

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>The Business Administration program navigated a sustained period of fully online teaching as a response to COVID-19. Due to the fact that the program was an early adopter of online teaching, with most classes incorporating Canvas shells, the transition to fully online teaching happened smoothly and quickly, as necessitated by the pandemic. Beginning with the fall 2022 semester, the program has successfully shifted to integrate both online and in-person teaching.</p> <p>The Business Administration program remains flexible and adaptive to changing trends, and makes use of available technology to support faculty and students with the goal of providing accessible curriculum.</p> <p>With the shift back to face-to-face teaching, the program has been able to retain technological advances while also offering a</p>

		more equitable experience that better meets the needs of our diverse student body.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	<p>Students like the flexibility to choose between online and on-campus courses. For on-campus classes, students appreciate having full access to course materials online, even as classroom learning takes place in person.</p> <p>Students need not worry about missing out on information when they are absent, as videos, syllabi, and other course materials are still available through Canvas. This also allows students to review material at any time.</p> <p>The availability of various accessible formats meets the needs of our diverse student body.</p> <p>This accessible approach will likely be the model maintained by the program. The program experimented with a hybrid model, where classes would be held one day/week on campus, and one day/week online. This model was not as popular with students, who prefer either fully online classes, or fully on-campus sections.</p>
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	The program has been hampered by the loss of a full-time faculty member who specialized in Business Law. Efforts were made to replace this position during the last program review cycle, and will be made again. Business Law is a required course in the program's degree for transfer, in high demand, and deserving of a dedicated faculty member who can concentrate on delivering this curriculum.
Please confirm that the department has reviewed the	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress

Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.		<input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>As with previous years, 83% of Business Administration certificates and degrees awarded are the degree for transfer, with another 14% awarded in Business Administration (not for transfer) or Business Studies (Liberal Arts emphasis). Fewer than 1% of students opt for degrees in Management or Small Business Management and Entrepreneurship.</p> <p>The 3-year trend, which covers the years pre- and post-COVID, and also the lockdown period of the pandemic, shows a low in 2021-22 of 302, down slightly from the 2019-20 total of 326. Interestingly, the high for this period occurred in 2020-21, with a total of 383 degrees awarded. This seems to reflect a higher percentage of students taking advantage of fully online offerings.</p> <p>The current post-pandemic period, with lower enrollment and fewer degrees awarded, indicates another period of adjustment for our students and the campus.</p> <p>Course success rates have held fairly steady, with a high of .74 and a low .71. This speaks to the adaptability of our program in delivering courses in a variety of modalities, including fully online during the pandemic. Course retention has also held steady, with a low of .85 and a high of .90.</p>
Describe any equity gaps you see in these data. Are there differences and/or patterns	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and	Degrees awarded continue to be predominately to the 18-24 age range, with gains in the number of students in the 25-29 and 30-39 ranges. Male students outnumber female students,

<p>observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>other demographic traits and intersectionalities.</p>	<p>and this gap has increased. Other significant increases in our program's population show gains in the number of Asian/Pacific Islander and Latinx populations.</p> <p>Compared to the campus, Business course success rates trend slightly lower, averaging 72.5% for the program, compared to 73% for the campus. Analyzed by demographic, success and retention rates are highest for Asian, Filipino, Native American, and white students, and lowest for Black/African American and Latinx students. The equity gap analysis shows gaps of -12.9% for Black/African American and -8.2% for Latinx students.</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.</p>	<p>The Business Administration program continues to engage in dialogue, training, course redevelopment and design, and equity practices to promote student success and retention for all of our students. Specific dialogue has occurred around strategies for closing equity gaps, with faculty sharing the results of training and best practices that improve outcomes.</p> <p>Faculty continue to implement practices such as course and syllabus redesign, and grading for equity, as well as implementing career and strong workforce components into curriculum.</p>
<p><i>Practice Reflection</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>The program has always emphasized small business and entrepreneurship. Business program faculty are working to create an entrepreneurial micro-climate, with added emphasis in our classes and campus activities designed to help students realize myriad business opportunities.</p>

		Activities and opportunities include entrepreneurial panels, clubs, and a virtual entrepreneurship incubator in which students receive assistance in developing business ideas.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	While the business program includes faculty and administrators from different racial, ethnic, and gender identity backgrounds and experiences, we continue to strive to increase diversity and awareness of diversity issues in our program. Ongoing professional development, course redesign, and the hiring process, among other activities, are opportunities to work toward achieving greater program diversity.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Promote small business management and entrepreneurship through 2023-24 Goal 2: Hire one additional faculty member with an emphasis in Business Law
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: <i>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes</i> <i>SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</i> Goal 2: <i>SO: Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of</i>

		<i>establishing a diverse and competent workforce that is reflective of the student population and the local community.</i>
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> 1. Virtual Incubator 2. Entrepreneurship Panels <p>Goal 2</p> <ol style="list-style-type: none"> 1. Faculty Hiring Request
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Lisa Shapiro	
Name of Program/Unit	Business Administration	
Manager Name	Monica Romero	
Submission Date of Program Review Draft to Manager for feedback	4/3/23	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	4/4/23	