

Instructional Program Review 2019/20 UPDATE

Business Administration/Management

**Created on: 09/05/2019 02:32:00 PM PST
Last Modified: 02/05/2020 01:40:13 PM PST**

Table of Contents

General Information	1
2019/20 Instructional Program Review	2
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	4
Goal Status Report (REQUIRED)	7
Request Forms	13
Classified Position, BARC and Faculty Position Request	13
Reviewers	14
Liaison's Review	14
Manager's Review	14
Appendix	15

General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Lisa Shapiro
- Name of Liaison: Robert Wong
- Department Chair: Tara Maciel, Mark Abajian
- Name of Manager/Service Area Supervisor: Danene Brown
- Is this a CTE program? (State Yes or No): Yes

No other updates at this time.

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

File Attachments:

1. **Bus 115 2018-19.pdf**

2. **Bus 140 2018-19.pdf**

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018-19

Work-based learning

Work with work-based learning staff and CTE faculty to increase work-based learning activities in Business Administration courses.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.3, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 5.2,

CTE 2018/19: Perkins Permissive Use 10.11, Perkins Permissive Use 10.17, Perkins Permissive Use 10.3, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Strong Workforce Recommendation 1, Strong Workforce Recommendation 3,

Institutional Learning Outcomes 2016/17: Critical Thinking, Information Literacy

Enrollment Management/Career Construction

Faculty will work with dean and department chairs to address strategies for enrollment, including guided pathways and course sequencing. This goal also includes conversation and paths to develop and manage curriculum, certificates, degrees.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1,

CTE 2018/19: Perkins Permissive Use 10.11, Perkins Permissive Use 10.12, Perkins Permissive Use 10.9, Perkins Requirement 5, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7,

Institutional Learning Outcomes 2016/17: Critical Thinking, Information Literacy

Entrepreneurship Outreach

Work with faculty, student ambassadors, and community members to increase awareness of and enrollment in Small Business Management & Entrepreneurship certificate and degree.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 5.1, Strategic Goal 5.2,

CTE 2018/19: Perkins Permissive Use 10.11, Perkins Permissive Use 10.12, Perkins Permissive Use 10.2, Perkins Requirement 5, Perkins Requirement 1, Strong Workforce Recommendation 1, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3,

Institutional Learning Outcomes 2016/17: Critical Thinking, Global Consciousness, Professional & Ethical Behavior

Faculty Professional Development

Encourage faculty to plan and participate in professional development activities to stay current and relevant in teaching practices, community outreach, and academic best practices to promote student success.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

CTE 2018/19: Perkins Permissive Use 10.11, Perkins Permissive Use 10.12, Perkins Permissive Use 10.7, Perkins Permissive Use 10.8, Perkins Requirement 4, Perkins Requirement 5, Strong Workforce Recommendation 15,

Institutional Learning Outcomes 2016/17: Global Consciousness, Information Literacy, Professional & Ethical Behavior

2019-20 Goals Update

Develop Entrepreneurship Materials

2019-20 Update: This goal aligns with the existing Program Outreach Goals. Business Faculty will continue to develop marketing and outreach materials, along with educational opportunities.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3,

CTE 2018/19: Perkins Core Indicator Activity 4, Perkins Permissive Use 10.3, Perkins Requirement 2, Strong Workforce Recommendation 1, Strong Workforce Recommendation 3,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness,

Program Learning Outcomes for Business Administration: PLO #4

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018-19

Goal

Goal: Work-based learning

Work with work-based learning staff and CTE faculty to increase work-based learning activities in Business Administration courses.

Action: Coordinate Events with WBL staff

Describe the actions needed to achieve this objective:

Plan and coordinate staffing and outreach with work-based learning staff. Events include classroom speakers, Majors at Mesa fair, interdisciplinary networking events, and outreach events on campus.

Who will be responsible for overseeing the completion

Business Administration Faculty.

of this objective:

Provide a timeline for the actions:

Fall 2019 - Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Monitoring of enrollment in Business Administration courses, and increased awareness of Business and Entrepreneurship programs at Mesa.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Outreach materials are being developed in coordination with work-based learning staff.

Goal: Enrollment Management/Career Construction

Faculty will work with dean and department chairs to address strategies for enrollment, including guided pathways and course sequencing. This goal also includes conversation and paths to develop and manage curriculum, certificates, degrees.

Action: Guided Pathways Development

Describe the actions needed to achieve this objective:

Staff will meet and map each degree and certificate in Business Administration and Business Management.

