Program Review All Fields

Business (CE) [1]

Main

Overview
Academic Year 2022 - 2023

Originator LaCarra, Roberto

Division Curriculum Division 50 - Career Technical Education

Department Business

Program Business (CE)

Program Type Instructional

Co-Contributors

Contributor

- Maringer-Cantu, Jane
- Sweeney, Susan

Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).
The programs in the Business Department have a common focus on preparing students for professional careers, whether before or after study at the transfer level. All California Community Colleges including Gavilan College, seek to be drivers of economic progress, social mobility, and diversity of opportunity within their service areas. Our department awarded 1,647 of the degrees and certificates awarded by the college in 2020-2021. Of these awards, a majority of them are transfer degrees which prepare students both for transfer and well-paying careers, and the remainder are certificates targeted to short-term training in high-demand job skills.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list:

Response and follow-up to previous program reviews

1. **Maintain a quality program and high academic success rates**

2. **Reorganize course offerings to focus on courses necessary for graduation or transfer**

3. **Increasing graduation/completion rates**

4. **Create the Occupational Institute/hire a counselor specializing in occupational fields**

5. **Increase proportion of Business students completing degrees by five percentage points**

Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

All groups of students have achieved at least a 70.7% success rate in AY 2021-2022. Since 2017, eight AJ courses have been developed for online implementation. The Business and CSIS degrees/certificates are being refocused on to reducing the number of units needed and ensure that all courses are regularly offered in a balanced delivery format. In one year, the Career Education counselor was able to increase the number of degrees and certificates by approximately 80 awards. The Chancellor's Office has recognized Gavilan Career Education programs for their 10% average increase in student incomes immediately after completion, as well as their students' success in finding employment directly related to their training.

As of 2022, the Business department includes programs with FTES as high as 16.75. Between 2021-2022, AJ-100 (Basic Policy Academy) was the highest yielding course (40.87) – which falls under the Career Technical Education division. Due to COVID-19, the data shows the Business department's enrollment numbers have decreased since 2019.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Between 2021-2022 the Business program's overall success rate was ~ 71%, slightly above the college average. These are the success rates in 2021-2022 for each program in the Business Department:

ACCT 56%
AJ 77%
BOT 83%
BUS 66%
CSIS 72%
DM 67%
ECON 66%
MGMT 53%

MKTG 33%
RE 73%

AJ, BOT, CSIS, and RE program rates were higher than the college average for the academic year of 2021-2022.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate
The Business Department program rates are fairly similar to that of the overall college average rate, peaking at low 50s during Fall 2021. No large gaps were found. This points to the conclusion that the program is in tune with Gavilan college's efforts to retain and engage students for longer periods of time.

Success
The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit
The Business Departments course success rate overall is 1% higher than that of the college as a whole. However, the success rate of African American, Latinx and Filipinx studentsremains low but is 6 points higher than that of the college as a whole. While we are pleased to see positive results, we would like every single one of our students to be successful, while realizing that a 100% success rate is most likely an unrealistic goal. We hope to incrementally increase our success rates by a percentage point or more each year.

How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.
There has been a decline in enrollment of ethnically diverse students from 2020 to 2022, however, there has been a slight increase in the enrollment of Black or African American students. This is such a minor difference that the department will have to look for a larger trend, however, it would be suggested to reach out to our dual-enrollment high school programs. As a whole, the success rates have increased each year at our college which reflects that once they are in one of the Business programs, they are thriving.

Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
There has been a decline in enrollment of ethnically diverse students from 2020 to 2022, however, there has been a slight increase in the enrollment of Black or African American students. This is such a minor difference that the department will have to look for a larger trend, however, it would be suggested to reach out to our dual-enrollment high school programs. As a whole, the success rates have increased each year at our college which reflects that once they are in one of the Business programs, they are thriving.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.
Our department follows all Human Resource guidelines in hiring. AJ program lead is of Mexican-American ancestry and possesses academic experience in teaching ethnic studies whereby EEO objectives are addressed throughout the AJ program and individual courses. Adjunct faculty are selected in part for their knowledge and experience with diverse groups. We would advocate for the college to assess its pay scale, particularly for part-time faculty. We are finding that our potential hires increasingly wait to hear from other opportunities before making the decision to accept a teaching job at Gavilan. Gavilan is situated in an area with a high cost of living. Numerous other colleges are within commuting distance. Maintaining parity with those colleges is important to hiring diverse and well-qualified faculty members.

Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?
Since the development and implementation of online courses, there was an upward trend in overall program success rates. No significant disparity between face-to-face and distant education success rates was found (92% and 91% respectively at Fall 2021 and 76% and 64% respectively at Fall 2022). Where does this data come from? CCCC data mart indicates lower success rates for online

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?
Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?
No

Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?
No

Have all of your SLOs, PLOs or SAOs been assessed in the last five years?
Yes

Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?
Yes

If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?
We await the new software modules in Curricunet that will make mapping and reporting accurate, as per instructions from the VP of AA.

Outcome Assessments

Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)
Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?
1. Instructional Strategy: To provide an interactional classroom setting for students.
2. Measurement of Student Growth: Utilize a pre-test in the first week and a post-test in the 15th week.
3. Academic Goals: Write educational and professional goals to view how they are linked and salient.

We hope to achieve SLO success rates comparable to college overall rates, with a steady increase of one or two percentage points each year.

Institutional Learning Outcomes (ILO)
How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
ILO A. Develop and apply critical and creative thinking skills, including information literacy and

aesthetic responsiveness.

Critical and creative thinking skills, and information literacy are embedded in every class offered by the department.

ILO B. Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication.

Interpersonal communication is embedded into every class offered by the department.

ILO C. Develop ethical, social and civic awareness.

The AJ program, in particular, aligns strongly with this ILO. It is a strong component in the BUS/ECON programs, as these programs address the economic components of this student responsibility.

ILO D. Construct personal, educational and career goals and identify lifestyle choices that promote mental, emotional, physical and social health.

All the Business Department programs have a strong emphasis on career development and developing marketable skills, as does the current focus of the California Community Colleges leadership. Economic development and individual economic security goes hand-in-hand with mental, emotional, physical and social health. Economic security makes all other goals possible.

Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?
SLO goals vary according to course content but a predominant pattern is to establish high expectations and objectives for student performance. Many courses and programs focus on specific technical skills that must be attained by students. There are, of course, individual variation between programs within the department, given the different goals of and populations served by these diverse programs.

PLO goals capture the overall objectives of the AJ program which are to prepare students for employment in the Criminal Justice system, e.g. police, courts, and corrections. We hope to achieve PLO success rates comparable to college overall rates, with a steady increase of one or two percentage points each year.

For Business, our PLO results are consistent with our goals. The goals are being consistently achieved, so no major changes are needed. We hope to achieve PLO success rates comparable to college overall rates, with a steady increase of one or two percentage points each year.

Curriculum and Course Offerings Analysis

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Year	Degree/Certificate	Goal for Completion	Actual Award Completions
2015-15, 2016-17, 2017-18	Admin. Of Justice Business/Econ Digital Media Computer Science		64,110, 143 85,129,78 6,6,12 19, 27, 24

2020-2021	Accounting	116
	Admin. Of Justice	564
	Business	385
	CSIS	118
	Digital Media	44
	Economics	11
	Real Estate	2

Our department has no set limits for degrees and certificates awarded. We believe that all our students have the ability to succeed and complete their degrees and certificates. We believe that having the highest expectations inspires students and faculty to strive to meet those expectations.

Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

Inactivate Ethics (AJ 3A)

A comprehensive review of all department awards and courses was undertaken starting Spring 2019. This work will be finished in Spring 2020 at which time all remaining courses will be regularly offered on a two-year cycle. Rotational spreadsheets have been developed and submitted to the Dean of CTE.

Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

According to a two-year plan, 2018-2020, AJ classes are offered at Main Campus, online, and Hollister. Accounting, CSIS, Econ, Bus have recently returned to offering in-person/hybrid classes in 2023 from fully on line during and immediately after the pandemic. .

The Accounting program has started successfully offering core courses both in Gilroy and soon in Hollister. Many of the Business department's courses do not have multiple sections, and therefore are offered in the central location of the Gilroy campus. When possible and where it is supportive of student success, we have expanded our online and hybrid offerings to make courses available to as wide an audience as possible. This is especially true in CSIS and AJ and Accounting.

