

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023

PROGRAM: ACCOUNTING, BUSINESS & ECONOMICS

CLUSTER: ABS, SS, BE (CLUSTER 3)

LAST YEAR CPPR COMPLETED: 2021-2022

NEXT SCHEDULED CPPR: 2025- 2026

CURRENT DATE: 3/1/2023

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 ([download from this 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 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

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

NONE.

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.

SLOCCCD Program Review Data - Enrollment

Department:
Multiple values

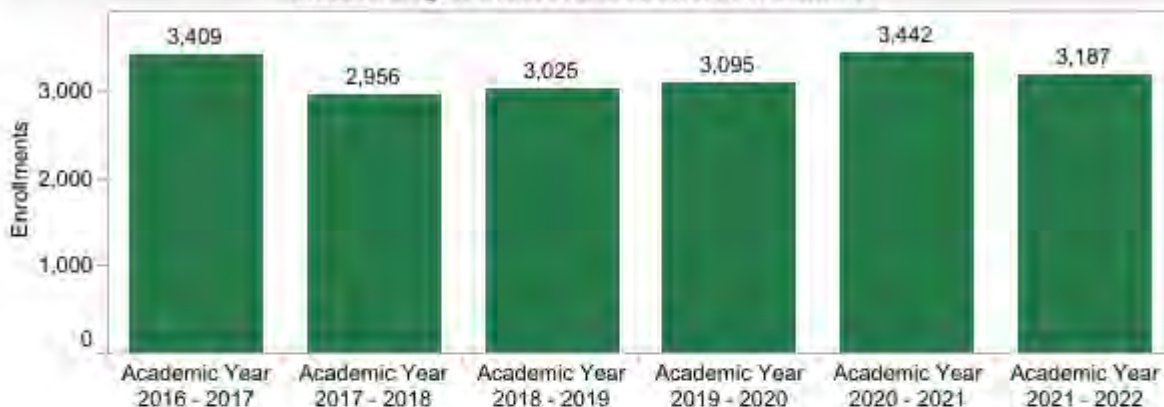
Course:
All

Dual Enrollment:
All

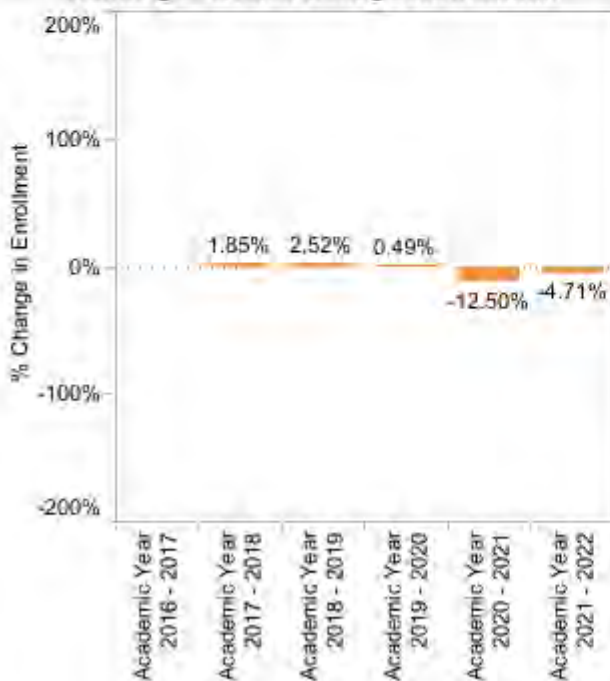
Prison:
All

Region:
All

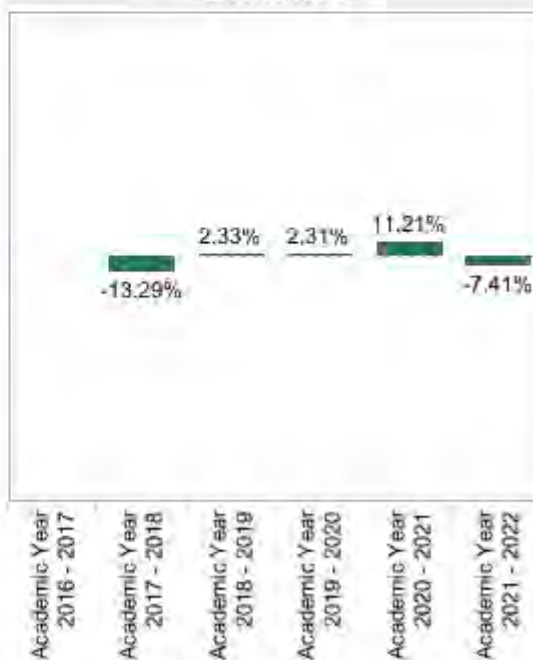
Accounting, Business, Economics Enrollments



% Change - Overall College Enrollments



% Change - Accounting, Business, Economics



Enrollment. Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

All enrollments in the District for Academic Year 2021-2022 declined 4.71% from the prior year. DE enrollments in the District decreased 28.4% in Academic Year 2021-2022 from the prior year.

All enrollments in Accounting, Business and Economics for Academic Year 2021-2022 decreased 7.41%, while DE enrollments that same year in those programs decreased 22.5%.

Accounting enrollment increased 0.51% year-over-year in Academic Year 2021-2022. DE enrollment in Accounting decreased 19.1% in 2021-2022 from the prior year.

Business enrollment has been on a decreasing trajectory since reaching 2,337 in Academic Year 2016-2017. In 2021-2022, all Business enrollments decreased 12.06% from the prior year, while DE enrollments declined 27.86% from the prior year.

Economics enrollment for 2021-2022 decreased 5.91% from the prior year. Also similar to Accounting, DE enrollment in Economics is enjoying better retention of students who moved online in 2020-2021, decreasing only 16.3% in 2021-2022.

The decrease in DE enrollment was expected as Cuesta College began offering face to face classes after the pandemic.

