

Business Department Program Review January 31, 2012

PROGRAM DESCRIPTION AND GOALS

Briefly describe the program and the program goals. Indicate any changes in the program and/or the employment market and how the program has responded.

Program Description

Overview: SMC Business Department

The Business Department is both an academic and CTE (Career and Technical Education) department at Santa Monica College. According to a fall 2010 Department student survey, 68% of students stated transfer as their primary goal for taking business classes, and 40.6% stated career skills as their primary goal for taking classes. (Detail on this study is provided on pages 20.) The department is therefore concerned both with the higher educational needs of its students and trends in workplace skill needs.

The Department encompasses three broad areas of study: accounting, business, and automotive technology. Within these areas students have a wide range of degrees and certificates that they may gain in specific business disciplines:

Discipline:	Associate Degree (60 units)	Certificate of Achievement (24-27 units)
Accounting	√	√
Professional Accountant		√
Business Administration	√	
Entrepreneurship		√
Insurance Professional	√	
International Business		√
Logistics	√	
Management/Leadership	√	
Marketing		√
Merchandising	√	

Department certificates (12 units) are also available in Computer Accounting; Entrepreneurship; Insurance Specialist; International Business; Logistics/Supply Chain Mgmt.; Management/Leadership; Merchandising; Salon Business

One negative impact on the department as a result of the economy has been the decline in the number of sections offered from 2010-2011. This has occurred while demand has remained strong for business classes during the economic downturn:

Area:	Spring/Fall 2010 sections	Spring/Fall 2011 sections	% change
Accounting	119	112	- 6%
Business/Automotive	177	154	- 13%
Total	296	266	- 10%

Supportive Services and Involvement Opportunities

The Business Department provides the following opportunities to students to enrich their experience of the curriculum and help prepare them for careers:

- Tutoring
- Rotaract Club
- Accounting Leadership Experience and CPA Exam Prep
- The Career Closet

Faculty

The Department consists of fifteen full-time faculty, and forty-one part-time faculty. Two full-time faculty (who teach accounting and insurance classes) also teach CSIS classes; they consider CSIS their “home” department. The faculty breakdown in terms of accounting and business are:

Area:	Full-Time	Part-Time	Total	% Part-Time
Accounting	8	15	23	65%
Business	7	24	31	77%
Automotive	0	2	2	100%
Total	15	41	56	73%

Challenges related to the composition of the Department’s faculty include the following:

- There is over-reliance on part-time faculty; there are specific discipline areas that are only represented by part-time faculty including automotive, business communications, international business, insurance, and logistics. Business law may also be included in this list in the future, as the lead full-time faculty member for this class considers retirement.
- Two full-time faculty who teach insurance classes also teach CSIS classes. They consider CSIS their “home” department and are being called on to teach more CSIS classes. This is making it more challenging to schedule insurance classes. Since they are shared by CSIS they are not dedicated as resources to the Business Department.
- Several full-time faculty members in business and accounting are approaching retirement within the next 1-3 years.

Employment/Labor Market and Program Response

All data analyzed was provided by the Office of Workforce Development, utilizing its EMSI (Economic Modeling Specialists Inc.) tool.

Logistics, Materials, and Supply Chain Management

Data show growth of 2.1 percent for managers and 2.6 percent for logisticians from 2011 to 2013. With 233 openings in the region and only 24 people completing programs, the need exists to continue the department’s logistics certificates and its transfer program with California State University, Dominguez Hills.

Marketing Operations, Sales, and Distribution

The data reveal 6,849 regional openings in 2010 and project 2010-2012 growth of between 0.6% and 2.7% for all categories of salespersons, purchasing agents, and wholesale and retail buyers. The only

category projected to go down is telemarketing, a category for which we do not train students. Therefore, the need remains for SMC's marketing concentration. Given the low pay in retail sales and increase in internet shopping the Department should not pursue the creation of special programs in sales.

Insurance

Although study of this target occupation reveals its contraction at the rate of -0.6% for 2011-2013, the same data show that 749 openings occurred in 2010. However, with negative growth of between -1.2% and -3.4% for all employment categories except insurance sales agents (+0.1%), the Department is justified in downsizing this program until the economy recovers.

Business Administration

Employment growth in this general category for 2011-2013 is 2.7% with a median regional wage of \$36.98 per hour. Analysis reveals that while 10,552 regional openings occurred, there were 10,376 graduates ready to fill them. While these numbers do not justify expansion of SMC's current programs, it certainly indicates that the status quo is justified.

Accounting

According to EMSI data, accounting jobs in the region are projected to grow 2.5% between 2011 and 2013. Specifically, growth is predicted in these target occupations: accountants and auditors (1,650); tax preparers (147); billing and posting clerks and machine operators (609); bookkeeping, accounting, and auditing clerks (1,492); and statistical assistants (8). EMSI revealed that annual openings in 2010 were 4,084; however, only 1,854 students completed their training programs in accounting-related areas. Therefore, it is clear that a need remains to train accountants at all levels other than gaming cage workers, payroll and timekeeping clerks, or brokerage clerks.

Small Business Administration and Management

With 83,941 small business administration and management jobs in the LA region and a projected growth rate of 3.7% (2011-2013), it is appropriate for the Business Department to continue its current offerings in this area. In addition, since small businesses traditionally account for 80% of the job growth after recessions and they are the first to add jobs after a recession, an emphasis on small businesses (currently infused in most department classes) will continue to be of benefit to the country.

Hospitality

At the request of the department's Advisory Committee, we are bringing back our hospitality program. This action is justifiable in light of economic projections showing a 2.5% growth rate in the industry, specifically for food service managers (up 2.7%) and lodging managers (up 1.1%). EMSI data show that in 2010 there were 1,103 openings and only 361 program completers ready to take those jobs.

Automobile/Automotive Mechanics Technology/Technician

According to EMSI, the need for people trained in automotive specialties has slowed with the economy. Currently, the field is projected to grow at only 0.9% between 2011 and 2013. However, this information does not jibe with that of the department's automotive advisory committee, which had predicted a great need for fully trained mechanics on the west side. Given these two opposing views of the field, however, it is appropriate for the department to keep the 9-unit program alive until larger facilities can be found/built. The department believes that the trend of keeping cars longer will result in the need for more people to repair those older cars. In addition, as the program has taken action to infuse the program with green concepts, SMC automotive certificate holders will have the skills employers need.

Program Goals

The following are department goals for the next year.

- Plan for replacement of retiring full-time Business faculty. Seek full-time faculty leadership for business law, business communications and other key discipline areas.
- Develop and implement a comprehensive and effective textbook/course technology adoption process.
- Update and re-design the department website to provide organized and easily accessible information on department programs and faculty, career, and other information relevant to students and the community.
- Develop tourism classes and rebuild this program.
- Expand outreach activities to include Adelante students.
- Review and revise as necessary Associate Degrees and Certificates in light of recent economic and student data on these programs.
- Continue to nurture relationships with organizations that benefit students and the Department; add an automotive industry professional to the Advisory Committee.
- Continue to gather data that measures student success and identifies student trends longitudinally through Department-initiated efforts such as the CPA pass rate study and business student survey.
- Integrate data from the new SLO roster system into decision-making regarding curriculum.
- Find larger facilities for the Automotive Technology program.

CURRICULUM

Discuss any changes made in the program curriculum, program SLOs or course SLOs and what influenced the changes.

