

Business Administration, Accounting, Bookkeeping, Operations Management, Supervisory Management, Retail Management, Real Estate. Marketing and International Business.

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

Approximately 68% of our students are retained from term to termin line with the regional and MJC averages Approximately 49% of the students we serve are Hispanic 77% of our students are employed after one year 77% of our students attained a living wage for a single adult in the year immediately following graduation (not including students who transferred; living wage in Stanislaus County is \$12.12/hour) Our retention rate from fall to spring is slightly higher than the MJC average; however, this data is unavailable for our largest program, Business Administration AS/AST, which presumably has the highest retention rate of all our programs Accounting AS shows 83% of graduates employed after a year with 84% having attained a living wage compared to the college average of 74% employed after a year with 55% attaining a living wage Business Operations Management AS shows 80% of graduates employed after a year with 74% having attained a living wage Real Estate SRC (which is required to sit for the Sales License) shows 77% of graduates employed after a year with 74% having attained a living wage Business Area supports 2 transfer-level programs (AS/AST), 5 non-transfer associate degrees (AS), 7 Certificates, 2 Skills Recognition Certificates, and 2 Non-Credit programs.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

The Business Area supports a variety of transfer/non-transfer, credit/non-credit programs to meet student educational needs. In the Real Estate Program, courses were scheduled in 5-week blocks allowing students to complete coursework necessary to sit for Sales License in one semester. Enrollments increased drastically Willing to accommodate students who are working full-time with mix of online/hybrid/traditional course offerings Dedicated full/part-time faculty and staff. Dedicated lab staffed by individuals who have taken Accounting courses. Student-centered approach to learning Participate in Meet the Faculty nights each year to network with students to emphasize networking and program course selection for next semester Offer Saturday courses Perform outreach and develop marketing materials for the program Maintain an advisory committee Network with business community at the local, national, and global level to create opportunities for programs and students Membership in state business education associations Administer course exit surveys Accounting courses that emphasize practice over theory have stronger success and retention rates than more philosophical accounting courses. For Year 2017-2018, the success rates for Computer Accounting, Payroll Accounting, and Tax Accounting were above 70% (83%, 71%, and 82% respectively) while the success rates for Financial Accounting, Managerial Accounting, and Bookkeeping were 50%, 64%, and 39% respectively.

3. What do others see as the program's strengths?

Diversity of programs that meet a variety of workplace and business needs Majority of classes are accessible in online, live, and hybrid formats Programs are relevant and respond to local workforce needs Full-time and Adjunct faculty bring relevant business experience into the classroom Several faculty hold professional certifications (e.g. CPA, CMA, SHRMS, QuickBooks Pro Advisor). Accounting students have the opportunity to earn the QuickBooks Certified User certification at no additional cost to them. Good relationships with Adjunct faculty Local employers express satisfaction with student preparedness for the workforce.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

Students in the Business Area are meeting Program Learning Outcomes (PLOs) at a rate of 84.7% overall (based on a weighted average of PLOs in Business Administration AS/AST, Accounting AS, Business Operations AS, and Marketing AS) Individual CLO to PLO percentage rates range from the high 70s to the low 90s.

PLOs are relevant to both transfer and immediate career oriented students obtaining terminal awards. Local employers express satisfaction with student preparedness for the workforce

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

Student data appears to be inaccurate. Some programs such as Supervisory and Retail Management have student completions which are not recorded. Could be due to students

not declaring. Forty-three percent of the students who declared Accounting as their major are Hispanic while MJC student population is 53% Hispanic. African American students represent 3.36% of MJC student population but only 2.88% of student Accounting program majors. In 2017-2018, Hispanics and African-American students success and retention rates were consistently lower than those of White/Non Hispanic students. While the overall success rate for Business Administration students was 64%, the Hispanic students success rate was 60%; the African American students success rate was only 49%. Three Accounting courses (BUSAD201; BUSAD202; and BUSAD310) had disappointingly low success rates. For all three courses, the African-American rates were on average sixteen percentage points below the overall MJC rate.