SLOCCCD Program Review Data - Enrollment

Department:
Accounting

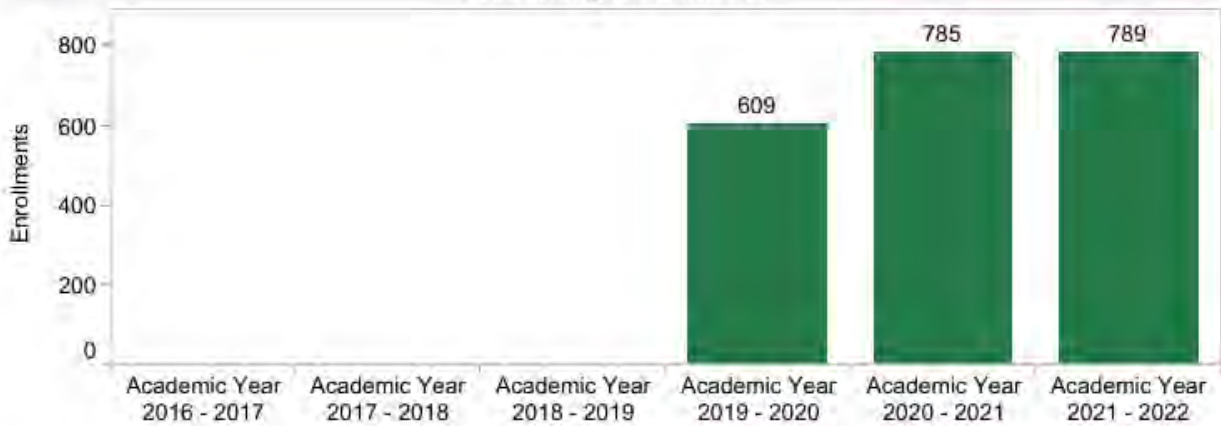
Course:
All

Dual Enrollment:
Not Dual Enrollment

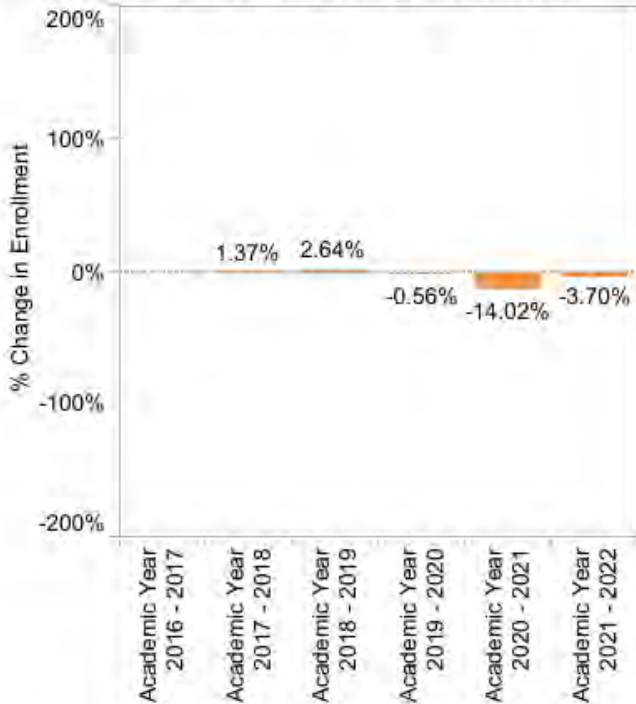
Prison:
Not CMC:Prison

Region: All

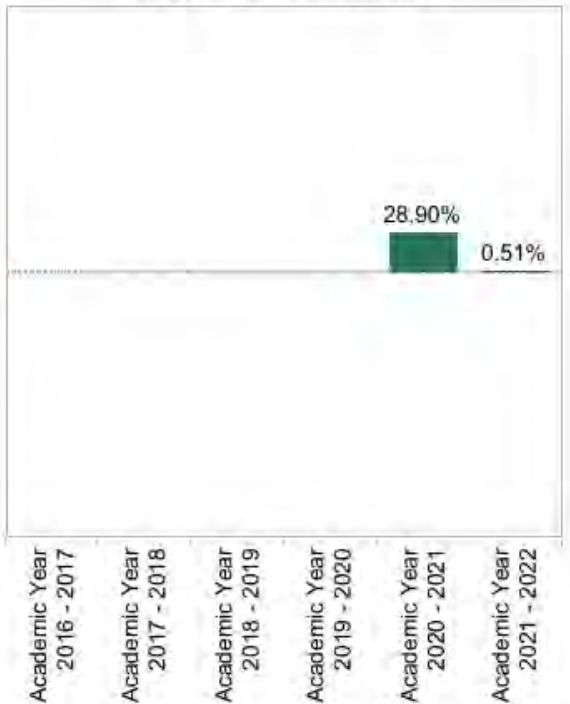
Accounting Enrollments



% Change - Overall College Enrollments



% Change - Accounting

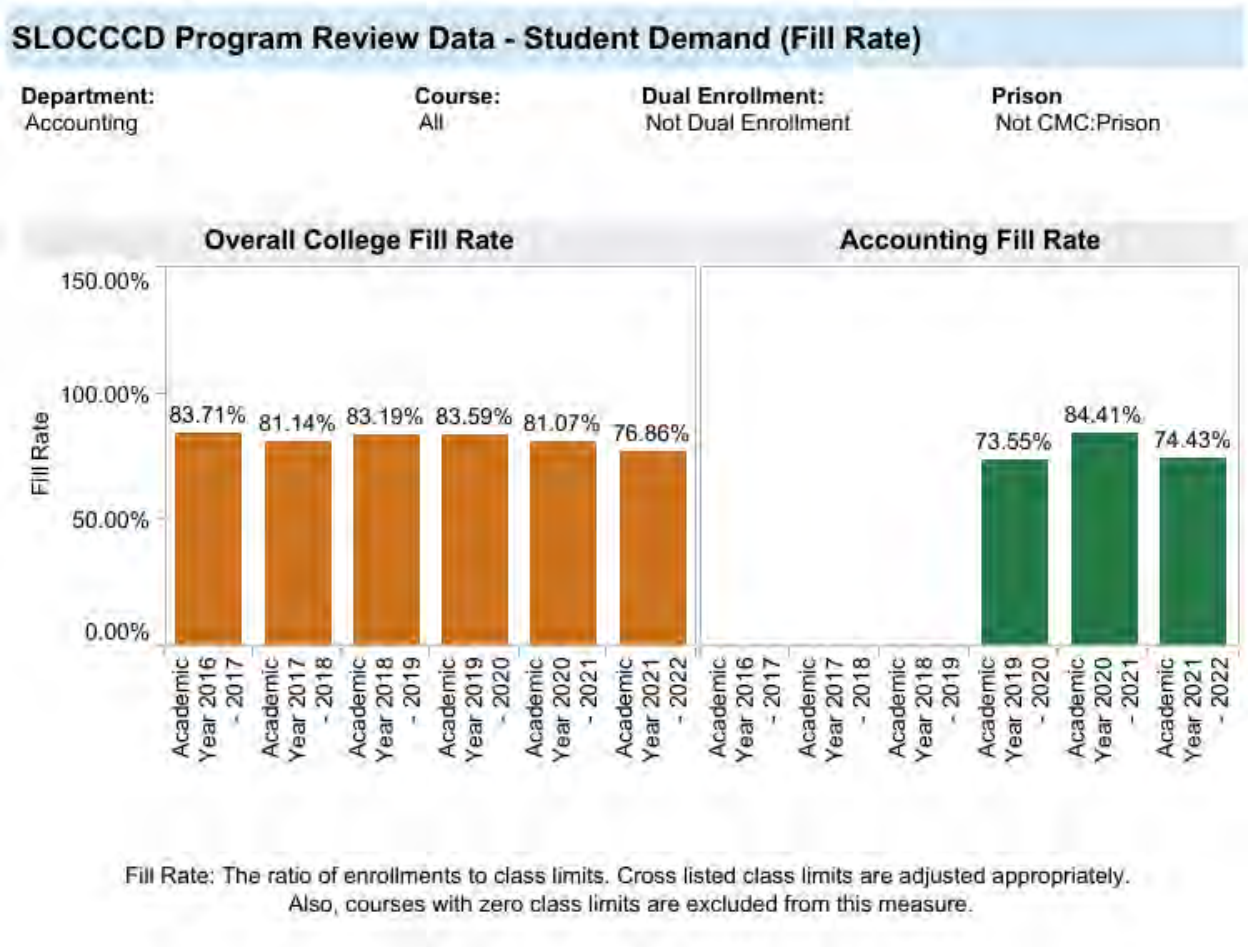


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Click here to enter text.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



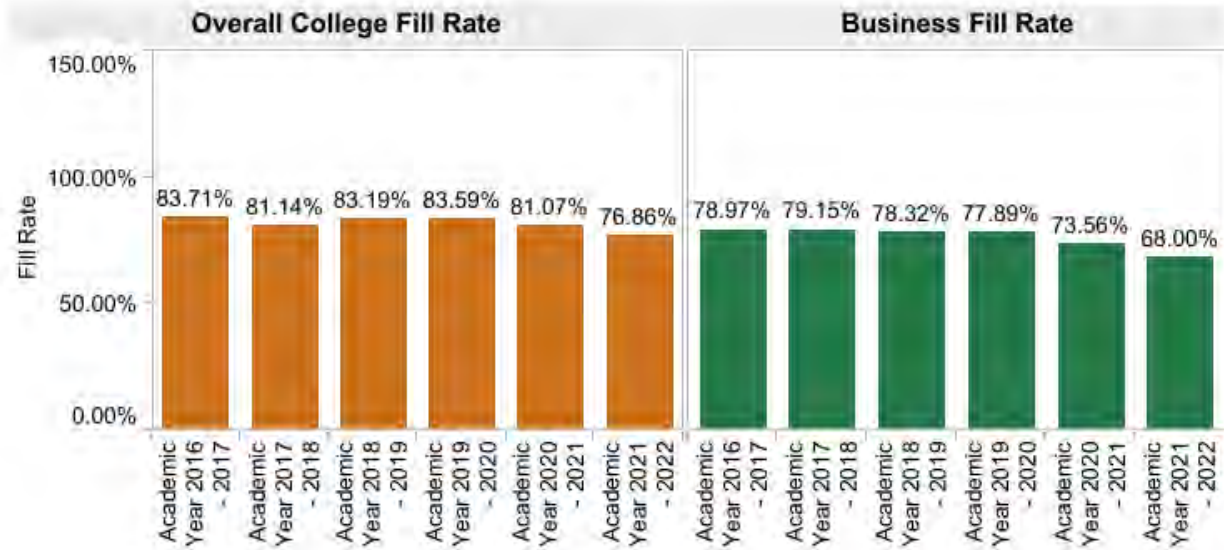
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Business

