2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: **2023-2024**   PROGRAM(S): **Accounting, Business & Economics**
CLUSTER: **ABS, SS, BE (CLUSTER 3)**   AREA OF STUDY: **ACCOUNTING, BUSINESS & ECONOMICS**
LAST YEAR CPPR COMPLETED: **2021-2022** NEXT SCHEDULED CPPR: **2025-26** CURRENT DATE: **2/22/2024**

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

A.S.-T Business Administration 2.0, A.A. Business Administration – Career Track, A.A Business Administration Assistant, C.A.s in Business Career Track Core, Accounting Concentration, Digital Commerce Concentration, General Business Concentration, Marketing Concentration, Small Business Management Concentration, Business Administrative Assistant, Accounting Clerk, Retail Management, and Management Specialization, A.A-T Economics

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.Click here to enter text.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**
    Insert the data chart and explain observed differences between the program and the college.
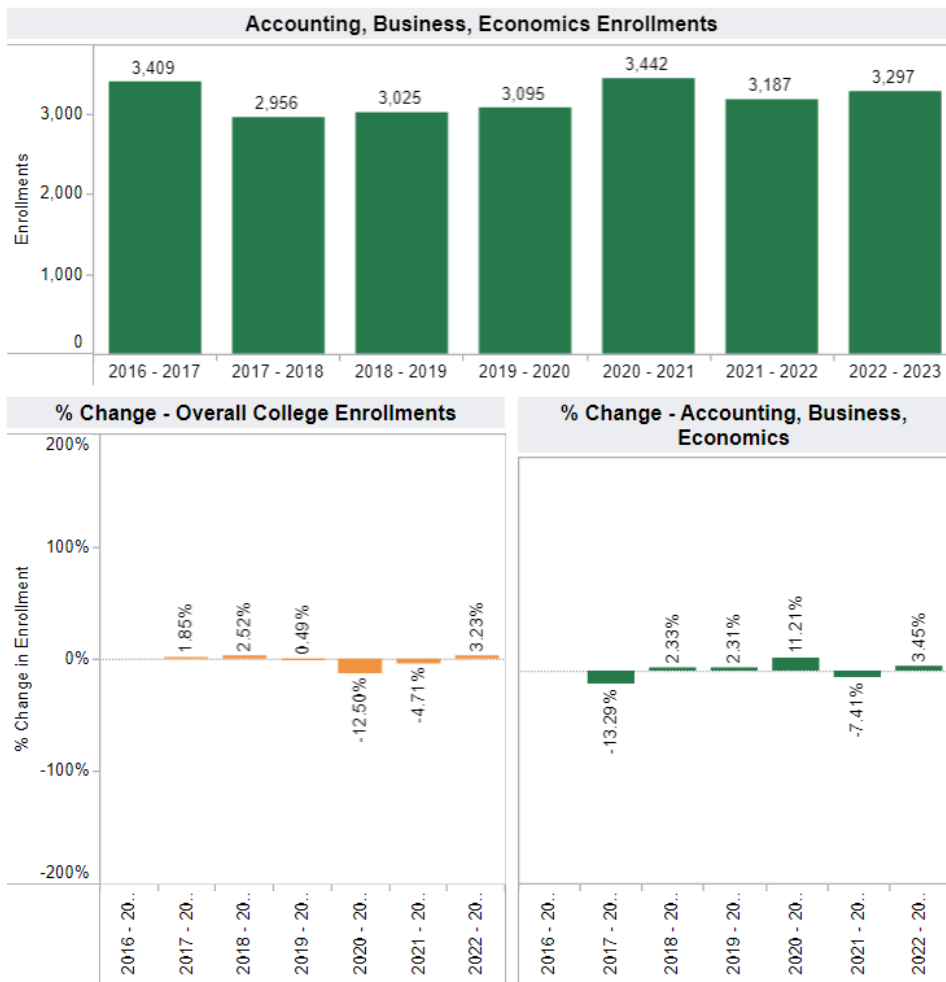
All enrollments in the District for Academic Year 2022-2023 increased 3.23% from the prior year. In comparison, all enrollments in Accounting, Business and Economics for Academic Year 2022-2023 increased 3.45%, while DE enrollments decreased 5.5%., indicating a shift from DE into in-person options.   Accounting enrollment increased 5.07%

2 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024
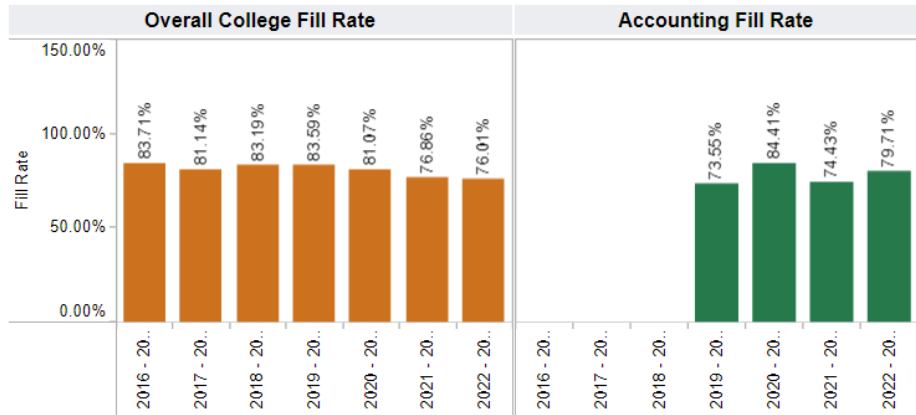
year-over-year, while DE enrollment in Accounting decreased 7.4% from the prior year. Business enrollment has been on a decreasing trajectory since reaching 2,337 in Academic Year 2016-2017 but has stabilized for the 2021-22 and 2022-23 years at 1458. In 2022-2023, all Business enrollments remained unchanged from the prior year, while DE enrollments declined 0.18% from the prior year.   Economics enrollment for 2022-2023 increased 7.45% from the prior year. DE enrollment in Economics declined by 11.8% as students moved back to in-person options. The decrease in DE enrollment was expected as Cuesta College began offering face to face classes after the pandemic.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
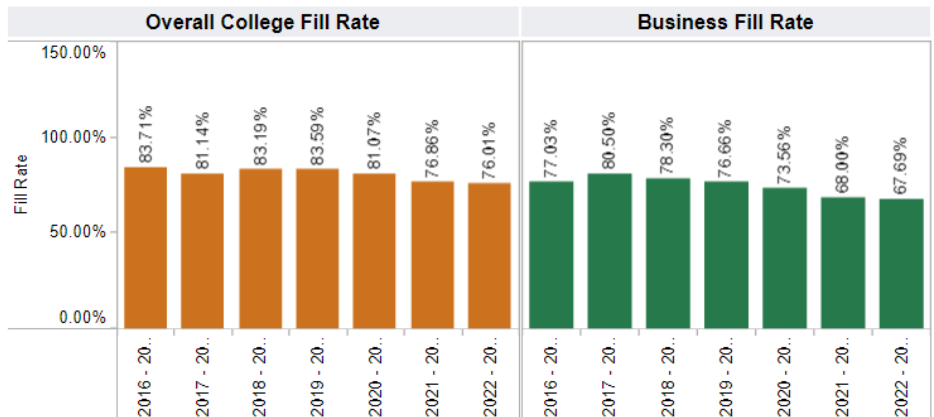
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Accounting   **Course:** (All)   **Dual Enrollment:** (All)   **Prison** (All)

