ACADEMIC PROGRAM REVIEW

BUSINESS ADMINISTRATION

GROSSMONT **COLLEGE**

GROSSMONT COLLEGE

October 28, 2020

TABLE OF CONTENTS

APPENDICES

1. Grade Distribution Summary
2. Enrollment Data
3. Student Success Data
4. Checklist Documentation (SLO, Articulation Officer, Library)
5. Department answers to committee follow up questions (completed *after* committee reads report)

SIGNATURE PAGE:

This program review report for *2014 - 2020* is respectfully submitted by the members of the Grossmont College Department of Business Administration

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DEPARTMENT/PROGRAM
ACADEMIC PROGRAM REVIEW

SECTION 1 – OVERVIEW.
DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1   Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

The Business Administration program offers theoretical and practical courses for students planning to transfer as business majors, for students wishing to earn certificates of proficiency and achievement, and for students seeking to improve workplace skills.

While the Business Administration program has made some changes since its beginning in 1963, the heart of the program has essentially remained unchanged. Recent changes to the overall Business Administration programs reflect the articulation requirements with four-year programs include compliance with the SB 1440 Transfer degrees (AS-T), providing a seamless transition from Grossmont to CSUs across the state. The Business Administration degree approved by the state Chancellor's office is virtually identical to the degree already in use by Grossmont. The one exception is that our students now choose between Statistics and Calculus, though both are recommended.

The Accounting Program was deleted in Fall 2002 to boost enrollment at Cuyamaca College. Accounting courses continue to be a significant portion of the offerings in the department and include online, hybrid, and fully on-campus learning environments. Technological innovation has played a noteworthy role in accounting education. Students are now given the choice of using a traditional hard-copy textbook or an e-book. The online features have been enhanced over the years to include adaptive learning systems, interactive presentations, and homework completion with real-time feedback.

The Business-General program is incorporated in the Business Administration program analysis for the purposes of this program review. Some students are interested in gaining a broad overview of the world of business. The Business-General certificate and degree were instituted to award students who complete a series of introductory courses. Typically, we advise most students to enroll in the

courses that provide more depth and also provide transfer in case they decide to pursue a bachelor's degree at a later date.

Curriculum is reviewed regularly and updated as necessary. Currently, all updates including distance education, updated textbooks and updated descriptions have been submitted to the Curriculum Committee for review and approval.

There has been no need to change facilities. This will continue to be monitored and requests will be submitted as needs change.

The department has had a few staffing changes since 2014. Following the spring 2015 semester, Judith Zander left her full-time faculty position. After the spring 2018 semester, Nate Scharff also left his full-time faculty position. In August 2019 we hired Karen Hern as full-time faculty. All other full-time positions remain unchanged.

1.2   Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

Recommendation 1: Investigate opportunities to improve transitions from high school to community college, possibly through East County Education Alliance.

Grossmont College is very active with high school outreach. When the opportunity is given, brochures and literature are provided to use in distribution during their events.

Recommendation 2: Consider standardizing your SLO's process for other business courses given the success that you have had with Accounting:

SLO's were originally reviewed and updated in 2014. Since this time, we review SLO's and adjust them when warranted. At this time, no changes have been recommended.

Recommendation 3: Work with instructional operations to get dedicated lab space for Bus 128.

There have been requests that were entered for dedicated lab space. To date, there has never been adequate space available to initiate a dedicated lab for this

class offering.

Recommendation 4: Pursue additional training for online/hybrid resources to maintain course quality.

Faculty members are continually encouraged to take advantage of any resources available through Professional Development. Due to COVID restrictions, and the move to online classes, all business faculty have had to become certified to teach online.

Recommendation 5: Improve use of technology in the classroom.

Business classes that are either hybrid or fully on-ground utilize the in-class computer and dot cam during all or most class meetings. In addition, much of the paperwork such as syllabi are provided in a paperless format online through Canvas. The use of in-class technology is further encouraged during department meetings and faculty evaluations.

Recommendation 6: Become involved in campus-wide student equity initiatives to integrate strategies to bridge achievement gaps.

Both Karen Hern and Patricia Chow participated in the Strong Workforce Project. Phase one of this program just completed in September 2020. This project gave faculty an opportunity to see retention and success rates based on a variety of data points, including gender, ethnicity, and age groups. It provided a platform to collaborate with other faculty on methods used in constructing the syllabus and running class that would be more equitable and considerate of all types of students. Karen Hern and Patricia Chow have started utilizing some of the information gained during that project and have initiated some syllabus changes and have started student surveys to get a better understanding of their student population in each class. Further utilization is expected to occur in future semesters.

Recommendation 7: Find ways to engage students in college and community events with themes tied to your discipline.

Faculty are encouraged to pass along campus event information that is relevant to students through in-class or Canvas announcements. Karen Hern will occasionally give students an opportunity, for points awarded, to volunteer with places such as I Love a Clean San Diego. The benefits discussed in class include the cost savings that the city and county enjoy due to volunteer efforts, the effect clean beaches and roads have on tourism and what that means for the financial health of our local businesses, and how environmental factors impact fiscal factors.

Recommendation 8: Work with BOT to remove cross-list of BOT109

The removal of cross-listing has already been accomplished.

Recommendation 9: Use expertise within the department to lead professional development or workshops to assist faculty with issues related to business topics

Faculty are asked prior to flex week if there is anything that they know of that needs to be covered during department meetings. If so, it is planned and added to the department meeting agenda as necessary. Issues that have been addressed prior include tips for using Canvas, optimal settings in Zoom, utilization of the new Vision Resource Center for tracking faculty professional development. These discussions will be ongoing as necessary.

Recommendation 10: Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three-years.

The department has updated many courses and submitted the updates to the curriculum committee for approval during the Fall 2020 semester. Bus 152, while not offered in the prior three years will not be submitted for deletion as it is part of the AA Business-General degree. It may be offered again at some time in the future. It will be updated in the future as necessary.

Recommendation 11: Use student-learning outcome data for continued course and program improvement.

We just went through and reviewed all student learning outcomes and method of assessments. Assessments were performed in Spring 2020 and all were found to be successful. SLO assessments will continue to occur. The resulting success rates, concerns with results and the modifications needed to make improvements will be handled at the semi-annual department meetings that occur during flex week.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

To answer these questions, refer to your department's catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section).

If your program has an Associate Degree or Certificate program, refer to the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section).

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

We have offered an AS-T - Associate degree for Business Administration for many years. The class offerings and requirements to earn an AS-T have not changed since the prior review. Students also have of receiving a Certificate of Achievement in Business Administration. The requirement is unchanged since the last program review. It continues to require students to complete the courses required for the major.

We have also offered an Associate degree in Business – General. Course requirements have been unchanged since the prior program review in 2014. Bus 152, business mathematics, has experienced low enrollment and, therefore, has not been offered the prior three years and is still currently on hold. In addition, the department also offers the following options to students:
- Certificate of Achievement in Business-General – this requires students to take only the courses required for the major and to pass with a letter grade of "C" or higher.
- Certificate of Proficiency – a certificate may be awarded on the successful completion of a prescribed course of study but will not appear on a student's transcript.
- Insurance Services Certificate of Proficiency – students that successfully complete all requirements will qualify for a mid-level position at both the company and agency level.

Aside from Bus 152 being on-hold, there are no other changes to the business program.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

BUS 110 – Introduction to Business: The prior update for this course was in 2013. The department reviewed the course information most recently during the Fall 2020 semester and have submitted updates for the catalog description, course objectives, and course content to the Curriculum Committee for review. There will be more focus on how culture, society, national and international policies and human behavior impact businesses and the policies and practices they establish to work within their business environment.

In regard to current teaching practices, many instructors have integrated on-line and in-class testing and assignments as part of the course structure.

BUS 120 – Financial Accounting and BUS 121 – Managerial Accounting: Both accounting course outlines have been reviewed and approved by the C-ID or Course Identification Numbering System, "a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a "common course numbers" by providing a mechanism to identify comparable courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. As submission of a course to C-ID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intra-segmental (with the CCC) articulation.

The C-ID number is a designation that ties that course to a specific course "descriptor" that was developed by intersegmental discipline faculty and reviewed statewide. It provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities. The C-ID descriptor also provides information for ongoing curriculum development and revision of lower division courses." ~from the C-ID website http://www.c-id.net/

Accounting content is reviewed at each department meeting. This includes a discussion of any major accounting changes that need to be taught to students. The department also does an assessment of the current textbook to determine if it has all current, recently changed and relevant information as per the current accounting rules and standards at the time of review.

Current teaching practices in both courses include lecture, demonstration, and classroom participation. All classes, online, hybrid, and on-ground, require quizzes and homework to be completed using Connect (a publisher provided homework software). Students in both courses are required to work in groups online or in the classroom on assigned exercises and problems, which fosters a spirit of cooperation and teamwork that is vital to success in the business world. It also is excellent preparation for their group project. Instructors use this opportunity to help students understand the material, organize and delegate tasks, find resources, as well as

manage their time.

BUS 123-Accounting Internship: Since this is an internship course where students gain practical experience in a business organization, the currency related to the field of accounting is built into their involvement in the financial needs of the company.

Teaching methods involve the student's supervisor on the job and the instructor who advises the student as needed. Student and supervisor work together to establish a few business and accounting goals that are to be met during the term of the internship.

BUS 125-Business Law: The outline for Business Law/Legal Environment of Business has been reviewed and approved by the C-ID or Course Identification Numbering System, "a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a "common course numbers" by providing a mechanism to identify comparable courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. As submission of a course to C-ID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intra-segmental (with the CCC) articulation.

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Business law content is reviewed during department meetings. Updates to course objectives have been updated to focus on analysis and application of law, including; differences between state and federal systems, different types of law (criminal versus tort), the relationship between law and ethics, Constitutional basis for federal government regulation of business, and

differentiation between domestic and international legal principles.

Current teaching practices in Business Law include strategies for both online and classroom delivery. Lecture, or video lecture, are provided for online and classroom settings and include student participation. Students are required to analyze cases and legal scenarios using the IRAC method, which strengthens their critical thinking skills.

BUS 128-Business Communication: The outline for Business Communication has been reviewed and approved by the C-ID or Course Identification Numbering System, "a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a "common course numbers" by providing a mechanism to identify comparable courses. Most C-ID numbers identify lower division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. As submission of a course to CID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intra-segmental (with the CCC) articulation.

The C-ID number is a designation that ties that course to a specific course "descriptor" that was developed by intersegmental discipline faculty and reviewed statewide. It provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities. The C-ID descriptor also provides information for ongoing curriculum development and revision of lower division courses." ~from the C-ID website http://www.c-id.net/

Current teaching practices in Business Communication place a heavy emphasis on writing. In addition to several business letters, an extensive formal analytical report is required of all students. An oral presentation is also required.

BUS 152-Business Math: This course covers practical applications of math to personal and business decisions. Personal student needs are met through many of the topics covered, such as banking, credit cards, and

home ownership.

BUS 195-Principles of Money Management for Success: This course covers valuable life skills that every student should possess upon graduating college. Topics covered include budgeting, credit card management, income taxes, home and auto purchases, investing, and retirement planning. The course satisfies the general education requirements for CSU E transfers to CSU.

Current teaching practices include lecture, demonstration, and class participation. The online version of the class requires regular (twice a week) postings to discussion board questions as well as weekly quizzes and homework in Connect Plus (a publisher provided homework software). At the end of the semester the students are required to prepare a written exam, which essentially is the development of a financial plan for a fictitious individual.

2.3   How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

Faculty encourage a solid learning community within the classroom, providing students with numerous opportunities to interact with each other in class and online, participate in interactive learning.

The majority of the instructors in the department include supporting Canvas sites for on-ground classes, allowing students to access course materials digitally. Our full-time instructors have considerable business experience in their fields prior to joining Grossmont. This experience is brought into the classroom to add relevance to course content. Among current full-time faculty, Brian Keliher is a practicing attorney representing local authors, Michael Barendse and Karen Hern are practicing CPA's.