Course:
Multiple values

Dual Enrollment:
All

Prison
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

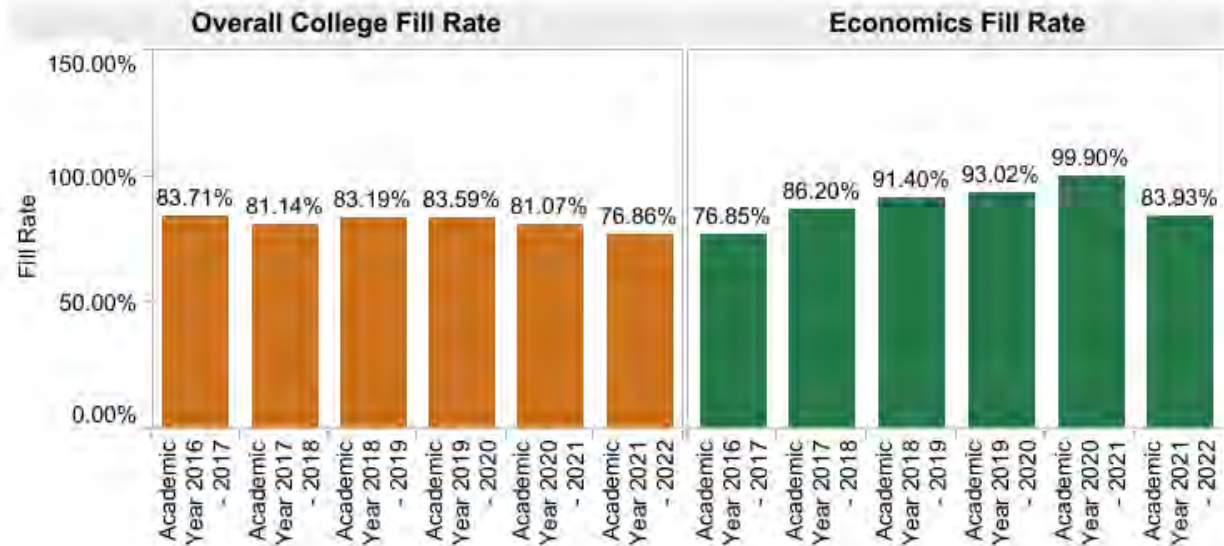
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Economics

Course:
All

Dual Enrollment:
All

Prison
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Economics is enjoying the best fill rate among Accounting, Business and Economics areas, with 83.93% in 2021-2022, compared to the District's overall fill rate of 76.86%. For the same year, Business achieved a fill rate of 68% and Accounting filled at a rate of 74.43%. It appears that Business enrollments are lagging the overall District's fill rate. 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 these transfer students have shown resiliency in their enrollment patterns, which makes sense, especially given the state of the economy in 2021-2022. Low unemployment afforded student plenty of good employment opportunities, which affected the non-transfer student more than the transfer student as the non-transfer student was more likely to accept the generous 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.

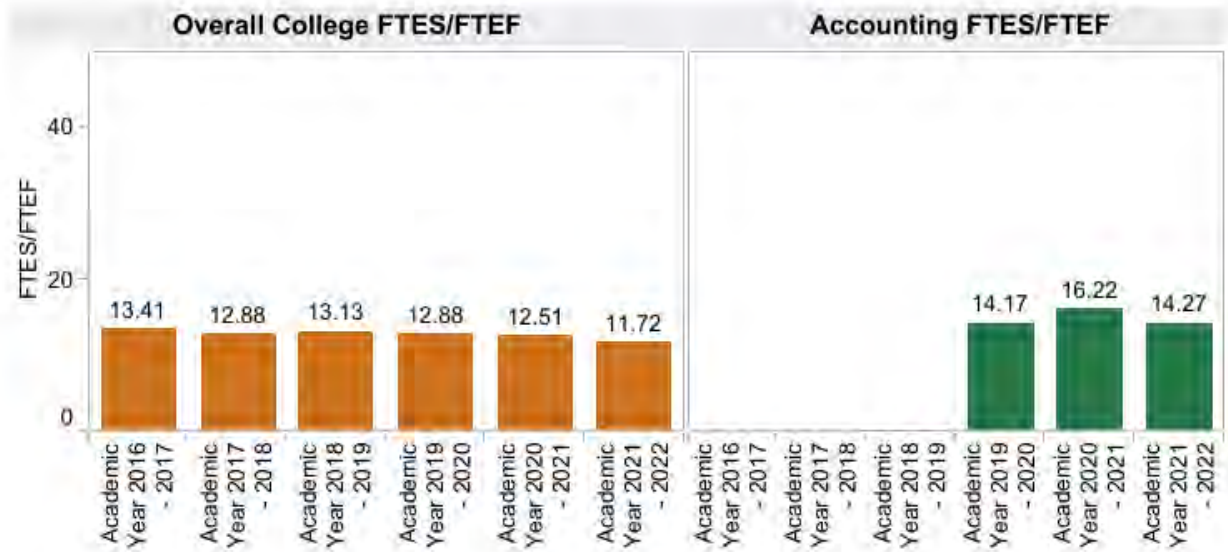
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Accounting

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

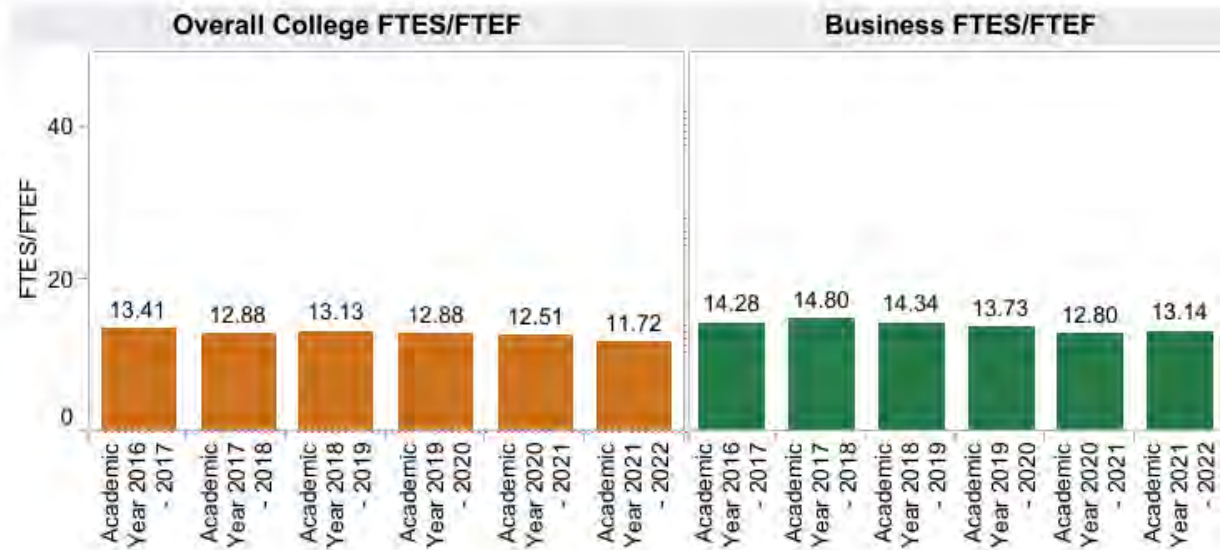
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Business

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

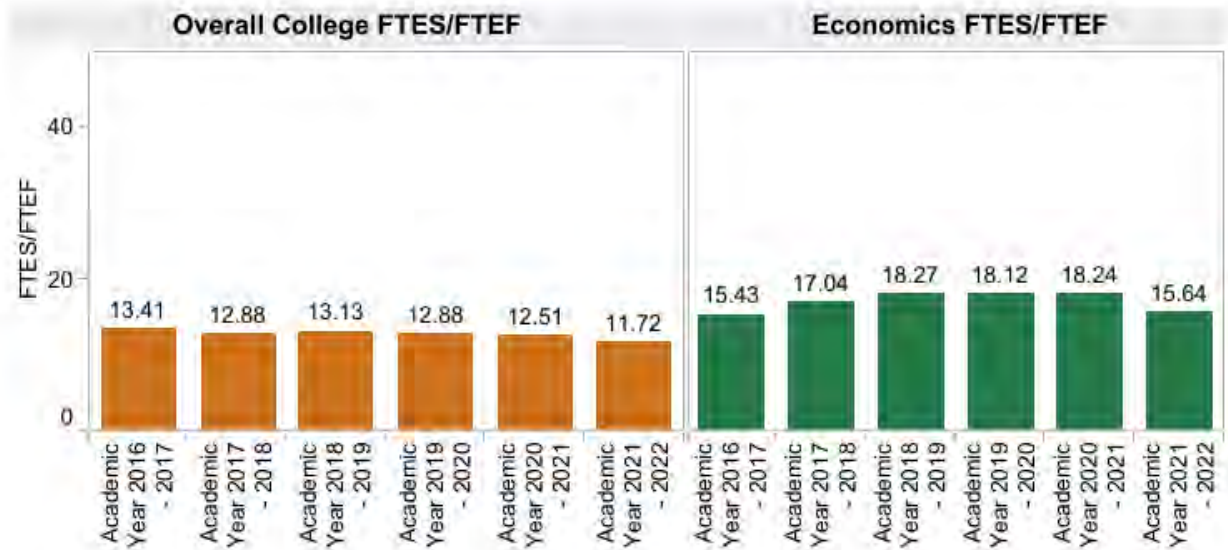
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Economics