Overall College Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..
83.71%	81.14%	83.19%	83.59%	81.07%	76.86%	76.01%

Accounting Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..
			73.55%	84.41%	74.43%	79.71%

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Business   **Course:** (All)   **Dual Enrollment:** (All)   **Prison** (All)

Overall College Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..
83.71%	81.14%	83.19%	83.59%	81.07%	76.86%	76.01%

Business Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..
77.03%	80.50%	78.30%	76.66%	73.56%	68.00%	67.69%

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Economics   **Course:** (All)   **Dual Enrollment:** (All)   **Prison** (All)

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.71%
2017 - 20..	81.14%
2018 - 20..	83.19%
2019 - 20..	83.59%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.01%

Economics Fill Rate

Year	Fill Rate
2016 - 20..	76.85%
2017 - 20..	86.20%
2018 - 20..	91.40%
2019 - 20..	93.02%
2020 - 20..	99.90%
2021 - 20..	83.93%
2022 - 20..	97.12%

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: (Multiple values)   **Course:** (All)   **Dual Enrollment:** (All)   **Prison** (All)

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.71%
2017 - 20..	81.14%
2018 - 20..	83.19%
2019 - 20..	83.59%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.01%

Accounting, Business, Economics Fill Rate

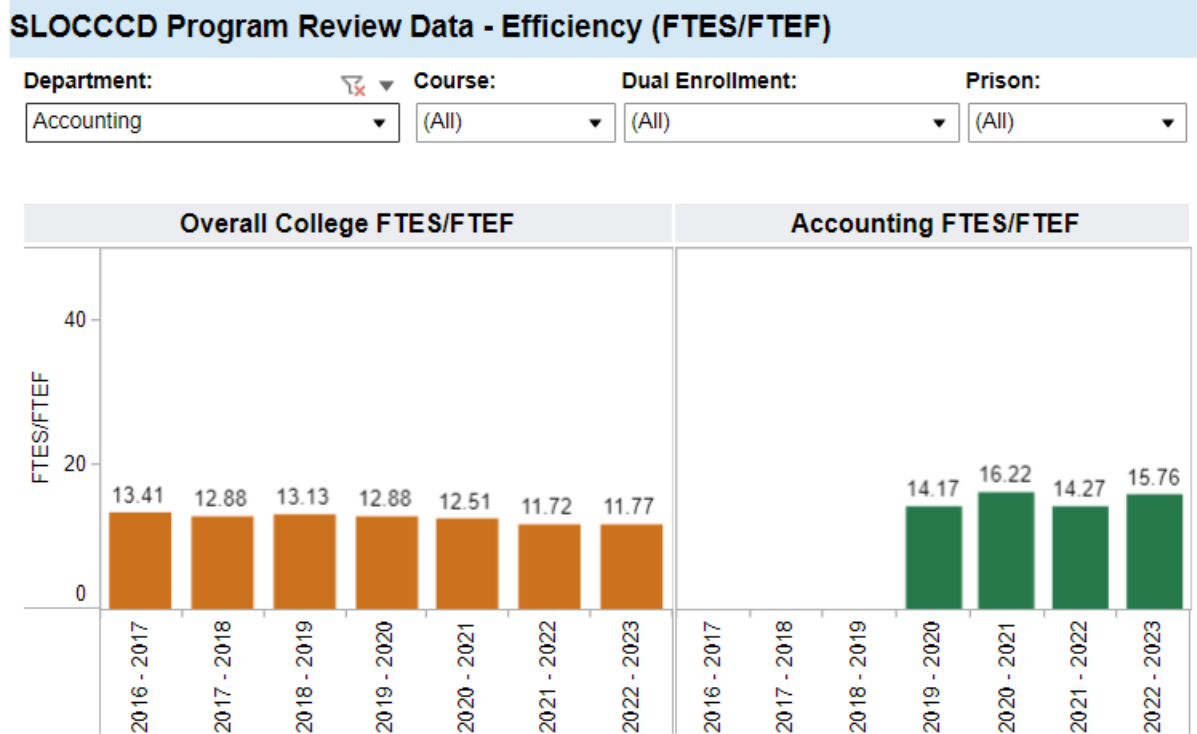| Year	Fill Rate
2016 - 2017	76.97%
2017 - 2018	82.00%
2018 - 2019	81.85%
2019 - 2020	80.06%
2020 - 2021	82.27%
2021 - 2022	73.70%
2022 - 2023	77.87%

Economics continues to have the best fill rate among Accounting, Business and Economics areas, with 97.12% in 2022-2023, compared to the District's overall fill rate of 76.01%.