Who will be responsible for overseeing the completion of this objective:

Business Administration Faculty

Provide a timeline for the actions:

Fall 2019 - Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Completed mapping for certificates and degrees.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Faculty meetings and discussions will be ongoing.

Goal: Entrepreneurship Outreach

Work with faculty, student ambassadors, and community members to increase awareness of and enrollment in Small Business Management & Entrepreneurship certificate and degree.

Action: Entrepreneurship Outreach

Describe the actions needed to achieve this objective:	Outreach on campus and in the business community.
Who will be responsible for overseeing the completion of this objective:	Business Administration Faculty with guidance from Professor Eddie Landeros.
Provide a timeline for the actions:	Fall 2019-Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Increased enrollment in Small Business Management and Entrepreneurship.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Marketing and Outreach Materials.

Goal: Faculty Professional Development

Encourage faculty to plan and participate in professional development activities to stay current and relevant in teaching practices, community outreach, and academic best practices to promote student success.

Action: Faculty Professional Development

Describe the actions needed to achieve this objective:	BARC and Perkins requests will be submitted for conferences and additional professional development resources.
Who will be responsible for overseeing the completion of this objective:	Business Administration Faculty.
Provide a timeline for the actions:	Fall 2019 - Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Faculty attendance and reporting from conferences. New software (as requested in Perkins) implemented in our program.
List resources needed to achieve this objective and associated costs (Supplies,	Conference funding and software requests have been made through BARC and Perkins.

Equipment, Computer
Equipment, Travel &
Conference, Software,
Facilities, Classified Staff,
Faculty, Other):

2019-20 Goals Update

Goal

Goal: Develop Entrepreneurship Materials

2019-20 Update: This goal aligns with the existing Program Outreach Goals. Business Faculty will continue to develop marketing and outreach materials, along with educational opportunities.

Action: Develop Marketing Materials

Describe the actions needed to achieve this objective:	Develop marketing materials in conjunction with work based learning staff.
Who will be responsible for overseeing the completion of this objective:	Business Administration Faculty; Prof. Eddie Landeros
Provide a timeline for the actions:	Fall 2019 - Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Enrollment data for Small Business Management and Entrepreneurship Degree and Certificate, and Entrepreneurship classes.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Marketing materials.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018-19

Goal

Goal: Work-based learning

Work with work-based learning staff and CTE faculty to increase work-based learning activities in Business Administration courses.

Action: Coordinate Events with WBL staff

Describe the actions needed to achieve this objective:	Plan and coordinate staffing and outreach with work-based learning staff. Events include classroom speakers, Majors at Mesa fair, interdisciplinary networking events, and outreach events on campus.
Who will be responsible for overseeing the completion of this objective:	Business Administration Faculty.
Provide a timeline for the actions:	Fall 2019 - Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Monitoring of enrollment in Business Administration courses, and increased awareness of Business and Entrepreneurship programs at Mesa.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Outreach materials are being developed in coordination with work-based learning staff.

Status for Coordinate Events with WBL staff

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Faculty will continue to participate in work-based learning panels and activities, and will continue to coordinate events with work-based learning faculty.

Goal: Enrollment Management/Career Construction

Faculty will work with dean and department chairs to address strategies for enrollment, including guided pathways and course sequencing. This goal also includes conversation and paths to develop and manage curriculum, certificates, degrees.

Action: Guided Pathways Development

Describe the actions needed to achieve this objective:	Staff will meet and map each degree and certificate in Business Administration and Business Management.
Who will be responsible for overseeing the completion of this objective:	Business Administration Faculty
Provide a timeline for the actions:	Fall 2019 - Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Completed mapping for certificates and degrees.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Faculty meetings and discussions will be ongoing.

Status for Guided Pathways Development

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Faculty have met several times in both program and interdisciplinary meetings. Pathways are currently under development.

Goal: Entrepreneurship Outreach

Work with faculty, student ambassadors, and community members to increase awareness of and enrollment in Small Business Management & Entrepreneurship certificate and degree.

Action: Entrepreneurship Outreach

Describe the actions needed to achieve this objective:	Outreach on campus and in the business community.
Who will be responsible for	Business Administration Faculty with guidance from Professor Eddie Landeros.

overseeing the completion of this objective:

Provide a timeline for the actions: Fall 2019-Spring 2020

Describe the assessment plan you will use to know if the objective was achieved and effective: Increased enrollment in Small Business Management and Entrepreneurship.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Marketing and Outreach Materials.

Status for Entrepreneurship Outreach

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: Faculty are holding campus-wide entrepreneurship outreach events.

Goal: Faculty Professional Development

Encourage faculty to plan and participate in professional development activities to stay current and relevant in teaching practices, community outreach, and academic best practices to promote student success.