Course:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
Not CMC:Prison



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

As compared to the District's overall 11.72 FTES/FTEF efficiency in 2021-2022, Business, Accounting, and Economics each excelled in this metric with 13.14, 14.27, and 15.64, respectively. Again, Economics is the leader among this group, followed by Accounting, then Business.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

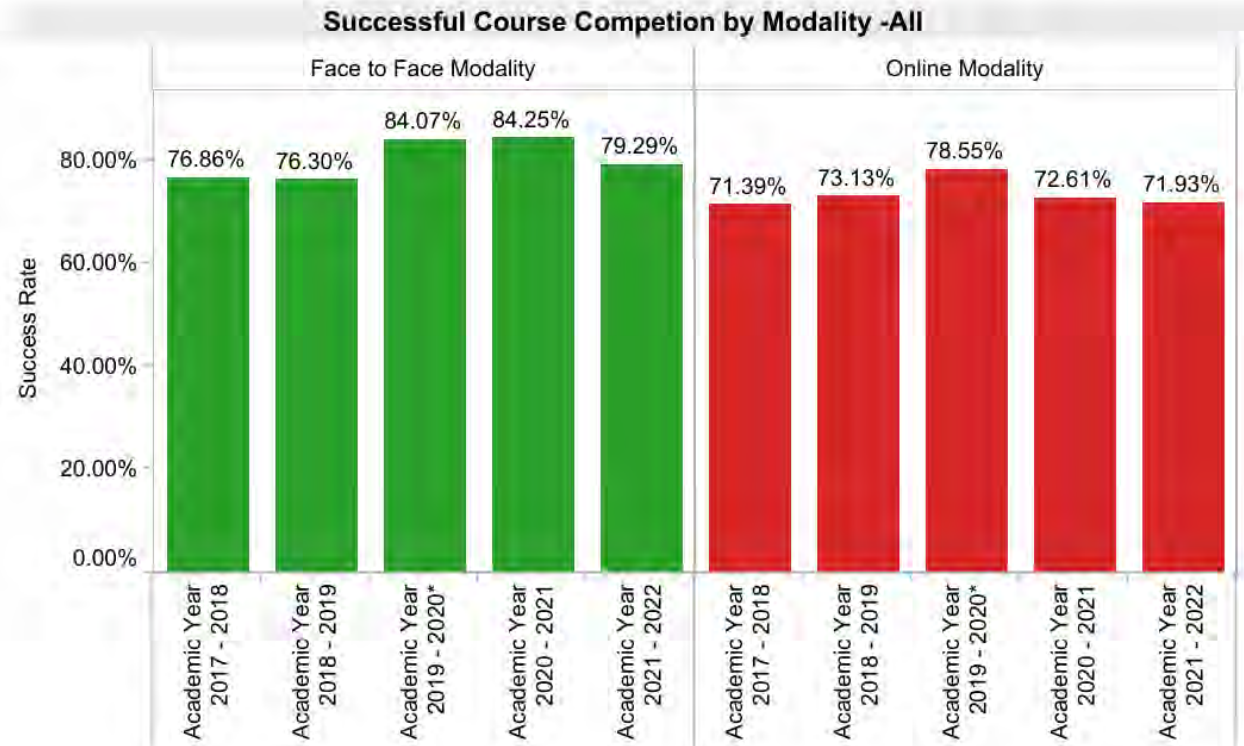
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.86%	76.30%	84.07%	84.25%	79.29%
	Total Department Enrollments	53,586	52,830	51,887	11,701	22,173
Online Modality	Department Success Rate	71.39%	73.13%	78.55%	72.61%	71.93%
	Total Department Enrollments	12,311	14,888	16,965	48,504	34,884

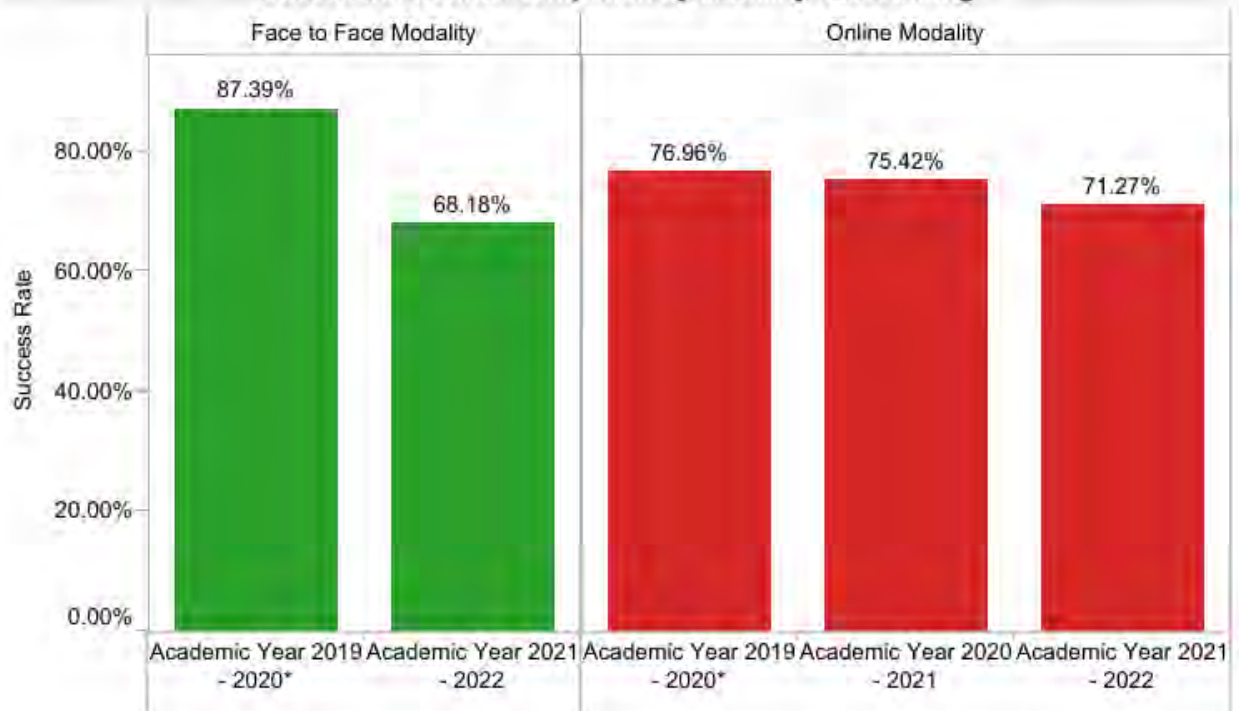
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Accounting