For the same year, Business achieved a fill rate of 67.69% and Accounting filled at a rate of 79.71%. Business enrollments are largely unchanged over the previous year and may be indicative of similar economic conditions. Many of the Business courses, such as those serving the Career Track degree and the various Certificates, are taken by students who are not as likely to transfer to a four-year school as compared to those students taking the Accounting and Economics courses. Thus, a higher proportion of transfer students have shown resiliency in their enrollment patterns. Given the continued state of the economy in 2022-2023, employment opportunities may have affected non-transfer students more than transfer students as the non-transfer students were more likely to accept employment opportunities and postpone their college efforts.
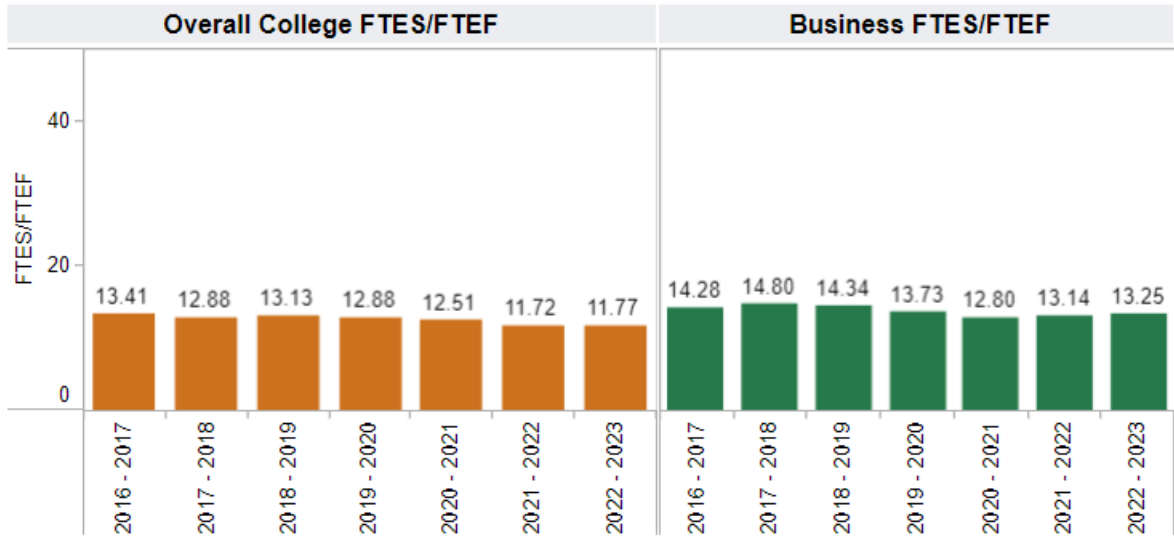
C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.
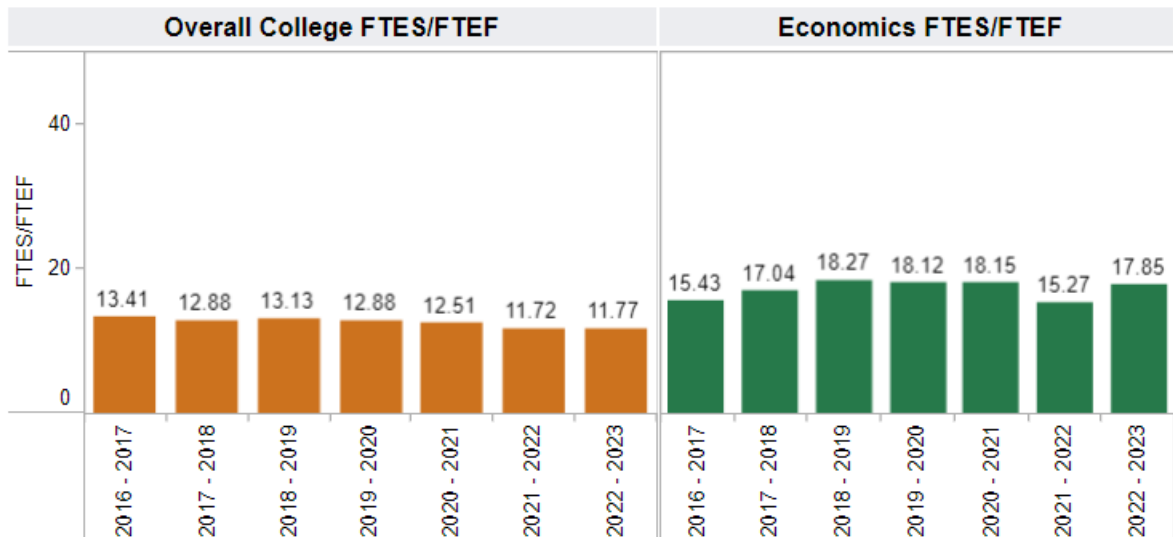
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Business | **Course:** (All) | **Dual Enrollment:** (All) | **Prison:** (All)

Overall College FTES/FTEF

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
13.41	12.88	13.13	12.88	12.51	11.72	11.77

Business FTES/FTEF

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
14.28	14.80	14.34	13.73	12.80	13.14	13.25

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Economics | **Course:** (All) | **Dual Enrollment:** (All) | **Prison:** (All)

Overall College FTES/FTEF

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
13.41	12.88	13.13	12.88	12.51	11.72	11.77

Economics FTES/FTEF

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
15.43	17.04	18.27	18.12	18.15	15.27	17.85

As compared to the District's overall 11.77 FTES/FTEF efficiency in 2022-2023, Business, Accounting, and Economics each excelled in this metric with 13.25, 15.76, and 17.85,