Curriculum Changes

In addition to keeping courses current, curriculum changes in the past two years, and the influences behind these changes (including extensive discussion with faculty) have been as follows:

Course or Program Changed	Changes Made	Influences
Business Associate Degrees & Certificates of Achievement	Degrees and certificates were revised and updated in Spring 2011. Foundation business course related to a certificate's discipline is included in the "Required Core Courses" section of the certificate. (Example: BUS 65 Mgmt. Principles added to Core Courses for the Mgmt./Leadership Certificate. Removed Bus 31 from the "Required Core Courses" section of all Business certificates.	Departmental decision to strengthen the certificates and degrees and have them reflect current course offerings. Make certificates/degrees more relevant for students and focus more tightly on career skills/knowledge required in specific industries. Bus 31 is a pre-requisite for Bus 32, and Bus 32 is listed under "Required Core Courses." It is assumed that students taking Business 32 should have taken the prerequisite prior to taking Bus 32.

	<p>Moved CIS 1, Introduction to Computers and CIS 4, Introduction to Computers with Business Applications from the “Required Core Courses” section on the Business certificates to the “Select one additional” section. Additional language added “the CIS course is strongly recommended if a student has few or no computer skills.</p> <p>Removed courses that have not been offered in several years with no plans to offer them soon from the certificates:</p> <ul style="list-style-type: none"> • Bus 54 International Management • Bus 55 S. CA International Connections • Bus 76 Human Resources Management 	<p>Most students enrolled in a Business class already possess the computer skills taught in CIS1 and CIS 4.</p> <p>Removed courses that are no longer taught to reflect the classes that are currently offered.</p>
Business 64	Reintroduced Bus 64 – Business Protocol and Professionalism in Spring of 2011.	In response to ongoing feedback from the Business Advisory Committee that “soft” skills are valued in the job market.
Business 11	Reintroduced Bus 11- Introduction to Hospitality Industry in Fall of 2011.	Advisory committee recommends this class due to the job growth in the California hospitality industry.
Professional Accounting Certificate of Achievement	Updated the certificate and applied for chancellor's office approval (approved by the Chancellor's Office in July 2010).	Notification by G. Lorenz that the program, despite its existence for over 7 years, was not on the Chancellor's Office's list of approved programs. Made minor changes in the certificate at the suggestion of the Advisory Committee in conjunction with analysis of changes on the CPA exam.
Acct 1 & Acct 2	The School of Business at Cal State Fullerton approved the articulation of Acct 1 & Acct 2 with their Acct 201A & 201B in Fall of 2010.	Demonstrated that the materials taught in Acct 1 and Acct 2 (which cover introductory Financial and Managerial Accounting) are equivalent to the materials covered in Acct 201A & 201B at CSUF.

Matriculation Issues and Legislative Initiatives Affecting the Department’s Curriculum

Three statewide initiatives affecting curriculum and matriculation have required input from department faculty: the Transfer Model Curriculum (related to SM 1440), the “Student Success Initiative” (related to SB 1143) and courses offered as extension units for fees and credit (AB 515). Department response has been guided by data indicating the success of our students, and input from our Advisory Committee. Response has required attendance at meetings in Irvine and Northridge, as well as timely inputs to surveys from the Chancellor’s office and statewide committees.

As mentioned above, CSUN tests incoming students as well as their own lower-division students as they prepare to take upper division business courses. CSUN keeps statistics with respect to how students from feeder community colleges do in comparison to their own students. Results relevant to business courses for 2009 (the most recent available) are reproduced here:

Courses:	SMC student results	CSUN student results
Financial Acctg	10.1	9.8
Managerial Acctg	9.5	9.7
Business Law	10.8	11.3

Our students do better than CSUN students with respect to Financial Accounting, and almost as well as CSUN students with respect to Managerial Accounting and Business Law. Our Financial Accounting success is likely the result of teaching 7 semester units of Financial Accounting out of the 10 units of introductory Accounting. We teach in the Principles format, rather than in the evenly split Fin/Man format. Anecdotally, CSUN and LMU instructors tell us that our Accounting students are extremely well prepared.

When we attended the statewide Transfer Model Curriculum (TMC) meetings last Spring in Irvine, we found that many instructors statewide were submitting to legislative pressure to decrease the number of units in all courses to three or less, in order to create a TCM in Business that would satisfy the 60 unit maximum requirement. The proposed TCM cut the number of units in business-related classes in order to incorporate all general education requirements as well as satisfying the business transfer requirements of all Cal State campuses. The TCM being proposed, ironically, contained zero units in actual Business classes.

Our input was instrumental in maintaining flexibility in the transfer program that, while it did not fit the TCM model, continues to serve our students with integrity. Our curriculum includes BUS 1 Introduction to Business and BUS 32 Business Communications, both of which are supported by our Advisory Committee. Moreover, our comprehensive approach to introductory accounting contributes to our success in our Professional Accounting program, which is evidenced by our CPA exam pass rate (discussed in the Program Effectiveness section.)

In addition, a subsequent regional meeting addressing research on professional transfer programs (e.g. Accounting, Engineering, Nursing) indicated that, although Accounting majors may take 3 or more years at the community college level prior to transfer, they need only 2.5 years after transfer to complete their professional degree programs. This is significant because the requirement to sit for the CPA exam now requires 150 semester units of college credit, rather than 120 units—one additional year of study. Students beginning at community colleges obtain these extra units there, resulting in less time spent at the transfer institution, at a lower cost to the state system as a whole. This outcome would satisfy the significant factors of efficiency and cost effectiveness addressed by the “educational path” requirement delineated in the recent Student Success Initiative that is related to California SB 1143.

One other legislative issue significant to our department over the last two years was AB 515, proposed by Julia Brownley. This bill, currently tabled until 2012, would allow community colleges to offer extension classes (fee for credit instruction). Business department classes, which have demand that currently cannot be met in this time of cutbacks, would be on the front lines of these offerings. We support, with caution and mindfulness, additional exploration of this possibility in the future.

Student Learning Outcomes (SLOs)

The Business Department has been active in:

- revising SLOs
- writing a new parameter relevant to assessing ILO 4
- streamlining the collection of assessment data
- getting help from experts outside the department
- refining the understanding of the process among both full and adjunct faculty
- analyzing the results
- incorporating SLOs into all course outlines of record
- using the results as a major factor in moving forward

The SLO revision process began prior to our 2010 report. We had re-written our SLOs and promulgated the new SLOs to all faculty, moving forward into 2010-2011. Last Spring, we also contributed the following core competency item to Institutional Learning Objective #4:

E. Optimizing the use of resources through cost containment and sustainable analysis.

This core competency is directly related to the quantitative analysis conducted in many business classes related to businesses' resource use. We were able to map SLOs to this ILO for several of our accounting courses.

We collected SLO data on paper during spring and fall 2010 and have aggregated the data along with the spring 2011 SLO Roster Pilot data (Appendix 1). We discovered that the freedom we had given faculty with respect to a range of assessment tools was misunderstood (by some faculty members) to be a freedom to develop individual SLOs. Therefore, although much of our data indicated that we were meeting or exceeding college-wide norms, we could not use the data to improve specifics of our program because the same SLOs were not being measured across the board.

The Department carefully weighed the pros and cons of participating in the pilot study by the SLO committee of the Academic Senate during Spring 2011. We chose to participate.