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Accounting



Successful Course Completion by Modality Table - Accounting

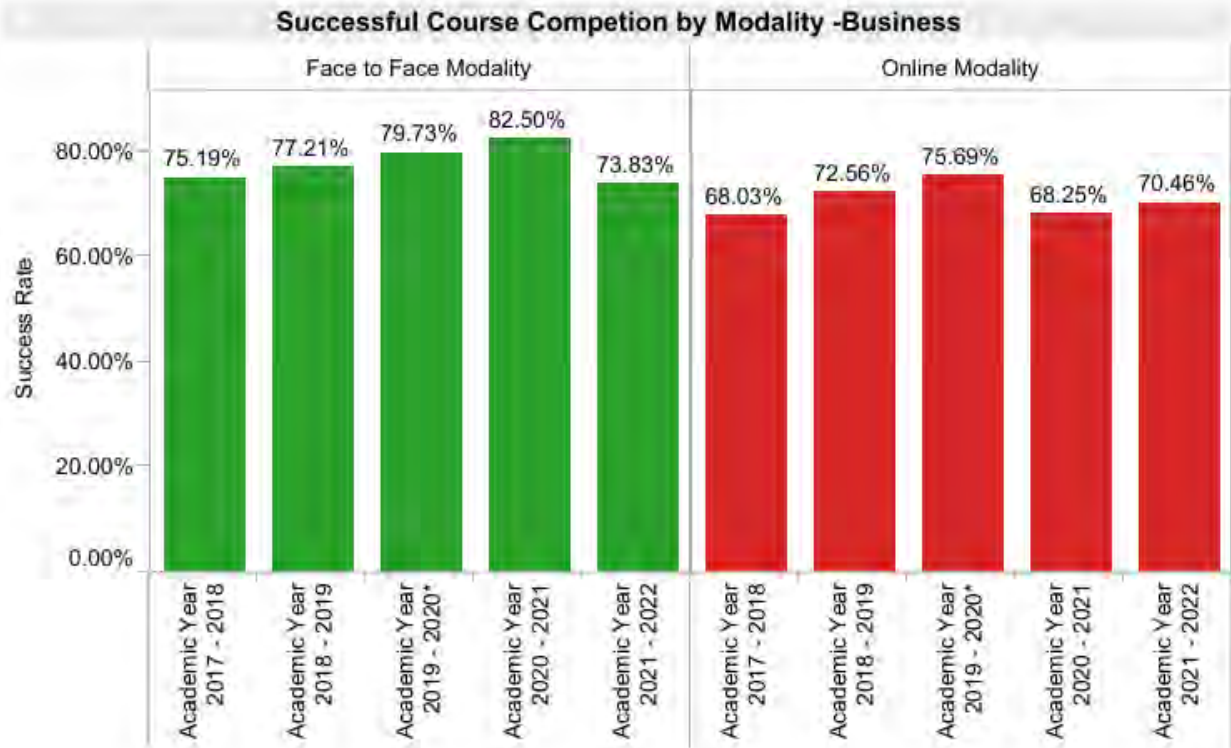
		Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	87.39%		68.18%
	Total Department Enrollments	371.0		154.0
Online Modality	Department Success Rate	76.96%	75.42%	71.27%
	Total Department Enrollments	238.0	785.0	635.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Business

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Business

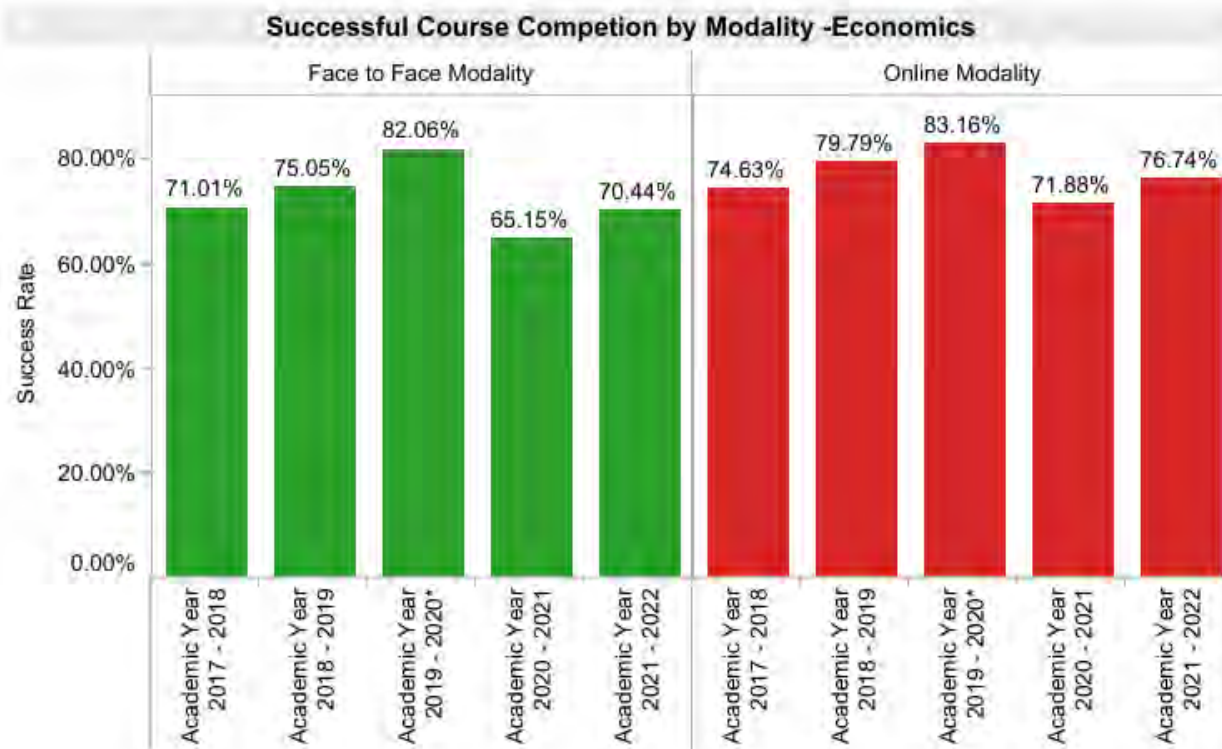
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	75.19%	77.21%	79.73%	82.50%	73.83%
	Total Department Enrollments	1,036	974	527	82	321
Online Modality	Department Success Rate	68.03%	72.56%	75.69%	68.25%	70.46%
	Total Department Enrollments	1,104	1,137	1,066	1,576	1,138

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Economics

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Economics

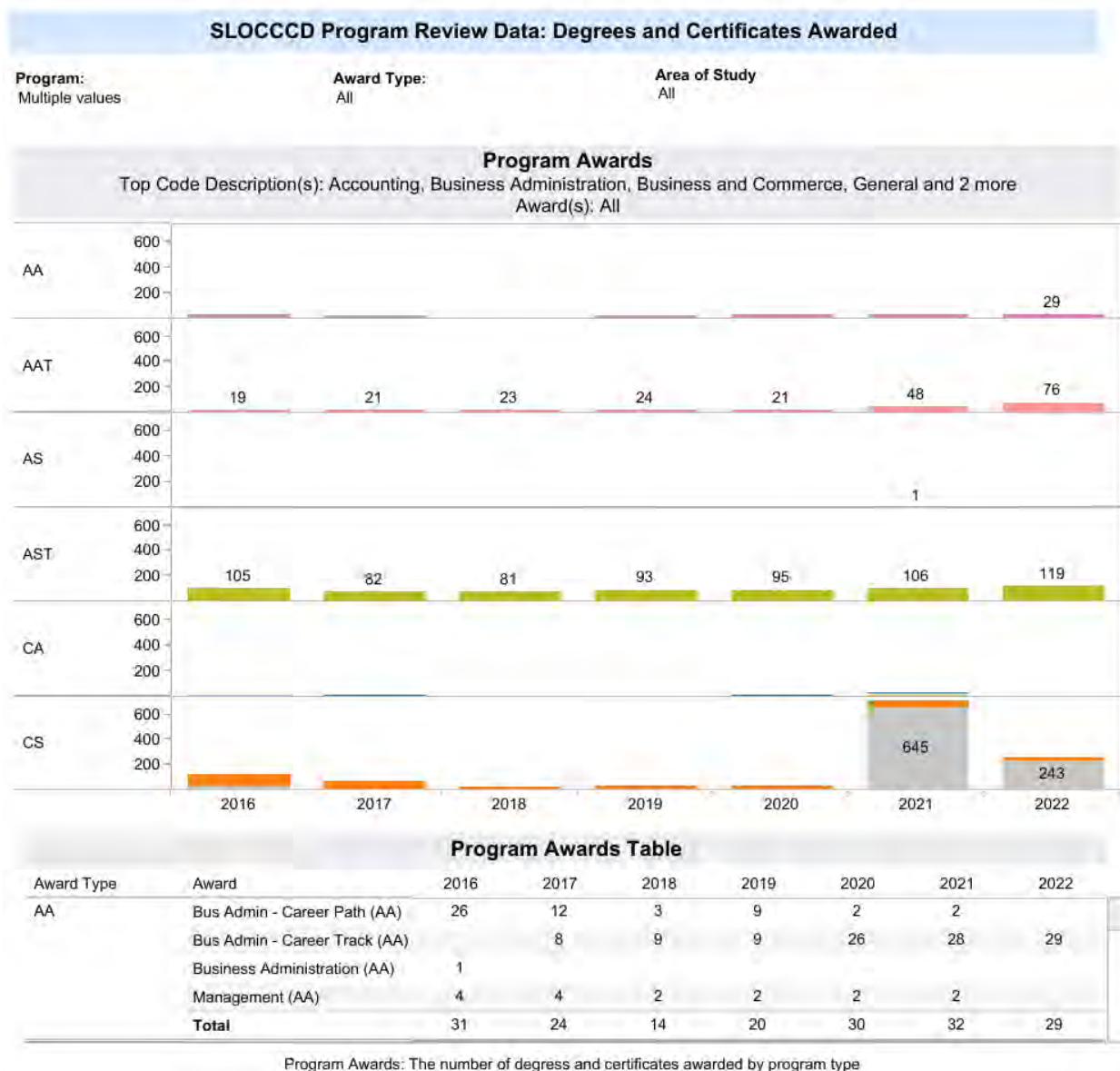
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	71.01%	75.05%	82.06%	65.15%	70.44%
	Total Department Enrollments	546.0	533.0	505.0	68.0	161.0
Online Modality	Department Success Rate	74.63%	79.79%	83.16%	71.88%	76.74%
	Total Department Enrollments	272.0	381.0	388.0	931.0	779.0

The District's completion rates in 2021-2022 were 71.93% for DE and 79.29% for F2F. Economics for the same year was 76.74% for DE and 70.44% for F2F; Accounting was 70.46% for DE and 73.83% for F2F; Business was 70.46% for DE and 73.83% for F2F. Interesting that Economics students fared noticeably better with DE vs. F2F, while it was just the opposite for both Accounting and Business students. Overall, Accounting, Economics and Business completion rates were lower for F2F vs. the District and very close to or exceeding the District's DE rate.