respectively. Again, Economics is the leader among this group, followed by Accounting, then Business. All areas improved from the previous year.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
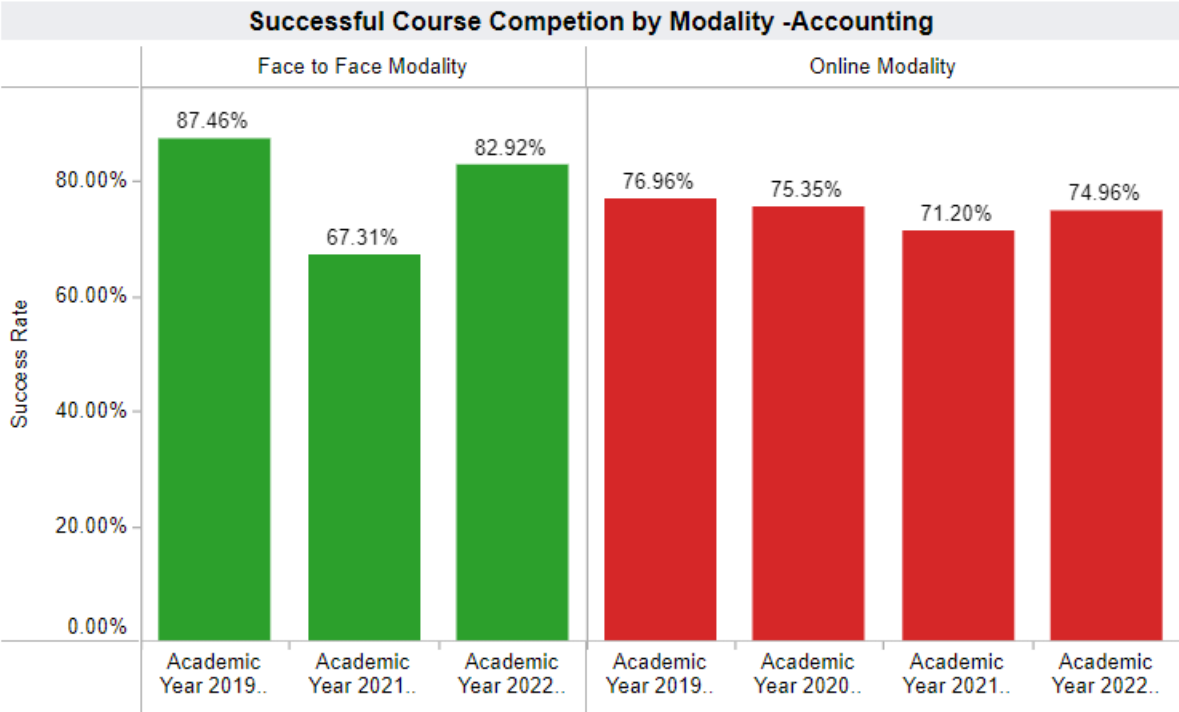
SLOCCCD Program Review Data: Successful Course Completion

Select Department: Accounting ▼
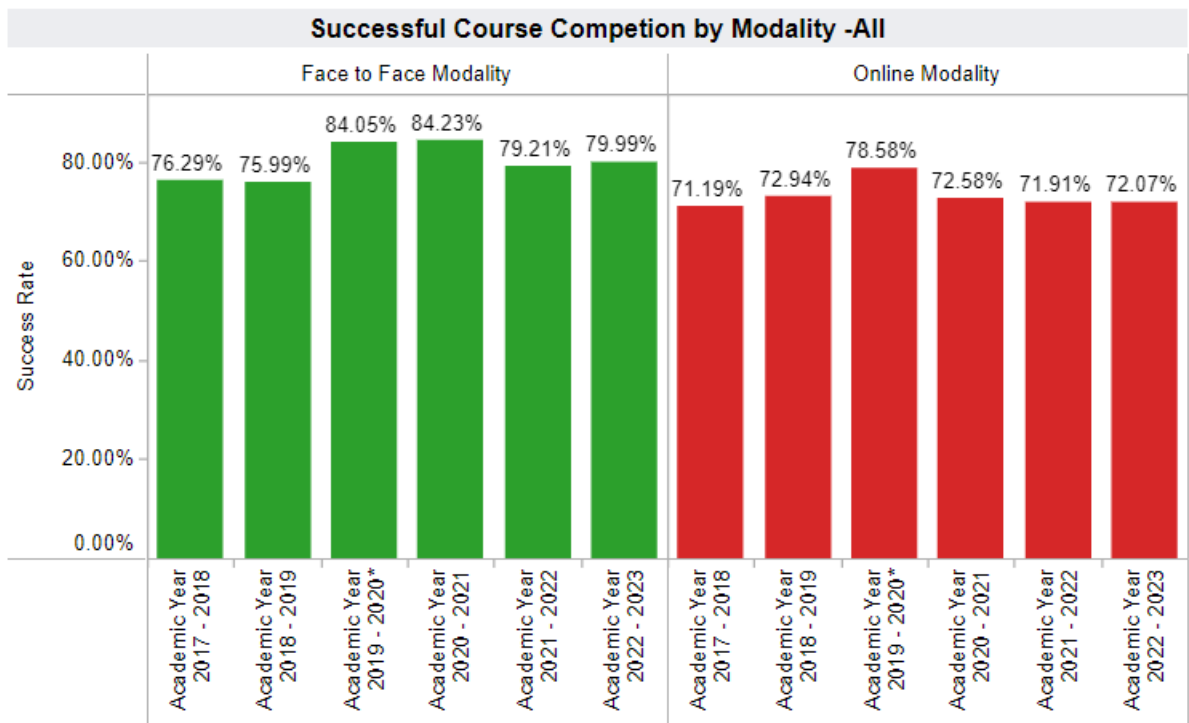
Course: (All) ▼

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Accounting

	Face to Face Modality			Online Modality			
	Academic Year 2019..	Academic Year 2021..	Academic Year 2022..	Academic Year 2019..	Academic Year 2020..	Academic Year 2021..	Academic Year 2022..
Success Rate	87.46%	67.31%	82.92%	76.96%	75.35%	71.20%	74.96%

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Business ▼   **Course:** (All) ▼   **Legend:** 🟩 Face to Face Modality 🟥 Online Modality

Successful Course Competion by Modality -Business

Face to Face Modality:
- Academic Year 2017 - 2018: 75.66%
- Academic Year 2018 - 2019: 78.08%
- Academic Year 2019 - 2020*: 80.04%
- Academic Year 2020 - 2021: 82.50%
- Academic Year 2021 - 2022: 73.91%
- Academic Year 2022 - 2023: 72.22%