Program and Resource Analysis

Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Program and Resource Analysis

1. **2019**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   1744

   Full Time Faculty
   4

   Part Time Faculty
   26

   Full Time Staff

1

Part Time Staff

1

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

2. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

1518

Full Time Faculty

4

Part Time Faculty

28

Full Time Staff

1

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

3. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

4. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

5.   **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

Full Time Faculty

Part Time Faculty

Full Time Staff

Part Time Staff

Full Time Mgr/Admin

Part Time Mgr/Admin

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2019

FT = 13.30%

PT = 86.70%

Year:2020

FT = 12.50%

PT = 87.50%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Note: Year 2019 are 2021-2022 actuals, and Year 2020 are 2022-2023 actuals, and we used CSIS enrollment numbers.

Potential retirements will need to be replaced, especially in CSIS/BUS. This is mentioned because recent retirements have not been fully replaced – a trend which cannot continue if these areas of study are to thrive. The number of full-time faculty in the department has been steadily declining for 15 years, as some retirements have not been replaced. At the same time, enrollments have dramatically increased, especially those requested through CCAP/Dual Enrollment (in person). Continued student success will require more full-time hires in this area. The Business transfer degree is one of the college's most popular, as is the AJ transfer degree. Our department currently has four (4) full-time faculty members and thirty-two (29) part- time faculty which is one of the lowest ratios, if not the lowest ratio of full-time to part-time faculty in all college departments. Department faculty leaders who can take responsibility for several of the smaller subject areas will need to be hired. Current trends are unsustainable. The college must recognize that related programs within the department can share a full-time faculty lead. Many subject areas in the Business department are newer offerings within the community college system. Faculty in this area tend to have an entrepreneurial spirit that enjoys creating new programs and courses. Faculty are inspired by the idea of creating employment opportunities for many different groups of students. However, faculty in the Department have no plans for significant increases in either course offerings or programs offered. We have hit the limit of what we can realistically accomplish with the resources afforded to our Department.

Additional Comments

We must most emphatically emphasize, however, that the areas of need for full-time hires mentioned above

are all in long-standing, well-enrolled, and proven programs which contribute significantly to the total awards provided by the college.

Evaluation of Resource Allocations

List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

Did you receive additional funds?
Yes

Resource Allocation

1. **$3000 yearly - VATEA**

   Funding Source
   Grant

   Academic Year
   2021 - 2022

   Purpose of Funding
   VATEA - Most CSIS course have effectively had zero textbook cost for many years. Copies of necessary texts are available for use in the lab. Use of software is also provided in the labs. Wherever possible, programming classes use open source options which are freely available to students. The funds received purchase software, hardware, lab texts and materials.

   Result
   The texts can cost several hundred dollars each, and are software specific, so used texts are not an option. Without providing texts in the lab, success rates would drop dramatically.

2. **$3000 yearly - VATEA**

   Funding Source
   Grant

   Academic Year
   2022 - 2023

   Purpose of Funding
   Most CSIS course have effectively had zero textbook cost for many years. Copies of necessary texts are available for use in the lab. Use of software is also provided in the labs. Wherever possible, programming classes use open source options which are freely available to students. The funds received purchase software, hardware, lab texts and materials.

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3. **$3000 yearly - VATEA**

Funding Source
Grant

Academic Year
2023 - 2024

Purpose of Funding
Most CSIS course have effectively had zero textbook cost for many years. Copies of necessary texts are available for use in the lab. Use of software is also provided in the labs. Wherever possible, programming classes use open source options which are freely available to students. The funds received purchase software, hardware, lab texts and materials.

Result
The texts can cost several hundred dollars each, and are software specific, so used texts are not an option. Without providing texts in the lab, success rates would drop dramatically.

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.
Our cost per FTES is low – the department has always had a commitment to being efficient. Many instructors, both full and part-time, regularly supervise multiple sections ???? and are paid for only one section ???. (should we remove? Are these cross-listed courses?) Instructors regularly accept students beyond the class cap, because they believe that helping students complete their degrees and certificates quickly includes making sure that students can take the classes that they need when they need them. Degrees and certificates have been streamlined to reduce the number of classes that students need to take to the state-approved minimum.