Five key classes were designated to be part of the pilot (ACCTG 1, ACCTG 2, BUS 1, BUS 5 and BUS 32) and a minimum of five randomly selected sections of each class were selected for inclusion. Participating faculty reported on their experiences and participated in a two-way dialogue with Christine Schultz of the SLO Committee to clarify appropriate input and provide feedback for improving data. Clarification regarding who should be designated as "not assessed" and which students constitute the population of "Total Enrollment" was obtained. This will mean even better data in the future.

The clarity of the assessment form in ISIS and the efficiency with which the data was provided saved hours of faculty and clerical time. In addition, because the form was computerized, faculty had to ask questions prior to completing the form, as they did not have the option of making changes to the SLO assessment if they did not understand something. The Department embraced the implementation of the computerized reporting, and will be able to keep longitudinal data moving forward. As of the fall 2011 semester all Department classes have been included in the SLO ISIS roster system, and all Department faculty were asked to participate in the SLO assessment for that semester.

Student Learning Outcomes are now a factor in textbook selection for all department disciplines. In addition, for all new courses and changed courses, the SLOs are being added to the course outlines of record. The Department also reinforces to faculty that SLOs are to be included in their course outlines. Moving forward, the Department will also identify and analyze SLO achievement “outliers” by section and instructor.

INSTRUCTIONAL IMPROVEMENT

Discuss any significant changes in 1) student and/or enrollment data 2) VTEA funding applied for or received and how it was used to improve the program. Include information on differences between program data and CTE core indicator data and how these difference are being addressed 3) Results and responses to any SLO assessments in the last two years

Student and Enrollment Data

Appendix 2 includes the graphs and charts discussed in this section. As of fall 2010, the Department’s student enrollment demographic profile is - versus the College - more male, and with a significantly higher representation of Asian/Pacific Islander students who composed 26.5 % of the Department’s enrollment versus 18.8% of the College enrollment and F-1 visa students who composed 18.3% of the department enrollment compared to 10.1% of the College enrollment for the same time period. Hispanic students are underrepresented in the Department (22.8%) versus the College (31.8%). We hope to remedy this disparity with outreach efforts to potential Hispanic students through Adelante.

From a trend perspective, the Department saw an increase in the percentage of students with foreign residence status as , growing from 16.2% in 2009 to 18.3% in 2010, reaching its highest percentage level since 2006. This was also the case with the percentage increase in Hispanic students from 19.8% to 22.8% . While the Department has a slightly higher percentage of African-American students than the College (10.1% versus 9.8%), the small downward trend in growth of these students bears watching. While Veteran’s represent a very small portion of students in the Department -30 students representing .8 % of fall 2010 total students – according to Institutional Research) this number is expected to rise as U.S. wars in Iraq and Afghanistan wind down and veterans seek to build business and accounting programs to build their employable skills . Also as noted below, more Veterans seek transfer as a goal than the Department or college-wide figure according to Institutional Research fall 2010 data:

Veterans Educational Goal

Educational Goal	Count	Percent	Business Dept.-wide	College-wide
4-Yr Student Meeting 4-Yr Requirement	4	13.3%		
Career Objective	1	3.3%		
Transfer	23	76.7%	67.7%	68.1%
Undecided	2	6.7%		
Grand Total	30	100.0%		

From an enrollment standpoint the Department realized a slight increase in enrollment in Business classes from 57% to 58.6% from fall 2009 -2010 and slight decrease in Accounting from 41.7% to 39.6%. A notable change was the enrollments in online and onground classes; enrollment in onground classes declined from 53.2% to

50.6% from 2009-2010 and online class enrollment increased during the same period from 46.8% to 49.4%.

This narrowing of percentages between online and onground enrollment corresponds to the increase in the number of online versus onground sections offered. As of fall 2009, the percentage of online sections offered exceeded that of onground sections. This trend continued in Fall 2010 as this gap widened; from Fall 2009 – Fall 2010 online sections grew from 51.4% - 53.0% of total sections, and onground sections declined during the same period from 48.6% to 47% of sections offered. This trend may reflect several things: the growing preference of more students for the time and place convenience offered by online classes; faculty’s growing comfort with the online format; online sections replacing night sections as part of the budget-driven class cuts; and the increased quality and sophistication of online classes.

Career and Technical Education (CTE) Funding

The 2010-2011 CTE (Career and Technical Education) funding for Business improved the program by providing support for the tutoring program, including an instructional assistant to coordinate the program and student tutors; student help for the Department; and teacher release time for the development of a business student survey.

Funding for the Automotive Technology program provided instructional supplies and licensing for diagnostic and repair software; computers and printer to replace outdated equipment; automotive “suitcase” trainers (automotive sub-systems in portable stand-alone units).

Area:	Instructional Assistant; tutors; student help	Teacher release time	Instructional supplies & software licensing	Equipment: automotive “suitcase” trainers, computers, and printer	Total
Business	38,574	10,491	2,808	-	49,065
Automotive	-	-	3,750	32,000	35,750

The current 2011-2012 CTE funding for Business and Automotive Technology will improve the respective programs by providing needed automotive equipment and learning tools; technology upgrades to one frequently-used business classroom; development of master online and eCompanion shells for key accounting classes and development of two classes in an online format; business and accounting tutors; student help for the Department:

Area:	Student tutors & student help	Faculty stipends	DLS-type classroom upgrade	Instructional supplies & reference books	Suspension & steering equipment	Total
Business	25,800	12,752	20,763	2,808	-	62,123
Automotive	-	-	-	13,462	43,588	57,050

Funding for the Business and Accounting will provide:

- Business and accounting student tutors and a student worker to support the Department and assist in CTE related activities, such as the Advisory Committee meetings
- Upgrading B106 into a DLS (Digital Learning Studio) - type classroom to include iPads, iClickers, collaboration boards and a new faculty station
- Faculty stipends for:
 - development of ACCTG 1 and ACCTG 2 master shells associated with the new textbook adoption
 - development of business and industry research on skill needs that may be used to identify new classes needed
 - development of BUS 11, Introduction to the Hospitality Industry and BUS 50, International Business into an online format

Funding for the Automotive Technology program will provide:

- Equipment to support the teaching of suspension and steering maintenance. This equipment (including trainers and test equipment) will be used for demonstrative purposes to connect the textbook to actual computer-controlled suspension and steering systems in most of today’s automobiles.
- Suspension and steering courseware including student manuals, instructor guides, factory reference books and service manuals.

In 2011 the Business Department and CSIS department were successful in having the District establish a permanent Tutoring Coordinator for the tutoring program that supports both departments. Also, going forward the Business/CSIS tutors will no longer be supported through CTE grants, but will be funded by the College’s campus-wide tutoring program.

Core Indicator Data

Indicator	State Negotiated Level	Local Negotiated Level	College Performance: Business 2009-2010 Indicator	College Performance: Accounting 2009-2010 Indicator
Core Indicator 1: Technical Skill Attainment	88.81	88.81	81.84	90.39
Core Indicator 2: Credential, Certificate, or Degree	82.08	78.95	85.64	84.02
Core Indicator 3: Persistence & Transfer	85.96	82.18	81.14	78.73

Core Indicator 4: Employment	82.21	69.50	56.62	53.61
Core Indicator 5a: Non Traditional (Female) Participation	20.37	20.37	47.99	51.84
Core Indicator 5b: Nontraditional Completion	22.10	22.1	41.75	54.66

Core indicator data for Business represents a weighted average of the three largest top codes: 0501- Business, General; 0505-Business Administration; 0509-Marketing & Distribution.

