Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty has the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

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Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

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Document Map:

0)   Key Findings
1)   Planning group
2)   Authors
3)   Program
4)   Responses to previous Annual Program Plan &Review (APP&R)
5)   Curricular Offerings
6)   Program Level Data
7)   Action Plan
8)   Resource Identification

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> Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

Department/Program Title: **Accounting / Business / International**   **Date submitted:** 3/29/2013

0. Key Findings:

1. Planning Group (include PT& FT faculty, staff, stakeholders)
        Leonor Cabrera and Candice Nance

1. Writing Team: Writing Team: Leonor Cabrera & Candice Nance
      Contact Person: Leonor Cabrera 650-306-3158

3. Program Information

> **A. Program Personnel**
>   Identify all personnel (faculty, classified, volunteers, and student workers) in the program:
>
> Leonor Cabrera, FT, 17.5 units
> Candice Nance, FT, Teaching 6 units, release time (9 units) to develop curriculum for International Business Program.
> Ron Trugman, Retiring FT, 9 units
> Paul Roscelli, FT, 4 units
> Annissa Gawad PT, 6 units
> Mike Habeeb, PT, 3 units
> Dick Clare, PT, 3 units
> Veronica Cervantes – student worker, Federal Grant
>
> **B. Program mission and vision**
>   Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)
>
>   The Accounting / Business / International program introduces the fundamental concepts and practices of business to develop a broad-based practical understanding of its context, purpose and underlying functional areas: accounting, economics, marketing and management. Whether an entrepreneur, new business manager or a professional seeking a career transition with greater business responsibility, these certificates employ materials and techniques that are consistent with modern principals and best practices, providing skills that can be used immediately.

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C. Expected Program Student Learning Outcomes
Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

1. ILO #1: CRITICAL AND CREATIVE THINKING
   a. PLO #1: Design and manage business documents using current technology to engage in creative problem solving.
2. ILO #2: COMMUNICATION SKILLS
   a. PLO #2: Communicate an understanding of business concepts professionally through written, oral and visual presentations using current technology.
3. ILO #3: DIVERSITY
   a. PLO #3: Recognize ethical behavior in their chosen profession and behave in a socially responsible manner.
4. ILO #4: ANALYTICAL SKILLS
   a. PLO #4: Analyze business issues, interpret financial data and identify economic trends.

Linked are the Cañada College's ILOs and the Programs PLOs. Each PLO will be assessed by spring semester by exit survey to graduates of the program. In Spring 2013 PLO #4 will be assessed. For Spring 2014, PLO 3 will be assessed.

> Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

4. Response to Previous Annual Program Plan & Review
Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Last annual program review was the comprehensive review – all recommendations from the Dean and VPI were included in the CPR 2012.

> Guideline: Original documents can be linked or attached, as needed.

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5. Curricular Offerings *(current state of curriculum and SLOAC)*

All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle
Tools: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
   Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

A. Attach the following TracDat and Curriculum data in the appendix:
- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

Accounting: all SLOs are in place and 2 have been assessed. The third SLO (out of four) will be completed in Spring 2013. AST for Financial Accounting and Managerial Accounting have been completed (reworking on CurricUNET to match current C-ID descriptors) and reviewed by the Transfer Director. These two classes are in the queue for the next curriculum meeting.

Business: all SLOs are in place and 2 have been assessed. The third SLO (out of four) will be completed in Spring 2013. The AAT for Business has been approved with the current core classes, the VPI has requested the content description be updated (not complete 3/6/13). Business courses that have not been taught in the last academic year are being reviewed and modified; these include: BUS 101, BUS 108, and BUS 180.

Business – Management: Four core classes for management have been modified and updated (last taught in 2007) and approved at the Curriculum Committee meeting. A Business Management certificate has been created (the prior banked certificates were not reflective of current offerings), and was approved at the Curriculum Committee meeting.

Business – International: Program is in development. The introduction course, Theories and Practices of Global Business, has been through the curriculum process and is offered in Fall 2013. Also in the queue are: International Marketing, International Finance and International Management.

These classes have been approved by curriculum for online instruction: BUS 100 – American Contemporary Business, BUS 335 – Theories of International Business, MGMT 100 – Introduction to Management, MGMT 215 – Management of Human Resources, MGMT 220 – Organizational Behavior.

Note: International Marketing and International Finance are in the queue for Curriculum approval for online instruction.

- List courses with COR's over 6 years old (attach documents from Curriculum Committee)

Not applicable; all COR's have been updated or are in the process.

B. Identify Patterns of Curriculum Offerings

> Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Fall 2013 Plan: Online teaching approved through curriculum committee and offered in the schedule: BUS 100 – Contemporary American Business and BUS 335 - Theories and Practices of Global Business.