Our full-time and adjunct faculty further support relevancy to student academic and career needs in all of the following ways:
- Use of articles from the Wall Street Journal, Forbes, or other publication that spur discussion of a current topic ranging from the housing market to what employers will expect and need from a new graduate
- TED Talk online videos to illustrate a point or create a discussion
- Subscribing to HigherEd websites
- Using Quality Matters principles in teaching

- Sharing client or industry stories about financial decisions affecting their lives and businesses
- Attending professional development seminars dealing with current issues in the industry, such as tax updates and the impact it will have on both individuals and businesses.
- Discussion of televised programs such as Undercover Boss, The Profit, and Shark Tank.

2.4. What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

We have not had to give full-time faculty training in more than a decade and have little information to share there. The one new, full-time faculty was an adjunct for 15 years prior to full-time employment. She was already familiar with current department policies and procedures and also attended New Faculty Orientation offered to all new tenure-track faculty. Adjunct faculty, when new, attend a one-on-one meeting between the chair and the instructor. Topics discussed include course outline contents and SLOs. SLOs are discussed at each biannual department meeting. In addition to meeting discussions, course outlines, including SLOs, are emailed to each faculty member assigned to teach that topic. Additionally, starting in Fall 2020, faculty must submit their syllabus for each class to the department chair to ensure consistent and accurate course outlines, including SLO, have been stated clearly and accurately in each class syllabus.

During Professional Development/Flex Week of each semester, accounting faculty meet to discuss all new developments. This discussion includes changes in textbooks or text editions, training faculty in any new technological updates, review past semester assignments and assessments for coverage, accuracy and completeness.

2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance

of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

The business department has experienced an upward trend since the prior program review, with passing grades increasing greater than nine percent. Part of this success may stem from increased communication and collaboration among business instructors in class management and resource utilization.

Business Law has been able to balance grading and class expectations between both full-time and part-time faculty members. As mentioned above, much of this has been accomplished through collaborative discussions that occur during department meetings. There will always be some amount of subjective grading that resides within the results, however, the consistency of work assigned and results should now be consistent from section-to-section.

Accounting continues to collaborate on projects and tests being used in both hybrid and online classroom settings. Point distributions or weight of assignments is also discussed to ensure that the importance of items, such as projects and tests, are not overshadowed by extra assignments that do not carry the same affect on teaching important content.

The business department may see grade distributions that are slightly lower than business course state-wide, however, students are successfully meeting the SLOs. Once students transfer or leave Grossmont College, there is no way to track their future success rates. Based on the amount of AS-T awarded over the prior five years, it does not seem that the program is unnecessarily rigorous and that the department experiences a consistent transfer rate.
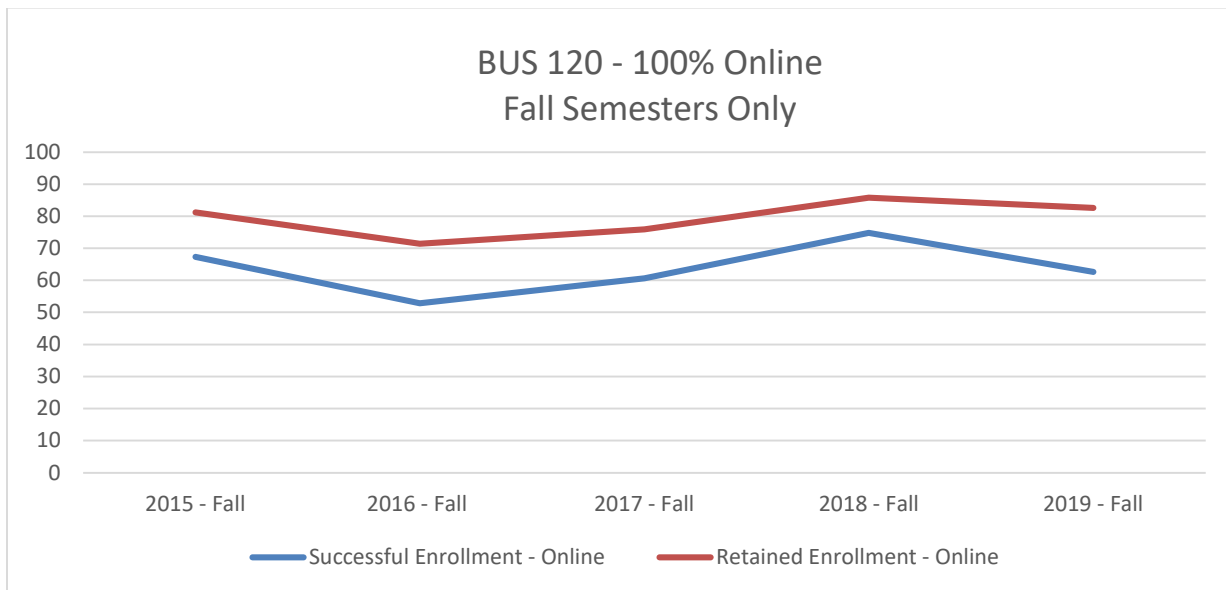
2.6   If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery method? Is there anything in the data that would prompt your department to make changes?

BUS 110 – Introduction to Business. Retention for both online and ground classes has remained mostly in the 75% - 82% range when looking at fall semester data. There was a drop in Fall 2019 in online retention, which dropped below 70%. Success rates fall between 57% - 69%, with the exception of Fall 2018 that saw online success drop to 48.7%.

BUS 120 – Financial Accounting: Retention for hybrid and online classes was in the range of 75% - 85% for fall semesters. Financial Accounting has historically low retention across the country. Many students drop the class due to the rigors of learning the basics in accounting, the amount of time needed to practice the material, and the volume of homework required.
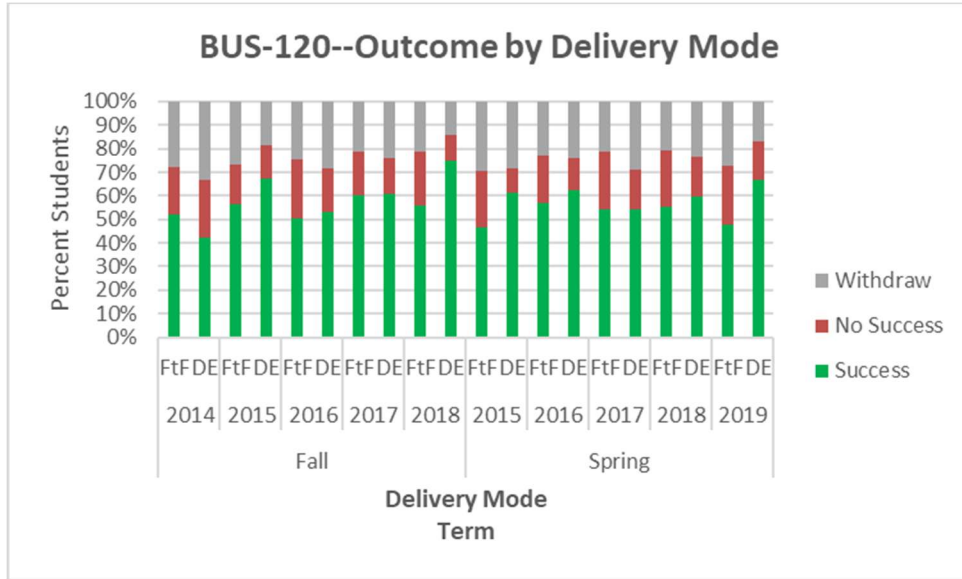
BUS 120 FtF sections and DE sections have access to the same materials and resources. Instruction, while asynchronous, consistently utilizes the same lectures, materials, utilizing similar test types and requiring the same final projects. In addition, staff teaching online classes have to be certified to teach online prior to instructing a DE class. DE and FtF teaching strategies, including any necessary updates or changes, are discussed during department meetings.

BUS 120 - All Sections
Fall Semesters Only

Legend: ── % Successful Enrollment ── % Retained Enrollment

BUS 120 - 100% Online
Fall Semesters Only

Legend: ── Successful Enrollment - Online ── Retained Enrollment - Online
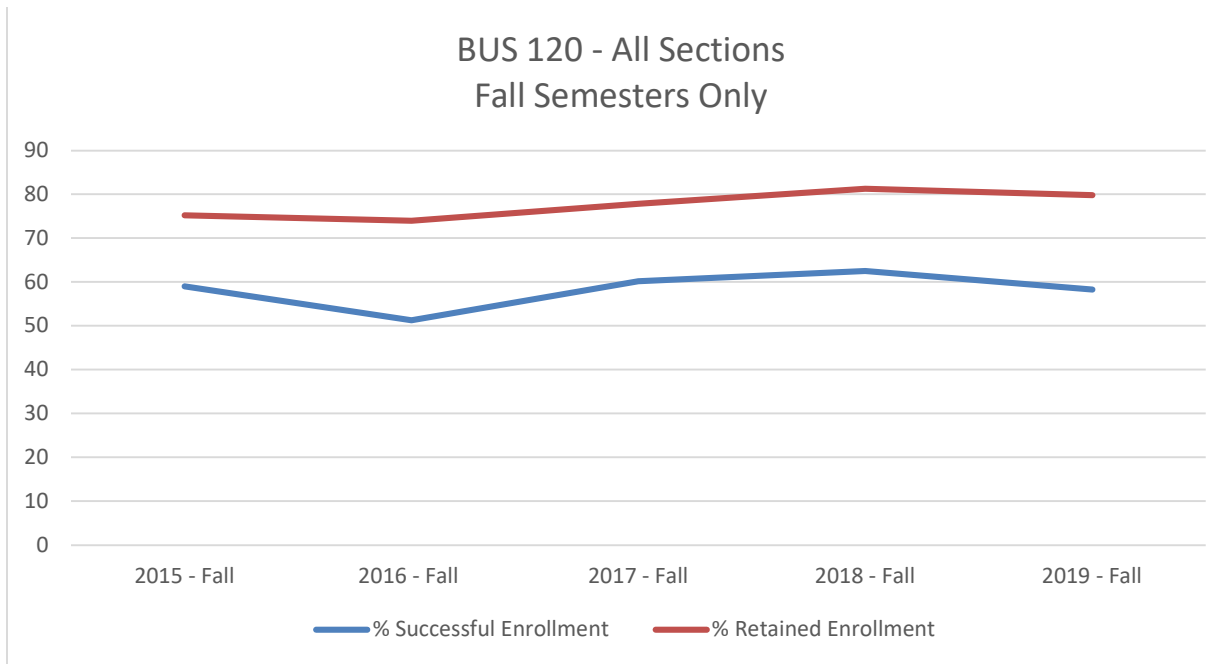
As you can see from the graphs above, retention has been consistent. Success has a larger variation. The success rate fell in 2019. The specific reason for this decrease is unknown, however, since the start of the Promises program it has been observed that there appear to be a larger population of students that are not prepared or able to purchase the required textbook bundle. The correlation, if any, cannot be measured at this time.

BUS 121 – Managerial Accounting: Retention for hybrid and online classes was in range of 72% - 82% for fall semesters. Managerial Accounting typically experiences higher retention rates since students are aware of the workload, having completed the Financial Accounting prerequisite.