Great care has been taken to design these degrees and certificates so that students will find options and choices for the classes that they need.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?
We have completed working on the CTE Pathways grant, whose goal is to improve online instruction and reduce textbook costs, in alignment with current statewide initiatives. A further goal is to have online courses included in the CVC-OEI list of quality-approved online courses available to students statewide. CSIS and

Business/Economics have made outstanding strides toward this objective.

The AJ program is linked to law pathway since criminal justice is composed of Police, Courts, and Corrections. Law pathway is a partnership between Gavilan College, the California Bar Association, and California LAW. We seek to offer law events, guide students who want to enter a legal career, and connect them with internships.

The Law Pathway program is housed under the Business department, specifically the AJ program. Dr. LaCarra founded and administered the program the first five years which now is supervised by Judge Lovorato, an AJ adjunct. This partnership includes California Law Pathway and several ABA law schools. The Business department programs are highly sought after at local area high schools under the college's dual-enrollment program.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

> Quoting from the Educational Master Plan:
> *The future is looking a little brighter for San Benito and Santa Clara Counties. Between 2012 and 2022 the California Employment Development Department (EDD) projects an annual average 1.4% increase in jobs. The greatest growth is concentrated in three industrial sectors: (1) professional and business services(25%), particularly in computer system design and related services; (2) educational services (private), health care, and social assistance(25%), with the ambulatory health care services contributing almost 9,000 jobs; (2); (3) information (33%).*

The Business department prepares students for employment in both the first and third industrial sectors mentioned above. Business, Administration of Justice, Computer Programming, and Computer Science transfer programs anticipate returning to normal pre-pandemic growth. Accommodating this growth and CCAP requirements going forward will require appropriate allocation of resources to support it.

The AJ program has no external regulations or accreditation requirements, but follows professional protocol of the California Peace Officers Standards of Training in all course offerings. No programs within the Business department have external regulations or accreditation requirements.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?
Providing support and resources to students was greatly expanded during the pandemic, we would like topee this continue.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

CCAP in person requirements out pace faculty availability, we will need to be proactive and have a deep "bench" to meet the demand.

Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?
Division meetings have training sessions such as zero-cost textbooks, faculty are referred to Gavilan's mentoring liaison. Faculty and classified professional development opportunities are emailed out to all with funding options.Participation is encouraged by the area Dean.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.
Tableau data indicates gaps based on race, training for faculty to understand and address the gaps. Enrollment management training to address/understand program efficiency and produce schedules based on student needs,

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?
The AJ program appreciates cultural and intellectual diversity in its program. We have a strong adjunct faculty from the South Bay area which understand the importance of discussing Criminal Justice practices within a context of race, social justice, and cognitive development.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?
Quoting from the Gavilan College website:

Multiple programs at Gavilan College earned the California Community Colleges' Strong Workforce Stars recognition for their success in improving student employment and wage outcomes.

BRONZE STARS were awarded to Gavilan's programs in:
- Cosmetology
- Water and Wastewater Technology
- Licensed Vocational Nursing
- Computer Programming
- Administration of Justice

SILVER STARS were awarded to Gavilan's programs in:
- Licensed Vocational Nursing to Registered Nursing Career Ladder
- Law Enforcement

A GOLD STAR was awarded to the Gavilan College program in:
- Accounting

Strong Workforce Stars is an annual recognition for career education programs, also known as career

technical education, within the California Community Colleges system, whose graduates show significant gains in factors important for advancing social mobility - a substantial increase in earnings, attainment of a living wage and a job closely matched with the field of study.

"We are very proud of the success our graduates are achieving in employment, earnings gains, and regional living wages" said Dr. Pedro Avila, Superintendent/President of Gavilan College, "thanks to the hard work of Dean Susan Sweeney and the career education faculty and staff." The 2021 Strong Workforce Stars were given to career education programs throughout the state in 12 industry sectors, based on earnings gains, living wage attainment, and employment in field of study. Those named Strong Workforce Stars met one or more of the following thresholds:

•   An increase in earnings by 50 percent or more, based on a match to the state wage file, for students who earned a certificate or degree and were last enrolled in 2015-16.
•   Attainment of the regional living wage by 70 percent or more, based on a match to the state wage file, for students who earned a certificate or degree and were last enrolled in 2020-2021.
•   90 percent or more are employed in a job similar to their field of study, according to the Career Technical Education Outcomes Survey, for students who earned a certificate or degree and were last enrolled in 2020-2021. This year, the Bronze Stars, Silver Stars, and Gold Stars levels were introduced, with each winning program receiving recognition in one of those categories. Bronze Stars programs met one or more thresholds; Silver Stars met two; and Gold Stars met all three.