The most recently available data on the five course indicators is shown above. The Department is gratified to report higher- than-negotiated performance in Technical Skill Attainment for Accounting, and higher-than-negotiated performance in Credential Attainment and Non-Traditional Participation/Completion for both Business and Accounting. The data suggests stronger efforts are needed to support :

- Persistence and Transfer and Employment for Business and Accounting students, as these are below the state and local negotiated levels.
- Technical Skill Attainment for Business, also below both state and local negotiated levels.

One reason behind the Persistence and Transfer numbers may be that some business students are taking one or a small number of classes to upgrade their job skills, and not to transfer or persist in a course of study. Persistence has also been more challenging for students as a result of the barriers of class cuts, fee increases, and the need to work in this difficult economy. Likewise, transfer is more challenging for some students as a result of cuts at the state college and university levels in California, with more anticipated in the future.

The California unemployment rate of 11.3% versus the national rate of 8.7% (November 2011 *Bureau of Labor Statistics*) is a significant factor underlying the lower-than-negotiated levels for Employment. Another factor is that the majority of students have transfer versus immediate employment as their educational goal.

That said, recent improvements in the Tutoring Center, including a permanent and dedicated Coordinator, should support Persistence and Technical Skill Attainment performance, as will the Department's outreach efforts to African-American and Hispanic students. The College's development of tutoring for the growing number of online students would be a positive step in this area. A new textbook and course management system for Accounting 1 and 2 classes should positively impact persistence by providing clearer learning paths. The Department will also be upgrading one of its classrooms into a DLS- type environment, and will be noting the impact on student success to determine if this should be expanded to other classrooms. Business degrees and certificates have been updated to more closely focus on discipline-specific skills needed by industry – this may also positively impact transfer and employment. The Department has and will continue to leverage its partnerships to help improve students' employment opportunities. This includes working closely with the Career Planning Center to quickly broadcast information regarding internships to business students, and

working with Deloitte and Touche and Santa Monica Rotary on providing internship and career mentoring opportunities.

Results and Responses to SLO Assessments

Although several faculty have expressed the opinion that SLO assessments do not provide any additional data that are not provided by grades and other types of assessments, the results of the pilot study showed, indeed, that SLOs can help isolate areas on which to focus attention. We aligned our Accounting 2 SLOs with the assessments done by CSUN with respect to mastery of lower division course content prior to admittance to upper division courses. They test to assess two accounting competencies — (1) Financial Accounting and (2) Managerial Accounting. These are parallel to our two SLOs for Accounting 2, which covers introductory Managerial Accounting. What we found when we took the data from the Spring 2011 report received from MIS, and averaged the results by SLO, was that more students were mastering the Managerial portion of the material than were mastering the Financial portion.

	SLO #1/ Financial Acctg	SLO #2/Managerial Acctg
Average of % of students mastering the SLO for all 6 sections assessed	74.0%	80.2%

As a result, we have selected a new textbook for Accounting, which we are implementing in the second half of fall 2011 and moving forward. We have also revised the course content we provide on eCompanion for all Accounting instructors.

Student Learning Outcomes are now a factor in textbook selection for all department disciplines. In addition, for all new courses and changed course, the SLOs are being added to the course outlines of record. The Department also reinforces to faculty that SLOs are to be included in their course outlines. Moving forward, the Department will also identify and analyze SLO achievement “outliers” by section and instructor.

INSTRUCTIONAL ENVIRONMENT

Discuss any changes in the instructional environment in the last 2 years.

Engagement in Institutional and Department Efforts and Activities

The Department’s full-time faculty are significantly engaged in a variety of campus committees and community, activities. In these roles faculty energetically contribute their time and talent to the College’s shared governance, represent Department perspectives on key issues and initiatives that impact the College, and share their discipline knowledge with members of the campus community. Over the past two years Department members have also been and continue to be active in variety of Department and discipline-specific activities including workshops, conferences and relationships with publishers and discipline-related service providers. These activities help keep teaching skills current, promote student success, and provide students with opportunities that prepare them for their next educational and career steps. One trend overall is more activity related to Global Citizenship. Another plus is that over the last year more part-time faculty have attended

Department meetings and are involved in key Department and campus activities. Examples include the Career Closet development, and one part-time faculty member teaching intercultural communication who regularly attends Global Citizenship committee meetings.

Monica LaBenda has provided the Department with information that supports the following trends regarding Business faculty participation in flex activities: Business faculty participated over and above required flex hours - Business faculty used flex time to provide additional office hours and student coaching/counseling, to develop and enhance online course materials, to review textbooks, and to complete training modules to enhance online materials.

The Department's challenge is that too few full-time faculty are spread thin from an involvement standpoint. As a result, there are some committees that have no representation from the Department, but would benefit from our participation – as we would benefit from participating. As full-time faculty retire it will be important to replace them so that we can maintain and expand our presence in campus committees, as well as provide leadership in key discipline areas such as business communications, business law and international business.

Appendix 3A and 3B provide details on faculty member's contributions in the areas discussed above.

Department Initiatives and Activities

The Department has over the last two years implemented initiatives and events geared to enhancing student success and helping the Department to better understand the needs of its students. Many of these are the result of faculty leveraging relationships with organizations, the Advisory Committee and community members.

•**Rotaract Club:** The SMC Rotaract Club gives students the opportunity to learn from and network with local business and not-for-profit professionals, gain leadership skills, and initiate service projects that exemplify the organization's motto of "service before self". The Rotaract Club's alliance with the Rotary Club of Santa Monica (150 members who are leaders of the community) has resulted in: jobs, internships, scholarships, and mentorships for students; student and faculty participation in community service events; professional and leadership development for students; networking and relationship building between students from diverse backgrounds on campus and between students and community leaders from Santa Monica ;exposure to international cultures between students and from community leaders who have international backgrounds and work experience.

•**The Career Closet:** (Appendix 3C) Enrolled business students may access the Career Closet each semester to select and keep a complete outfit to look their best for interviews or networking. This service has been particularly helpful to many students during the recession. Donations for the Career Closet are provided by faculty, Advisory Committee members, community members, and local retailers. Through class projects, students in Advertising Display and Merchandising classes design, merchandise, and maintain the Closet. The Career Closet has recently undergone upgrades, courtesy of the work of Lorrie Ivas and her Principles of Advertising Display classes. The Closet interior has been redesigned and merchandised, marketing efforts have stepped up, and flyers have been posted around the Business Building. On November 2, we celebrated the reveal of the Career Closet's fall window display on the lower floor of the Business building. The window display showcases the work of students Calundra Thomas and Johanna Arvidsson Tjader.

- **Meet the Professionals Event:** (Appendix 3D) In spring 2011 the Department held the “Meet the Professionals” networking event in B111. It was decided by the Advisory Committee and the Department that this event would be held in lieu of a spring Advisory Committee meeting. All SMC students were welcomed to the event. The response was tremendous; over 200 students attended, where they spoke with representatives of the Advisory Committee, other local businesses, Department faculty and other College organizations. The event also featured a panel of Business Department tutors who spoke on the topic, “how to be a successful student”. Thanks to the efforts of Professor Ming Lu, CPA review firms helped sponsor the event and donated prizes for a student drawing. Meet the Professionals was organized and coordinated by Professors Aileen Huang and Joy Tucker, and Professor Greg Brookins was the event MC. Both full and part-time faculty contributed their time and effort to this event.

