-time faculty and dedicated classified support creates challenges related to workload distribution, program development, assessment reporting, curriculum maintenance, student support, and long-term program growth. Continued evaluation of staffing needs is necessary to ensure the program can effectively support student success, maintain compliance requirements, and respond to increasing instructional and operational demands.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.
The Business program has significant immediate and long-term staffing needs that are necessary to support program growth, instructional quality, curriculum development, assessment responsibilities, and student success.

Immediate Staffing Needs (1–2 Years)

1. **Full-Time Faculty Member in Business and Real Estate**
   Estimated Annual Cost: $100,000–$140,000

The program needs an additional full-time faculty member with qualifications in Business and Real Estate to provide leadership, instructional support, curriculum oversight, and program development in these areas. Currently, there is no full-time faculty member specifically responsible for overseeing and developing the Real Estate component of the program, resulting in limited ownership, coordination, and long-term planning for that area of instruction.
An additional full-time faculty member would help:

- Expand and stabilize course offerings in Business and Real Estate
- Improve curriculum development and course updates
- Increase support for SLO/PLO assessment and program review responsibilities
- Strengthen student advising, mentoring, and program coordination
- Improve industry engagement, advisory committee participation, and workforce alignment
- Support transfer pathways and workforce preparation opportunities

Impact if not addressed:
Without additional full-time faculty support, the program may continue to face challenges related to workload distribution, program oversight, curriculum maintenance, assessment reporting, scheduling flexibility, and long-term program growth. The lack of dedicated leadership in the Real Estate area may also limit the program's ability to expand offerings and effectively respond to student and workforce demand.

Long-Term Staffing Needs (2–4+ Years)

As the Business program continues to grow and serve a diverse student population, long-term staffing support will be important to strengthen student support services, student engagement, and overall program effectiveness. The program may require additional classified staff support dedicated to assisting students with program-related guidance, communication, referrals to campus resources, and general student support activities.
Estimated Annual Cost for Additional Classified Support (if needed):
$60,000–$90,000 including salary and benefits
How this will help the program meet its goals:

- Improve communication and support services for students
- Assist students with navigating program resources and campus services
- Increase student engagement and connection to the program
- Support student retention, persistence, and completion
- Help students better understand educational pathways and available support resources

Impact if not addressed:
Without additional long-term student support assistance, faculty may continue to experience challenges balancing instructional responsibilities with increasing student support needs. Limited support services may also reduce opportunities to strengthen student engagement, communication, retention, and overall student success within the program.

List any related recommendations.

1. Hire One Additional Full-Time Faculty Member in Business and Real Estate

- Hire a full-time faculty member with qualifications in Business and Real Estate to provide instructional leadership, curriculum oversight, student support, and program development in these areas.
- Estimated Annual Cost: $100,000–$140,000

2. Continue Support for Part-Time Faculty

- Maintain adequate adjunct faculty support to provide scheduling flexibility and meet instructional demands while supporting student access to courses.
- Estimated Annual Cost: Dependent on course offerings and enrollment needs

3. Increase Student Support Staffing if Program Growth Continues

- Consider additional classified staff support in the future to assist with student engagement, communication, referrals to campus resources, and general student support services.
- Estimated Annual Cost: $60,000–$90,000 including salary and benefits

4. Support Faculty Participation in Professional Development and Program Activities

- Continue supporting faculty participation in professional development, curriculum review, assessment activities, and industry engagement opportunities to maintain program quality and workforce alignment.
- Estimated Cost: Variable depending on training and conference participation

5. Continue Evaluation of Staffing Needs

- Regularly evaluate faculty workload, enrollment trends, student support needs, and program growth to ensure staffing levels remain adequate to support instructional quality and student success.
- Estimated Cost: Minimal operational cost through existing planning and program review processes

Academic Program Review: (9) Direction and Vision : Version by **Ahmad, Manzoor** on **05/15/2026 22:37**

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
The field of Business education continues to evolve in response to changes in technology, workforce expectations, digital communication, and instructional delivery methods. One of the most significant changes within the industry and academic field has been the continued growth of hybrid and online learning environments. Students increasingly require flexible scheduling options due to employment, family responsibilities, and transportation challenges. As a result, there is growing demand for hybrid, online, and technology-enhanced Business courses that provide greater accessibility while maintaining instructional quality and student engagement.

