

SAN DIEGO  
MESA COLLEGE



## **Program Review**

**Summary and Reflections with Unit Goals, Action Plans, and Updates**

Instructional Program - Business Administration/Management (BUSE)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

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.

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.

With the shift back to face-to-face teaching, the program has been able to retain technological advances while also offering a 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.**

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.

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.

The availability of various accessible formats meets the needs of our diverse student body.

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.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

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.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**

Yes

## Summary and Reflection

### Data Reflection

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#### **Trends observed in program/service area's data.**

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.

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.

The current post-pandemic period, with lower enrollment and fewer degrees awarded, indicates another period of adjustment for our students and the campus.

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.

#### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

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, 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.

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.

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

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.

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.

#### **Related Documents for Charts and Graphs**

#### **Data Reflection Complete**

Yes

### Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

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.

## Summary and Reflection

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?**

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.

### **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **Are there any edits or updates to the Executive Summary above?**

The business program's resource request for one additional faculty in business law/real estate was approved and the hiring process is active. A new hire is expected to be onboarded and oriented during the Spring 2024 semester.

An additional resource request is being made for our marketing and entrepreneurship programs. IbisWorld is a marketing database used by start-ups and entrepreneurs, as well as established businesses to study market trends. This database is not currently supported by the Mesa Library. Access to this data will assist marketing and entrepreneurship students, as well as students in the Entrepreneurship Cohort with preparing business plans.

### **Are there any edits or updates to the Data Reflection above?**

According to the 2022 CTE Employment Outcomes Survey, Business Administration ranks among the top degrees awarded, with a high level of job satisfaction reported. Disaggregated by race and ethnicity, the data shows 48% and 59% job satisfaction for African-American and LatinX populations respectively. Asian students reported being very satisfied or satisfied with their jobs after receiving their degree. The Business Administration Degree for Transfer continues to be the most awarded degree.

### **Are there any edits or updates to the Practice Reflection above?**

The program should continue to focus on building Marketing and Entrepreneurship opportunities for students. Equity gaps still exist. According to the 2021-22 data dashboard, African-American and LatinX Students lag slightly behind White and Asian students in degrees awarded, although gaps remain small at 1% or less compared to campus representation. According to PEW research conducted in 2022, Black Americans are more likely than other groups to hold negative views regarding capitalism, which may impact business ownership. Participation in entrepreneurship classes can help students overcome this barrier.

## Summary and Reflection

### Goal 1: Promote small business management and entrepreneurship through 2023-24

**Unit Goal:** Goal 1: Promote small business management and entrepreneurship through 2023-24

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2029 - 2030

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 4: X
- Completion - Objective 1: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Virtual Incubator <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	<b>Submission Date:</b> 09/21/2023 <b>Action Plan Update:</b> Resource Request made for IBIS World database subscription <b>Update Year:</b> 2023 - 2024 <b>Action Plan Progress:</b> On Track
<b>Action Plan Status:</b> Active <b>Action Plan:</b> Entrepreneurship Panels <b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024	

### Goal 2: Hire one additional faculty member with an emphasis in Business Law

**Unit Goal:** Goal 2: Hire one additional faculty member with an emphasis in Business Law

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2024 - 2025

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 4: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X

## Summary and Reflection

- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Faculty Hiring Request</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024</p>	<p><b>Submission Date:</b> 09/21/2023</p> <p><b>Action Plan Update:</b> In fall 2023 a hiring committee has been formed. The hiring process will take place in fall 2023 for one faculty member in business law and/or real estate. New faculty expected to begin in Spring 2024.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>