Online Modality:
- Academic Year 2017 - 2018: 67.02%
- Academic Year 2018 - 2019: 72.87%
- Academic Year 2019 - 2020*: 75.81%
- Academic Year 2020 - 2021: 68.26%
- Academic Year 2021 - 2022: 70.59%
- Academic Year 2022 - 2023: 73.39%
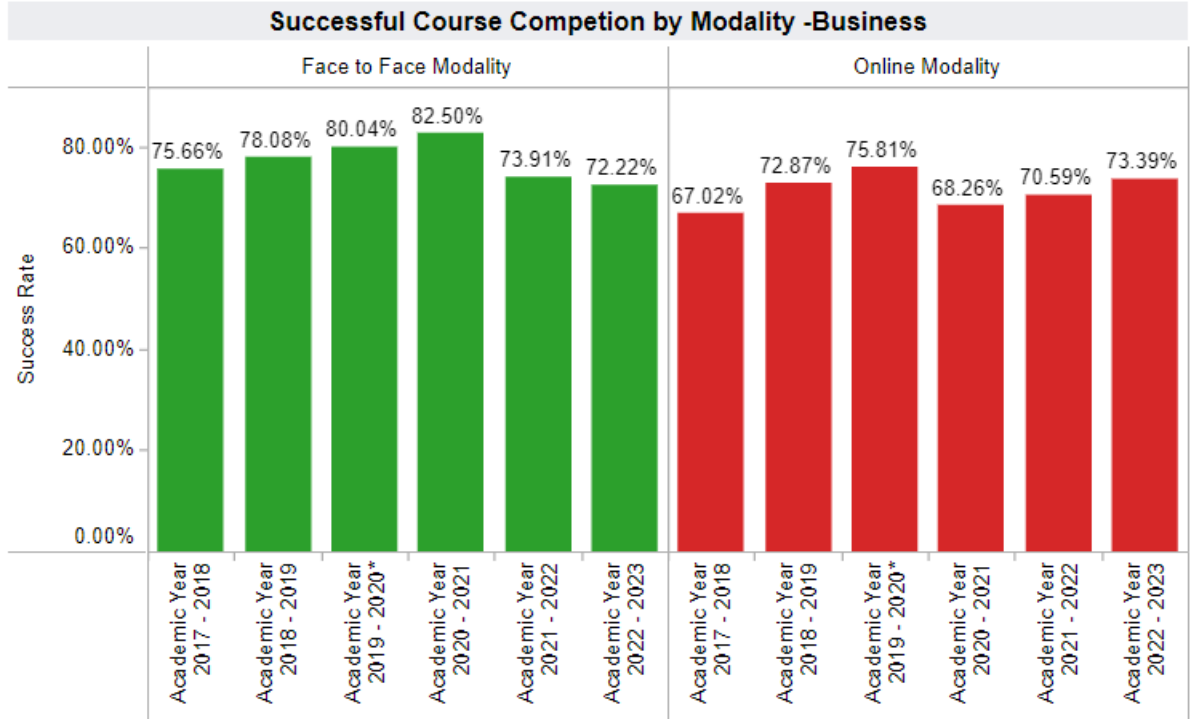
SLOCCCD Program Review Data: Successful Course Completion

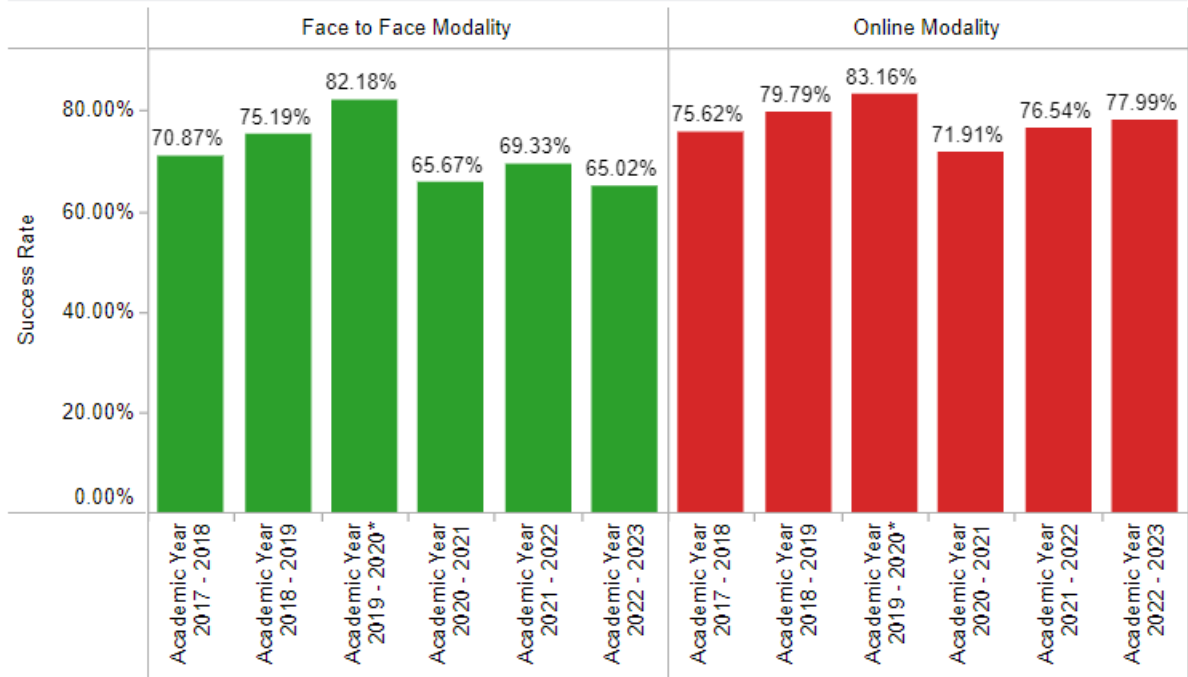**Select Department:** Economics

Course: (All)

Legend:
- 🟩 Face to Face Modality
- 🟥 Online Modality
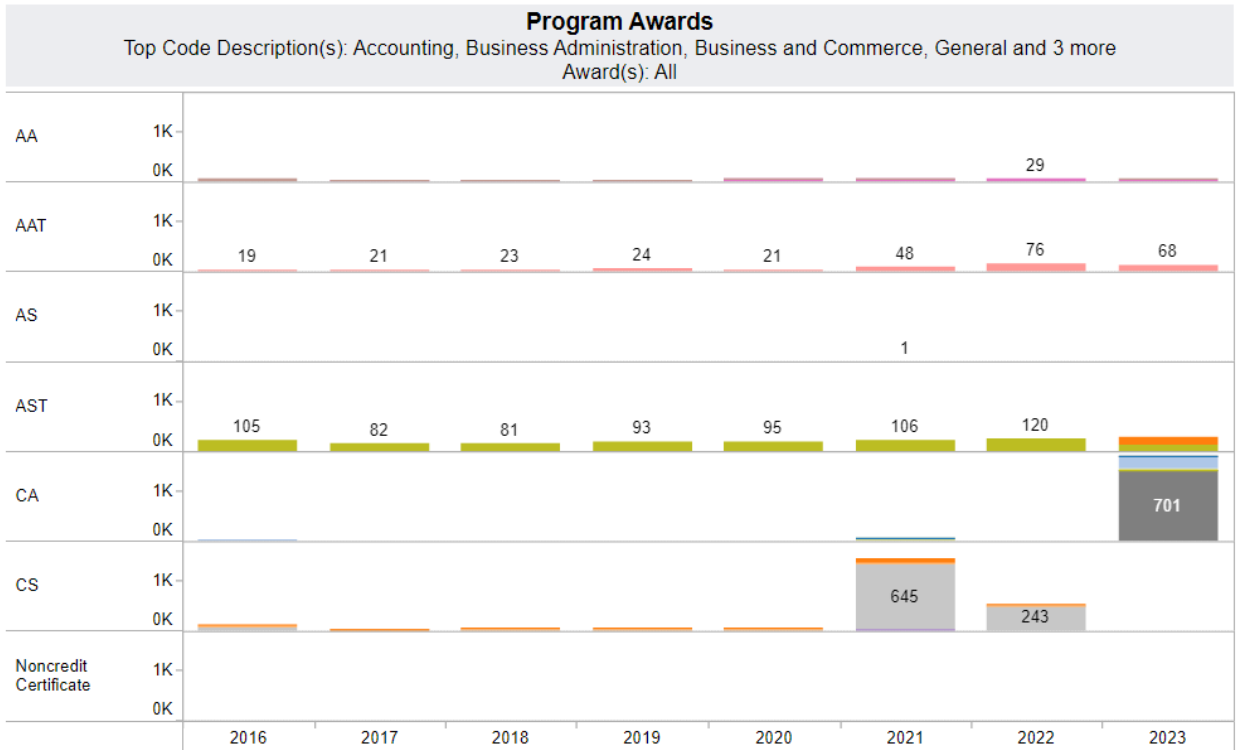