BUS 121 - All sections - Fall Semesters Only

Legend: —— % Successful Enrollment   —— % Retained Enrollment

BUS 121 - 100% Online - Fall Semesters Only

Legend: —— Successful Enrollment - Online   —— Retained Enrollment - Online
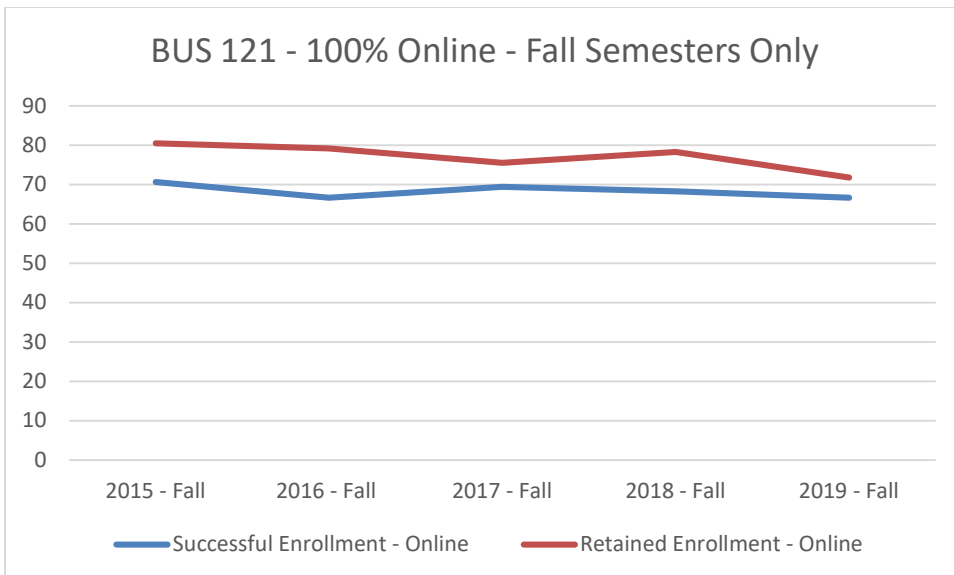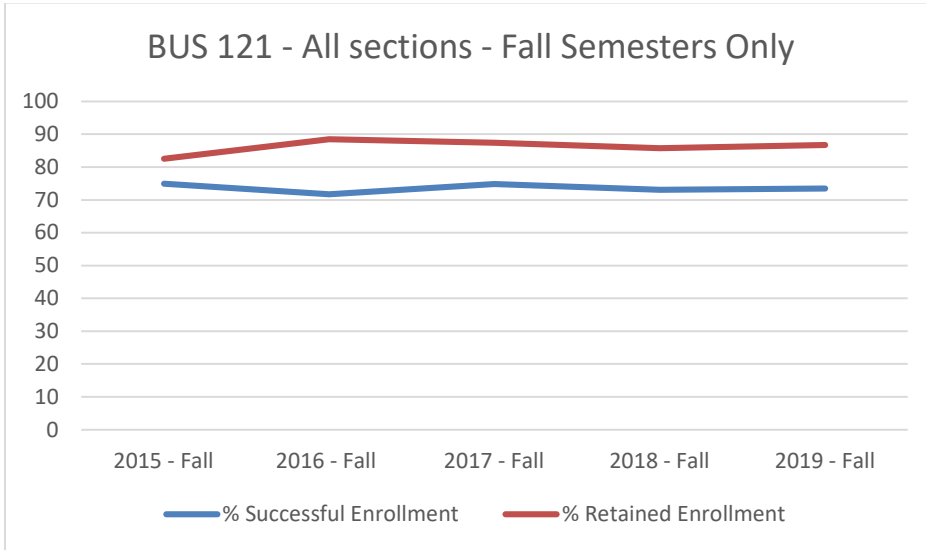
Similar to BUS 120, the graphs above indicate retention has been consistent. Success has been around 66% - 75%. The success rate fell slightly in 2019. The specific reason for this decrease is unknown, however, since the start of the Promises program it has been observed that there appear to be a larger

17

population of students that are not prepared or able to purchase the required textbook bundle. The correlation, if any, cannot be measured at this time.

BUS 125 – Business Law: This course just began offering a fully online option as of Fall 2018. Overall success rates range between 61% - 78%. Retention rates have varied greatly for the online section, going from 96% to 73%. On-ground classes range between 81% - 92%. Success rates for the online class are lower, 61% - 64%, than what has been experienced in the on-ground class, 72% - 78%, however, given that the online class is a newer offering the success and retention rates will be monitored as necessary and improvements discussed during department meetings.

BUS 128 – Business Communications: This course just began offering a fully online option as of Fall 2018. Overall success rates for the online sections range between 67% - 75%. Retention rates were similar Fall 2018 between both classroom and online sections, however the online retention for Fall 2019 was lower than classroom sections offered during the same time period. Success rates for the on-ground sections, 70% - 81%. Given that the online class is a newer offering the success and retention rates will be monitored as necessary and improvements discussed during department meetings.
BUS 195 – Principles of Money Management for Success: Retention for BUS 195 has increased from 70% - 80% to a 73% - 90% range during the prior five years.

2.7   If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

There are none. Business Administration is a transfer program that is geared toward sophomores who have completed all or most of their GE requirements and are taking our core curriculum in order to transfer to a university (mostly SDSU) for a bachelor's degree. As such, we do not recommend our courses to high school students. In addition, high school curriculum in Business does not meet the standards of rigor in our courses.

2.8   Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

We have no special concerns with the transfer process. The creation of

the state-mandated AS-T degree has streamlined the process for a significant number of transfer students to the CSU system. We are finalizing our last few C-ID descriptors to complete this process. We do our best to stay in touch with faculty at SDSU to keep current on changes that may be taking place for non-AS-T degrees. And the Chair, when necessary, interacts with representatives of the private institutions to assist students with transfer opportunities.   Articulation agreements with SDSU exist for our transfer courses: BUS 120, 121, 125, & 128

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include brief description of why these changes were necessary. **NOTE: Changes should include reassessment of SLOs requiring further attention.**

A brief historical overview is included here to help shed light on the department's SLO efforts and results.

The Business Department's SLO process began in 2005 when select college faculty began attending Academic Senate sponsored regional SLO conferences. In 2006 Grossmont held its own SLO conference, and at that conference the department crafted four program SLOs:

1. In-depth knowledge and understanding of fundamental business concepts
2. The ability to identify, apply and integrate functional business knowledge to solve problems in practical business situations involving accounting, law and general business
3. Communicate effectively using written, oral and collaborative skills
4. The ability to identify and resolve moral and ethical business issues

With our program SLOs foundation constructed, the department set about designing and implementing SLOs for every course.

Given that the Business and MMIB departments combined have over 30 distinct courses, with many courses taught by part-time faculty, coordinating course SLOs was not a minor task. Since our humble start in 2005 to current processes, our SLO journey can be summarized by reviewing the three distinct historical stages of this process.

Stage One: *Course SLO Generation*. At the time, the launch of campus-wide SLOs came with considerable faculty discussion and consternation about maintaining academic freedom, along with concerns about SLOs being used for instructor performance measurement. These attitudes and opinions were considerations as the department set about determining the best process for course SLO generation. Agreeing that it was important to maintain the integrity of academic freedom, the department decided to select lead instructors (often sole instructors) for each course. These lead instructors were then given the freedom to craft course SLOs as they

deemed best, as long as the course SLOs aligned with course outlines and program SLOs.

Stage Two: *SLO Assessment and Analysis*. Prior to recent implementation of TracDat, the assessment process had three steps. First, conduct the assessment. Second, analyze the assessment. Third, complete an assessment analysis report. Recognizing that the real "gold" of the SLO process was getting instructors to talk with each other about *what* students should learn (outcomes), *how* they should be taught (instruction) and whether or not they are being effective (assessment*)*, the department sought collaborative discussions for multiple section/multiple instructor courses where appropriate. When executed properly, instructors gained considerable insight and unity in course approaches. Some examples where the SLO collaborative discussion model was working well included Accounting courses (Judy Zander and Michael Barendse), Business Communications (Brian Keliher, Nate Scharff, Linda Camara, Joann
Carciopollo), Business Law (Brian Keliher, Phil Orr, Jennifer Bergovoy and Leah Peer), Introduction to Business (Nate Scharff, Jack Riley, Linda Camara). When instructors could meet and talk about their SLO assessment findings, course improvement was a natural byproduct.

BUS 110 - Introduction to Business

SLO assessment analysis revealed that this introductory, lecture-oriented course was resulting in a large percentage of multiple-choice assessments. At the same time, students were scoring poorly on written assignments either because written assignments were not being given enough grading weight (no consequence for poor writing) or instructors were focused on terminology-laden assessments that didn't require students to synthesize concepts and be able to communicate them successfully in a written, open essay format (instructor avoiding assessing writing). This was not in line with our third program SLO – *communicate effectively using written, oral and collaborative skills*. Adjustments were made and instructors increased the grading weight and quantity of both written and oral assignments

BUS 120 – Financial Accounting & BUS 121 – Managerial Accounting

During the development of SLOs, there was a great deal of dialogue that took place between the full-time and part-time faculty members. The

inclusive nature of this dialogue helped to make certain that the SLOs were well thought out, and would be an accurate gauge of what the students learned and are able to apply from taking the financial and managerial accounting classes. In addition, several of the part-time faculty members are actively engaged in the field of accounting in the surrounding area, which help ensure that are SLOs take into consideration the needs of local employers and the community.

During each semester's Professional Development Week, the accounting faculty meets to continue the discussion of SLOs based mostly on the results of the previous semester. Changes are made based on the assignment and assessments that the faculty determined needed improvement. Most changes have taken place in the tests themselves and the testing schedule (one test every four chapters or one test every three chapters). It was determined that faculty could choose either format in BUS 120 and that the original format in BUS 121 would remain unchanged.

There have also been several minor changes to the test problems as well. The top consideration for discussing the potential changes was whether the question(s) supported the SLOs for the course.

The accounting faculty believe in continuous improvement and fulfill this through our semester training sessions and discussions of syllabus, specific chapter assignments, and testing.

BUS 125 – Business Law

The Business Law faculty members decided to develop a list of ten multiple- choice questions that would be given to students at the beginning of the semester and again at the end. The purpose was to measure the success for our respective courses first, and ultimately having discussions together to see if we, as a group, are meeting the goals set at 70% success. The SLO we're focusing on right now is this: "To identify legal issues and assess the financial and other risks affecting business." The 70% goal was met and we will continue discussion concerning this and other SLOs.

BUS 128 - Business Communication

Following SLO assessment meetings, instructors Brian Keliher and Nate

Scharff recognized that students were not meeting the 70% success standard with regard to the following course SLO:

Students will be able to analyze common business scenarios, determine the appropriate response method for that scenario, and prepare a typed business message/response within a timed deadline.

The SLO assessment process identified the need for an ENG 110 prerequisite for this course in order to better prepare students for the course writing requirements, thereby allowing instructors to focus on the business message response component of this SLO. Working with the curriculum committee, the prerequisite was put in place and student success with this SLO improved.

BUS 152 – Business Math

The SLO that is the focus of the assessment is as follows: "Student will be able to recognize the cost of home ownership, identify the types of mortgages and compute their corresponding monthly mortgage payment amounts." The section is offered only once per year academic year, and it's been taught by only one faculty member during the past five years or so. We are set to assess this course in the 2015 year.

BUS 195 – Principles of Money Management for Success

The two full-time faculty have met and determined that the best way to assess the performance of the students was through the development of a semester ending financial plan with particular emphasis on the preparation of a statement of net worth. A 70% success standard was established, and the students were able to meet the standard in both the online and on ground classes.

Changes or improvements?

Despite these successes, the intended SLO process wasn't holding up in all courses. Many courses in the department are taught by one instructor, making assessment collaboration a lonely proposition.   Other courses were taught by part-time faculty only. Given that the business department employs many adjuncts who work fulltime in their field, it was challenging to

get adjuncts together for assessment analysis and reports. In stage one, the department had given lead instructors considerable autonomy in crafting SLOs for their course(s) – to maintain the integrity of academic freedom during this process. However, in stage two, the department found themselves assessing, analyzing, and reporting on a large number of SLOs. Academic freedom had resulted in the department struggling to follow up with a multitude of instructors and maintain assessment deadlines as committed to in the six-year plan.

