

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name – Accounting. Academic Year 2024 - 2025

1. Has your program mission or primary function changed in the last year?

No

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

No

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, and no challenges.

4. Were there any staffing changes?

Yes, within the adjunct faculty. One resigned and two new instructors came aboard. We are currently hiring another instructor to maintain a pool of talented instructors ready for the increasing numbers of course sections.

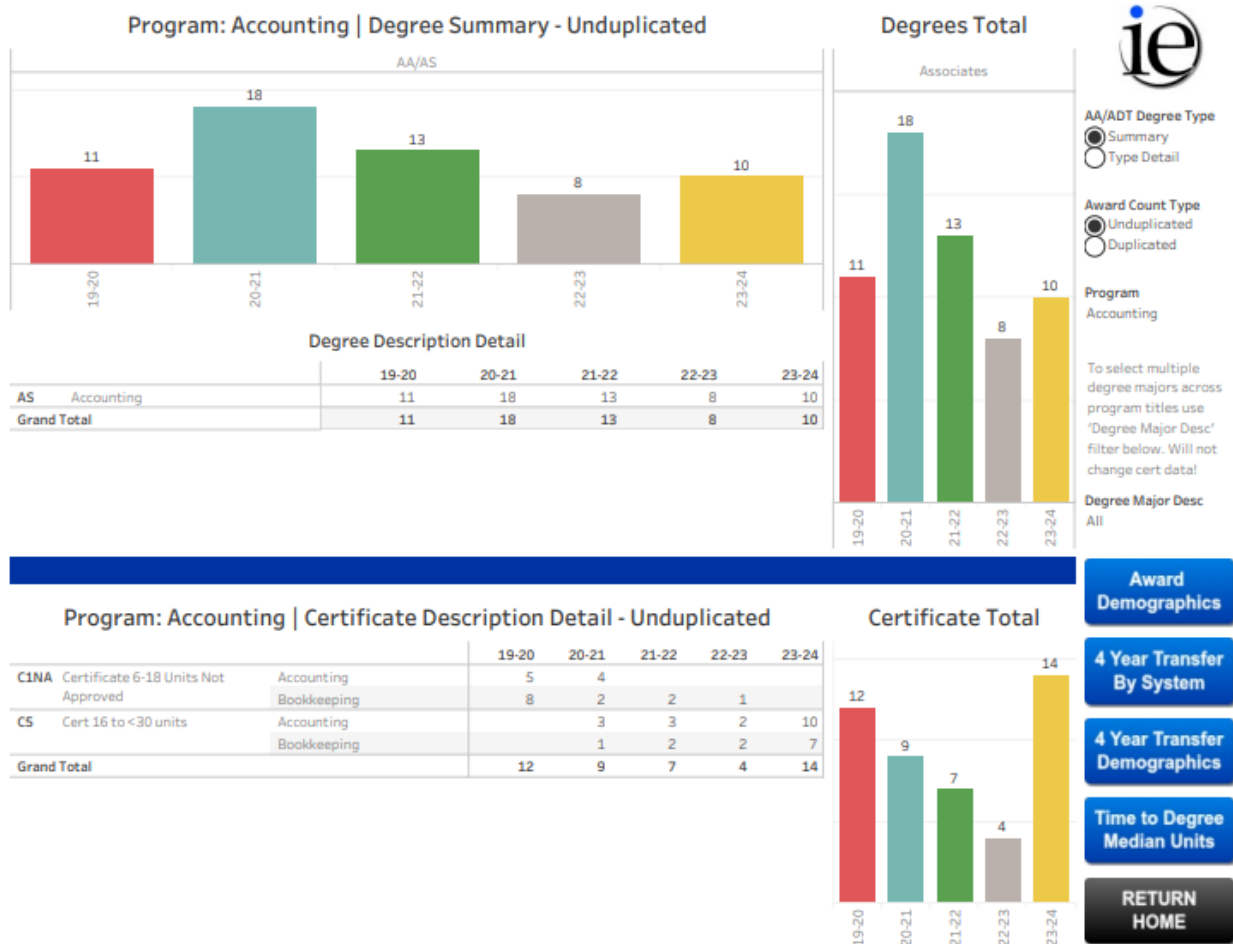
5. What were your program successes in your area of focus last year?