Two Year Plan: of curriculum is to add a minimum of 1 core class, each semester, for both International Business and Business Management, in order to create a pathway for students to complete in their 2 years at Cañada College. In addition, faculty is planning to offer online courses for the program.

Two Year Plan: preparing courses for online teaching: ACTG 100 – Accounting Procedures, ACTG 200 – QuickBooks, and MGMT 100, Introduction to Management.

Two Year Plan: International Advisory Committee to host an annual event on Cañada campus to brainstorm and plan to integrate a Silicon Valley International Advisory Committee. This SV committee will include business, professors, college administrators and students with a mission to share best practices regarding international students and curriculum and determine how to integrate with each rather than compete.

Two Year Plan: Accounting to introduce a Certified Bookkeeping Preparation Course, similar to the course offered by UCSC – Extension, Silicon Valley Extension.

Two Year Plan: Offer ACTG100, Introduction to Accounting Procedures, in Spanish.

6. **Program Level Data**

   A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.
   Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

   > Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
   > • Describe trends in the measured parameters.
   > • Reflect and analyze causes of trends.

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Enrollement: The Accounting / Business program is experiencing a drop in enrollments as there has been a drop in the number of section offering in the prior academic year. Once a student leaves Cañada College to enroll in a course (at another college), that is not offered or waitlisted, the student will continue at that new location for their graduation.

Accounting/ Business / International professors are re-vamping the program to include a diverse offering of courses (International and Management) and online courses which will offer more diversity of classes and disciplines. Data indicates that 70% of students who self select Business – select Business Management.

Load: This data result is being questioned (emails have been sent to the Department of Research for the last 3 years). If load is based on the number of students seen during a week and most classes are 3 units, then 4 unit classes are outliers and shouldn't be compared with the others. For example: a semester load for a professor is 15 units, 5 classes of 3 units each, while accounting professors may have 16 units in a semester and 4 classes. If we have 30 students in classes, an accounting professor has face to face time with 120 students (4 classes * 30) while another professor would have fact to face time with 150 students (5 classes * 30). When compared, the accounting professor is less effective due to load and the comparison to other 3 unit courses – the accounting program appears lacking.

The accounting professor would appreciate time to discuss calculations with the Department of Research to fully understand these results. In addition, a comparison with other accounting departments has been requested. A straight comparison with the sister colleges hasn't worked because the other accounting course includes lab hours in the calculation. A request by Cañada Administration was made to eliminate lab hours due to audit infractions.

The professors expect lower load numbers to occur once International Business is introduced into the semester offerings. There is a "ramp-up" period therefore we anticipate the Cañada Administration will take this into consideration while this program is being introduced and smaller class sizes will not be cancelled.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Student Performance Profile packet data for Accounting is incorrect, the data doesn't match the metrics listed. The metrics should be: average units attempted this academic year, average units earned this academic year, average academic year GPA and average cumulative GPA. Instead the list includes: Percentage of A grades awarded, percentage of A or B grades awarded, percentage of withdraws and retained pass rate.

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Guidelines:
- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

C. Other Considerations

The AICPA (American Institute of Certified Public Accounting) has a new initiative (2012) to focus on diversity. Here is a statement from the *Journal of Accountancy*, June 2012 edition by Ken Tysiac:

> "But as the AICPA celebrates its 125th anniversary, diversity and inclusion remain elusive for the accounting profession, especially in the most senior levels. Minorities made up 20% of the professional staff positions at the 348 firms participating in the 2011 edition of the AICPA report *Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits*, but just 5% of the partners at those firms."

Source: http://www.journalofaccountancy.com/Issues/2012/Jun/20114925.htm

Additionally the AICPA is trying to change the perception of accountants and accounting:

> "Further, COAs should work to improve the profession's image and to enhance the public's perception of the profession by upholding ethical business practices and practicing self-regulation. CPAs believe to further strengthen their image, advocacy on behalf of the profession and public education must be ongoing."

Source: http://www.aicpa.org/research/cpahorizons2025/downloadabledocuments/cpa-horizons-report-web.pdf

Accreditation Council for Business Schools and Programs (ACBSP); currently being discussed amongst VPI Interim, Linda Hayes, and the full-time program professors. This certification is global and established at Skyline.

7. Action Plan
Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:
- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other

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> measures of Program performance.
> - Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
> - Identify questions that will serve as a focus of inquiry for next year.
>   - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
>   - > Describe what you expect to learn from the assessment efforts.

There is a Co-op course included in this data with 50 possible enrollments; this course ACTG 672 is for volunteer accounting positions and does not include paid accounting positions. Co-op has it's own program and we don't understand why Accounting needs this additional class; Business doesn't have a co-op course embedded in the department. We would like to remove this specific course.