Again, many of the transfer students seem to have gravitated to the DE courses, and they generally produce higher completion rates as they are committed to pursuing a four-year degree. 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.



Program Awards Table								
Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AAT	Economics (AAT)	19	21	23	24	21	48	76
	Total	19	21	23	24	21	48	76
AS	Business Administration (AST)						1	
	Total						1	
AST	Business Administration (AST)	105	82	81	93	95	106	119

Program Awards Table								
Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AST	Business Administration (AST)	105	82	81	93	95	106	119
	Total	105	82	81	93	95	106	119
CA	Accounting Clerk (CA)		1	1	1	5	2	1
	Accounting Clerk/Bookkeep (...)	2	1	1	1			
	Business Administration (CA)	7	4	3	2	1	34	2

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

Program Awards Table								
Award Type	Award	2016	2017	2018	2019	2020	2021	2022
	Management Specialization (...)							1
	Total	9	6	5	4	6	36	4
CS	Accounting Specialization (CS)	17	7	9	13	13	43	14
	Customer Service (CS)	67	45	5	4	1	10	3
	General Bus Special (CS)	32	8	9	9	13	645	243

Program Awards Table								
Award Type	Award	2016	2017	2018	2019	2020	2021	2022
	General Bus Special (CS)	32	8	9	9	13	645	243
	Marketing Specialization (CS)	1			2	1	3	
	Mgmt Specialization (CS)	6	3	2	3	1	4	
	Total	123	63	25	31	29	705	260
Grand Total		287	196	148	172	181	928	488

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

Business Administration – Career Track AA degrees awarded in 2021-2022 were 29, one more than the 28 awarded the prior year. The Business Administration AS-T degrees awarded in 2021-2022 were 119, compared to 106 the prior year. Economics AA-T degrees surged in 2021-2022 to 76 vs. the 48 a year earlier. Again, the Certificates in all areas decreased significantly in 2021-2022 vs the year earlier. This is consistent with prior analysis noted above. Students who are pursuing transfer goals are staying the course, while those who are not pursuing transfer have opted to put more time into employment, family, or other pursuits other than pursuing their education. This is not surprising given the strong labor market offerings in 2021-2022 and the post-pandemic recovery needed by many individuals.

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

Select Department:
Accounting

TERM
All

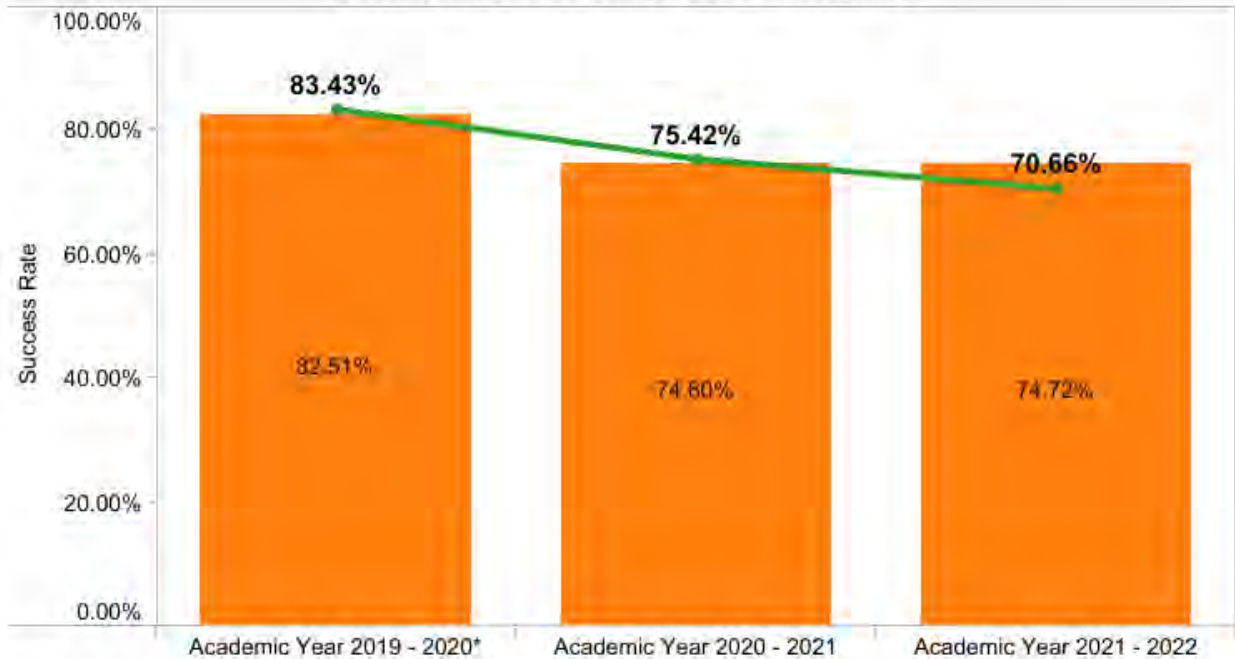
Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All

Successful Course Completion - Accounting



Accounting Success Rate Table

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	83.43%	75.42%	70.66%
Total Enrollments	609	785	789

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Business

TERM
All

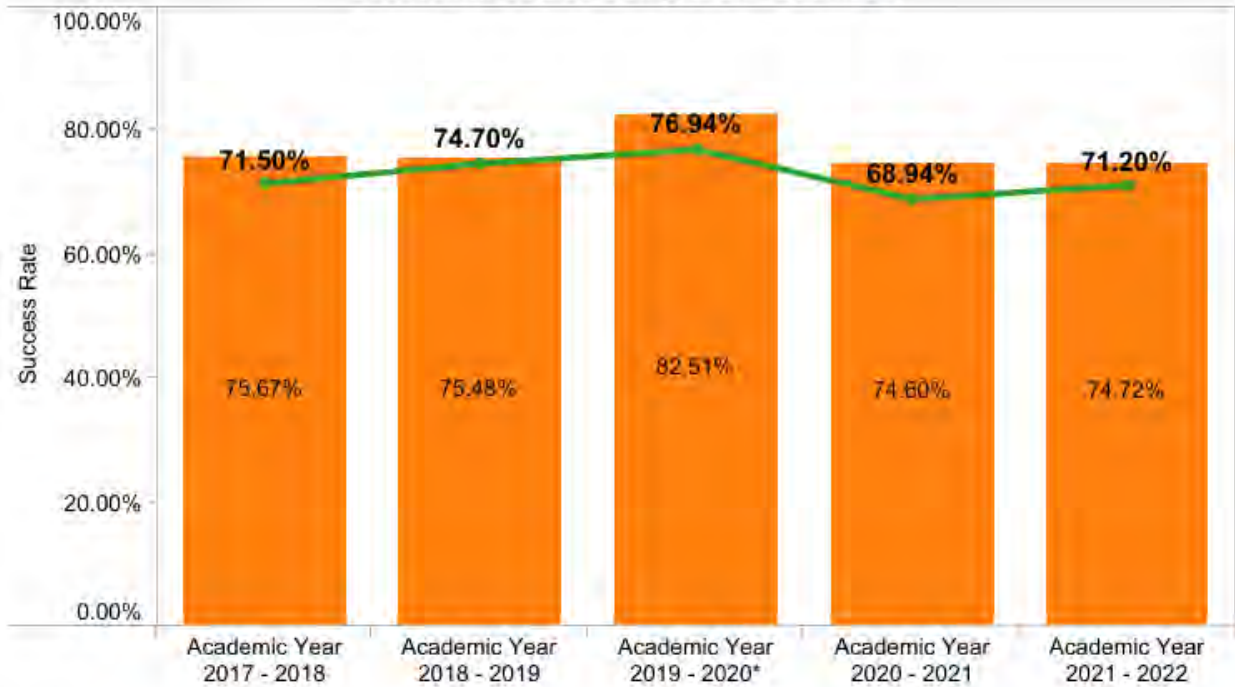
Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All

