



BUSINESS TRANSFER PROGRAM
Comprehensive Program Review

July 30, 2005

Review Prepared by: Richard S. Claire

Reviewed by Paul Roscelli and Ron Trugman



COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse background achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PART A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

A comprehensive program review was completed in August of 2002 however it was not submitted for approval because of the Academic Senate's desire to review the entire program review process. All program reviews that had not been assigned to a curriculum committee review body were suspended. The Business Transfer Program Comprehensive Review was one of the unassigned programs and therefore was suspended.

The major goals established in the 2002 review and the progress made toward accomplishing them are as follows:

- a. Improve overall enrollments in the transfer program.

We have not been successful in attracting more students to the Business Transfer Program. In reviewing enrollment data for the last 10 years, there is a high correlation between the decline in the institution's G.E. transfer enrollments and the decline in the Business Transfer enrollments. This decline and recommendations to improve enrollments in the program will be discussed in the "new goals" section of this review.

- b. Maintain articulation of all Business Administration lower division core requirements courses with CSU, UC, and private universities.

The program has maintained the articulation of the curriculum with the CSU, UC and private universities with one exception that will be addressed in Part B.

- c. Bring technology into the classroom by obtaining up to date computer and presentation hardware and software.

We have added two new smart classrooms since 2002 which has enhanced our ability to use up to date technology in our teaching methods. The technology in these classrooms along with existing technology already in place has allowed faculty in both accounting and economics to utilize PowerPoint to improve presentation in their lectures and Aplia online software to help monitor student progress.

- d. Establish a Business Transfer advisor position to advise students in the business transfer program.

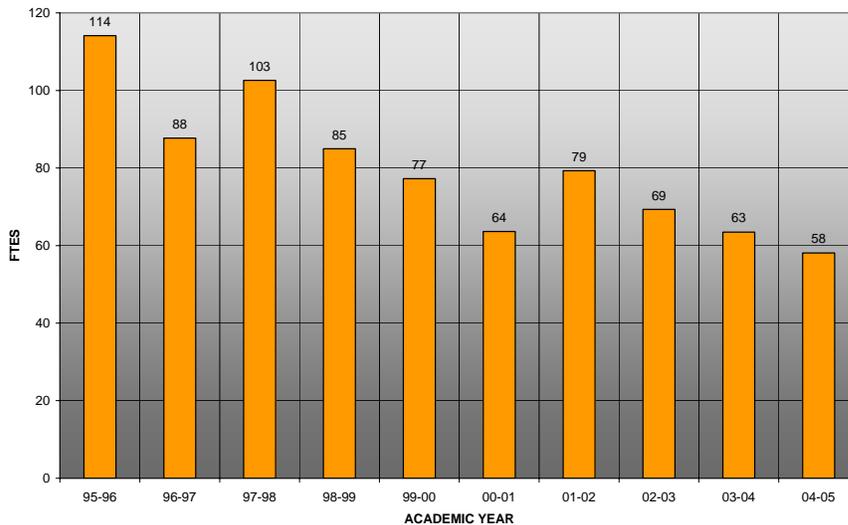
The Department felt that the success of the CSM advising position, which is staffed by an accounting faculty member, would be helpful in improving enrollments in our programs. In addition, at the first meeting held on the college's strategic plan, students suggested that advisors in specific majors would be a great benefit to them. This suggestion was not implemented.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offers, and priorities of the College and District

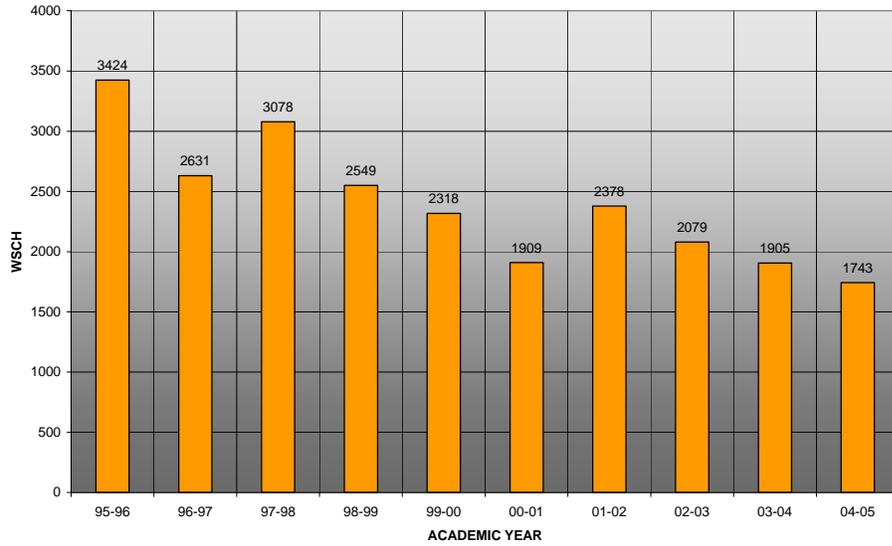
Goal A: Increase the enrollments of the Business Transfer Program:

In order to develop strategies to achieve this goal we need to fully understand what has happened to the enrollments in the program. A 10 year analysis of enrollment data, course offerings, retention rates and other pertinent factors were evaluated. The most revealing statistics in the analysis were the very large decline in FTES and WSCH from the 1995-1996 to the 2004-2005 academic year. During that time period FTES declined 44% from 114 to 58. WSCH declined 49% from 3424 to 1742 (see appendix A).