Successful Course Competion by Modality -Economics

The District's completion rates in 2022-2023 were 79.99% for F2F and 72.07% for DE. Economics for the same year was 65.02% for F2F and 77.99% for DE; Accounting was 82.92% for F2F and 74.96% for DE; Business was 72.22% for F2F and 73.39% for DE. Overall, Accounting, Economics and Business completion rates were very close to or exceeded the District's DE rate. Face to face in Business and Economics lagged behind district overall completion rates. Transfer students may have gravitated to DE courses, and they generally produce higher completion rates as they pursue four-year degrees. These students have often shown stronger adaptation abilities to the technology, which may also be reflective of their overall academic abilities.

E. **Degrees and Certificates Awarded (Insert Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.

11 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: (Multiple values)

Award Type: (All)

Area of Study (All)

Program Awards
Top Code Description(s): Accounting, Business Administration, Business and Commerce, General and 3 more
Award(s): All

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AA	Bus Admin - Career Path (AA)	26	12	3	9	2	2		2
	Bus Admin - Career Track (AA)		8	9	9	26	28	29	22
	Business Administration (AA)	1							1
	Total	27	20	12	18	28	30	29	25
AAT	Economics (AAT)	19	21	23	24	21	48	76	68

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AS	Business Administration (AST)						1		
	Total						1		
AST	Business Administrat 2.0 (AST)								68
	Business Administration (AST)	105	82	81	93	95	106	120	68
	Total	105	82	81	93	95	106	120	136
CA	Accounting Clerk (CA)		1	1	1	5	2	1	2
	Accounting Clerk/Bookkeep (..	2	1	1	1				
	Accounting Concentration (CA)								4
	Bus Career Track Core (CA)								129
	Business Administration (CA)	7	4	3	2	1	34	2	1

12 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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	Digital Commerce Concen (CA)								5
	General Business Concen (CA)								701
	Total	9	6	5	4	6	36	3	842
CS	Accounting Specialization (CS)	17	7	9	13	13	43	14	3
	E-Commerce Spec (CS)	6	2	4	4	4	8	2	
	General Bus Special (CS)	32	8	9	9	13	645	243	3
	Small Business (CS)	1	2	2	2	1	11	4	1
	Total	56	19	24	28	31	707	263	7
Grand Total		216	148	145	167	181	928	491	1,078

Program Awards: The number of degress and certificates awarded by program type

Awarding 1,078 degrees and certificates in the 2022-23 academic year, the department more than doubled the number of degrees and certificates awarded from the previous year. Business Administration awarded 25 AA degrees; 136 Business Administration AS-T degrees; 68 Economics AA-T degrees; and, 849 Certificates were awarded. This data does reveal a concern. While the number of certificates increased dramatically there was a notable decrease in students awarded associates degrees.
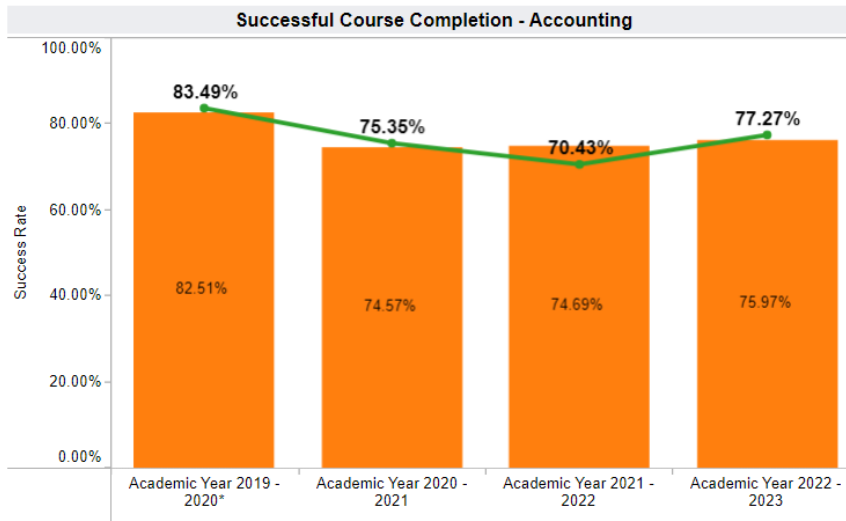
F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Successful Course Completion - Accounting

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Business

COURSE: (All)

TERM: (All)

Measure Names
- ■ Department Success Rate
- ■ Overall College Success ...

Successful Course Completion - Business

Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
71.26%	75.30%	77.14%	68.95%	71.32%	73.13%
75.18%	75.21%	82.51%	74.57%	74.69%	75.97%

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Economics

COURSE: (All)

TERM: (All)

Measure Names
- ■ Department Success Rate
- ■ Overall College Success ...