The department took a look at what course disciplines were having success with SLO assessments. Accounting had taken a more standardized approach to SLOs and, as a result, their SLO assessment process was running smoothly. Other courses had multiple sections and instructors, and the department was able to get these instructors to meet and collaborate on SLOs (Business Law, Business Communications, Introduction to Business, and Principles of Money Management for Success). The department looked to these successful disciplines in the department to seek standardization and organization for the remaining outliers.

Stage Three: *SLO Process Improvement.* The department began devoting more time to SLO discussion during the department meeting. The discussion evolved from "how to get SLOs done" to "how to make the SLO process better". In 2013 the department held a dedicated SLO meeting to review course and program SLOs to consider revising and standardizing all course SLOs. In that meeting the department concluded that although our original solidarity toward academic freedom had resulted in a large number of course SLOs, and managing the assessment of all these SLOs was cumbersome, the course SLOs were still indeed valid. The SLOs we had in place didn't need to change. Furthermore, instructors were assessing their courses and discussing the results with their peers. The department simply needed to do a better job of actually imputing the results. With TracDat in place, the department is planning to utilize more department meeting time toward SLO assessment input.

Current status

Each class was recently re-assessed in Spring 2020. All classes and sections within the department successfully passed the SLO assessment. Despite these successes, SLOs will continue to be monitored and discussed at department meetings to ensure that all faculty are aware of the current SLOs as well as the method of assessment and desired results. Additionally, the business scenarios

given and/or questions asked will be reviewed and updated to ensure they remain relevant to the current business environment.

3.2   Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:

BUS 120 – Financial Accounting – Multiple choice questions were formulated that measured the student's knowledge of the four financial statements and the components necessary to compile those statements. The assessment questions were shared with all BUS 120 faculty to assess students within the first two weeks of the semester and again at the end of the semester. To be considered successful, results at the end of the semester should meet or exceed 75% pass rate. Outcomes are shared and discussed at the next department meeting, with emphasis placed on any items that had the lowest success rate, even if the benchmark rate was met.

BUS 121 – Managerial Accounting – Multiple choice questions were formulated that measured the student's knowledge of categorized costs and costing methods, including decisions that would be determined using the given information. Assessment questions were shared with all BUS 121 faculty. The assessment was given within the first two weeks of the semester and again at the end of the semester. To be considered successful, results at the end of the semester should meet or exceed 75% pass rate. Outcomes are shared and discussed at the next department meeting, with emphasis placed on any items that had the lowest success rate, even if the benchmark rate was met.

BUS 125 – Business Law – Multiple choice questions were formulated that assessed the student's knowledge of legal issues affecting business, the principles of the US Constitution, state laws that impact business operations, decision making and resolution of business disputes. Assessment questions were shared with all BUS 125 faculty. The assessment is given at the beginning and end of the semester. The target pass rate at the end of the semester is 75%. Outcomes are shared and discussed at the next department meeting, with emphasis placed on any times that had a lower success rate, even if the benchmark was met.

BUS 128 – Business Communications - Students will be assessed three different ways. The student will give a presentation that shows their understanding of a

business situation. The presentation needs to create a positive audience response and be both compelling and credible. The targeted pass rate is 80%. Students will be assessed by providing a written response to a business scenario in a timed setting. The targeted pass rate for the written response is 70%. Finally, students will also be assessed through an analytical report. The report will require students to research, evaluate and write a persuasive report that includes potential solutions to a business scenario. The targeted pass rate is 70%. Results will be shared and discussed at the next department meeting.

<u>BUS 195 – Principles of Money Management for Success</u> – Multiple choice questions were formulated that assessed the student's understanding of the benefits to financial planning, budgeting, and risk management techniques. Questions also included a student's knowledge regarding different investment products and how to use those products to meet specific financial and non-financial goals. The questions are given at the beginning of the semester and again at the end of the semester. The desired pass rate is 75% during the end of semester assessment. Outcomes are shared and discussed at the next department meeting.

The benefit of the SLO process is the discussion among faculty about teaching business. Ideas can be shared regarding the quality of the questions, level of difficulty and the current business environment that needs to be considered during the assessment process. The department has experienced continued success, however, it may still be beneficial to create a resource, such as a Canvas page, that all instructors in a given area can share in order to have feedback and discussion that is real-time compared to it being addressed only during department meetings. This may make the time necessary for the development of SLO assessments to be spread out while keeping the information more current and relevant to what is being covered in the classroom.

3.3   What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

The resource most necessary to address SLOs is time; time necessary to meet and discuss changes and updates during department meetings, especially when those meetings already have so much information that has to be relayed.

3.4   What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

SLOs and SLO assessment methods were not changed from the prior review. Assessment questions will be reviewed and updated, if necessary, to continue to fairly test student knowledge on the important components of each course in a business environment that is constantly changing and evolving.

3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

We strive to continue to provide an environment to students that allows them to enroll in any section of a course and have a similar experience in learning and grading. The best way to see improvement is to continue to utilize the cycle of SLO and SLO assessment. It will be important that the department continues reviewing, updating and improving questions as necessary while looking at teaching strategies that facilitate maximum learning opportunities for our students.

SECTION 4 - FACILITIES AND SCHEDULING

4.1   List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

To date, facility availability has not been an issue for the Business Administration program. We offer classes days, afternoons, evenings, hybrid, and online. We have had issues arranging computer labs for our Business Communication in-class writing assignments, but that's due to lab availability. And that is only for three class sessions per semester.

4.2   Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes___ No_X__

- o If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

- o If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

As planning for buildings 51/55 moves forward, it appears that the remodel is set to reduce space by as much as thirty percent (30%), with rooms serving 40+ cap sections dropping from 16 available spaces down to as few as 6. Exact impact cannot be predicted at this time but is expected to be problematic in the future as this moves forward.

4.3   What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Currently, planning is in progress. The current plans are, as stated above, to reduce the number of 40+ cap rooms from 16 down to a total of no more than 6. It is unknown at this time how significant the impact will be. It will most likely not be completely realized until the remodel is completed.

4.4   Identify and explain additional needed technological and equipment resources that could further Enhance student learning in these spaces.

Technological and equipment resources seem to be adequate at this time. A dedicated space that had computer workstations for each student, considering how much technology is used specifically in accounting, would be extremely beneficial for students.

4.5   Are students trying to access your program impacted by the facility spaces listed in 4.1?
Yes_X__ No___

- o   If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.
- o   If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

Impact is several years down the road, and cannot be estimated at this time. A few questions that need to be considered: Will there be enough classroom hour capacity to schedule extra sections? If so, will the extra sections be at times that students can effectively utilize them and still have it remain beneficial and not detrimental to their schedules? We do not have enough information at this time to comment as to what this will look like or the realized impact it could have on Grossmont business students.

4.6   If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, open workspaces for students/tutoring, etc.

At this time, there are no further comments until plans for the remodel are more definite.

SECTION 5 – STUDENT EQUITY AND SUCCESS

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1   What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

In addition, you should examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think is causing these patterns.

Enrollment in the business department, overall, has declined. The decline, however, is not quite as large as the campus-wide decline as they have leveled off the last two years. Enrollment trends for the college are similar to those experienced within the department with one exception identified among the demographic groups. While the reason has not been identified, the department sees lower enrollment of female students compared to male students, especially considering that female students outnumber male students on campus. There has been no specific action taken to target increasing enrollment of female students.

5.2   Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.

The college has experienced an average success rate of 69% and an 84% retention rate over the prior five years. The business department has seen an increase in both success and retention. Looking back to Fall 2014, we had retention that was less than 80% and success that fell under 60%. Spring 2014 numbers were similar to Fall 2014. Spring and Fall 2018 show retention rates exceeding 80% and success rates between 64 to 68%, similar to those experienced by Grossmont College. The one exception found in the department data is a slightly lower success rate during the summer classes. A particular

cause has not been uniquely identified, however, courses such as BUS 120 – Financial Accounting and BUS 121 – Managerial Accounting that have a high concentration of practice problems and homework can be hard for some students to manage if they have not allowed adequate time during a condensed course to complete the work and study for exams.

The department has had many conversations during department meetings on methods and resources that can be utilized to promote both retention and higher success rates. Many instructors are now utilizing Canvas to take student surveys to better understand the population of students they have in a classroom so that they can make adjustments to the class before the semester even begins. In addition, the tools being used continue to grow in quantity and quality, giving business students additional opportunities to reinforce the concepts they are learning. This is a relatively new strategy and results are not known at this time.

5.3   Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

Similar to the last review period, each class has a variety of projects and opportunities for students to become active participants in their educational process.

<u>BUS 110 - Introduction to Business</u>
Students evaluate portions of Grossmont College to link class concepts to outside activities (facility layout, marketing mix, break-even analysis).

<u>BUS 120 – Financial Accounting & BUS 121 – Managerial Accounting</u>
A group project is assigned in all sections of BUS 120 and BUS 121. The projects require students to work in teams to analyze a company or companies to determine whether an investment would be advised or not. The teams are generally formed by the students in the on-campus sections and formed by the instructor for the online sections. Each team determines the workload and scheduling that requires them to meet outside of the classroom (both on-campus and online). These projects give students to opportunity to synthesize all the accounting they have learned and to participate in a decision-making process often found in the business world. In the process they also have the opportunity to practice working in groups – potentially dealing with difficult people, coordinating scheduling, finding ways to motivate freeloaders, etc.

<u>BUS 125 - Business Law</u>

Because the law changes frequently, it's crucial that our students are up on recent developments in the legal world. One tool used to keep students up to date is the use of Twitter, and other social media tools. For example, Brian Keliher posts on average four articles each week on his Twitter account -- #bkbuslaw. Students are required to read the posts, with some being included on the quarterly tests. Feedback from students has been positive.

BUS 128 - Business Communication
The analytical report project requires students to review local businesses and conduct a comparative analysis to select which company would be the best choice for their professional work.

Students create marketing plans and business plans that they present to individuals from the local community.

Students create a social media policy where they research policies of real companies, determine whether a policy is needed, and make a recommendation.

BUS 195 - Principles of Money Management for Success
Students have many opportunities for outside engagement in this course. Examples include requirements that students download credit reports, shop for loans, compare health insurance rates, and many more. In addition, students can receive extra credit by selecting a current personal finance topic and submitting a written report.

5.4   Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Business Law encourages students to take part in Political Economy week, especially when speakers are directly connected to topics discussed in classrooms. Students are also encouraged to participate in the campus book club when topics are relevant to what we teach, such as "The Immortal Life of Henrietta Lacks."

Accounting faculty invite representatives from the SDSU chapter of Beta Psi (an honorary organization for Financial information students and professionals) to speak to students regarding the benefits of membership as well as leadership

and networking opportunities.

Additionally, many of the business faculty make sure to forward all events on campus that support course content, provide students with networking opportunities and/or further the outside education and resources students can get by being a Grossmont student.

5.5   If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

There are not state and federal licensing/registration examinations in the Business Administration or Business – General programs.

5.6   If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the "Degrees and Certificates" data table in this section.

The total degrees and certificates awarded 2014/15 to 2018/19 for Business Administration was 342 and 423, respectively. The counts for each academic year show that degrees are awarded at a higher rate than certificates, indicating that students are applying and being awarded degrees 30-33% more often than certificates.

For Business-General, total degrees and certificates for the same time period were 33 and 36 respectively, ranging from 2 to 4 during a particular academic year.

As has always been the case in the department, the number of students pursuing a degree or certificate in Business-General is significantly lower than students in the Business Administration program.