- **Outreach Efforts:** (Appendix 3E) The Department has recently initiated outreach efforts to provide resources and information that support student success for specific student groups. In September 2011 the Department held a workshop for the Black Collegians during which faculty from various disciplines gave brief presentations on “how to be a successful student in business” from their standpoint. The Department has an outreach liaison to the Veteran’s Resource Center, Professor Fran Chandler, who keeps the Department informed of the needs of the Center and its students. In fall 2011 the Department donated textbooks to the Center’s library (including books for the 5 largest classes in terms of sections - ACCTG 1 and 2, BUS 1, 5, 31, and 32). The Department will be extending its outreach efforts to Adelante in 2012.

- **CPA Exam Preparation:** Professor Ming Lu has been instrumental in establishing relationships with CPA review firms and obtaining a variety of benefits for accounting students:

CPA Review Discounts : Discounts on CPA Exam Review courses will be provided for SMC students from Roger CPA Review , BISK CPA Review, Becker CPA Review, Gleim CPA Review, and Lambers CPA Review. (Appendix 3F)

Free Workshops: SMC students will receive free access to 3 workshops that Becker CPA Review will be hosting in Los Angeles.

Presentations: Becker CPA Review to do a presentation on campus this year for Rotaract.

- **Deloitte Leadership Conference:** Professor Greg Brookins has continued to cultivate a relationship with Deloitte & Touche, one of the four largest public accounting firms in the world. Deloitte has begun identifying top performing accounting students at SMC so that they can follow these students at the university level.

This relationship has also led to SMC having 3 students represent the College at the Deloitte National Leadership Conference for each of the last 3 years. This conference is normally open to 4-year universities nationwide. SMC was among the first 2 community colleges (the other being in New York) to be invited to participate in this conference which focused on developing the leadership skills of the participants. As a result of participation in this program, a few of our students have received coveted internships. We have also seen the first of our student participants receive full-time employment after completing their university studies. For Spring of 2012, Deloitte has invited 22 SMC students to a reception to be held at its downtown offices. The Business Department is excited about the opportunity for our students to visit the firm since these opportunities are normally reserved for the top local universities with accounting students (USC, Northridge, LMU).

- **Publisher Relationships:** One area of concern is the relationship with publishing companies regarding delivery of textbooks and related technology. Over the past year the Department has experienced some issues with publishers in terms of textbook and course management features that have been promised but not delivered, often just as a semester begins. This has negatively impacted the instructional environment for faculty and students as both scramble to adjust to sudden and unanticipated changes. As a result the Department has decided that it needs to identify policies and procedures for a more effective textbook/course technology selection and adoption process. This will help insure that textbooks meet the Department's and students needs. For example: publishers should be routinely asked if textbooks are ADA compliant and how this is demonstrated; textbooks should also be reviewed to determine how they address sustainability. Developing this process is also important since many of the Department's faculty are part-timers who teach in discipline areas that require regular changes in textbooks.

On a positive note, one publisher has established a Student Partner Program. They have interviewed, hired and trained three students to take part in the program, which assists students with questions on the publisher's course management tools. This partnership benefits accounting students by giving them an additional information resource for accounting, and it benefits the partners by giving them extra work experience. As noted above in "*Outreach Efforts*" publishers generously donated textbooks and other student supplies to the Department for donation to the campus Veteran's Resource Center.

One item that has not changed in the past two years but needs to is the Department website. The website is a key place that students and community members go to seek information about the Department. While serviceable, it needs to be updated and more user-friendly to better market the Department's programs and resources. The Department will pursue a top-to-bottom evaluation and update the website beginning in spring 2012.

Business Department Tutoring

A significant change since the last Program Review was that Maria Colman was recently hired as of Fall 2011 to be a permanent *Tutoring Coordinator* for the Business/CSIS Tutoring Center. Ms. Colman reports directly to the Dean of the Learning Resource Center (LRC). This chain of command facilitates the budgeting of the tutoring program so that it is part of the general LRC budget and places all aspects of tutoring under one authority. In addition, Ms. Colman reports indirectly to the Chairs of the Business and CSIS departments. The department is grateful for the wisdom the SMC administration has shown in making the Tutoring Coordinator a permanent employee. Starting in July 2012, all Business tutoring will fall under the LRC budget.

There is now continuity and permanence where neither previously existed. Ms. Colman is accessible by phone and available to answer students' questions. Students can ask her questions and or make appointments. In the past, the supervisor spent time in the lab but was not always available to respond to calls from students. The formatting of the student sign-up sheets has been improved. The newly formatted sign-up sheets include the identity of the course, professor and tutoring policies.

Tutoring is provided in one-on-one and in a small group tutoring approach has been adopted in those situations when multiple students are seeking the same material. A group tutoring session includes between two and ten students.

There is an emphasis on the continuity of the tutoring style employed in the lab and to this end, each new tutor hired is trained so that he/she has a clear understanding of what is expected when tutoring students. Tutors are familiar with the professors who teach the students seeking assistance. This helps the tutors understand the difficulty that the student is having. The tutors selected are also role models. They have been members of: Associated Students of SMC, Black Collegians Program, Rotaract Club, and Phi Theta Kappa.

The physical environment of the lab itself has been greatly enhanced. An additional desk/work station has been added that provides the tutors with a larger work area. A white board has been mounted for use when tutoring. A refrigerator, microwave, and several empty (never used cabinets) were removed so that more area is available for students.

The Tutoring Center is included in a computerized *Tutor Tracking* program that tracks student participation in tutoring. This program was initiated in Fall 2010 so that data could be gathered and comparisons made over time on the level of demand for tutoring in various courses. The *Tutor Tracking* program also makes it possible for professors to see which of their students are using the lab, how many times each has visited the lab and the duration of each visit. In addition to this system, Ms. Colman provides regular emails to faculty on students who have participated in tutoring.

The data below has been retrieved using the Tutor Tracking program. Data is not included for fall 2010 when this program became “live”, since the majority of the kinks were being worked-out during that time (due mostly to lack of understanding, and use-of by the tutors and tutees). There were 9 tutors in fall and 8 in spring; the majority of these students tutor more than one class, often across disciplines.

This data looks at one year, 2011. As the table below shows, there was an increase in visits to the tutoring lab from spring 2011 to fall 2011. This may be due to a larger number of sections in the fall and increased marketing of the program during that semester. In both semesters, Accounting visits accounted for the majority of visits to the center, with Accounting 1 being the leading class in terms of tutoring visits among all classes. The “Miscellaneous” category represents those students seeking assistance in the tutoring lab for other courses – mostly CSIS courses. This category is particularly high in the spring when the tracking system was still new and tracking was not as accurate.

One weakness of the data is in its inability to reveal whether a tie exists between student use of tutoring and student success. Other than anecdotal evidence from faculty who receive bi-weekly reports of student visits by name, no statistical data exist to prove the belief that tutoring helps students. The Department is glad that the larger college community is working on ways to collect and validate this data and looks forward to comparing this data over time to better determine trends in students’ use of the Center.

Regarding the tutoring facility, the Tutoring Coordinator’s suggested improvements include having a larger facility that is dedicated to tutoring (the current facility is shared with the adjunct professors’ office); tutors available for drop-in as well as scheduled appointments; room for students to study while waiting for a tutor; and space for student “study-buddy” groups to meet together.