The programs at Gavilan College were recognized for the measured successes of their students:

•   Cosmetology (BRONZE): 100% of students are employed in a job similar to their field of study
•   Water and Wastewater Technology (BRONZE): 77% of students attained the regional living wage
•   Licensed Vocational Nursing (BRONZE): 90% increase in earnings
•   Computer Programming (BRONZE): 69% increase in earnings
•   Administration of Justice (BRONZE): 91% of students attained the regional living wage
•   LVN to RN Career Ladder (SILVER): 292% increase in earnings and 73% of students attained the regional living wage
•   Law Enforcement, Option 2 (SILVER): 93% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study
•   Accounting (GOLD): 73% increase in earnings, 71% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study.

"Strong Workforce Stars career education programs are proven to help Californians increase their earning power," said Van Ton-Quinlivan, executive vice chancellor for Workforce & Digital Futures. "With the introduction of levels this year, we are able to highlight those programs that are seeing significant results, as well as those that are on the rise toward even greater success."

For more information about Gavilan College's Career Education programs, go to http://www.gavilan.edu /academic/cte/index.php.

Per launch board living wage information is not yet available. Please see the answer to the question above. Source: Gavilan College website https://www.gavilan.edu/news/2018 /04/Strong%20Workforce%20programs%20awarded.php

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.
We appreciate Dr. Robert LaCarra in preparing this report and for the input of various Business Department faculty, including Alex Stoykov, Karla Valenzuela, and Julian Kearns.

Goals

Three-Year Program Plan Goals

1. **Increase proportion of Business students completing degrees by five percentage points**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu /administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Within three years, increase the number of students completing associate degrees from 554 to 582, completing Vision success outcomes from 681to 729, completing certificates, or specific skill sets that prepare them for in- demand jobs from 622 to 665.

   Proposed Activity to Achieve Goal**
   Streamline degrees, offer core courses in distance education format for maximum student access with help of CTE Pathways grant.

   Responsible Party
   Lead Faculty.

   Fund amount requested. If a collaboration, what % required from each partner?
   N/A

   Total Three Year Resource Allocation Request
   0

   Timeline to Completion Month / Year
   Ongoing: Milestones in Spring/2023, Spring/2024, Spring/2025

   How Will You Evaluate Whether You Achieved Your Goal
   Compare data showing Business program awards in 2021-2022 (baseline) to awards in three succeeding years.

Executive Summary

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).
The Business Department is comprised of the following programs: Accounting, Administration of Justice, Business/Economics, Business Office Technology, Computer Science Information Systems, Digital Media, and Real Estate. Our college is in the process of restructuring college programs and we expect to lose some part of CSIS and Business/Economics in 2023-2024. The goal of the Business Department is to prepare students for professional careers, whether before or after a student is at the transfer level. Professionalism, Social Justice e.g. equity, diversity, inclusion and civic engagement with the South Bay community are common

themes.

The AJ program seeks to provide students with academic knowledge through the use of readings, lectures, field trips, and guest speakers from experts in the field of Criminal Justice. Students engage in civil debates about contemporary issues with other students and faculty members from different backgrounds and ethnicities. Throughout the AJ program, students are encouraged to find career paths that will lead to jobs, careers, economic success, and two-year degree attainment including transfer to a four-year college.

ACCT, BUS, and ECON focus on transfer classes included in the popular Business AS-T degree. The newly revised BusinessA.A. and associated certificates focus on job training in the fields of Accounting, Business/Economics, Business Office Technology, and Real Estate.

The CSIS program anticipates recovery from the pandemic in the transfer area, and will remain committed to offering fully online degrees/certificates while providing multiple modalities of instruction to serve all learning styles, while looking to the future for Hyflex instruction. CSIS has been recognized for excellent online, hyflex and in person courses. The Digital Media program has the potential to increase enrollment while teaching digital-age job skills.

Attach Files

Attached File
Business Dept. 23-24 PIPR final report.docx (/Form/Module/_DownloadFile/232/46547?fileId=298)