Members of the Central Coast Chapter of the California Society of Certified Public Accountants again made presentations this year to our Accounting classes in the Fall. These presentations expand the minds of our students to the variety of careers in Accounting and engage our students' thinking about life after AHC. They also present information about CAL-CPA scholarships. One of our students was awarded with a scholarship in April. This is the second consecutive year that an AHC Accounting Student received a CAL-CPA scholarship.

During the year, Professor James Kaney of Cal Poly with Cal Poly Accounting students visited several of our Accounting class to talk about Accounting course and programs at Cal Poly. They presented information the "Accounting Club" on campus regarding all the its activities and benefits. What made the talk even more impactful was the AHC graduates in the group talking how they transitions from AHC to Cal Poly.

K12 (old Small Business Entrepreneurship Center) classroom was re-modeled to accommodate additional students (31 max now) and new desks, chairs and a new projector was installed. A new podium is also going to be installed and a laptop cart will soon be available. Funds came from the Strong Workforce grant. The old piano room (K11) was also renovated with new carpet, desks, chairs, projector and audio-visual equipment. The room is currently up and running for classes and is being scheduled for courses Fall 2025.

Due to the confusion of the room numbering in building K, a presentation was made to the facilities council to re-number the rooms (reduce the number of classrooms with the same room number) and make it easier for students to locate courses. Strong workforce funds were utilized to pay for the signs and flags to renumber all classrooms and provide directional signs on the building. All first level rooms will be 100 numbers and second story rooms will be 200 numbers.



A.S. Degrees in Accounting have declined in the last three years. There is a substantial increase in the number of certificates. Both the Certificate in Accounting and Bookkeeping were in made more robust in year 20-21 year to qualify as Certificates of Achievement.

Student Success Metrics

Last year a student success factor survey was completed through the Business and Finance Success team. Over 85% of our Business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged.

Here are the questions asked and the answers to each question.

1. Do you feel Directed (you have a goal and know how to achieve it)? Yes 86% No 14%
2. Are you focused (you stay on track and keep your eyes on the prize)? Yes 90% No 10%
3. Do you feel Nurtured (feeling somebody wants to help you succeed)? Yes 85% No 15%
4. Are you Engaged at Hancock (you actively participate in class and extracurricular activities)? Yes 68% No 32%
5. Are you Connected (feel as though you are part of the college community)? Yes 64% No 36%
6. Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus and feel your contributions are appreciated)? Yes 77% No 23%

This semester the department has taken the question that received the lowest response, “Are you Connected” and determining what events Business students’ value most and would attend.

The Business Department Student Success Team met throughout the 2024-2025 semester. The student success theme this year is enrollment and efficiency. Team members discussed how student participation in events/activities at AHC could potentially help enrollment and degree completion. Team members noted that student participation in events/activities may enhance students’ academic experience at Allan Hancock College by helping them feel more connected to the college. A prior survey indicated that efforts to enhance student connectivity would be beneficial.

METHODOLOGY

A list of AHC events and activities was obtained from the AHC college calendar which appears online at the AHC website. Team members agreed on 21 events and activities that they believed could enhance students’ experiences and potentially lead to sustained enrollment and efficiency.

Subsequently, a survey was developed. Students were asked if they participated in any of the 21 events listed. If the response was “no,” students were asked if they would like information about the event. Additionally, students were asked if they are a member of any ACH club, whether they would like to participate in any other events or activities, and what other events or activities students would like to participate in.

This survey was emailed to all students in the business disciplines (as described herein).

RESULTS

Only 32 students responded. As such, the results can only be viewed as preliminary findings that may serve for further research or alternatively, the development of interventions to address areas of improvement.

Overall, preliminary results indicated that the 32 students are seldom participating in the events/activities addressed in the survey. Overall, scores for the 21 of the events/activities are as follows:

- 14 out of 21 events/activities scored only 0% - 6% in participation rate.
- 4 events scored between 9% to 13% participation rate (scholarship, cash for college, motivation and self-care, and time management).
- 3 events/activities scored between 18% - 31% participation. Specifically, AHC Bow-Wow scored 31% participation rate, 18% for resume building, and 13% for time management.

The number of students who would like information about the event/activity ranged from 13% - 28%. The highest score was in response to obtaining more information about Time Management.

A total of 16% of respondents said they are a member of an AHC Club.