Fall 2011 Tutoring Statistics			Spring 2011 Tutoring Statistics	
Subject Tutored	# of Visits	% of Visits	# of Visits	% of Visits
Accounting 1	195	35%	105	33%
Accounting 2	119	21%	41	13%
Accounting 10	1	0%	0	0%
Accounting 21	1	0%	0	0%
Total Accounting	316	56%	146	46%
Business 1	14	3%	2	1%
Business 5	111	20%	103	32%
Business 20	5	1%	0	0%
Business 31	37	7%	4	1%
Business 32	65	12%	16	5%
Total Business	232	42%	125	39%
Misc.	11	2%	49	15%
Total	559	100%	320	100%

Facilities

Business and Vocational Education Building: The Department is happy to report that we have had technology and other upgrades to B106 during the winter due to CTE funding (as noted in the section on CTE funded programs) and B144 is undergoing a makeover. These are two large classrooms used both by Business and Accounting faculty, and B144 is also host to meetings for several College committees, including Academic Senate and the Faculty Association. Department faculty who will teach in B106 this spring will provide feedback to the department on their experience with using the new technology; this input will drive future CTE funding efforts for other classrooms.

The Department has general concerns about how the maintenance and upkeep of the Business Building affects the instructional environment. In addition to the periodic work orders that are submitted when necessary, we have met with facilities supervisory staff to “walkthrough” the building, classrooms and restrooms with us. To further articulate the varying needs of our department and assign priority to these needs, the facilities supervisor for our building recommended that we submit a list of priorities. We envision the following list as a tool to help us work together in improving the instructional environment of our building:

- 1) Ensuring that restrooms are mopped nightly and are adequately stocked with hand soap, toilet paper and paper towels

- 2) Ensuring that waste baskets in offices are emptied nightly
- 3) Stripping and waxing all floors before the beginning of Spring 2012
- 4) Setting up a rotation for the following:
 - Stripping and waxing floors
 - Painting classrooms, offices, and common areas
- 5) Sweeping classrooms nightly and mopping at least weekly
- 6) Cleaning desks in classrooms at least once each week
- 7) Sweeping the steps to the 2nd floor at least weekly

Automotive Technology at Santa Monica High School: In summer 2010 the Department's Automotive Technology program moved quickly to Santa Monica High School (SAMOHI) from the temporary facilities at Santa Monica Lexus-Toyota. As noted earlier, CTE funding has been used to develop this location into one more suitable for college classes, including up-to-date equipment and computers. The Department will continue to seek CTE funding to upgrade and expand the program's equipment and will continue to work closely with contacts at the high school to coordinate other facility needs, such as security. However, the SAMOHI space is very limited and does not allow for any growth in the program. There are 6 bays at the high school facility and (some with antiquated equipment) versus more than 54 bays at the former Lexus Toyota location. The College administration should therefore consider the Automotive Technology program in any future plans for expansion of existing facilities or acquiring new larger facilities. Larger facilities would enable the addition of a class in Steering and Suspension, and this would facilitate National Automotive Technicians Education Foundation - NATEF - certification of the program. (NATEF is the industry standard for secondary and post-secondary training and evaluates and recommends programs for accreditation by the National Association for Automotive Excellence (ASE).

PROGRAM EFFECTIVENESS

Discuss any new evaluation processes, data, or changes made in the last 2 years.

Degree and Certificate Completion

Degree and Certificate data discussed is provided in Appendix 4A. Growth in associate degrees was virtually flat from the school year ending June 2010 (157 degrees) to the school year ending June 2011 (155 degrees). This ends a growth trend since 2007 in the number of degrees awarded. While associate degrees in Business Administration are the majority of those awarded in Business, these declined at the expense of growth in Business Management degrees.

The number of Chancellor's Approved Certificates (Certificates of Completion: 24- 27 units) grew during that same time period, growing from 31 awarded in the year ending June 2010 to 46 awarded in the year ending 2011. Notably for certificates in 2011, those awarded in Business Management, Marketing and International Business gained from the previous year while Business Administration declined during this time. The growth in Certificates (particularly the skill-specific ones such as Marketing) versus the flattening in AA degrees may indicate that students are seeking shorter-term certificates that will more quickly prepare them with skills to enter the job market. The Department's recent revamping of the Certificates (noted in the Curriculum section) to make them more aligned with industry-specific skills will hopefully support this trend. The number of Department Certificates (12 units) is very small compared to degrees and Chancellor's approved certificates. Of the 42 awarded since 2008, 38 of these are in Computer Accounting, and the others in Introductory Automotive Technician and Business Entrepreneurship. There have been 0 awarded in each of the other categories (noted on page 1.) While the Advisory Committee recommended these certificates before the economic downturn, it seems that since that time students find the Chancellor's certificates more valuable in a very competitive job

arena. The Department should consider whether to continue the majority of these certificates based on this trend.

Cal-Pass data on degrees and certificates by ethnicity (while slightly different than the Institutional Research numbers) provides another viewpoint of award completion. For the 2008/2009 - 2009/2010 time period the number of degrees and certificates grew for African-American, Hispanic and White students. Asian/PI students' growth in this area remained flat during the same period. However, while Asian/PI students represented 26.5% of the Department's students in 2010 (as noted in the Instructional Improvement section) they represented a majority (37%) of awards in 2009-2010. For other ethnic groups:

- Whites represent 31.2% of the Department's enrollment and 30% of awards
- Hispanics represent 22.8% of the enrollment and 20% of awards
- African-Americans represent 10.1% of the enrollment and 7% of awards

This data bolsters the department's intention to continue outreach efforts to Black Collegians and to initiate outreach to Adelante and providing resources to this organization.

Successful Course Completion and Course Retention

Course Completion and Retention data discussed here is provided in Appendix 4B. One key measure of program effectiveness is the percentage of students who complete each course or program with a grade of C or better. The Department's course completion rate continued its upward trend, growing from 60.7% in fall 2009 to 65.4% in fall 2010. While this rate is slightly lower than the College's rate of 68.2%, the Department grew more than the College during this time period. Successful course completion rates have risen fairly dramatically between 2008 and 2010 for black students (increasing from 36.1% to 46.0%), and rose for Hispanic students (increasing from 53.2% to 57.2%). While the absolute course completion rates for these two ethnic groups are still disappointingly low, we hope and anticipate that they will increase further due to our closer ties with Black Collegians and Adelante and our developing Tutoring Program. Course completion rates grew for both onground classes and online classes; this was heartening particularly since (as noted in the Instructional Improvement section) the number of online sections exceeds the number of onground sections offered.

A comparison over time between the College's overall completion rate and rates for classes with the largest enrollments was revealing. These classes are Accounting 1, Accounting 2, Business 1, Business 5, and Business 32. As of 2010, Accounting 2, Business 20 and Business 1 are at, or exceed the college's successful completion rate. While they have all improved since 2009, the rates for Accounting 2, Business 5 and Business 32 are well below the college's level. The Department should watch the growth trends in the rates for these classes carefully; new textbooks and learning tools in Accounting 1 and BUS 32, implemented in 2011-2012 should help support continued growth in completion rates. A positive impact is also expected on the completion rate for BUS 5; as of 2011 BUS 5 has been added to all Business Certificates of Completion and as of 2011 this course has dedicated tutors recommended by BUS 5 faculty. Course success rates by residence status is encouraging, as all have grown between fall 2009 and fall 2010, reaching their highest levels thus far in 2010.