Online course offerings. With the retirement of a senior professor in the program, the replacement must have skill in online/distance education. Students are demanding online courses and our replacement business professor must be able to meet that skill set in order for our program to meet the needs of our students. Management courses are a good fit for distance education as are our intro/survey courses.

Honor courses will be included in our program offerings.

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:
- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

From our Comprehensive Program Review: Hiring an International Accounting/Business Prof in Fall 2012 and current Business Prof will be retiring in Spring 2013 – replacement Business Prof is required. To fully utilize the CEO for our students and our community to offer short courses, seminars and workshops, we require a full-time professor rather than our current part-time professor.

A full-time tenure track International Professor was hired in Spring 2013; the accounting portion of the job description was dropped – most candidates did not hold both degrees.

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A request for a replacement Business Professor has been forwarded to administration with a hire date to begin in Fall 2013.

An additional accounting faculty is requested. The former Econ professor who was teaching one accounting class has plans to increase the offerings in Economics, thereby dropping that class. That makes room in the schedule for an additional Accounting Professor. This is also justified by the offering of International Accounting or International Finance; an expert in the field of accounting or finance is required to meet the min qualifications.

B. Professional Development needs

Guidelines:
- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Current professors require distance education training. Either through STOT or another program. The International Business Professor is developing an International Business Advisory Board and requires support to attend conferences to network and build the external advisory board as well as funding to support hosting a semiannual advisory board meetings.

C. Classroom & Instructional Equipment requests

Guidelines:
- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

Wall mounted speakers in building 13 room 217. Currently the two small speakers are locked on a desk in the front of the class room. The professors for this program show clips of movies and videos and the entire class cannot hear using the current speakers.

Request: Four (4) (mounted in the front and the middle of the room) Memorex Universal Wireless Speaker, Item 958286, Model 99000022428. Cost $39.99 each, total cost $159.96 without tax and shipping.

New Instructor Computer in building 13 room 217. During one peer observation and a Dean observation, the instructor computer crashed twice during the professor's lecture, the lab tech tried to help but the computer had to be rebooted both times. With technical support from the college, we should be able to determine if this is a processing error or a RAM memory issue for this computer. An alternative solution would be to add an additional hook-up for audio/visual cords to a laptop without needing to unplug the current audio/visual equipment connected to the current desktop instructional computer.

Request: · HP Envy h8-1430 Desktop PC. Item 104983, Model 3376988. Cost $799.99 w/o tax
  • Intel Core i5-3350P plus Turbo Boost Technology. Enjoy an automatic burst of speed when you need it with Intel® Turbo Boost Technology 2.0
  • 10GB PC3-10600 DDR3-1333 SDRAM Installed Memory
  • 2TB 7200RPM Serial ATA hard drive

Replacement faculty for Business retirement will require a laptop. Either Mac or PC depending on the Professor's preference. This will include software and accessories. Cost cannot be determined at this time.

A replacement laptop is needed the for current Accounting Professor; the current laptop is 8 years old and has crashed at least once a week during Spring 2013. These crashes lead to the possible loss of information – student grades, prep work for classes. Once the laptop crashes it does not boot up immediately – at times the laptop must be turned over and shaken/jiggle to reboot.

The International Business Professor recently received a new 13-inch laptop, but still requires the DVI to VGA adaptor.

Request: 13-inch : 256GB MacBook Air. One at $1399, without tax and shipping.
  • 1.8GHz dual-core Intel Core i5 processor
  • Turbo Boost up to 2.8GHz
  • 4GB memory
  • 256GB flash storage[1]
  • Intel HD Graphics 4000

Request: Two (2) Apple Mini DVI to VGA Adapters (to hook laptops into smart classrooms). Cost $19 each, total cost $38 without tax or shipping.

Pencil Sharpeners: (2) in building 17-109 due to heavy traffic of math and accounting students. (1) in building 13-116. (1) heavy duty automatic pencil sharpener in building 13-217.

Request: One (1) Staples® Power Extreme Electric Pencil Sharpener, Heavy-Duty Black. Item 356332, Model 21834. Cost $49.99 without tax.

Request: Three (3) Boston® Ranger #55 Pencil Sharpener. Item 384670, Model 1001. Cost $31.49 each, total cost $94.47 without tax and shipping.

Note: these pencil sharpeners must be heavy duty as they suffer extreme use.

D. Office of Planning, Research & Student Success requests

Guidelines:
• List data requests for the Office of Planning, Research & Student Success.
• Explain how the requests will serve the Department/Program/Division/College needs.

As mentioned above, there have been requests for a number of years.

Request: 30 hours of face-time with the Researcher, for each program professor to discuss needed statistics.

E. Facilities requests

Guidelines:
• List facilities requests.
• Explain how the requests will serve the Department/Program/Division/College needs.

Attach pencil sharpeners into the classrooms.

Mount wall speakers to the walls.