See next page for accompanying information table

Department	Award		14/15	15/16	16/17	17/18	18/19	Total
Adminsitration of Justice	Admin. of Justice	AST	88	111	119	118	123	559
	Corrections	AS	10	5	5	1	2	23
		COA	11	4	7	0	2	24
	Forensic Technology	AS	19	26	35	26	29	135
		COA	26	34	38	28	36	162
	Law Enforcement	AS	26	20	13	12	15	86
		COA	25	18	16	11	16	86
	Legal Systems Court Mgmt	AS	10	6	9	1	0	26
		COA	10	4	9	2	0	25
	Security Mgmt	AS	4	2	1	2	4	13
		COA	4	3	0	2	5	14
	Evidence Technology	AA	0	0	0	0	0	0
Business Office Technology	Administrative Assistant	AS	5	8	6	9	11	39
		COA	6	9	6	10	12	43
	Executive Assistant	AS	2	0	1	1	1	5
		COA	2	0	1	1	0	4
Business	Busness Administration	AST	142	131	166	209	225	873
		AS	84	74	86	88	72	404
		COA	116	90	120	135	126	587
	Business General	AS	4	7	8	7	7	33
		COA	4	5	10	6	11	36
Child Development	Master Teacher	AS	7	8	16	16	18	65
		COA	8	9	14	19	19	69
	Site Supervisor	AS	1	1	4	1	3	10
		COA	1	1	4	2	3	11
	Teacher	AS	1	0	0	1	0	2
		COA	0	0	0	1	0	1
Computer Science/Information Systems	Computer Programming	AS	3	4	5	6	10	28
		COA	4	4	4	6	10	28
	LAN Support Specialist	AS	0	3	2	5	3	13
		COA	0	3	3	4	3	13
	Small Computer Specialist	AS	0	1	2	0	1	4
		COA	1	1	2	0	1	5
	Web Design	AS	4	2	1	2	5	14
		COA	4	2	2	4	8	20
	Web Development	AS	0	0	0	0	0	0
Culinary Arts	Culinary Arts	AS	11	14	13	6	4	48
		COA	13	16	17	6	9	61
	Baking & Pastry	AS	8	9	10	13	9	49
		COA	9	11	15	11	17	63
	Culinary Entrepreneurship	AS	5	3	3	1	4	16
		COA	5	3	3	1	4	16
	Banquet Cook	COA	18	8	19	6	12	63
	Line Cook	COA	21	7	18	6	11	63
	Pastry Cook	COA	13	6	15	9	16	59
	Prep Cook	COA	16	8	16	6	11	57
Management, Marketing & International Business	Hospitality & Tourism Mgmt	AS	3	4	7	6	8	28
		COA	3	4	8	6	8	29
	International Business	AS	3	2	0	0	3	8
		COA	3	2	0	1	1	7
	Management	AS	6	6	12	13	6	43
		COA	6	5	15	12	8	46
	Marketing	AS	2	5	1	4	1	13
		COA	2	5	2	4	3	16
	Retail Management	AS	2	0	2	2	0	6
		COA	2	1	3	2	1	9
CTEWD Division Totals		Associates	450	452	527	550	564	2543
		Certificates	333	263	367	301	353	1617
University Studies	Business & Economics	AA	138	117	135	181	168	739
		Associates	1865	1972	2214	2609	2761	11421
College Total		Certificates	1269	1198	1362	1492	1605	6926

34

5.7   If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and whether they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

We have many students that earn an AS-T in Business Administration. This degree has the potential for providing some amount of job opportunity in business, however, many will need to seek additional education to earn a bachelor's degree or higher. Those students looking to continue their education will likely transfer to San Diego State University, some other CSU location, UC Campus or private universities. Some may choose to transfer out of state. Starting salary for a staff accountant that has a bachelor's degree and less than one year of experience is generally around $45,000. Those with a bachelor's degree with experience exceeding one-to-two years are looking at a salary of $64,000. If students want to go on to be a controller or CPA, they will need a minimum of a Bachelor's degree, specifically a minimum of 30 units in accounting as well as a total of 150 units before taking the CPA exam.

The average starting salary for an attorney in California typically falls between $65,000 - $112,000. For students wanting to exercise this option they will need a four-year degree and additional education must be sought out in law school before taking the BAR exam.

Information beyond what has been provided above is not tracked or known at this time.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1   Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

Currently, support services offered have been adequate to meet our student needs. Cuts that have been proposed or are pending to both tutoring and other services impacted by the pandemic are a concern. Loss of services could potentially have a negative impact on the students and cause further student enrollment decline or cause a loss of both success and retention.

6.2   What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

Before the pandemic, students were utilizing a variety of services at a greater rate including ARC, Library (online and Tech Hall), Tutoring, Writing Center, Assessment & Testing Center financial aid, health services, EOPS, and Department Computer Labs.

Tutoring is a significant resource for accounting students. The accounting faculty distribute information at the beginning of the semester, also included in the syllabus, and encourage students to take advantage of this free service particularly before exams.

The Writing Center is utilized by several Business Communication students. Some students will be sent there by faculty for help on specific assignments, other students use the center voluntarily to assist with papers and assignments as necessary. Utilization tracked by the English Writing Center since 2018 has seen the following:
- Summer 2018 – 1 student
- Fall 2018 – 4 students
- Spring 2019 – 7 students
- Summer 2019 – 8 students
- Fall 2019 – 5 students
- Intercession 2020 – 1 student
- Spring 2020 – 11 students
- Fall 2020 – 17 students

The Assessment and Testing Center is used by both students and faculty.

Faculty will sometimes utilize this as a proctoring service for students who need to take a makeup exam.

Accounting faculty encourage students to use Tech Mall if they do not have access to adequate technology. Another advantage to the Tech Mall, they have technical help available to students if they should need it.

Business communication students are encouraged both the on-campus library and the library's vast online services. This gives students the ability to obtain adequate resources for their analytical report project.

ARC, formerly DSPS, alerts faculty when a student requires accommodations. The number of Business Administration students that use this service vary from semester to semester.

6.3   Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

Support services offered by on-campus support centers such as IT, Instructional Operations, Business Services, Printing, CAPS, Maintenance, and Bookstore are adequately meeting the needs of the department at this time.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

Faculty	Activity/Committee	Year(s)	Value to Student Success
Brian Keliher	Enrollment Strategies Committee	13	Help develop strategies that provide access to students.
	Academic Senate	16	When faculty serve on Grossmont's governing body, it allows for input and feedback, as well as a voice in improving conditions for student success.
Michael Barendse	Tenure Review Committee	4	Helps evaluate faculty members and ensure that they meet the standards set by Grossmont College.
	CalCPA	10+	CalCPA provides members with up-to-date accounting proposed changes and announcements, including expected treatment and expected impact on businesses and their financial statements.
Karen Hern	Faculty Professional Development Committee	1	Ensure workshops offered will help instructors address the needs of students.
	Curriculum Committee	.25	Review, provide feedback on courses that are currently being taught and/or new classes or new class formats that are being introduced to the student population.
	Strong Workforce Project	1	Helps colleges research and establish best practices using evidence to identify strategies to

			improve student outcomes. The ultimate goal is to serve more students with better outcomes.
	Gizmo's Kitchen	.5	Helps students gain food resources when suffering from food insecurities.
	Wiley – Textbook Proofreading	5	Faculty can provide feedback on textbook content, relevancy, accuracy and facilitate a text that relays content in an efficient, organized manner that makes logical sense and can meet the objectives of the class.

7.1   Referring to the above table, what activities contributed most to student success?

All activities mentioned in the table above are important to promoting student success. The impact of each individual item is not measurable but contribute to the positive outcomes of student success.

7.2   Please provide an overall reflection on your department's activity displayed in your table.

The table lists many of the activities and methods in which faculty serve the student population. Our department members are continually seeking betterment through professional development opportunities both on and off-campus. Additionally, their established relationships and collaborations with other departments and committees provide opportunities to increase student success.

7.3   Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes__X__ No ____

Michael Barendse communicates with McGraw-Hill semi-annually to obtain updates on the technology shared by both faculty and accounting students. He shares the information and training with all accounting faculty during the

Professional Development Week meetings twice a year. This is part of the continuous improvement program for the Financial and Managerial Accounting courses.

Additionally, accounting faculty who are CPAs must complete at least 80 hours of continuing education every two years. A minimum of 12 hours has to be completed in technical subject matter such as tax, accounting, and audit; 4 hours must be completed in ethics; 2 hours in regulatory review; remaining hours may be completed in both technical and non-technical subject matter including technology, business management and various software training.

All instructors teaching Business Law are licensed attorneys, and each must complete 30 hours of professional development every three years.

Individual department members have participated in the following:
- Quality Matters Certificate (teaching standards for online learning)
- SDCCD Online Teaching Certificate
- Web Tools Wednesday (weekly workshops sponsored by SD County of Education)
- WebEx Workshop (online meeting application allowing students/instructor to share desktops)
- Canvas training
- Online teaching certifications

SECTION 8 – FISCAL & HUMAN RESOURCES

NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

Fiscal Resources

	FA14	FA15	FA16	FA17	FA18
Earned Enroll	1244	1165	1127	1043	1085
Max Enroll	1543	1593	1443	1493	1492
% Fill	80.6	73.1	78.1	69.9	72.7
Earned WSCH	4680.4	4260.0	4215.0	3927.0	4093.0
Total FTEF	7.82	7.86	7.76	7.65	7.20
Earned WSCH/FTEF	598.5	541.9	543.2	513.3	568.4

	SP15	SP16	SP17	SP18	SP19
Earned Enroll	1279	1234	1170	1157	1149
Max Enroll	1680	1718	1733	1708	1626
% Fill	76.1	71.8	67.5	67.7	70.7
Earned WSCH	4429.0	4285.0	4051.0	4015.0	3989.0
Total FTEF	8.43	7.79	8.26	7.52	7.12
Earned WSCH/FTEF	525.3	549.7	490.4	534.1	560.5

	SU14	SU15	SU16	SU17	SU18
Earned Enroll	223	147	206	168	166
Max Enroll	250	387	285	330	330
% Fill	89.2	38.0	72.3	50.9	50.3
Earned WSCH	794.1	483.2	687.1	576.9	577.0
Total FTEF	1.20	0.87	1.65	1.78	1.13
Earned WSCH/FTEF	661.2	557.3	416.4	323.5	509.1

	FA14	FA15	FA16	FA17	FA18
FT Faculty Count	2.6	2.6	2.6	2.6	2
PT Faculty Count	14	15	15	15	19
Full-Time FTEF	3.62	2.50	2.05	2.10	1.20
X-Pay FTEF	0.27	0.52	0.77	0.92	0.52
Part-Time FTEF	3.93	4.84	4.94	4.63	5.08
Total FTEF	7.82	7.86	7.76	7.65	6.80
FT Percent	49.69%	38.38%	36.31%	39.44%	25.25%
Permanent RT	0.325	0.404	0.404	0.404	0.404
Temporary RT	0.200	0.088	0.200	0.300	0

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

8.1   Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

According to the table provided below, enrollment has dropped off from the prior review to the current term. This drop is being experienced by the entire college and is not specific to this department. Capacity is set based on expected enrollment and availability of large classrooms. The number of sections offered increase and decrease according to enrollment. Typically, if we have low enrollment in a class, the section will be cut so that those students can enroll in another offered section, increasing the enrollment in that section while eliminating a class that is under standard capacity.

The following class offerings have a normal maximum capacity of 50 students:
BUS 110 – Introduction to Business
BUS 120 – Financial Accounting
BUS 121 – Managerial Accounting
BUS 125 – Business Law
BUS 195 – Principles of Money Management for Success

The following class offerings have a normal maximum capacity of 35 students:
BUS 128 – Business Communication

Enrollment, other than the college-wide decline, has been consistent.

8.2   Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Since the prior review, Earned WSCH has decreased more that 12% from 4680.4 to 4093.0. This is largely due to the decline in enrollment and the resulting decrease in sections offered. Class fill rates have been running Sections are cut when there is inadequate enrollment.