The Department's retention rate grew from 80.2% in fall 2009 to 82.6% in fall 2010, and is almost at par with the College's 2010 retention rate of 83.3%. It is notable that the Department's retention rate grew during this time period while the College's rate remained flat. Growth was attained in all disciplines. The most recent data from Cal-Pass regarding retention by ethnicity (fall 2008-fall 2009) shows a heartening picture for Business, as retention for all ethnic groups increased during that period. The opposite is true for Accounting during that time, but Accounting's overall retention did rebound in 2010, growing from 76.8% in fall 2009 to 80.4% in fall 2010. Retention data by ethnicity in Accounting for 2010 will bear attention, so that we can understand the underlying source of that growth.

Other Achievement Measurements

This section discusses two studies, one in 2010 regarding student satisfaction and one in 2011 on CPA exam pass rates – that provide additional measurements regarding the Department achievement. The full studies, developed with the assistance of Institutional Research, are available on request.

Student Satisfaction Survey

In fall of 2010, the Business Department administered a survey to students enrolled in business courses. The purpose of the survey was to assess whether the business course fulfilled students' expectations and helped them achieve their educational goals. Traditionally, student success is measured by certificates, degrees, and transfers to four-year institutions. However, many students enroll in business courses without the intent to earn a certificate, degree, or transfer. Instead, some students enroll in business courses to discover/formulate career interests, plans, and goals, acquire job skills, advance in current job/career, or for personal development; these are goals that are not measured by awards and transfer. The survey was developed to document the success of students with all goals in business courses. The findings revealed the following specifics about student goals and satisfaction with regard to business classes:

- Goals:** Students were asked to report their reasons or goals for taking the business classes in which they had enrolled. They were asked about five specific goals/reasons and given an opportunity to specify others. Students were asked to identify each goal/reason as either a primary goal, a secondary goal, or not a goal. Therefore, students were able to identify more than one primary or secondary goal and percentages across goals will not sum to 100%. Among the 1,572 respondents to the survey, Transfer to a 4-year institution was identified as a primary goal by 68% of survey respondents and as a secondary goal by 15% of survey respondents. Earning an Associate degree was selected by 33.4% of students as a primary goal and by 29.9% as a secondary goal. Earning a certificate was a primary goal or secondary goal for 29.3% and 22.9% of students respectively. A large percentage of responses, 40.6% and 37.5%, indicated that obtaining skills for a career was a primary goal or a secondary goal for students. Similarly, noteworthy proportions of responses, 39.5% and 36.2% respectively, identified self-improvement or personal development reasons as primary and secondary goals. This suggests that looking at student outcomes for degree seeking students only, may fail to consider an important minority of students who take business courses for reasons other than earning a degree or certificate. This is perhaps even more plainly observed by examining the proportions for "not a goal." Transfer, earning a degree, or earning a certificate were not goals for 17%, 36.7, and 47.8% of respondents.

Goal/Reason	Primary Goal		Secondary Goal		Not A Goal	
	Count	Percent	Count	Percent	Count	Percent
Transfer to a 4-year	997	68.0%	220	15.0%	249	17.0%
Associate Degree	438	33.4%	392	29.9%	482	36.7%
Certificate	363	29.3%	283	22.9%	591	47.8%
Skills for career	527	40.6%	487	37.5%	284	21.9%
Self-Improvement/Personal	501	39.5%	460	36.2%	308	24.3%
Other	77	4.9%	11	0.7%	125	8.0%

- Satisfaction:** Students were asked about their degree of satisfaction with the course and whether taking the course helped them to achieve their educational goals. Students responded by indicating their level of agreement with the questions below, on a 6-point scale. Combining the "strongly agree" and "agree" categories, 90.8% of respondents indicated they are satisfied with the course in which they enrolled and 87% indicated the course helped them to achieve their educational goals. The data reveal that a large majority of

business students were satisfied with their business courses and that the courses met their educational needs.

Question	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Overall, I am satisfied with the current course.	57.7%	33.1%	6.9%	1.2%	0.5%	0.6%
The current course helped me achieve my educational goals.	50.2%	36.8%	10.4%	1.2%	0.7%	0.7%

To gain comparable data the Department implemented the student satisfaction survey in fall 2011, with results expected in early spring.

CPA Exam Pass Rates

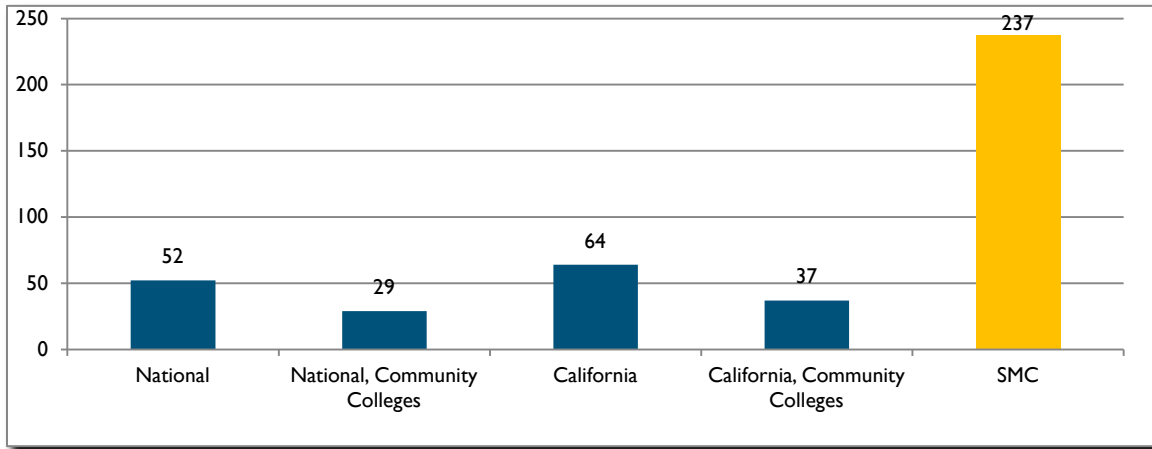
One objective method of evaluating a portion of the Business Department’s accounting program is looking at our students’ Certified Public Accountant (CPA) exam pass rates. The CPA exam consists of four sections-- AUD (auditing), BEC (business environment and concepts), FAR (financial accounting and reporting), and REG (regulation). These sections test on material covered in all of the Department’s accounting classes and some of our business classes.

The National Association of State Boards of Accounting (NASBA) publishes annual data related to performance on the uniform CPA exam. We obtained their most recent publication, which was for the 2009 candidate performance. We sent this report to SMC Institutional Research for further analysis and for development of a research brief.