BUSINESS TRANSFER CORE-FTES

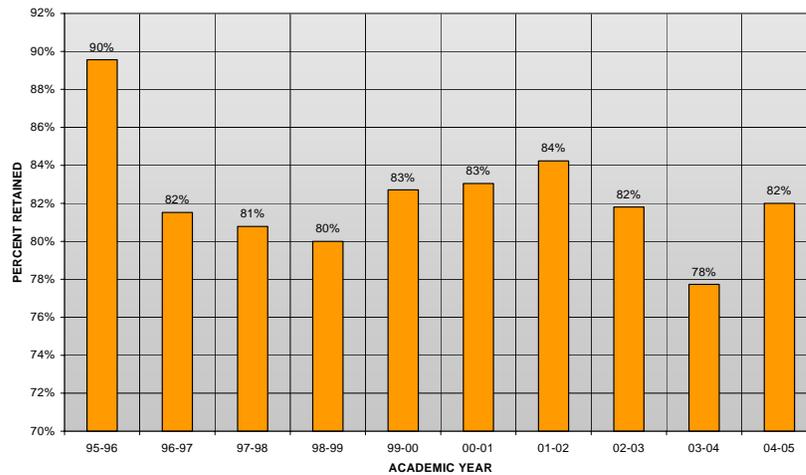


BUSINESS TRANSFER CORE-WSCH



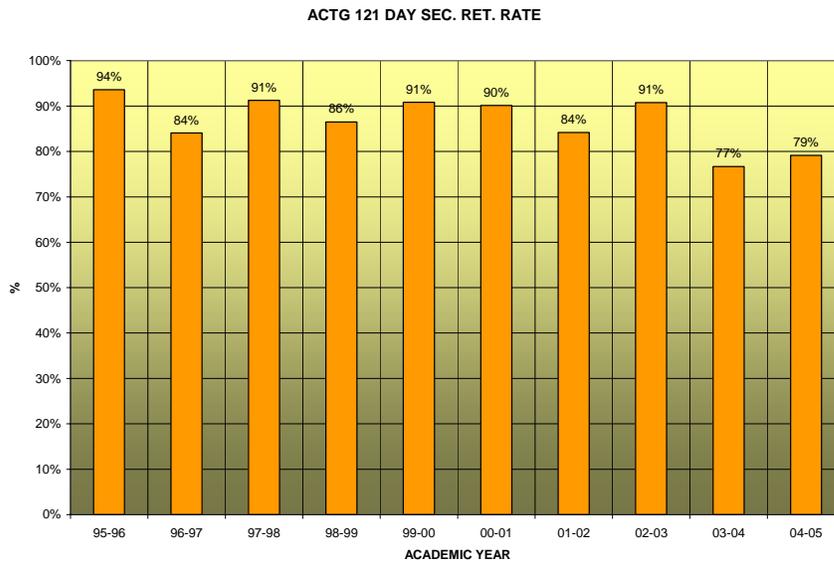
To understand whether the large decreases in FTES and WSCH were caused by a structural flaw in the program, retention rates and course scheduling were examined. Retention rates in the program varied from a high of 90% to a low of 78% with an average of 82% though the time period analyzed. The retention rate for the same group of lower division core business courses at California State Universities is 58%.

BUSINESS TRANSFER CORE-RETENTION RATE



In a joint study conducted by the AICPA and the SJSU Accounting and Finance Department it was found that the key reason for the high drop rate in the Business Program at CSU system universities is the inability of students to complete Financial Accounting. At the California State Universities the retention rate has averaged 48% in this one course.

To determine if we experienced the same problem as the CSU system institution, we analyzed retention rates in the day sections of Financial Accounting only. We reviewed the day sections because 98% of our transfer students are in those sections. Through the 10 year review period our retention rate in the day sections of Financial Accounting has averaged 87%. This high retention rate has helped maintain the overall high rate of retention for the Business Transfer Program core courses.



The second factor which impacts enrollments in the Business Transfer Program is scheduling. There are three components to scheduling that can have a negative effect on the Program.

1. The first component is how many day sections of Actg 121 (Financial Accounting) are offered each semester. Actg 121 is the gateway course to the program and therefore, any reduction in the number of day sections offered each academic year in the course has serious effects on enrollments in the entire Business Transfer Program.

Prior to and including the academic year 1995-96, 4 day sections of Actg 121 were offered, 2 sections in the fall and 2 sections in the spring semesters. In the base year (1995-96) a total of 108 students were enrolled at 1st censuses. That schedule was repeated in the 1996-97 academic year with a drop in enrollments to 77 students at 1st censuses.