A total of 67% of respondents said they would like to participate in other events or activities. There were 6 suggestions for other events/activities. The opportunity to volunteer, more information about grief support, easier process for signing up for AHC clubs, fun day with bounce houses, gardening club, career day for AHC students only, and job hiring/career fair.

The responses presented by each event is presented below.

RECOMMENDATIONS

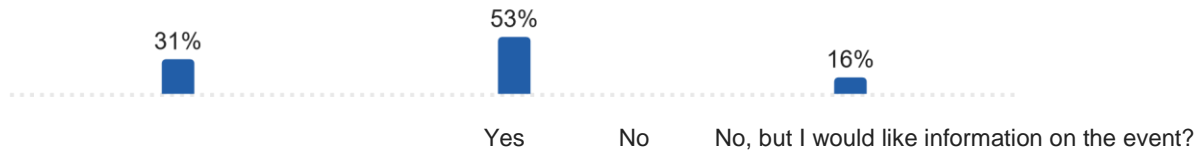
Team members reviewed the results in a team meeting. Although the response rate was small, team members decided one intervention is appropriate at this time. Specifically, team members decided to post a list of events/activities (which scheduled throughout the year) on their online sites, syllabus, and/or via course handouts.

Team members also support the suggestion to hold a Career Fair for AHC students only.

Business Program Review Survey
Spring 2025

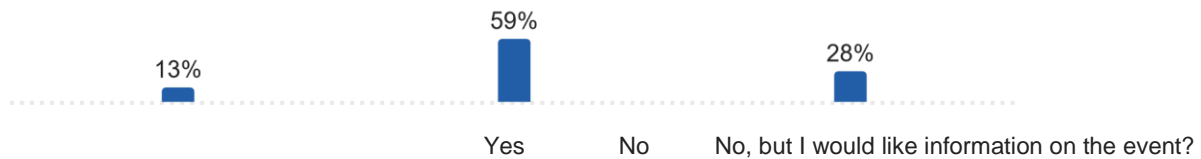
Q2_1 - 1. Bulldog Bow Wow

32 Responses



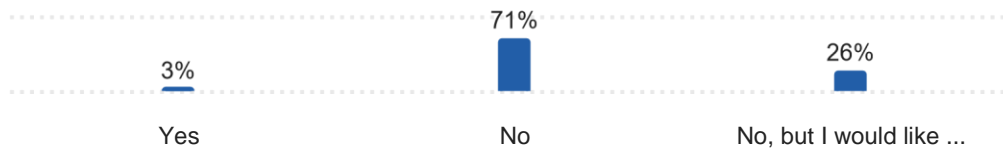
Q2_2 - 2. Time Management-Planning Your Semester

32 Responses



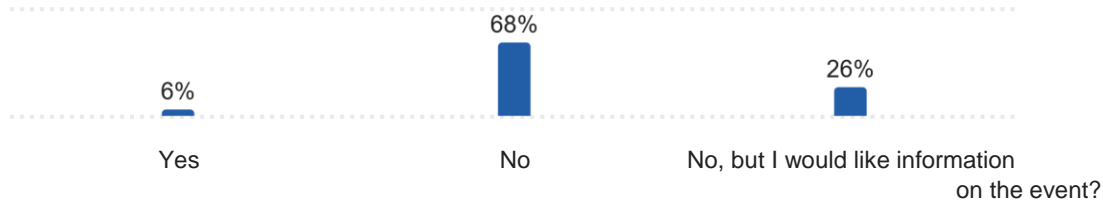
Q2_3 - 3. Study Skills-How to Destress and Test Your Best