Fill rates in class range from 67.5% to 80.6%, with semesters during 2017 to 2019 experiencing between 67.5% to 78.1%. Summers always seem to see lower enrollment. The largest contributing factor, while not specifically identified, can be attributed to students being unable to dedicate the time necessary to complete all of the required homework for classes such as BUS 120 – Financial Accounting and BUS 121 – Managerial Accounting in a consolidated schedule. These classes remain to be offered during the summer due to the fact that they are popular classes and required for the Business Administration AS-T, COA and Business General AS and COA. These classes are also required by many business students in order to successfully transfer into a declared business major to a CSU, UC or private college environment.

8.3.   For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

The department does not receive any Perkins funds. Funds received from the school to operate our department are spent primarily on faculty. The department, overall, does not require special equipment or resources.

8. 4   If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

The department has not received any financial support from outside the college budget.

Human Resources

	FA14	FA15	FA16	FA17	FA18
FT Faculty Count	2.6	2.6	2.6	2.6	2
PT Faculty Count	14	15	15	15	19
Full-Time FTEF	3.62	2.50	2.05	2.10	1.20
X-Pay FTEF	0.27	0.52	0.77	0.92	0.52
Part-Time FTEF	3.93	4.84	4.94	4.63	5.08
Total FTEF	7.82	7.86	7.76	7.65	6.80
FT Percent	**49.69%**	**38.38%**	**36.31%**	**39.44%**	**25.25%**
Permanent RT	0.325	0.404	0.404	0.404	0.404
Temporary RT	0.200	0.088	0.200	0.300	0

8.5   Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

Faculty staffing dropped between Spring 2015 and Spring 2018 semesters with the retirement of Judy Zander and departure of Nate Scharff. The department added one full-time faculty in Fall 2019, increasing full-time faculty from 2 to 3. Michael Barendse and Karen Hern are experts in accounting and finance. Brian Keliher is the expert in both law and business communication. The adjunct pool is also extremely qualified in the areas of their discipline. The table above indicates that the number of adjuncts has increased by 4, from 14 to 19, since the prior review.

8.6   Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

Part-time vs. full-time ratios:

The full-time percent of total FTEF for the department has fallen from 49.69% in Fall 2104 to 25.25% in Fall 2018. The retirement of Judy Zander and departure of Nate Scharff had the largest impact on this decrease. Decreased enrollment throughout this period led to a reduced number of sections being offered. Due to the decreased FTEF, the number of sections being taught by PT faculty has outnumbered the ones taught by FT faculty, this lowering our FT% of total FTEF

for Fall 2014 and beyond

8.7   If staffing levels are not adequate, give a justification of your request for
        increased Full Time faculty based on how this position would contribute to basic
        department function and/or the success, retention and engagement of students in
        the program.

        Full-time faculty numbers had fallen, as mentioned prior, between Spring 2015
        and Spring 2018. The loss of two FT faculty led to a FT faculty position becoming
        available in Spring 2019. Fall 2019 we hired one full-time faculty position. No
        further vacancies needed to be filled due to decline student population. Due to
        the reduced number of full-time faculty, the number of sections taught by PT
        faculty outnumbered the classes taught by FT faculty, thus impacting our FTEF
        numbers from Fall 2018 forward.

8.8   In the table below, list non-faculty positions that are responsible to your program
        (by title rather than by individual name). This list should include classified staff
        as well as work study and student workers.

        The department has no classified staff, work study, or student workers. Individual
        faculty members who have 45 or more students in a section are awarded
        Teaching Assistant hours. These TA's are responsible to the individual faculty
        member, not the program.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1   Summarize program strengths in terms of:
- Outreach
- Engagement
- Retention

We are and continue to be:
- A community of instructors that work together effectively and efficiently
- Comprised of faculty working in the business environment, practicing what we teach
- Faculty who employ decision-making processes that include all affected
- Current with advances in digital technology
- Providers of ongoing training (accounting faculty)
- One of the most cost-effective departments in the division
- Award the highest rate of AS-T degrees and COA in the division and one of the highest rates of AS-T degrees and COA in the college

9..2   Summarize program weaknesses in terms of:
- Outreach
- Engagement
- Retention

We are and continue to be:
- Vulnerable to changes in articulation with SDSU and other colleges.
- In need of a computer lab for BUS 128 – Business Communication.
- In need of adequate capacity in the next couple of years dependent on how the remodel of buildings 51/55 move forward.

9.3   Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

At the time of this writing, there are no expected increases or decreases in full-time faculty. Adjunct changes will take place as needed.

The number of class sections offered is heavily dependent on the overall economy and how it affects state budgeting both for tax revenues and revenue shortfalls.

9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

1. Continue to assess and revise SLOs.
2. Review PSLOs and how they will be assessed and aligned with upcoming guided pathways.
3. Continue training for online and hybrid resources.
4. Increase and improve the use of technology in the classroom, both online and on-campus.
5. Continue to assess and improve strategies to increase success rates of minority students.
6. Increase tracking of student utilized resources.
7. Research possibility of bringing VITA program to Grossmont College campus by Spring 2022.

APPENDICES

Please follow these instructions when gathering appendices information.

Please place tabs in front of each appendix with the appendix # and title. Please paginate the appendix as well, continuing the page count from the rest of the report.

1. Grade Distribution Summary

2. Enrollment Data

3. Student Retention and Success Data

4. Checklist Documentation (SLO, Articulation Officer, Library)

5. Answer to committee follow up questions. This step is completed *after* the committee reads your report. Add your answers to the digital copy of your report, and email a digital copy to the Program Review Chair.

Grade Distribution Summary

BUS--Outcome by Term
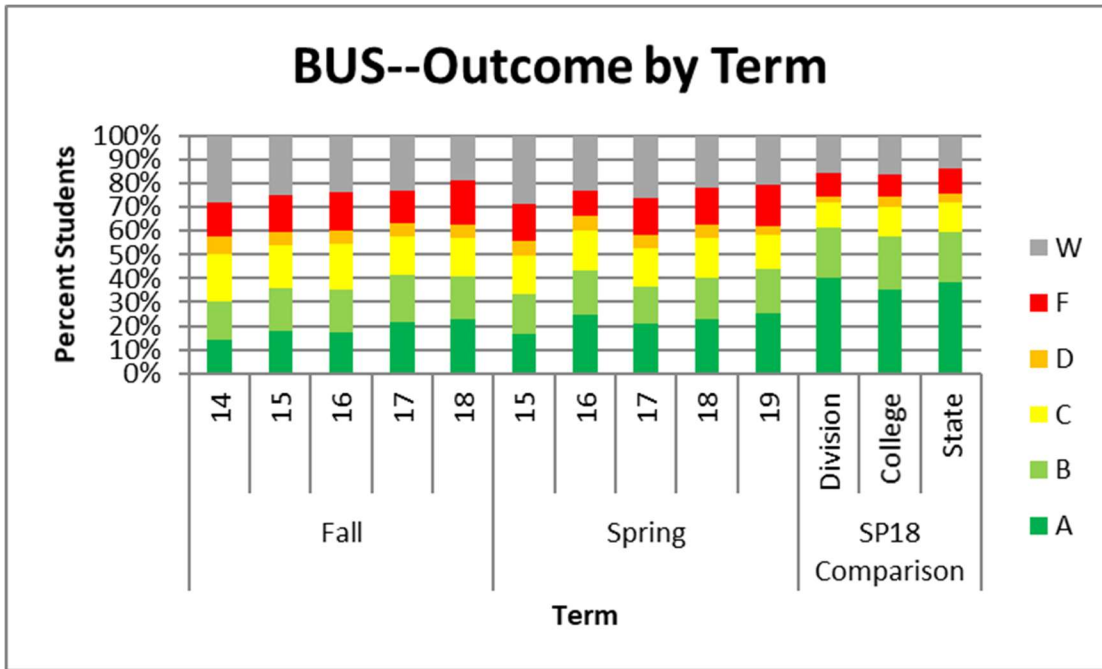
In the prior five years, the accounting department has witnessed an upward trend in student success. This can be attributed to multiple factors. First, publisher tools and resources that are both available and utilized for face-to-face and distance education have improved and are being applied to all accounting classes consistently. Second, the current full-time and adjunct faculty are comprised of individuals with multiple years of experience directly in the accounting industry and are also experienced instructors.

The department meets each semester to discuss the stated learning objectives as well as any data that may reflect areas of potential or necessary improvement. It has been found that students are meeting the SLOs at acceptable rates and within the SLO standards set.

BUS--Outcome by Course, Fall

A stacked bar chart titled "BUS--Outcome by Course, Fall" showing Percent Students (0% to 100%) on the y-axis and Course (110, 120, 121, 125, 128, 152, 195) on the x-axis. Legend categories: W (gray), F (red), D (orange), C (yellow), B (light green), A (green).

BUS--Outcome by Course, Spring

A stacked bar chart titled "BUS--Outcome by Course, Spring" showing Percent Students (0% to 100%) on the y-axis and Course (110, 120, 121, 125, 128, 195) on the x-axis. Legend categories: W (gray), F (red), D (orange), C (yellow), B (light green), A (green).

Most students that enroll in the above noted classes are business administration or general business majors. The emphasis they choose may not be available at time of enrollment. Additionally, most students that are enrolling in these classes have the intention of transferring to a four-year university in order to fulfill the requirements to earn a Bachelor of Arts or Bachelor of Science degree. It is important to note that Bus 121, Managerial Accounting, has a prerequisite. Students are not allowed to take Bus 121 before taking Bus 120, Financial Accounting.

Bus 110, Introduction to Business, has noticeably lower retention rates. It is unknown the exact cause, however, due to the fact that this class is not a requirement

for an associate's degree for Business Administration, it may be considered optional or unnecessary. Business 152 shows lower success compared to some of the other business classes. Due to the fact that Bus 152 has not been offered in the prior three years, it is hard to speculate what the challenge may be with success rates in that class. Bus 120 is a four-unit class. In many cases it is a hybrid or online only. Given that this is most students first experience in accounting, it may be more difficult or time intensive
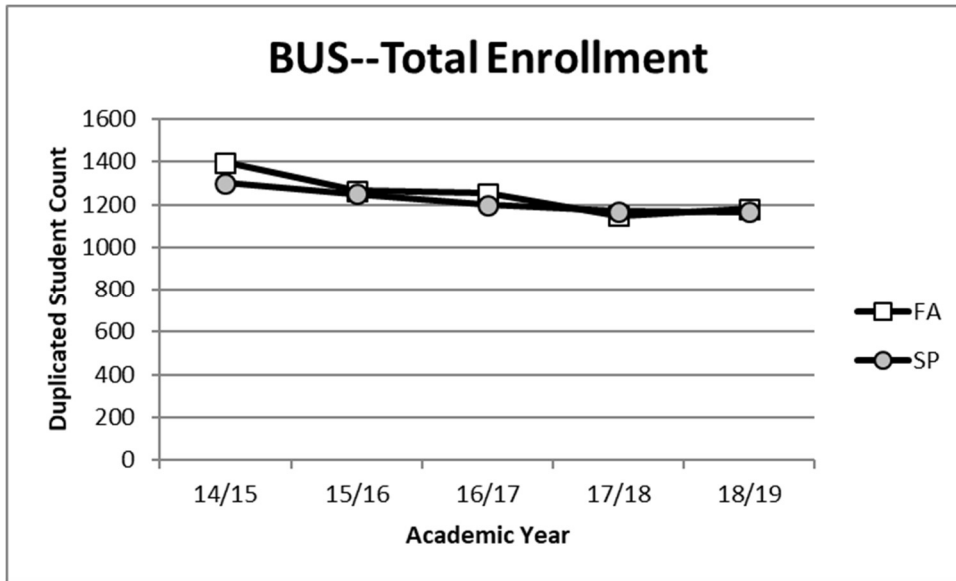
Enrollment Data