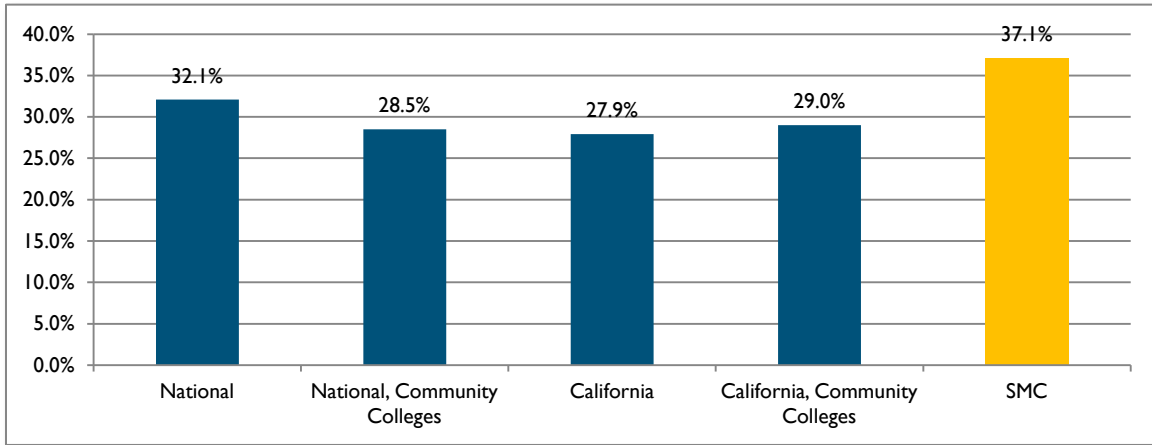
Here were some of their important findings, also shown in the charts below :

1. A total of 237 candidates from SMC took at least one section of the CPA exam in 2009. SMC is ranked first in terms of number of candidates taking the exam among all community colleges in the United States and its territories.
2. On average, SMC has a higher CPA exam pass rate (37.1%) when compared with all institutions (32.1%) (figure 2). The NASBA’s data reveals that SMC accounting students perform at higher pass rates (37.1%) than the national average (32.1%), the average for all community colleges (28.5%), the average for all California schools (27.9%), and the average for all California community colleges (29.0%).
3. SMC had higher pass rates on the BEC and FAR sections of the exam when compared with all institutions. On the other two sections, SMC performed close to the national average rates.
4. SMC is ranked ninth in pass rates among four-year institutions in California (with five or more CPA candidates), performing better than several UCs and CSUs.

Average Numbers of CPA Exam Candidates



Average Pass Rates



Professor Ming Lu recently received information from NASBA on pass rates for SMC students and national totals for the years prior to 2009, shown below. The data indicates that our student pass rate was close to the national average in 2006. Starting in 2007, we have exceeded the national pass rate each year. The number of SMC students taking the CPA exam has steadily risen since 2006, versus national totals that dipped in 2007.

Historical Pass Rates

Year	SMC Students		National Totals	
	Number of Candidates	Percent Passing	Number of Candidates	Percent Passing
2009	237	37.1%	59,035	32.13%
2008	219	34.7%	52,948	31.41%
2007	159	33.3%	46,746	26.74%
2006	127	26.8%	57,498	27.40%

ADVISORY COMMITTEE

Discuss any new recommendations from the Advisory Committee and the program responses. Attach minutes from all Advisory Committee meetings since the last review.

Business Advisory Committee

Since the last program review the Department has held three Business Department Advisory Committee meetings, on May 27, 2010, November 18, 2010 and November 17, 2011. Minutes of Advisory Committee meetings and a list of current members is included in Appendix 5A and 5B. As noted in the Instructional Environment section of this report, the "Meet the Professionals" event was held in lieu of a spring 2011 meeting. Several Advisory Committee members have expressed that the event should be repeated since it was a success *and* that they wish to also have a spring meeting. The Department will be evaluating how to address these needs this spring.

Since 2010, six new members have joined the Business Department Advisory Committee, representing professionals from various disciplines, including Accounting, Marketing, Investments, and Hotel Management (listing in alphabetical order based on first name):

Andrew Hossom
Vice President, Marketing & Research
Fox Sports Interactive, a Division of Fox Sports Networks

Baldwin T. Chin, CIMA(r), CFM
Senior Vice President-Investments
Senior Resident Director
Merrill Lynch Wealth Management

Bob Tuohy
Chief Executive Officer
Transportation Logistics Management Inc

Brandon Parker
Training & Development Manager
The Peninsula Beverly Hills

Norman Harris III, LCB CCS
Business Unit, Customs Clearance Manager
Panalpina, Inc.

Winnie Poon
Warner Brothers Entertainment
Executive Director, Finance & Accounting

The Automotive Advisory Committee was disbanded in 2010, as a result of the College moving the program from Lexus Santa Monica to Santa Monica High School (SAMOHI). Based on advice from Workforce & Economic Development and the limited class offerings in the Automotive program (currently two to three classes are offered each semester), the department is not seeking to "revive" a new Auto Advisory Committee, but will be seeking to add an automotive industry representative to the Advisory Committee.

The table below includes an overview of the types of recommendations these committees make and the program responses to these recommendations.

**Business Department Advisory Committee Overview
(This committee includes accounting, business, insurance and logistics.)**

Recommendations from Advisory Committee	SMC Program Response
Publicize the improved and enhanced Career Closet.	Permanent displays have been set up at the entrance to the Business Building. Flyers are posted in the department office and classrooms. Faculty agree to make regular announcements about the Career Closet to students.
Complement online courses with brick and mortar—hybrid courses needed.	Several classes are now offered in the hybrid format including Accounting and Business classes.
Market the Department more – it is a national brand.	A major overhaul of the Department’s website will be conducted in spring 2011, including updated faculty information and program information.
Consider courses in human resource management, sustainability, and hospitality and tourism. An integrative course in sustainability can help lead to green certification from the City of Santa Monica	<p>Continue the Department-wide philosophy of including sustainability in courses. Added a core competency related to sustainability for ILO4.</p> <p>Grant funding will support the development of a survey focused on the needs of local industry, and how the Department might respond. The department reintroduced Introduction to Hospitality and Tourism in Fall 2011.</p>
Maintain support for the Automotive Technology program; provide a location where it can grow.	CTE funding has supported new equipment and technology for this program.
Replace the Spring 2011 meeting by a “Meet the Professionals” event, and for committee members to consider participating to present information about their industries.	Committee members expressed their interest and support for the idea. The event was conducted on May 19, 2011.
To enable us to better understand the educational objectives, repeat the pilot student survey, expanding it to a larger sample size.	The student satisfaction survey was implemented in fall 2010 and again in fall 2011 to all faculty. Results for the most recent study will be prepared in spring 2012.

CONCLUSIONS AND RECOMMENDATIONS

- **Update or revise program offerings in consideration of recent economic trends.** This takes on added importance as the economy slowly recovers and career opportunities in the new economy emerge. Recent economic data suggest that insurance is declining and that sales, marketing and management is on the upswing. This also bodes well for the introduction of a social media marketing class to be developed by Sal Veas, the new Chair of Excellence.
- **Plan to replace full-time faculty who will be retiring soon; seek full-time faculty leads for key discipline areas.** This is particularly important as full-time faculty can provide leadership and guide growth for key discipline areas, develop relationships for the Department's benefit, and represent the Department's voice on College committees.
- **Better integrate the use of SLO data in making curriculum decisions.** This will be facilitated by more accurate data coming out of the SLO roster system and wider use of this system by Department faculty.
- **Expand outreach activities to Adelante students and continue these activities to Black Collegians and the Veterans Resource Center students.** The goal should be to inform students about programs in the Department and understand their barriers to success and how to address them. Black and Hispanic students are underrepresented in the Department in terms of enrollment and in associate degrees and certificates given. Outreach to veterans is important as more veterans return home and seek to begin or continue their college education.
- **Continue to build on and leverage relationships to benefit students.** The Department's relationships with organizations such as the Santa Monica Rotary, CPA firms and Deloitte have garnered solid benefits for students that contribute to their success. The Department should continue and expand these relationships.
- **Develop textbook/course technology adoption policies and procedures to be used by all Department faculty.** This will be an important step to ensure that all faculty are thorough when assessing textbook quality, usability and appropriateness. It will also help publishers better understand our needs and the consequences of not honoring textbook agreements.