Action: Faculty Professional Development

Describe the actions needed to achieve this objective: BARC and Perkins requests will be submitted for conferences and additional professional development resources.

Who will be responsible for overseeing the completion of this objective: Business Administration Faculty.

Provide a timeline for the actions: Fall 2019 - Spring 2020

Describe the assessment: Faculty attendance and reporting from conferences. New software (as requested in

plan you will use to know if the objective was achieved and effective:

Perkins) implemented in our program.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Conference funding and software requests have been made through BARC and Perkins.

Status for Faculty Professional Development

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Faculty are in the process of writing funding proposals for professional development activities.

2019-20 Goals Update

Goal

Goal: Develop Entrepreneurship Materials

2019-20 Update: This goal aligns with the existing Program Outreach Goals. Business Faculty will continue to develop marketing and outreach materials, along with educational opportunities.

Action: Develop Marketing Materials

Describe the actions needed to achieve this objective:

Develop marketing materials in conjunction with work based learning staff.

Who will be responsible for overseeing the completion of this objective:

Business Administration Faculty; Prof. Eddie Landeros

Provide a timeline for the actions:

Fall 2019 - Spring 2020

Describe the assessment plan you will use to know if the objective was achieved

Enrollment data for Small Business Management and Entrepreneurship Degree and Certificate, and Entrepreneurship classes.

and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Marketing materials.

Status for Develop Marketing Materials

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Business administration faculty are working with strong workforce faculty to develop the needed marketing materials.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

-
- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Business Administration/Management

(REQUIRED) Program name

Business Administration

(REQUIRED) Are you on target with your assessment schedule?

Yes. During the current assessment cycle we have completed assessments for the following:

BUSE 100, 140, 150 - Completed for cycle

BUSE 101, 155 - In progress, one outcome assessed

BUSE 115, 119, 120, and 201 are in progress, however outcomes coordinator indicates that reporting is incomplete.

Most recent assessments are: Business 115, and Business 140 (assessment files have been uploaded).

Scheduled assessments for the upcoming year are: Business 127, 129, and 210.

BUSE 190, 270, 290 - Special project and internship courses, not assessed until students takes one of these courses

BUSE 205 - not completed, not offered, will be assessed when offered

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Our assessments show that each course assessed is achieving a high level of student success and retention. When disaggregated by course, our retention rates range from 72% to 88% for all courses assessed, and the program's success rate has shown an increase of 5% over a five year period.

Business Administration is continuing to build strategies for equity and success into all of our courses.

(REQUIRED) Based on your assessments, what resource needs have you identified?

We have identified the need for ongoing professional development for Business Law and Real Estate faculty, and this has been addressed through BARC requests and Perkins funding.

We have identified the need for legal software, business plan software, and financial calculators, and these requests have been addressed through BARC and Perkins funding.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Business Administration/Management

Program Name

(REQUIRED) Type your program name.

Business Administration

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

For the Business Administration program, there is essentially no difference in course success for women and men. Course success rates for women are 72%, with a success rate of 69% for men. These rates are essentially on par for the college average of 72%.

Course success rates disaggregated by race/ethnicity show discrepancies. The groups with success rates at or above the campus average are: American Indian, Asian, Filipino, Pacific Islander, and White. Groups that are only slightly below the college average (at 66%) are: Latinx. The group that shows a course success rate significantly below the college average is African American, at 57%.

In terms of trends, overall course success for the Business Administration program has gone up for the academic year 2018-19. The five year trend has been increasing, from a low of 68% to a high of 73% (slightly above the college average). Overall, the five-year trend is fairly stable, with a slight rise in course success.

The Latinx rate of course success has shown improvement over the last five years, rising from a low of 63% to a high of 69%. For African-American students, the trend has also been positive, rising from a low of 53% to a high of 60% within a five year period.

For both groups (Latinx, African-American) the 2018-19 academic year showed gains in course success.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Over a five-year period, course success rates for all Business Administration students have remained fairly constant, rising from a low 68% in 2014-2016 to a high of 73% in 2018-19. Two other groups that have success rates lower than the college average (African American, Latinx) follow the same trend.

For the African-American student population, the low of 53% was in 2015-16, and 2018-19 showed a high of 60%. A similar pattern can be seen for the Latinx population, with a low of 63% in 2014-2016 and rising to a high of 69% in 2018-19. These trends track closely to the rate of course success for White students: a low of 68% in 2014-2016, rising to a high of 73% in 2018-19.