Beginning in the spring of 1998 the division made a decision to offer only 3 day sections of Actg 121 per academic year because of the prior year's reduction in day enrollments in the course. That pattern continued until the 2000-01 academic year when the division further reduced the number of day sections per academic year to 2. The 50% reduction in the number of day sections of Actg 121 further reduced the number of students entering the Business Transfer program to an average of 56 students per year.

As noted, a reduction in enrollments in Financial Accounting affects most of the other business core transfer courses. As an example, enrollments in Actg 131 (Managerial Accounting) were dramatically affected when the division reduced the number of day

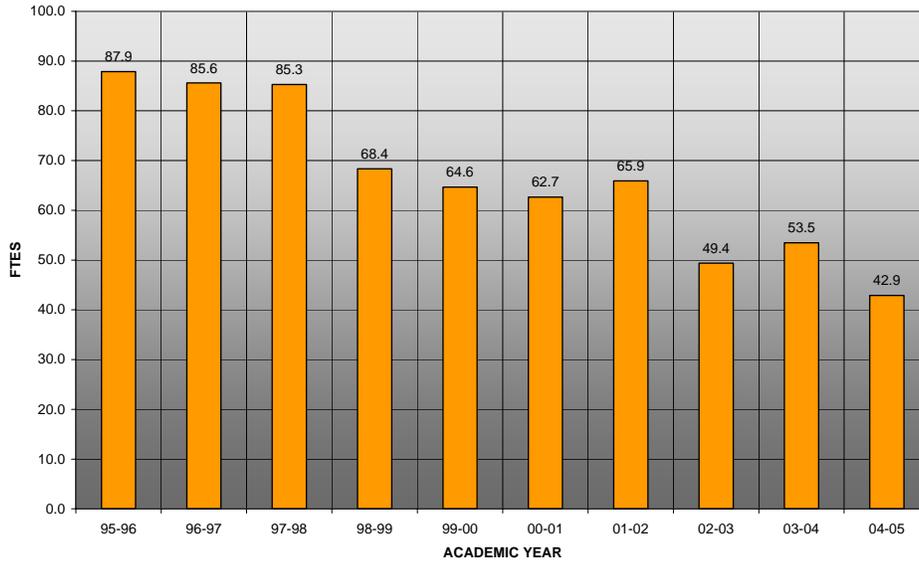
sections of Actg 121. Prior to the reduction of sections of Actg, 121 offered each semester, the enrollments in Managerial Accounting averaged 72 students per academic year. When the sections of Actg. 121 were reduced to 2 per academic year, the average enroll in Actg 131 dropped to 34 students per year. Because of low enrollments in Actg 131 the division started offering the course during the day and evening in alternating semesters. Many full time students opted to attend the College of San Mateo to finish their transfer requirements because they could not take Actg.131 during the day.

2. The second component concerns conflicting course scheduling within the program. During the time period examined, we noted that courses needed by students in the program (such as statistics and calculus for the Social Sciences) were often offered at the same time making it impossible for the students to complete the program in 2 years.
3. The third component is intuitional scheduling. Because we are a small college, it is difficult to develop a coordinated schedule that reduces course conflict. The G.E. core offerings have become more coordinated over the last 4 years, however, the Business Transfer Program core offerings sill are conflicted with the G.E. core courses.

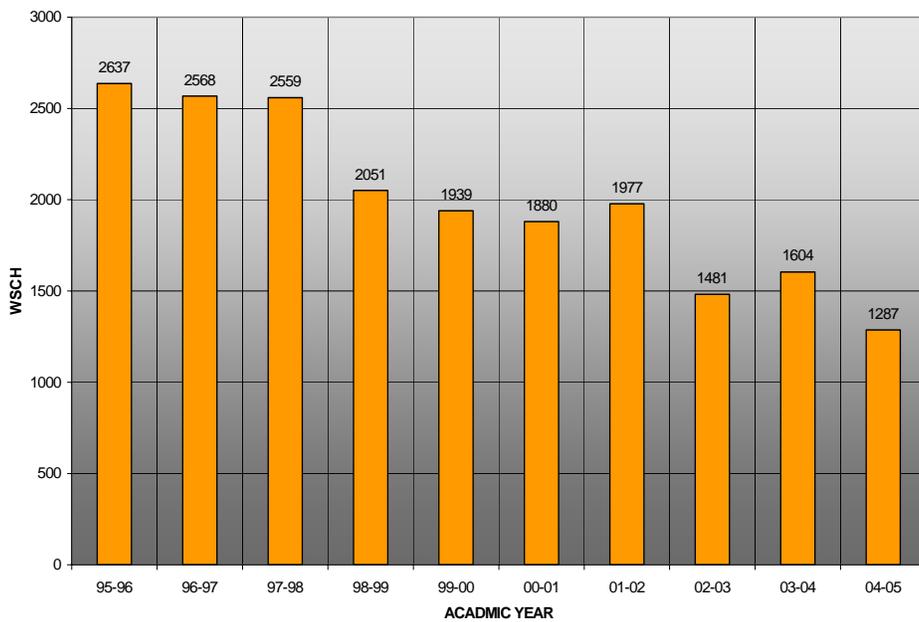
Although scheduling has had a detrimental effect on enrollments in the program, the high retention rates in key core accounting and business courses has somewhat mitigated that effect. In addition, we have maintained articulation with CSU, UC and Private Universities for all of our business core transfer courses. From the analysis, we have concluded that the overall Business Transfer Program does not suffer from any structural weakness. We do believe however, that we need to offer Actg. 121 twice and Actg. 131once during day each semester to increase enrollments in the overall program.