Successful Course Completion - Business



Business Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	71.50%	74.70%	76.94%	68.94%	71.20%
Total Enrollments	2,140	2,111	1,593	1,658	1,459

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Economics

TERM
All

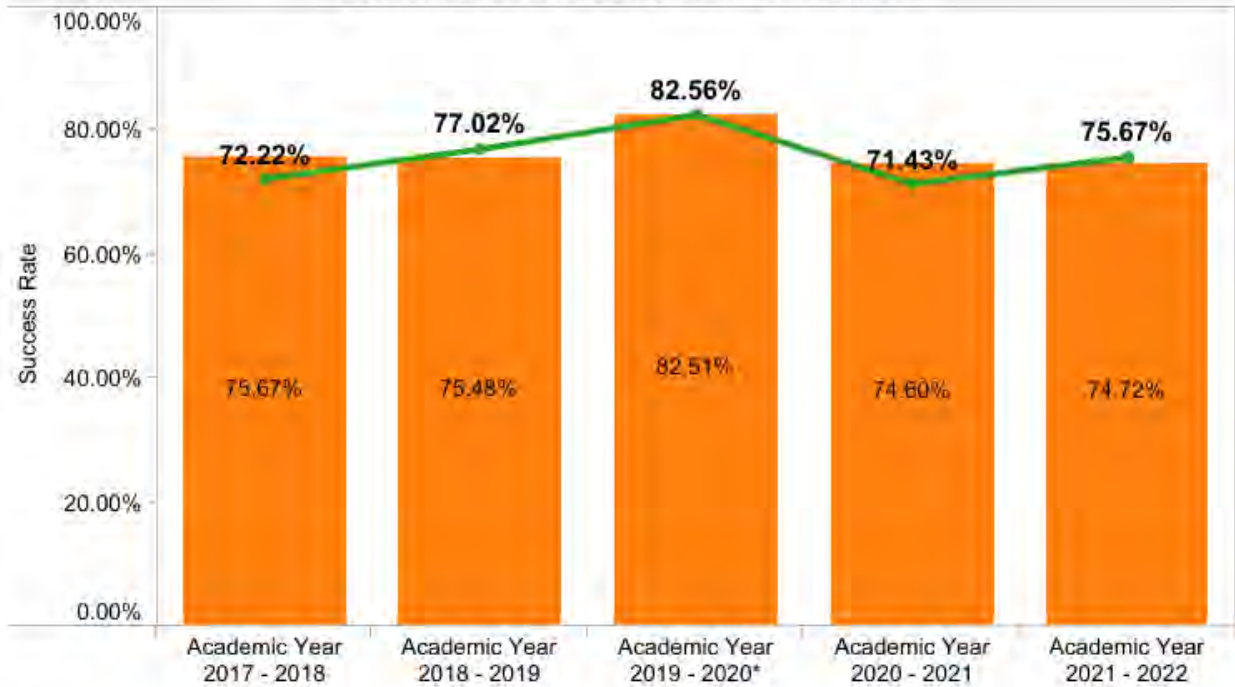
Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All

Successful Course Completion - Economics



Economics Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	72.22%	77.02%	82.56%	71.43%	75.67%
Total Enrollments	818	914	893	999	940

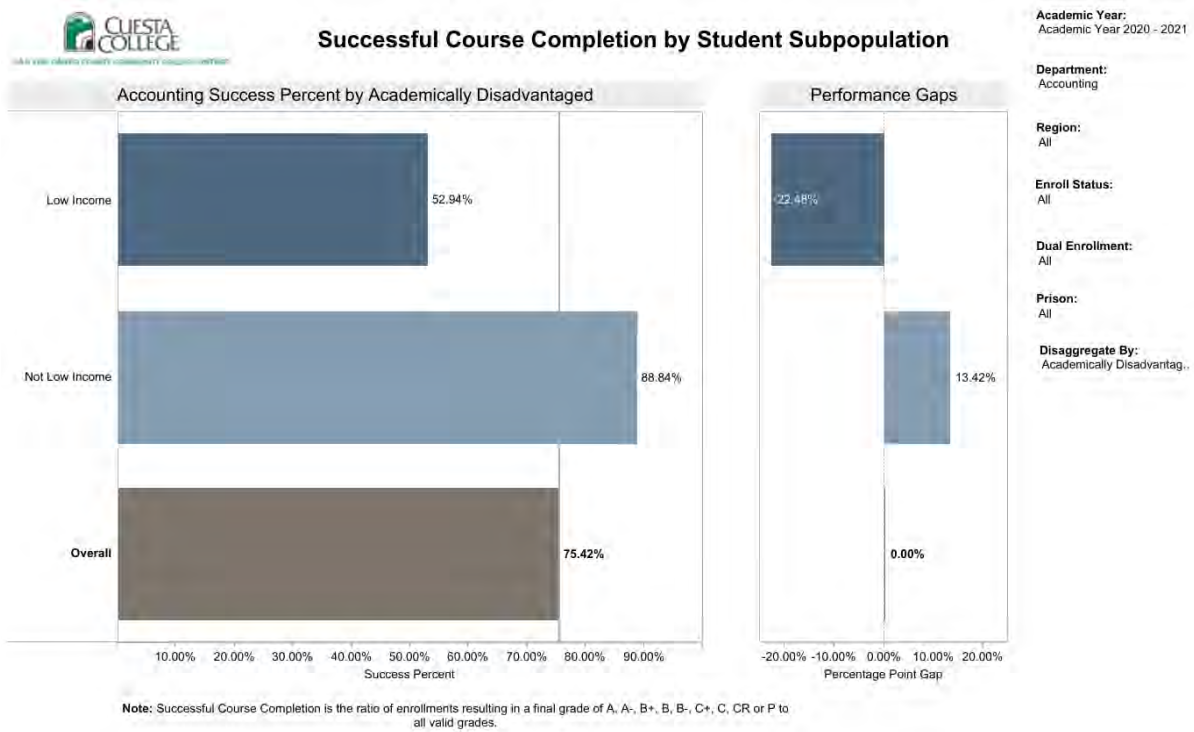
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Economics again led the pack with a course completion success rate almost 1% higher than the District's average, while Accounting and Business each lagged the District's rate by a bit more than 3%.

- 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?





Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2020 - 2021

Department:
Accounting

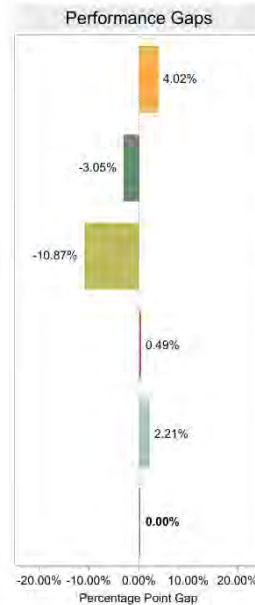
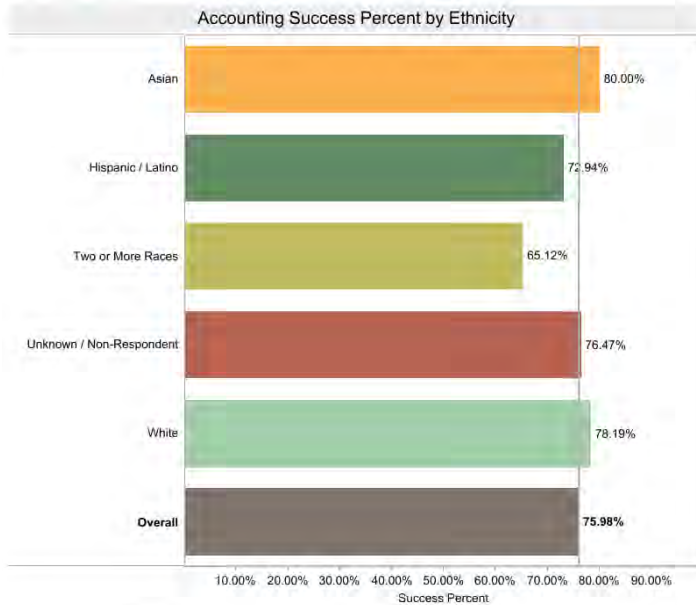
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Ethnicity