Successful Course Completion - Economics

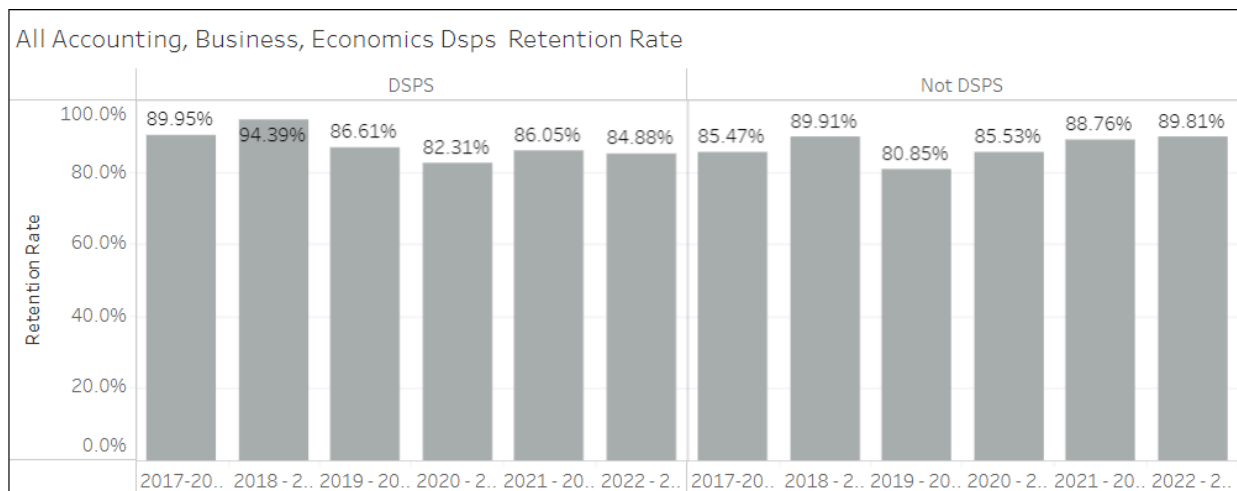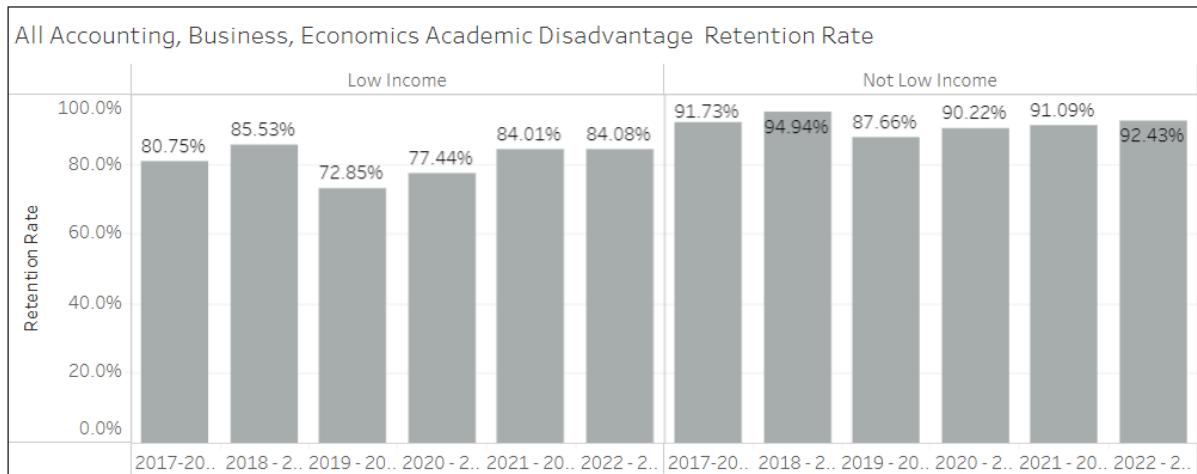| Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
72.46%	77.10%	82.62%	71.49%	75.29%	73.84%
75.18%	75.21%	82.51%	74.57%	74.69%	75.97%
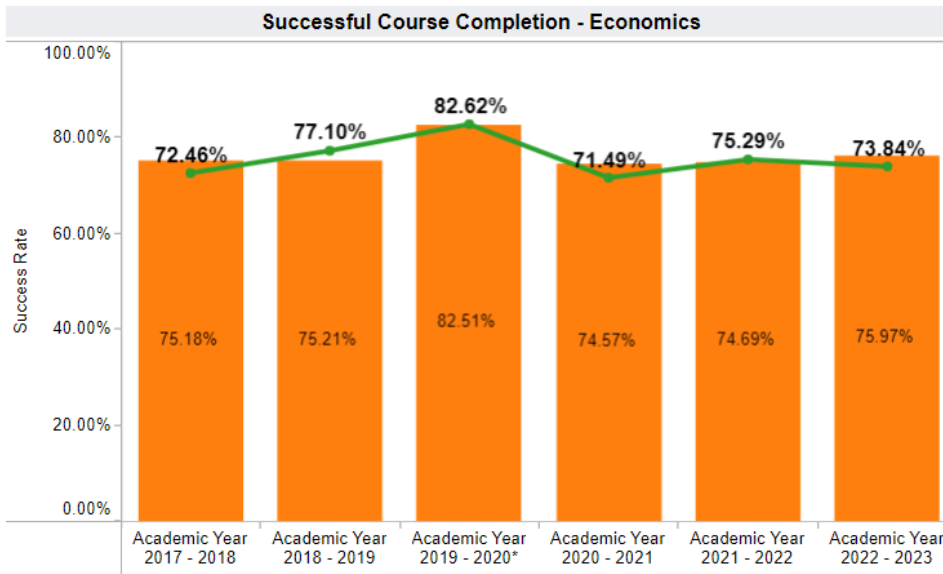
Accounting completion rates were slightly better than the overall college, notable given the historical data supporting an analytical rigor of the course offerings. Economics and
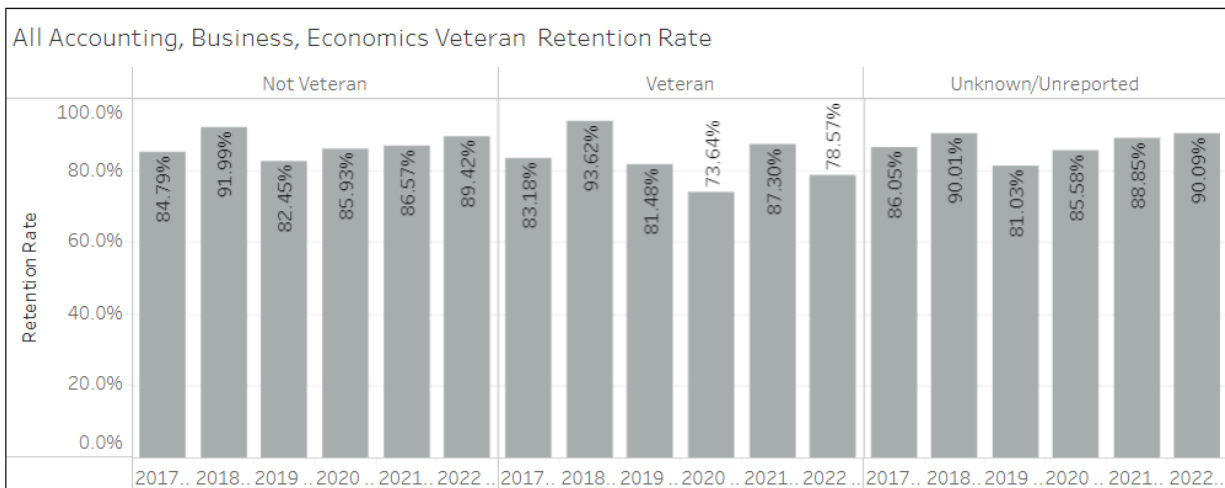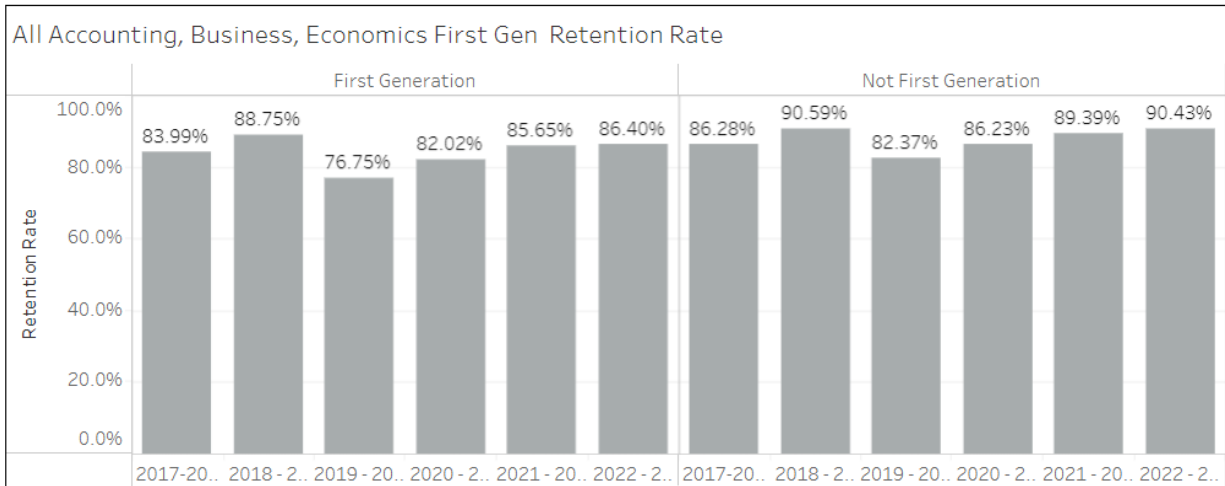
Business, while close to the overall college, had slightly lower completion rates.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