The college's recently completed strategic plan recognized the fact that the transfer program at Canada College is on a decline and recommends action be taken to strengthen all transfer programs at the institution. We believe a strong a correlation exists between the decline in the Business Transfer Program enrollments and the drop in enrollments in required G.E. transfer courses. It is obvious to us that the drop in business transfer enrollments is linked to the overall decline in the population of transfer students that our college attracts. To test this hypothesis, we selected three key G.E. courses and looked at their enrollment trends. The results indicate that, during the same time period, the FTES and WSCH in the key G.E. transfer required courses declined by 51%.

G.E. CORE FTES

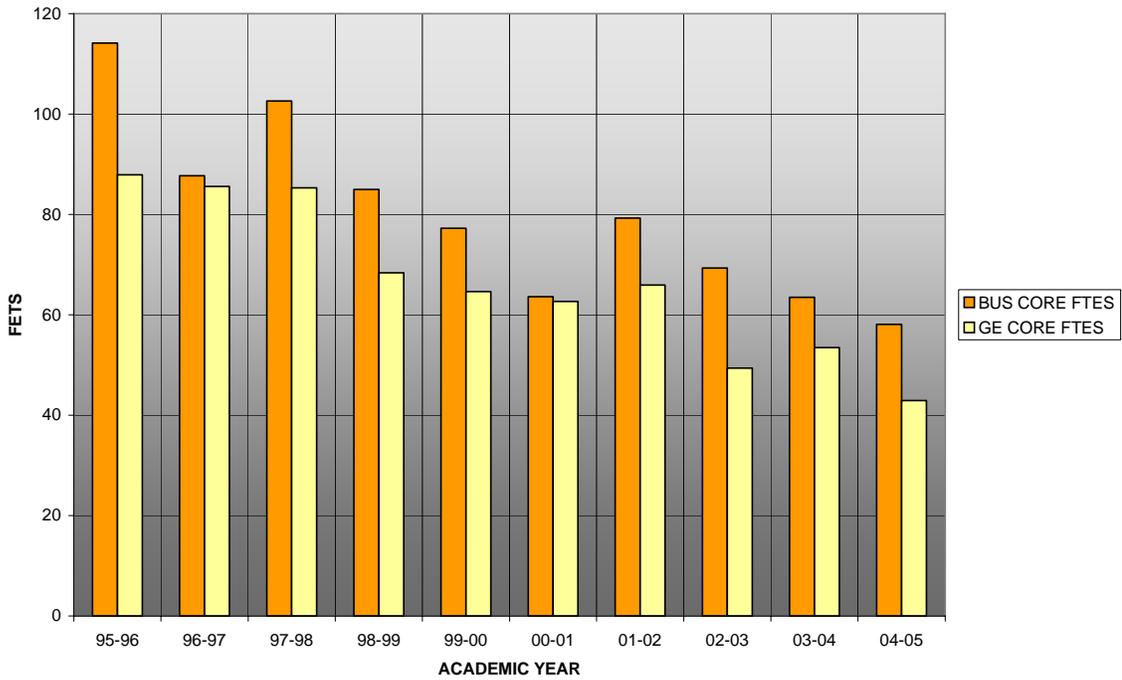


G.E. CORE WSCH

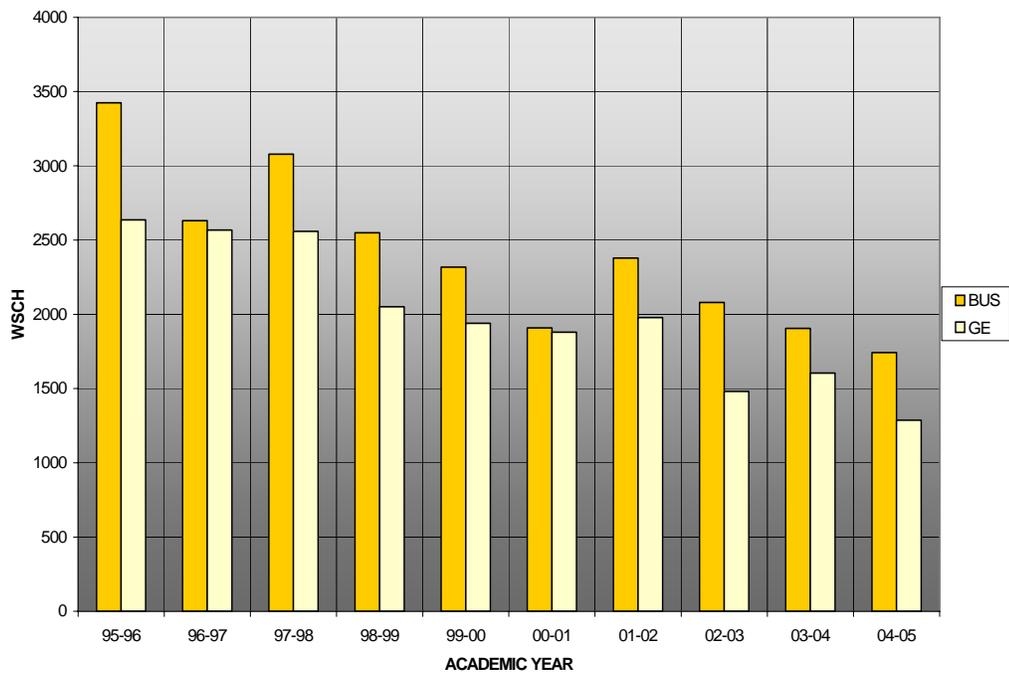


If we compare FTES and WSCH between the two programs the results reveal that as the G.E. transfer core declined so did the Business Transfer Program although not as dramatically due the fact that Actg 121 and Actg 131 are also required for Workforce Development Programs.

BUS CORE VS GE CORE FTES



BUS CORE VS GE CORE WSCH



From the analysis, it can be concluded that beginning in the academic year of 98-99 enrollments in the G.E. transfer program started to decline. The Business Transfer

Program followed that decline. This indicates that there is a correlation between the Business Transfer Program and the G.E. Transfer Program.

To date, no specific plan of action has been formulated to address the issues raised in the college's strategic plan. In the absence of an institutional plan of action, the Business Transfer Program will continue to decline as the enrollments in the G.E. core courses decline.

Recommended strategies to increase enrollments:

In order to increase enrollments in the Business Transfer Program, the professors of the program recommended that the following actions be taken:

1. At the institutional level, strategies must be developed to implement the major recommendations of the strategic plan to increase all transfer enrollments. The developed of a coordinated marketing effort to increase enrollments for all transfer programs should be a high priority.
2. Establish a Business Advisor position (similar to the position at the College of San Mateo) to advise all business majors. The advisor must be a business professor who has a broad background in both the transfer program and Business Workforce Development programs.
3. Greater coordination efforts needs to made between both required business transfer and G.E. course offerings so that students can develop a non conflicting coordinated schedule that will allow them to transfer within 2 years.
4. Develop a strong relationship with SFSU business program offered on the college's campus. A full time business_professor needs to be assigned this task.
5. Inform members of the community of the unique advantage the above partnership gives them to finish a B.S. degree with a minimum commute.