This data shows that the trend of a slight gain in student success is following a similar pattern for all race/ethnic groups. In fact, Latinx students have a slightly stronger rate of growth in course success compared to all combined groups in Business Administration (growing from 63% to 69%) compared to all students (growing from 68% to 73%). Also, African-American students showed a slightly stronger gain over time in course success, growing from 53% to 60%, compared to all students (growing from 68% to 73%). This trend shows the strongest rate of growth in course success belongs to African-Americans.

This means that while equity gaps still exist, the rate of change in groups that have been traditionally disadvantaged is improving.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

There are two important factors that have likely contributed to the slight gain in course success for all Business Administration students, and slightly stronger gains over time for Latinx and African-American students.

The first is the creation of the Business Administration Degree for Transfer, which incentivizes students to successfully complete courses, move to the next level, and complete the degree for transfer.

The second is the strong support from administration, especially with regard to the Transfer Center, and the fact that Mesa is now a Hispanic Serving Institution. Other types of student services support, such as the The Stand, also promote student and course success.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Based on the data-supported trends, the Business Administration program is observing a positive trend, so our efforts should be focused on maintaining our pattern of improvements. Another positive trend for Business Administration is in Course Retention. All courses in our program fall within the range of 72% - 88% for course retention. When disaggregated by race and ethnicity, over a five-year period, African-American students

show a positive trend in course retention, from a low of 77% in 2015-2017, to a high of 81% in 2018-19. Given that the African-American student population has the lowest overall rate of course success, it is helpful to juxtapose that against the higher rate of course retention. This seems to suggest that these students are staying in class, but having a harder time passing.

Keeping students in class is a positive first-step (one of many steps) in reducing the equity gap for this group of students. Another step may be more referrals for tutoring (when applicable). In Fall 2019, our program is introducing the Entrepreneurship course, and we are working on media and marketing for entrepreneurship. This provides a chance to engage a greater number of students who may be interested in small business management and business ownership, which may lead to gains in student success for a more diverse student body.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

The Business Administration program is always networking and doing outreach with local businesses and the business community. In Fall 2018, we hired two new faculty, one specializing in Business Law, and the other specializing in Entrepreneurship. Professor Eduardo Landeros has experience as a small business owner, and is currently networking with the Hispanic Chamber of Commerce in San Diego.

Latinx students in Business Administration have made gains in course success and course retention over the past five years. Trends show that course retention has gone from a low of 80% in 2014 to a high of 86% in 2018-19. Course success for Latinx students in our program is still slightly below the college average, but the five-year trend shows improvement from a low of 63% in 2014-15 to a high of 69% in 2018-19.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

- Entrepreneurship conference
- Business Plan software
- Legal Studies in Business conference
- Legal research software
- Financial planning workshops
- Financial calculators

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Our program goals, developed with input from all faculty during the comprehensive 2018-19 program review specify that we will focus on:

- Work-based learning development: one of the best ways to promote course retention and positively impact student success is to provide a real-world foundation and connection between the classroom and the business environment. Our faculty are working with the college work-based learning coordinators to develop strategies within the classroom and in the community to help students apply business material in the business world.

- Development of entrepreneurship resources and materials: we are actively promoting the new Small Business Management and Entrepreneurship Certificate and Degree, and developing marketing and promotional materials for use at majors fairs, career fairs, and other campus events.
- Entrepreneurship outreach: Business Faculty continue to network with members of the local business community, the Chamber of Commerce and the Hispanic Chamber of Commerce, our regional business and entrepreneurship center, with input from regional labor market research on equity gaps. Faculty attend regional meetings and focus groups to strategize about how best to fill labor supply gaps in our region.
- Faculty professional development: each year, faculty attend conferences to stay current with local, regional, and national business trends in marketing, finance, real estate, business law, and entrepreneurship.
- Guided pathways: our faculty are engaged with this college-wide, interdisciplinary initiative. Many of our faculty have attended meetings, workshops, brainstorming and working sessions to discuss and map pathways for our certificates and degrees.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

For Fall 2019, our primary focus will be networking with the local business community, developing entrepreneurship outreach and marketing, and meeting with the regional center for business and entrepreneurship. Our entrepreneurship class, part of the Small Business Management Certificate and Degree is launching this semester. We have seen positive results so far in course enrollment, and will be able to report on success and retention in our next program review.

Additionally, our next steps include continuing to work with work-based learning coordinators to incorporate work-based learning in all our business courses. This semester, all business faculty are coordinating a table at the Majors at Mesa fair, and we are all participating (as class schedules permit) in various networking and mixer events on campus. These events bring local business leaders to campus and offer an opportunity for our students to learn from and network with members of the business community.