All Accounting, Business, Economics Academic Disadvantage Retention Rate

All Accounting, Business, Economics Dsps Retention Rate

15 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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All Accounting, Business, Economics First Gen Retention Rate

	First Generation						Not First Generation					
Year	2017-20..	2018 - 2..	2019 - 20..	2020 - 2..	2021 - 20..	2022 - 2..	2017-20..	2018 - 2..	2019 - 20..	2020 - 2..	2021 - 20..	2022 - 2..
Retention Rate	83.99%	88.75%	76.75%	82.02%	85.65%	86.40%	86.28%	90.59%	82.37%	86.23%	89.39%	90.43%

All Accounting, Business, Economics Veteran Retention Rate

	Not Veteran						Veteran						Unknown/Unreported					
Year	2017..	2018..	2019..	2020..	2021..	2022..	2017..	2018..	2019..	2020..	2021..	2022..	2017..	2018..	2019..	2020..	2021..	2022..
Retention Rate	84.79%	91.99%	82.45%	85.93%	86.57%	89.42%	83.18%	93.62%	81.48%	73.64%	87.30%	78.57%	86.05%	90.01%	81.03%	85.58%	88.85%	90.09%

Course completion rates are slightly lower for Promise students. Retention rates lag for Veterans, First Generation, DSPS, and low-income students, though showing slight annual improvements. This indicates a continued need for greater support services as students transition to college-level learning.

The department continues to incorporate ideas per the District's implementation of Student Success Teams to address equity gaps in students' achievement. Faculty in Business and Economics participated in the team relevant to Business. Faculty in Business and Economics continue to work with individual students to close equity gaps by applying for and receiving grants that offer additional learning opportunities for students in entrepreneurship, College Corps, etc. Business and Economics faculty members continue to be recognized across the campus for their leadership and teaching excellence, including appointment by the District to leadership positions and by students, e.g., AGS Teaching Excellence Awards. Faculty continue to

advocate for students who experience equity gaps by collaborating with administration and classified colleagues in Student Life & Leadership, EOPS, Foster Care, etc.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023 year in the 5-year calendar of the Curriculum Review Worksheet.

Link to **Division Shared Google Drive of Course Tracking Sheet for Curriculum**

All courses and programs were reviewed and updated in 2022.

The following courses were approved via curriculum:

ACCT 201A Major Modification – approved 1/5/2023

ACCT 201B Major Modification – approved 1/5/2023

ECON 201A Major Modification - approved 1/5/2023

ECON 201B Major Modification - approved 1/5/2023

ART/BUS 293 New Course – approved 5/8/2023

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the _____ year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
ACCT 201A	major	Spring 2023
ACCT 201B	major	Spring 2023
ECON 201A	major	Spring 2023

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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ECON 201B	major	Spring 2023

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A			

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the _____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
NONE			

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST
- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR
Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below).* *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

We will have a new Division Chair, Amy Stapp, overseeing the programs. No changes, other than those already outlined in this document, are anticipated.

19 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.