6. The facilitation of an on going recruiting effort by the transfer core professors needs to be established with our feeder high schools. This effort should be directed not only at the general high school student population but also at the AP and IB students.
7. It is imperative to the success of the program that 2 day sections of Financial Accounting (Actg 121) and 1 day section of Managerial Accounting (Actg 131) be offered each semester. Without this recommendation being implemented we will not be able to grow the program and our students will not have the opportunity to complete their transfer program at Cañada College within 2 years. We believe that students need to be assured that they can take all the required business transfer core course within a 2 year time frame or they will enroll at other colleges that do offer this opportunity.

We have noted that during the time period analyzed other departments were and continue to be allowed to offer elective (non core requirement) courses with no greater or lesser rate of efficiency than business core courses. We must be given the same opportunity as other departments to offer business core courses to give students scheduling choices or we will lose them to colleges that do offer a full day program of business transfer courses.

Goal B: Update curriculum in all Business Transfer courses as required to maintain articulation with CSU, UC and Private Universities.

It is important that full time business professors review the CSU required course content of all transfer business core courses at least once every two years. Where required, changes need to be incorporated in our curriculum. Of immediate concern is Bus. 103 (Introduction to Business Computer Systems). The content of this course needs to be reviewed and updated so that it can be fully articulated with CSU system universities.

Goal C: Maintain high retention rates in all Business Transfer Core Courses.

As noted above, the key to overall high retention in the Business Transfer Core Courses is to maintain a high retention rate in Financial Accounting. While we have been very successful in the last ten years, we must continue a strong effort in this area as well in all Business Transfer Core courses or face declining enrollments.

Goal D: Establish a partnership with the ESL Department and facilitate the matriculation of ESL students into the Business Transfer Program.

A study was made a number of years ago to determine how many ESL are moving into the transfer program. The results indicate that the number of ESL students entering the transfer program was very low. The professors of each program need to develop strategies to increase the number of ESL students entering the transfer program.

Goal E: Continue to improve the technology in the classroom.

New hardware and software are continually being developed. It is important for the program to maintain and improve equipment and software in our smart classrooms.