Disaggregated Enrollment Data

BUS--Enrollment by Age

BUS--Enrollment by Ethnicity, Hispanic & White
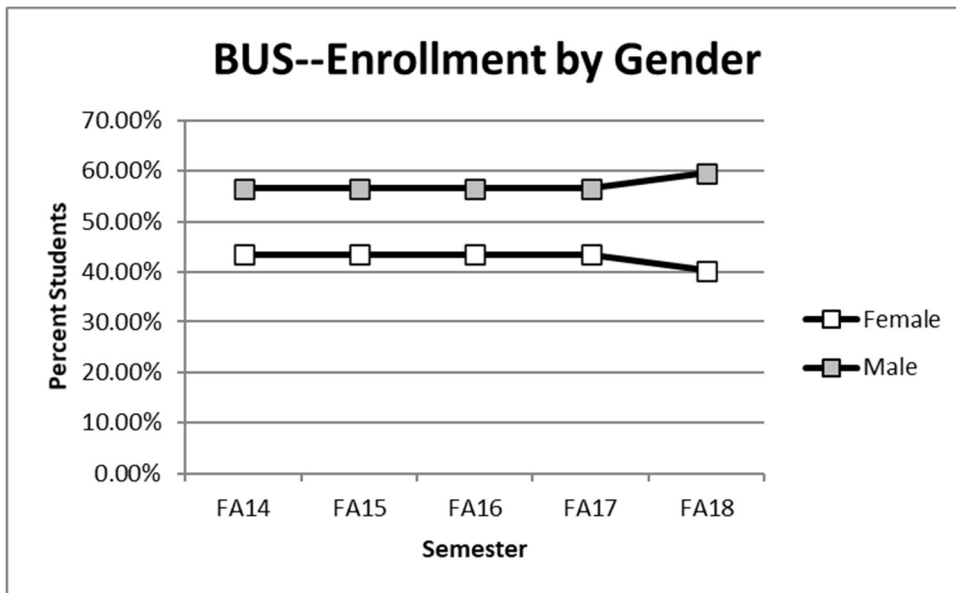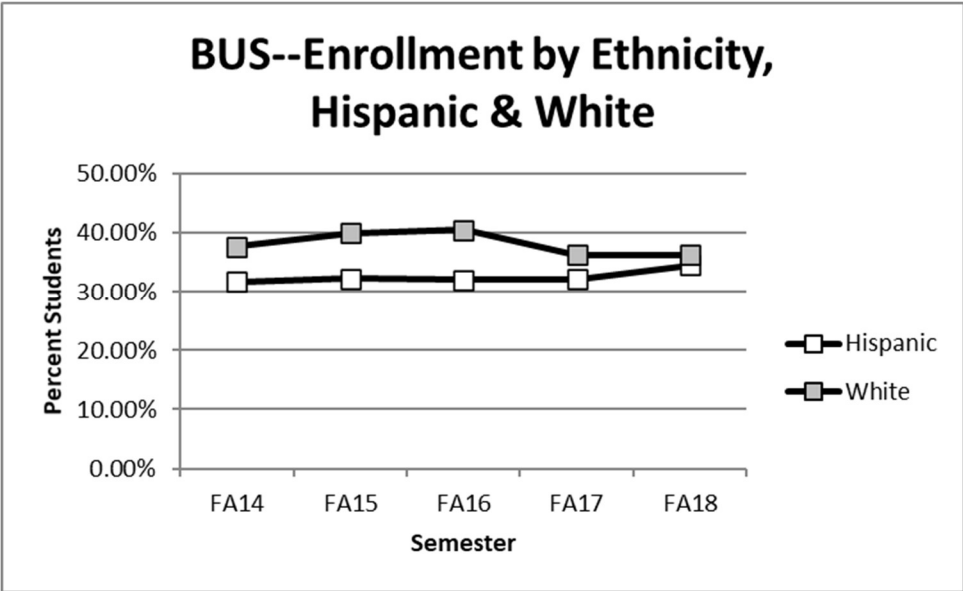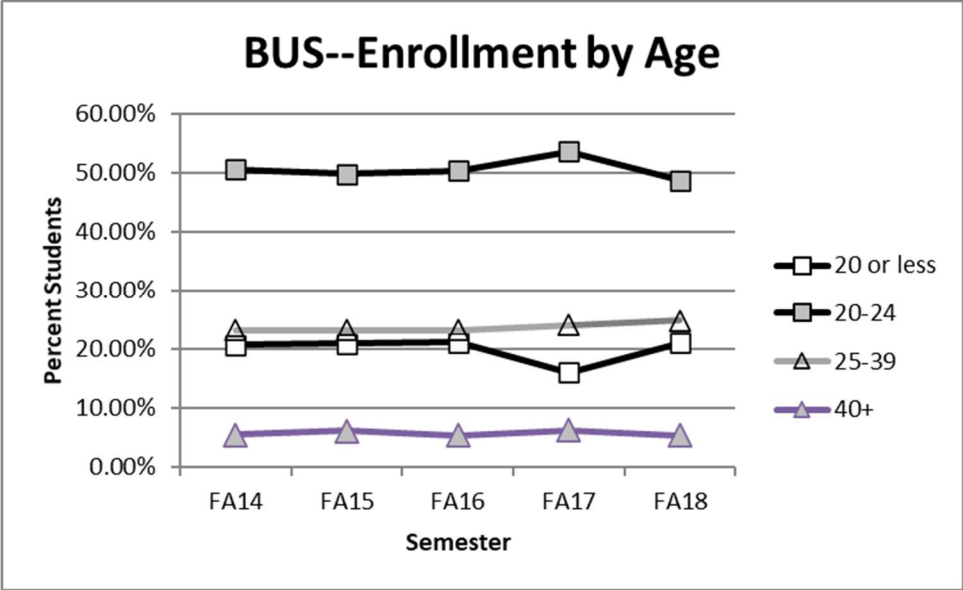
BUS--Enrollment by Ethnicity, Other
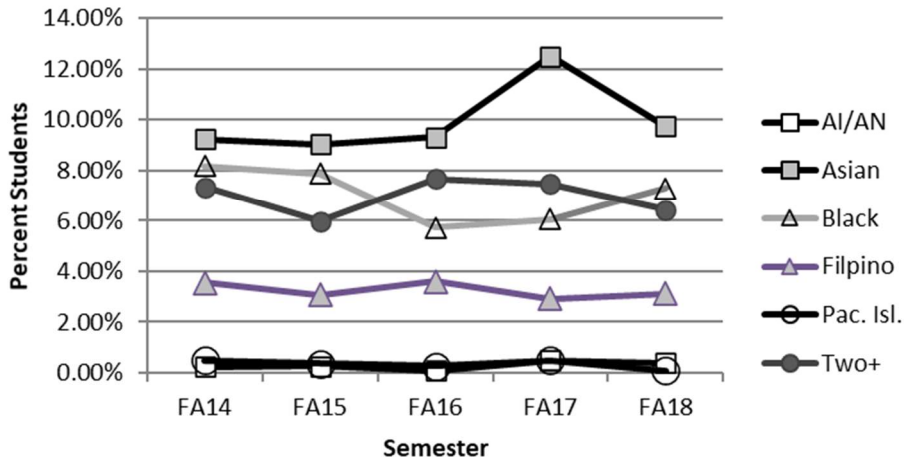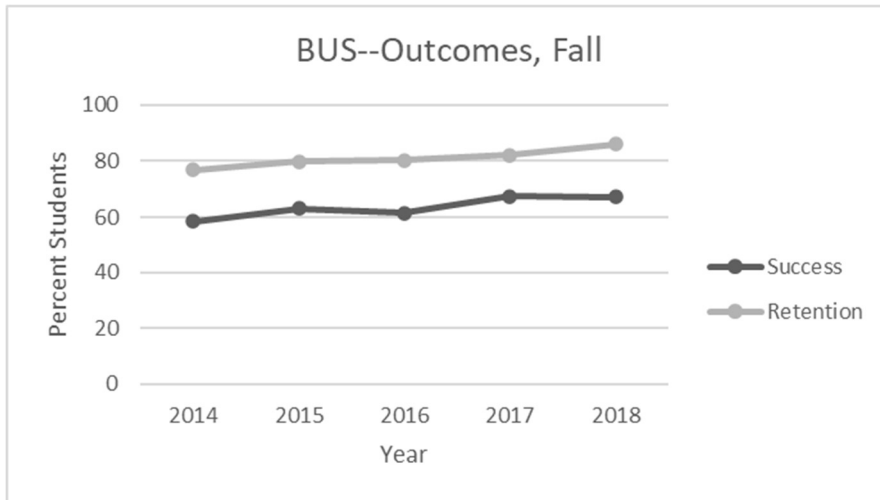
Appendix III

College 5-YR Averages: Success 69% and Retention 84%
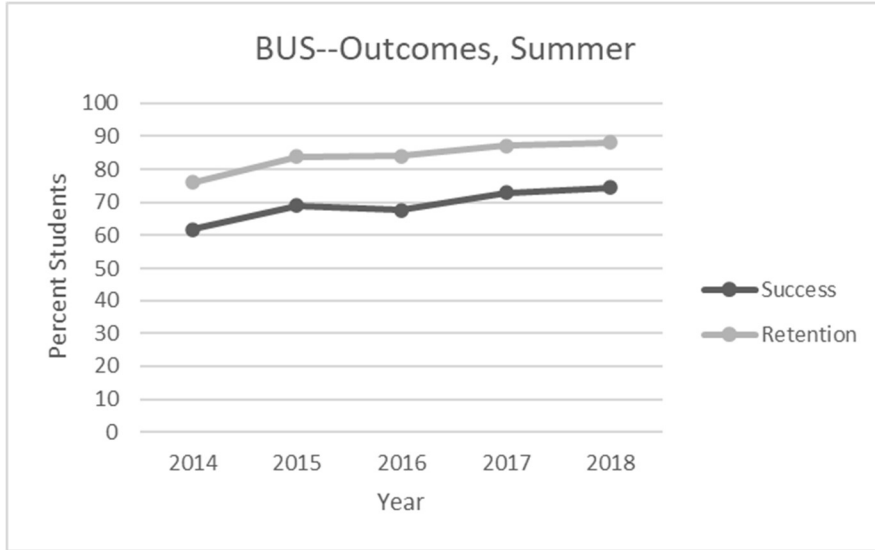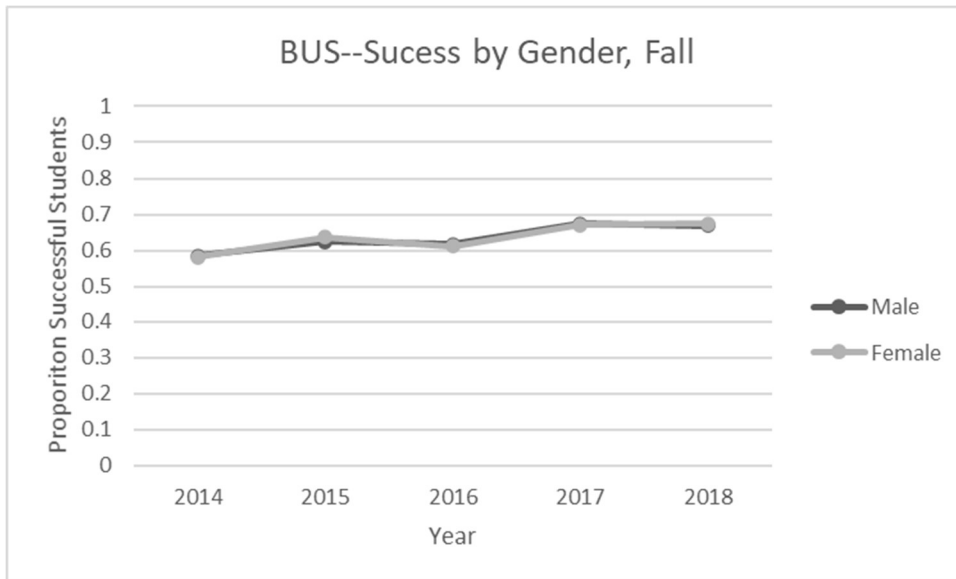College Targets: Success 75% and Retention 85%