6. What disproportionate gaps need to be addressed?

Student data appears to be inaccurate in identifying disproportionately impacted students. Data review reflected: Hispanic Business students make up 39% of the program population while MJC student population is 52% White Non-Hispanic Business students make up 51% while MJC population is at 35% African American students report as 0% in the Business Program, MJC population is 4% yet we have African American students in our classes who we are confident are declared majors and have graduated in the past three years.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

Develop a fully online AS/AST degree in Business Administration Schedule condensed 8-week block format to facilitate student success Offer remaining courses online and/or hybrid Program could improve by having a department coordinator to manage our 18 awards, 40+ courses, and CTE Business Advisory, Industry and community obligations.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

For accounting, courses should be taken sequentially from semester to semester without a gap in time. Reading comprehension and basic writing skills are inadequate for college level work.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Entrepreneurship program could be developed Small Business Organization and Management program could be developed Social Media Marketing award could be developed QuickBooks courses could be marketed to industry along with Certiport certification Additional F/T business hire

10. What are some industry or disciplinary trends that could enhance the program?

Trends in small business ownership and management require local workforce (owners and employees) to be trained in Entrepreneurship, Small Business Organization and

Management, Social Media Marketing, and QuickBooks. The demand for accountants with data analytics skills is growing rapidly,

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program’s ability to serve students?

The strict transfer requirements limit students choice of business electives

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Private, for-profit, and online universities responsiveness to program and student scheduling demands Increase in reporting expected by government and society Shift in focus on numerical achievement vs. qualitative achievement

13. What other obstacles does the program face?

Our department is negatively impacted by the fact that this institution does not currently pay reassigned time or stipend for Department Chairs. We offer 18 degrees and certificates and over 40 courses, plus have CTE responsibilities to work with Business Advisory committee and other industry leaders to modify and build the program on a regular basis, in addition to marketing the program to schools and industry.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
Increase the number of students who successfully complete the QuickBooks Certified User (QBCU) certification by 5%	Workforce Needs	Professional Development
Increase the number of students that successfully complete Business Degree/Certificates by 10%	Workforce Needs	Curriculum
Increase the number of underrepresented students that successfully complete Business degree or certificates by 10%	Equity	Curriculum

Activities

Activities	In Support of Goal #	Outcome or Deliverable
Integrate Gmetrix practice testing into BUSAD203 course.	Goal #1	Increase the number of student who earn the QuickBooks

		Certified User certification within one year of taking the course.
Build stronger relationships with support specialists and assigned counselors.	Goal #3	Increase the number of students and underrepresented students who complete business degrees and certificates.
Learn and utilize Starfish to better support student success.	Goal #3	Increase the number of students and underrepresented students who complete business degrees and certificates.
Research and evaluate the feasibility of creating curriculum to offer Business Information Systems course in our department to better provide students with current business oriented technology.	Goal #2	Increase the number of students who complete business degrees and certificates.
Research and evaluate the feasibility of creating curriculum to offer a dedicated Business Statistics course in our department to better provide AS-T students with business oriented application course.	Goal #2	Increase the number of students who complete business degrees and certificates.
Research and evaluate the feasibility of creating curriculum to offer an Entrepreneurship Award.	Goal #2	Increase the number of students who complete business degrees and certificates.

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	CBA/NBEA conference fees	1	15000
Prof. Devel.	Other conferences related to subject areas such as business analytics	5	9000
Equipment	Replacement computer for Adjunct office (FH 120-Q)	2	2000
Equipment	Cartridges for Printers	7	2000
Technology	Ongoing annual cost for QBCU Certification software	1	8000
Personnel	Additional full-time faculty member	6	110000
Facilities	Maintain and update classrooms for technology and course needs	1	25000
Facilities	New Projector for FH 111	1	10000
Other	Annual funding to market/promotional materials	4	2000

Other	Funding to support food budget for student events	7	300
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