Contribution to the Mission of the College and the District:

The College's mission states that part of its mission is to provide "quality instruction in transfer.....courses". The mission of the program is to provide the opportunity to all students to complete the required Lower Division Business Core Transfer curriculum for CSU, UC and Private Universities.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

The 2004 institutional research data produced by the college researcher indicate the student demographics as follows: 43.6% Hispanic, 36.5% White, 7.3% Asian, 3.4% African American, 3.2% Filipino; 5.7% Other/Unknown and 0.4% Native American. Within the last six years, the Hispanic student demographics have grown 18.6% from 25% in 1999 to 43.6% in 2004. In contrast, the White student demographics continually have decreased from 53.4% to 36.5%, a decline of 16.9%.

What the data does not address is in what programs the major increase of Hispanic students has taken place. When analyzing enrollment data it is obvious that the majority of the increase has taken place in the ESL program. As noted in the "goal" section of the review, we are committed to making sure that our limited English speaking students understand the preparation they need to be successful in the transfer program.

The program has and will continue to serve a very diverse population. Many of our students are the first in their family to attend college and we continue to have a large population of limited English speaking students. Despite this fact, the Business Transfer Program is totally constrained by our transfer universities as to both course content and course offerings. Because of this fact, we cannot change either of these two parameters to address changes in demographics. The program must rely on other College resources to prepare students so they can perform at the level required to complete courses in the transfer program.

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

The program meets the needs of the student by offering the required lower division transfer business transfer major.

The courses required for a Business Administration Major include:

- Financial Accounting (Actg 121)
- Managerial Accounting (Actg 131)
- Macro Economics (Econ 100)
- Micro Economics (Econ 102)
- Introduction to Business Computer Systems (Bus 103)
- Business Law (Bus 201)
- Statistics (Math 200)
- Finite Math (Math 125)
- Calculus (Math 241 and 242)

Note that each of the CSU, UC and Private universities has different lower division business core requirements. Students must be carefully advised in selecting courses from the above list to make sure they are taking the right curriculum required by their university of choice.

2. State how the program has remained current in the discipline(s).

- a. **Accounting transfer courses:**

The accounting profession is continually changing. The professors in the program face a very formidable task of keeping up with the changes. Generally Accepted Accounting Principles are changed by the Financial Accounting Standards Board each quarter of the year and there are now over 143 Statements of Financial Accounting Standards. With the recent events in corporate miss-reporting of financial results, the Securities and

Exchange Commission and Congress have imposed more changes in accounting principles and procedures including the Sarbanes-Oxley Act which dramatically complexes even further accounting reporting standards.

In addition to the rules that govern how accounting information is reported, there are on going changes in accounting software that must be incorporated into the accounting curriculum. In order to keep current and offer our students instruction on the software they will most likely be using in the work environment, we must continually upgrade our software and retrain professors in the program.

Through the research and continuing education efforts of our current accounting full-time and adjunct faculty, all of the above changes are being incorporated into the accounting curriculum.

b. Business transfer courses:

The Introduction to Business Information Systems course (Bus. 103) must incorporate into its curriculum new operating systems and application software as the requirements at the University level change. These changes have been difficult to implement because of lack of funds for faculty training and for software and hardware procurement. Former students of the program that have transferred to CSU system institutions have reported that there needs to be more emphasis placed on the application of Excel, Access, and Power Point to business problems. We must change the course content to meet minimally the requirements of CSU system universities and incorporated more business application problems utilizing Excel, Access and PowerPoint. It needs to be noted that the CSU system universities have and continue to change the requirements for this course and that there is no consistency in the CSU system institutions as to course content.

Business Law (Bus. 201) course content is up to date with the CSU system institutions. However, it should be noted that like Bus. 103 there is no consistency in the CSU system as to the content of the course.

c. Economic transfer courses:

The curriculum in both Macro and Micro Economics courses (Econ 100 and Econ 102) are current and fully articulated with CSU, UC, and Private universities

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list courses and present a plan for completing the process.

All course outlines are up to date.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

As noted, all of the courses in the Business Transfer Program must be articulated with CSU, UC and Private Universities.

5. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

Courses offered in the program are required for other Business related AS/AA Degree and Certificate programs at the College and within the District. In addition, the core courses of the program are required for transfer to MBA/BS/BA Degree programs offered at most Colleges and Universities. The course numbering system is consistent with Skyline and CSM. The course content of Financial and Managerial Accounting is consistent with CSM and CSU institutions but not with Skyline College where 3 semesters of accounting courses equal two semesters of accounting at CSM and Cañada College.

6. Discuss plans for future curricular development and/or program modification.

As noted previously, the content of the course and the courses themselves are governed by the transferring university most predominately the CSU system universities. We cannot change the courses in the program or we will lose our articulation with our transferring institutions. The basic core courses are changed periodically by the CSU system universities and we incorporate those changes into our program.

PART C: Student Outcomes

Attach all Bi-Annual State of the Department reports from the past six years. Update any analysis to include a summary of all years. Attach sample student learning outcomes here.

The department did not completed a Bi-Annual report since this is the first year of the new program review process. All of the information that would have been in the Bi-Annual review has been incorporated into the Comprehensive Program Review.

A sample of student learning outcomes for Financial Accounting is given below:

Course Objectives/Exit Standards:

Upon completion of this course, students will be able to: demonstrate a broad understanding of the role accounting processes and principles have in satisfying society's needs for information and its function in business, in government, and in public accounting. Students will be able to utilize accounting information to analytically analyze unstructured problems that have more than one defensible solution and to make informed choices between alternative actions.