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2020 - 2021

Department:
Business

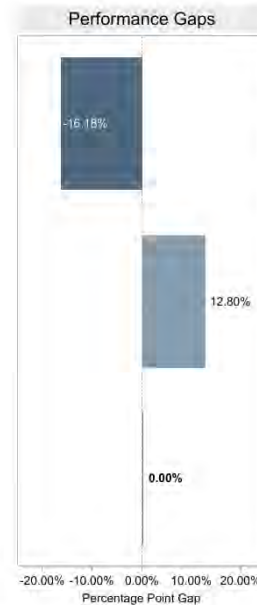
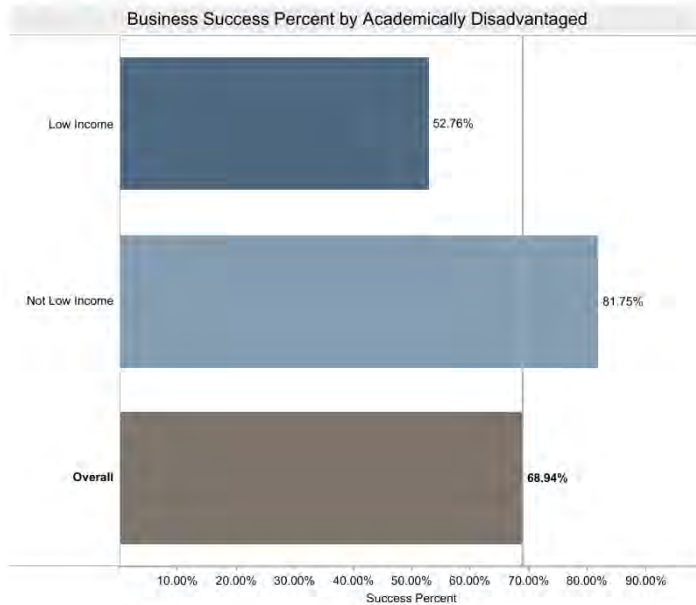
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantag..



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2020 - 2021

Department:
Business

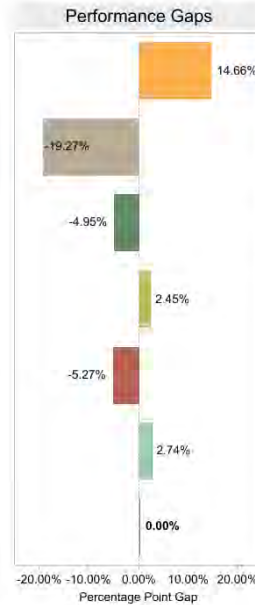
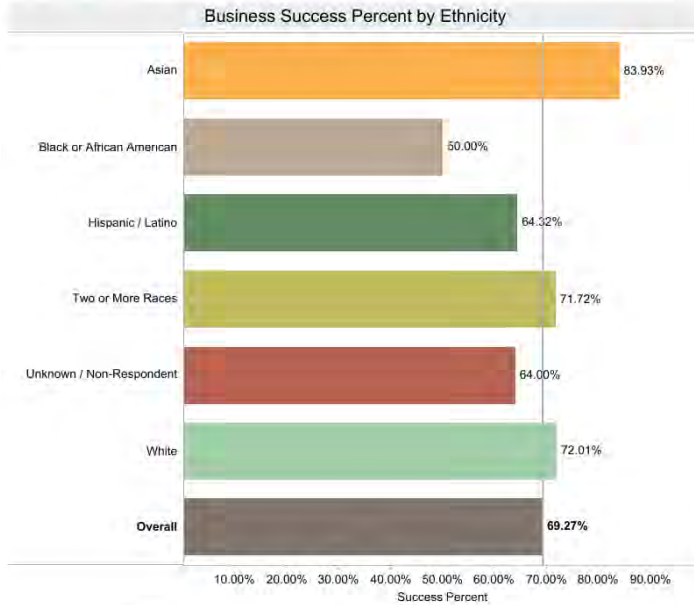
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Ethnicity



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2020 - 2021

Department:
Economics

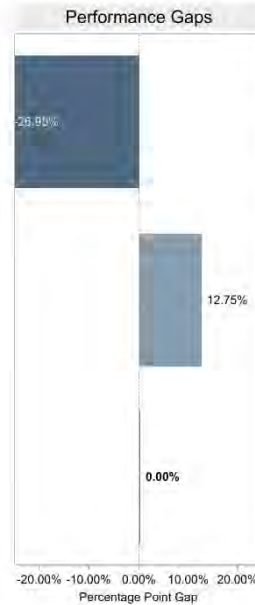
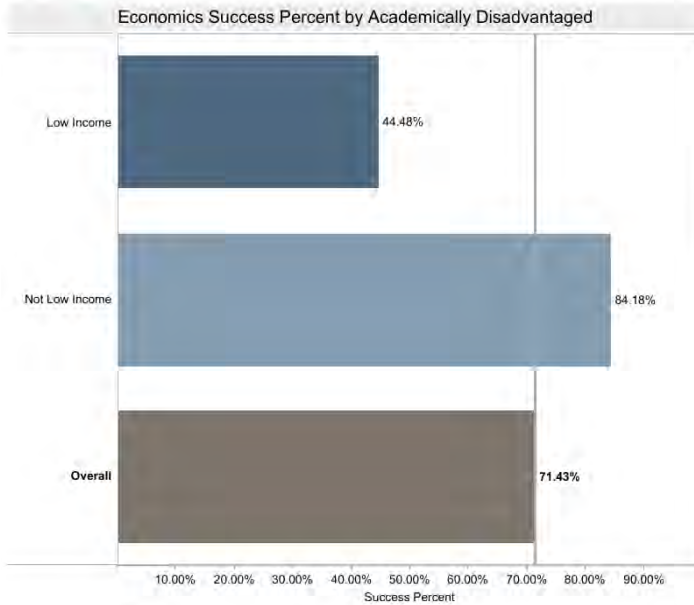
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantag..



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2020 - 2021

Department:
Economics

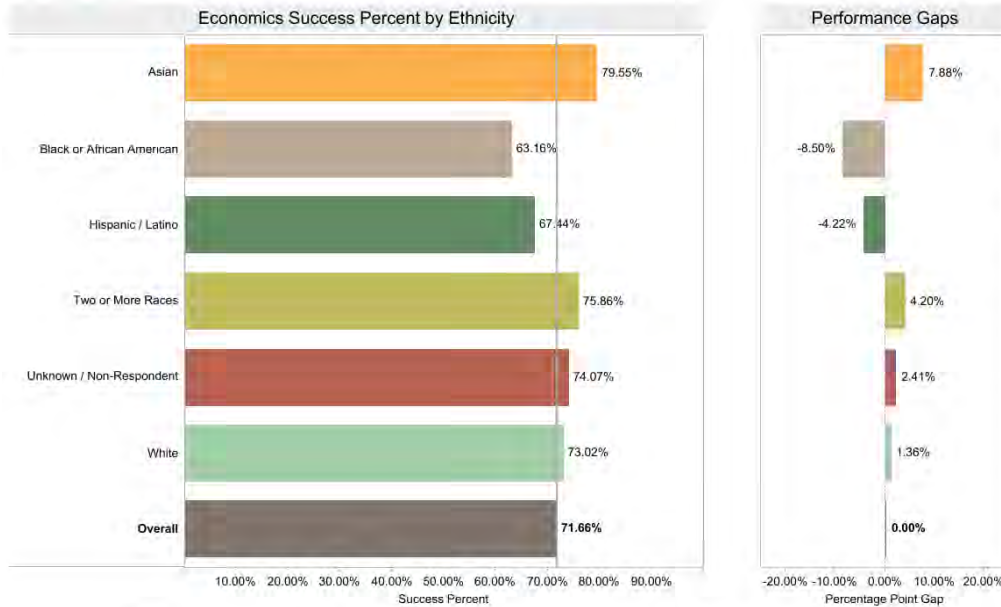
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Ethnicity



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

The District has implemented several Student Success Teams to address equity gaps in students' achievement. Faculty in Business and Economics have and/or are participating 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, and other **STUDENT SUCCESS AND SUPPORT PROGRAMS**.

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.*

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
- B. Anticipated changes in curriculum, scheduling or delivery modality – A new course BUS 298 Design for Innovation to be used in the Small Business Management certification is currently under curriculum review. Faculty are trying new modality for many courses to respond to the increased demand for non-Face to Face classes. These include Hybrid and Blended modalities. The faculty has also been piloting shorter courses lengths, from 18 week to 16 week courses which students have embraced.
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections – A new FT Faculty position in Accounting is now in recruitment and will hopefully be filled. Currently, we do not have a FT Accounting Instructor.
- F. Other

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 Improvem ent Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> 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.