Another major change within the Business field is the increasing reliance on technology and digital skills in the workplace. Employers now expect students to have stronger proficiency in areas such as business communication, spreadsheet applications, digital collaboration tools, online research, presentations, and technology-based problem solving. These changes require Business programs to continuously evaluate curriculum, instructional methods, and technology resources to ensure students are prepared for modern workforce expectations and transfer opportunities.

The Business program must also respond to changing workforce trends related to entrepreneurship, remote work environments, customer service, real estate, and business operations. Industry expectations increasingly emphasize adaptability, communication skills, teamwork, critical thinking, and digital literacy. In response, the program will need to continue integrating practical applications, technology-enhanced instruction, and workforce-relevant learning experiences into coursework.

Over the next four years, these changes will likely increase the need for updated instructional technology, expanded hybrid course offerings, modernized classroom environments, and continued curriculum review to maintain alignment with industry and transfer expectations. The program will also need continued faculty training and professional development related to online instruction, emerging business technologies, and evolving workforce skills. By adapting to these changes, the Business program will be better positioned to support student success, workforce preparation, transfer readiness, and long-term program growth.

Explain the direction and vision of the program and how you plan to achieve it.
The direction and vision of the Business program is to provide students with a flexible, current, and career-relevant education that prepares them for transfer, employment, entrepreneurship, and advancement in the modern business environment. The program should continue to serve both traditional and non-traditional students by offering clear pathways, strong student support, updated curriculum, and course options that meet the needs of students with work, family, and personal responsibilities.

The future direction of the program includes:

- Expanding hybrid, online, evening, weekend, winter, and summer course options to improve access and completion
- Strengthening the Real Estate component of the program by hiring a full-time faculty member with Business and Real Estate expertise
- Continuing curriculum review to ensure courses reflect current business practices, transfer expectations, and workforce needs
- Increasing the use of practical assignments, case studies, business technology, presentations, and real-world applications
- Improving student awareness of degree, certificate, transfer, and career pathways
- Strengthening connections with local business leaders, employers, advisory committee members, and community partners
- Improving student engagement and sense of belonging within the program

The program plans to achieve this vision through continued curriculum updates, expanded course scheduling options, stronger faculty participation in assessment and program planning, improved student communication, and increased collaboration with counseling, distance education, and industry partners. By focusing on access, relevance, technology, and student support, the Business program will be better positioned to help students meet their academic goals, transfer successfully, enter the workforce, and participate in the economic growth of the community.

List any related recommendations.

1. **Expand Flexible Course Offerings**
   Increase hybrid, online, evening, weekend, winter, and summer Business course offerings to better serve working students, students with family responsibilities, and students needing flexible pathways to completion.
2. **Hire One Full-Time Business/Real Estate Faculty Member**
   Hire a full-time faculty member with Business and Real Estate qualifications to provide instructional leadership, program ownership, curriculum development, student support, and long-term growth for the Business and Real Estate areas.
3. **Strengthen Curriculum Alignment with Workforce and Transfer Needs**
   Continue reviewing and updating Business curriculum to reflect current industry expectations, transfer requirements, entrepreneurship trends, digital business practices, and employer needs.
4. **Increase Use of Applied Business Learning Activities**
   Expand the use of case studies, group projects, presentations, simulations, real-world business examples, and technology-based assignments to improve student engagement and workforce preparation.

5. **Strengthen Industry and Community Partnerships**
   Revitalize and expand the Business advisory committee by including local business owners, real estate professionals, employers, civic leaders, and transfer partners to provide input on curriculum, workforce trends, internships, and career opportunities.
6. **Improve Student Awareness of Pathways**
   Increase communication with students regarding degrees, certificates, transfer options, real estate pathways, career opportunities, and available campus support services.
7. **Support Faculty Professional Development**
   Encourage faculty participation in distance education training, business technology training, real estate-related professional development, and workforce-focused conferences or workshops to maintain program currency.