Course Content:

Students will reach the Objectives stated above by an introduction and review of:

- A. The Objectives of each entity stated above and the role Accounting plays in achieving those objectives.
- B. Who uses the Financial History of each entity?
- C. How Financial Results are presented (forms, statements, etc.).
- D. The basic Assumptions and Principles that all organization must conform so that their financial results are quantifiable, objective and consistent.

- F. The Procedures utilized by the Accounting Profession to record and present the Financial History of an entity.
- G. The importance of inventory and its impact on the profitability of a merchandising firm.
- H. Accounting for Operating Assets, Natural Resources and Intangible Assets.
- I. Accounting for Short and Long Term Liabilities.
- J. Corporation, Capital Stock and Dividends.
- K. Short and Long Term Investment reporting.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

Richard S. Claire:

A.S.-College of San Mateo- Machine Design
 BA-Accounting-San Francisco State University
 M.B.A.-Finance-University of Santa Clara
 Contract Professor of Accounting and Business

Professor Claire contributes to the program by teaching the two core Accounting courses required by all university business programs.

Anissa Gawad, E.A.:

M.S., Ein Shams University, Cairo, Egypt
 Adjunct Professor, Accounting

Professor Gawad contributes to the program by teaching the two core Accounting courses required by all university business programs.

Paul Roscelli, C.P.A.:

A.B. University of California, Berkeley
 B.S. San Francisco State University
 J.D. University of Santa Clara
 Contract Professor of Accounting, Economics and Business Law.

Professor Roscelli contributes to the program by teaching all economic courses, Business Law and Financial Accounting courses required by all university business programs.

Ronald Trugman, Ph.D.:

B.A., Long Beach State University
 M.S., M.S.Ed., Ph.D., University of Southern California
 Contract Professor of Business and English

Professor Trugman contributes to the program by teaching Introduction to Business Computer Information Systems.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program

Richard S. Claire:

Professor Claire has completed the following professional development, college, professional, and community activities:

- Served as a member of the California Community College Accounting Educators Conference steering committee and attended seven colloquium on changes being considered in the four-year business core requirements.
- Conducted courses in auditing for the tax department of The Peoples Republic of China at Cañada and in the P.R.C.
- Continued to teach both accounting and finance courses at the upper division level at local universities.
- Has just completed four years as the President of Cañada's Academic Senate.
- Has completed a three year consulting assignment as a Corporate Controller to bringing real world accounting and business practices into the classroom.
- Held various Corporate Controller positions in both large and small corporations.
- Was a member of the City Council of Redwood City for 21 years and is currently a Planning Commissioner for the City of Redwood City.
- Has held board member positions in two corporations.

Anissa Gawad, E.A.:

Professor Gawad is registered to practice before the Internal Revenue Service and currently works for a CPA firm in San Mateo. She has attended seminars given by California Society of Enrolled Agents which focus on practical aspects to the tax laws with useful information for the practitioner who must frequently anticipate and handle tax issues requiring a thorough knowledge on tax laws and regulations. Professor Gawad is a member of the National Association of Enrolled Agents and the California Society of Enrolled Agents, Golden Gate Chapter.

Paul Roscelli, C.P.A.:

In the pursuit of academic development and contribution to the college, the following was completed: Professional Development: Enrolled in computer and Spanish courses; attended workshops on different learning styles; attended speaking engagements by noted economists, attended Alumni functions at KPMG and UC Berkeley; reviewed and monitored the following publications: THE ECONOMIST, BUSINESS WEEK, THE WALL STREET JOURNAL, weekly and quarterly Federal Reserve Bank Reports. Stanford Research for Economics Policy Institute; and recent textbooks in developing areas of

economic thought. Community Service: Performed recruiting/outreach activities with at-risk students in high schools; went to high school calculus classes to explain economics relationship to math; contacted all feeder high school to offer time and energy; advised the Cañada College Environmental Club and college honors society, Phi Theta Kappa. College Contributions: Served as vice president of the Governing Council of the Academic Senate, District Governing Council, College Council, Academic Senate, hiring committees, committee to draft the Academic Freedom Statement, committee to draft the Program Review document; and worked with the content-based program for students transitioning to transfer courses.

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance and materials available to the program. List project needs:

Currently all rooms assigned to the program are in good condition and fully accessible. The equipment in each of the “smart classrooms” will need to be upgraded in two years. Software will also need to be replaced in the next two years.

2. Describe the use and currency of technology. List projected needs.

The computers and projection equipment in the “smart classrooms” are utilized by all professors and technology is incorporated in each of the core transfer courses. As software needs change, we will have to upgrade to new versions.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

Not applicable

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

At the end of the fall 2005 semester, the only full-time accounting professor in the program will retire. It is imperative to the program’s future success that a new accounting professor be hired. The faculty members will begin to write a justification statement on the hiring of a new full-time instructor.