▪▪

All Students: Fall

All Students: Spring
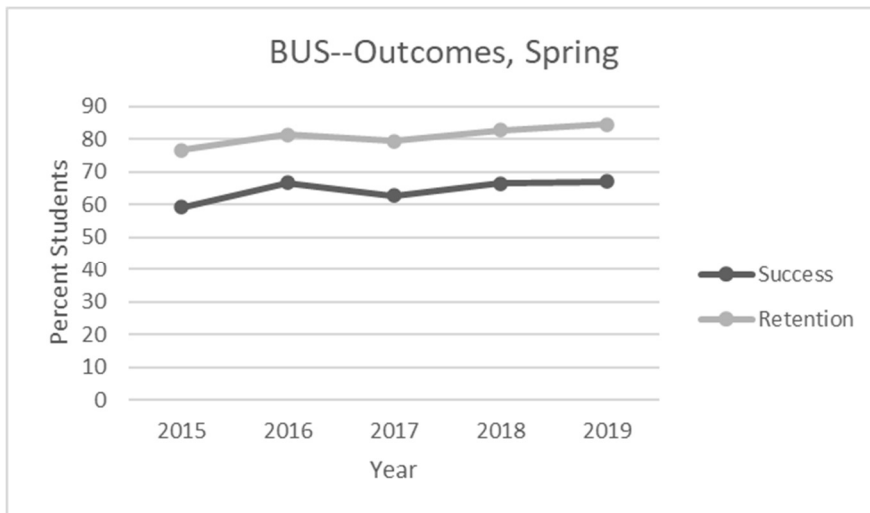
All Students: Summer

BUS--Outcomes, Summer

Student Success & Retention, Disaggregated

BUS--Sucess by Gender, Fall

BUS--Success by Age Category, Fall

BUS--Success by Ethnicity, Fall
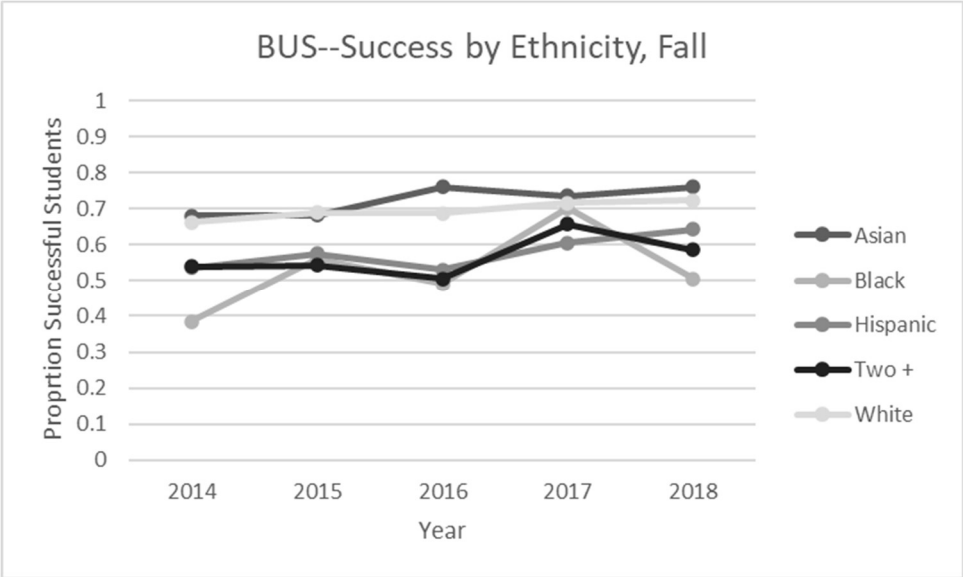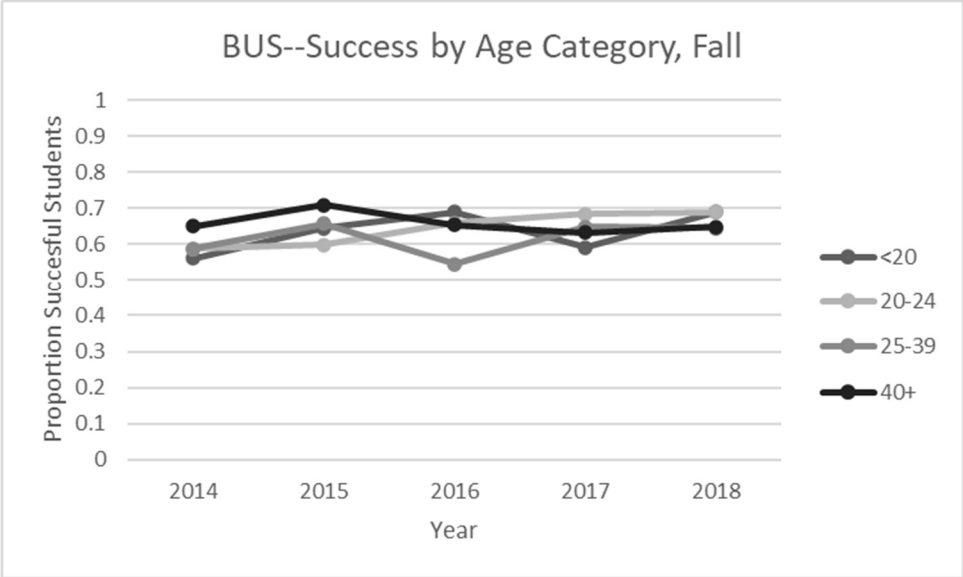
BUS Program Review letter - SLOs

Felicia Kalker <felicia.kalker@gcccd.edu>

Tue 4/6/2021 10:09 AM

To: Joyce Fries <Joyce.Fries@gcccd.edu>; Kelly Menck <Kelly.Menck@gcccd.edu>
Cc: Karen Hern <Karen.Hern@gcccd.edu>

🔗 1 attachments (149 KB)
SLO Report - Four Column-3.pdf;

Hi,
This email is to confirm that the Business Administration department is current with conducting assessments of Student Learning Outcomes.

While a few of the course results indicate that there is room for improvement, most of the results seem satisfactory. This department, just like most departments across the College, indicates no changes are necessary when results are satisfactory. However, students could benefit if the department is willing to begin trying additional assessment methods (in some cases only multiple choice questions are used), and to focus now on "closing the loop" by integrating improvements or subtle changes that might increase the overall success rates in courses.

All in all, over the past few years, given our campus culture, it is noteworthy that they have stayed on a regular schedule and are looking at student outcomes.

The full report is attached for your reference.

Felicia Kalker
SLO Coordinator

Appendix IV

Date: October 20, 2020

To: Karen Hern, Business Department Faculty

From: M. Denise Aceves, Articulation Officer

Re: Business Department • Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a "sending" campus that are comparable or acceptable in lieu of specific course requirements at a "receiving" campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, Business courses at Grossmont College are well-articulated. All formal articulation with our 4-year public education partners can be found at *ASSIST.org*, which is the public articulation repository available to current and potential college students. Please note that ASSIST.org is being updated and articulation agreements may display partially updated information.

All courses in this discipline are transferrable to the CSU and several have qualified as transferable to the UC. All courses that have received transferability are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department and major with specific CSUs and UCs can be found on *ASSIST.org*.

Locally, our public 4-year educational partners include: San Diego State University (SDSU), California State University San Marcos (CSUSM) and the University of California, San Diego (UCSD). Articulation with the San Diego State Business Department is robust, and Grossmont College's Business courses have attained course to course articulation by department and major(s). SDSU is in the process of updating ASSIST and information will be available soon, for now SDSU TAP maybe used. Similarly, the Business department also has course to course articulation by department and major preparation with CSUSM. Lastly, UCSD added a minor in Business and the articulation is almost complete. A single course remains to be articulated. It will be reviewed by Curriculum this year and submitted to UCSD upon approval via the local curriculum process. The Business department is encouraged to review their course to course articulations with the other CSUs and UCs on *ASSIST.org* and work with me, the Articulation Officer, to develop new

articulations.

The Business Department has successfully offered the [Business Administration (AS-T)](#) at Grossmont College since the 2013-2014 academic year, in compliance with Senate Bill 1440. To this end, the Business Department has worked collaboratively with the Curriculum Committee, Instructional Operations and the Articulation Officer to establish the Business AS-T. Recently, the department has worked on the Course Outline of Record (COR) for BUS 110 and 128 in response to C-ID. The will be completing the Grossmont College curriculum process in this cycle, which will allow for resubmission of the course outlines. Additionally, it will expedite our ability to comply with the requirements of the newly approved Business Administration AS-T TMC.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in Business. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- **[The Course Outline of Record: A Curriculum Reference Guide Revisited](#)**
- **[Guiding Notes for General Education Course Reviewers](#)**
- **[Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9](#)**

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

Library Resources for Business

Books
The library Business area is comprised of books within the call number area of HF5001-6182 and also HG1-9999. Currently there are 2949 electronic books and 540 physical books, for a total of 3489 books.

There are also two online reference book collections which contain a large number of entries related to the field of Business. These collections, or databases, are called *Gale Virtual Reference Library* and *Credo.*

Books are purchased using a complex allocation formula to ensure that departments get their fair share of the year's (19/20) $53,678.00 annual library book budget. The allocation formula allows for a book budget of $939.89 in Business this past year.

NOTE: All *electronic* materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals
Most of the Business periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

The library subscribes to a number of multidisciplinary periodical databases, all of which contain thousands of articles related to Business - including Academic OneFile, Academic Search Complete, and Gale's General OneFile.

In addition, the library offers specialized databases in Business – notably *Business Source Complete* and *Entrepreneurship*.

Media
The library makes available four streaming video databases that cover all subject areas; for example, the electronic databases 1) *Films on Demand*: Master Academic Collection, 2) *INTELECOM* (video clips), 3) *Kanopy* (documentaries), and 4) *Swank*. The video material in these databases is readily available electronically 24/7, without ever having to come to the library. Therefore they work well as a complement to classroom presentations, and can usually be easily inserted into Canvas.

September 2020, by Patricia Morrison, Librarian, Grossmont College

PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

The committee recommends <u>maintaining</u> this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:
1. Having the highest number of degrees and certificates awarded by any department at the college
2. Having a high WSCH/FTEF consistently averaging over 500
3. Implementing curricular changes, including making ENG 110 a prerequisite for BUS 128 and submitting courses for CID approval
4. Having high success rates in distance education courses, at times higher than face-to-face courses

Committee recommends the following:
1. Complete professional development and implement the latest practices in improving equity and student success with equitable outcomes, such as transparent assignment design, as well as evaluating time spent in and out of class by students and how assignments contribute to learning
2. Student Learning Outcomes:
   a. Analyze SLO data more deeply to make informed decisions on how to improve teaching and learning
   b. Look at models of departments (History, ESL, Math) that are successful in SLO data utilization and adopt one that matches your program structure
   c. Enter data into Nuventive Improve (formerly TracDat)
3. Investigate possible OER resources to reduce costs to students
4. Investigate strategies to engage students in on-campus and off-campus activities such as a student "Business Club," community service-learning opportunities, or programs such as Volunteer Income Tax Assistance

_____   _____   _____
College President   Program or Department Chair   Academic Program Review Chair

BUSINESS ADMINISTRATION

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2014-15	80.6	598.5	76.1	525.3
2015-16	73.1	541.9	71.8	549.7
2016-17	78.1	543.2	67.5	490.4
2017-18	69.9	513.3	67.7	534.1
2018-19	72.7	568.4	70.7	560.5