Academic Program Review: (10) Prioritized Recommendations Final Submission: Version by **Ahmad, Manzoor** on **05/19/2026 22:06**

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

Priority	Recommendation	Estimated Cost	Strategic Initiative(s)	Justification
1	Hire one full-time faculty member with expertise in Business and Real Estate	$100,000–$140,000 annually	SI 1, SI 2, SI 4	This is the highest priority because the program currently lacks full-time faculty ownership for the Real Estate area. A full-time faculty member would strengthen instructional leadership, student support, curriculum continuity, program development, and long-term stability. This directly supports student retention, completion, career preparation, and workforce-focused program quality.
2	Add 36 student computer workstations for Business classroom use	$40,000–$55,000	SI 1, SI 2, SI 3	The classroom currently lacks sufficient student computer access. Updated student workstations are needed to support business applications, digital literacy, research, presentations, online learning, and workforce preparation. This supports student success through technology and prepares students for transfer and employment.
3	Install smart boards or interactive instructional technology	$8,000–$15,000	SI 2, SI 3	Smart boards or interactive classroom tools would improve student engagement, classroom participation, visual instruction, and collaborative learning. This supports modern instructional practices and improves the quality of teaching and learning.
4	Upgrade overhead projectors/display systems	$3,000–$6,000	SI 2, SI 3	Existing projector/display systems have reliability and visibility concerns. Upgraded display systems would improve classroom presentations, visual instruction, and student access to course content.
5	Improve classroom printing access and troubleshooting support	$2,000–$5,000	SI 2, SI 3	Reliable printing access is needed for instructional materials, assignments, student activities, and classroom support. Addressing printing issues would reduce instructional interruptions and improve student access to learning materials.
6	Replace or upgrade lecture podiums/instructor stations	$2,500–$5,000	SI 1, SI 2	Updated podiums would improve classroom organization, instructional delivery, and faculty ability to manage classroom presentations and materials effectively.
7	Add larger and more effective whiteboards/instructional writing space	$4,000–$8,000	SI 1, SI 2	Additional whiteboard space would better support lectures, business calculations, diagrams, problem-solving activities, and collaborative classroom learning.
8	Improve classroom furniture and general learning environment	$8,000–$15,000	SI 1, SI 2	Updated classroom furniture would improve student comfort, engagement, classroom functionality, and the overall professionalism of the learning environment.
9	Address safety and facility maintenance concerns, including loose cables and alarm disruptions	$3,000–$7,000	SI 1, SI 2	Loose wires, exposed cables, and building alarm disruptions affect safety, organization, and instructional continuity. Correcting these issues would improve the learning environment and reduce interruptions to instruction.
10	Expand flexible course offerings, including hybrid, online, evening, weekend, winter, and summer options	Cost varies based on scheduling and staffing	SI 1, SI 2, SI 3	Student survey feedback indicates demand for flexible scheduling and hybrid options. Expanding course formats would improve access for working students, students with family responsibilities, and students needing flexible pathways to completion.
11	Provide long-term classified support focused on student engagement and student support activities, if program growth continues	$60,000–$90,000 annually, including salary and benefits	SI 1, SI 2	Additional student support assistance would help students navigate program resources, campus services, educational pathways, and support systems. This would strengthen retention, persistence, and completion.
12	Maintain ongoing software licensing, technology maintenance, and replacement cycles	$5,000–$12,000 annually; $15,000–$25,000 every 3–4 years for replacement cycles	SI 2, SI 3	Business instruction depends on current software, reliable technology, and regular replacement cycles. Ongoing maintenance will prevent equipment from becoming outdated and will support student preparation for modern business environments.

Strategic Initiative Key:
SI 1: Improve recruitment, enrollment, retention, and completion rates for students.
SI 2: Support the success of all students to meet their education and career goals.
SI 3: Support the success of students through the use of technology.
SI 4: Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.
SI 5: Establish partnerships in the community and with K–12 schools.