2. What staff positions will be needed in the next six years in order to maintain or build the department?

None

3. What equipment will be needed in the next six years in order to maintain or build the department?

The program will need to replace both computers and software as required.

4. What facilities will be needed in the next six years in order to maintain or build the department?

None

PART: G: Additional information

1. Describe any other pertinent information about the program that these questions did not address?

None

<p style="text-align: center;">BUSINESS TRANSFER PROGRAM COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY (2 page maximum)</p>
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Short Summary of Findings

EXECUTIVE SUMMARY

The mission of Business Transfer Program is to provide the opportunity for all students to complete the lower division business transfer core courses and successfully transfer to a four year university of their choice. All of the courses offered in the program are fully articulated with most CSU, UC and Private universities. However, it must be noted that each university has different business core requirements and students must be carefully advised as to these differences.

In the last ten years, the Business Transfer Program has experience a dramatic decline in Full-time Equivalent Students (FTES) and Weekly Student Contact Hours (WSCH). Each of these program indicators has declined by 44% and 49% respectively from the 1995-1996 to the 2004-2005 academic year.

To determine if there are structural flaws in the Business Transfer Program that caused the decline in both FTES and WSCH, an analysis of retention rates in the program verses the retention rates in the same program at the CSU institution universities was made. At our college, the retention rate in the Business Transfer Program core courses has average 82% over the past ten years. At the state university level, the retention rate has averaged 58%. In a joint study conducted by the AICPA and the Accounting and Finance Department at SJSU, it was found that one of the major reasons students dropped out of the program was their inability to successfully complete Financial Accounting. This one course had a system wide retention rate of 48%. Our retention rate during the past ten years in Financial Accounting has averaged 87%. Since the retention rates in the program are much higher than the retentions rates at the university level and our courses are fully articulated with most universities, the only structural weakness in the program is scheduling. We must offer two day sections of Financial Accounting (Actg. 121) and one day section of Managerial Accounting (Actg. 131) each semester to give students the opportunity to complete all Business Transfer core courses in two years. If we do not offer a comprehensive day schedule of required business transfer core courses, we will continue to lose students to other colleges.

Since we could not identify any structural issues with the Business Transfer Program other than scheduling, we concluded that there is an institutional problem with the overall transfer programs at Cañada College. An analysis of enrollment data in three key G.E. transfer core courses revealed that there has been a 51% decline in both WSCH and FTES from the 1995-96 academic year to the 2004-05 academic year. As the core G.E. transfer courses declined, so did the core Business Transfer Program courses.

The curriculum and course content in the program is dictated by the university system. As the universities change curriculum and course content the changes are incorporated into the program. With the exception of Bus. 103 (Introduction to Business Computer Systems), all courses in the program are up to date and fully articulated with most universities. Bus. 103 must be reviewed and modified so that it will fully articulate with all CSU system universities.

It is likely that one Accounting Professor will retire at the end of the 2005 fall semester. It is imperative to the program that this position be filled with a full time professor as soon as possible.

Strengths of the Program

- 1) Highly motivated and experienced faculty.
- 2) Very high retention rates in the program.
- 3) Excellent transfer rate to the university level by students in the program.

Suggestions for Improvement

- 1) Offer two day sections of Actg 121 and one day section of Actg 131 every semester to grow the program.
- 2) Replace retiring accounting professor.
- 3) Offer a more coordinated schedule.
- 4) Implement the suggestions in the strategic plan concerning the strengthening of all transfer programs.
- 5) Establish a Business Advisor position similar to the College of San Mateo.

EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review Process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 85 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

No. In our situation we were not really informed that we were to present our program review until two weeks before the curriculum meeting in which we were to present our review. We therefore asked for and received an extension until the fall semester. Once that extension was granted the timeline was adequate. We would recommend to the Academic Senate that instead of having the program review due at the end of the spring semester that it be due at the end of October in the fall semester. If this were done, we could capture an entire academic year as was done in this review. It is our opinion that having the whole academic year included would make the program review more relevant.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

The automation (fill in area) needs to be reworked. I decided to give up and input everything into word. There is some confusion concerning the bi annual report. Bi annual means twice per year and the instructions for the Bi Annual State of the Program say once per year. The Academic Senate needs to decide how often the program should be reviewed.

3. Were the question relevant? If not, please explain and offer specific suggestions.

Yes; however, some questions were frustrating to answer because the data is not available. Obtaining transfer rates was not possible so we had to rely on information from other sources.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes. The outcome of the review verified what we suspected was happening to the program. The conclusion also supported the recommendations contained in the College's Strategic Plan.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

We did not use the data from administration since we were reviewing 10 years worth of data. We asked for and received raw data that we used to analyze the trends in the program.

6. Please offer any comments that could improve and/or streamline Program Review!

As already suggested, have the review due in the fall semester so that data for the latest academic year can be included.



**PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET**

Program: Business Transfer Program

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean
_____ Signature
Comments:

#2. Curriculum Committee Chair
_____ Signature
Comments:

#3. College Vice President
_____ Signature
Comments:

APPENDIX A

Summary of Enrollment Data