31 Responses

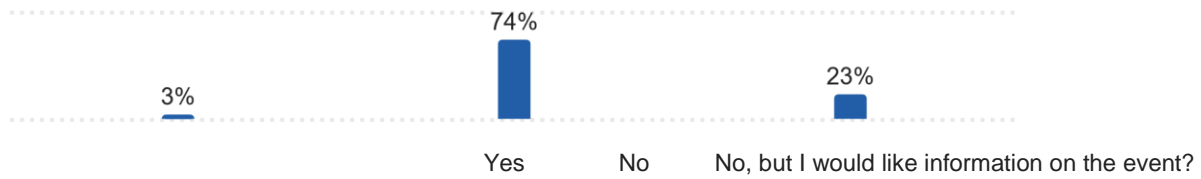


Q2_4 - 4. CSU and UC Guaranteed Admissions

31 Responses

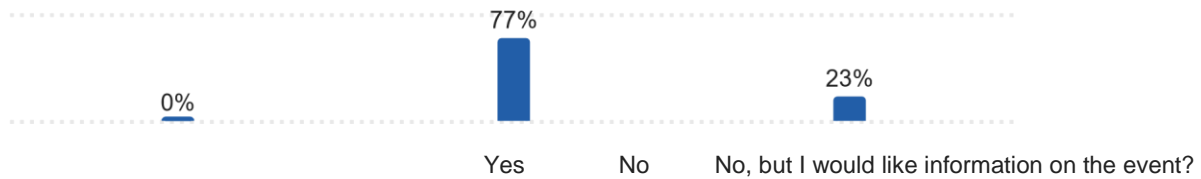


Q2_5 - 5. CSU Admissions Application



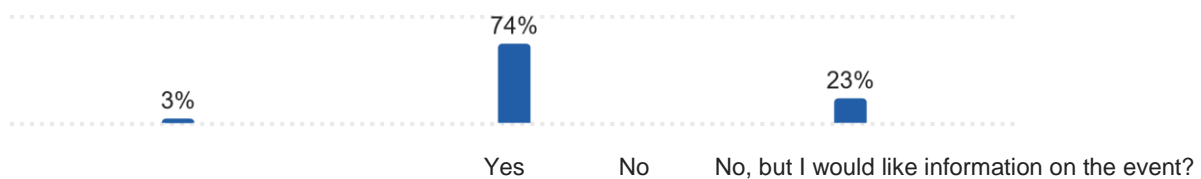
Q2_6 - 6. UC Admissions Application

31 Responses



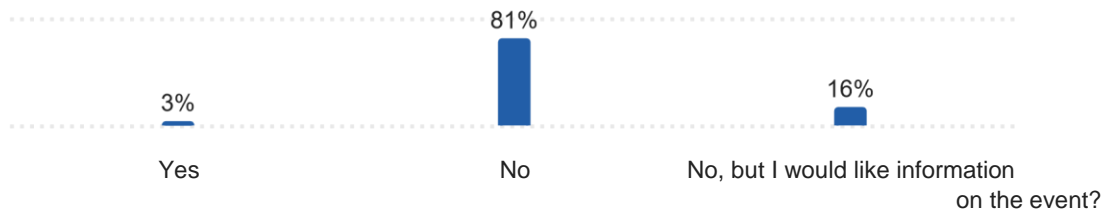
Q2_7 - 7. UC Transfer Guarantee

31 Responses

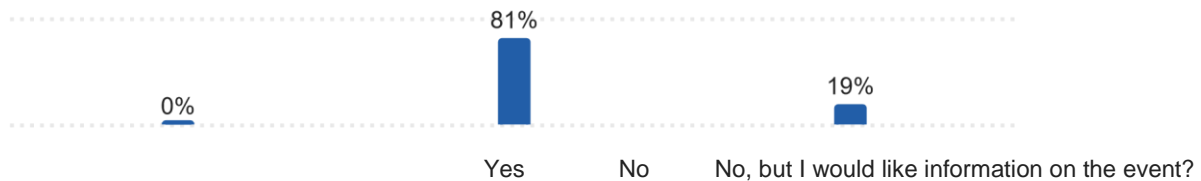


Q2_8 - 8. Personal Insight Questions for UC Admissions

31 Responses

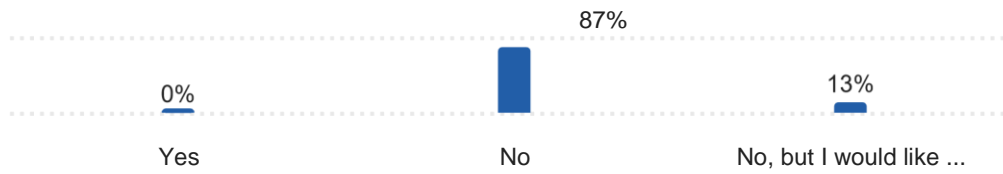


Q2_9 - 9. CSU Admissions-Hosted by Cal Poly



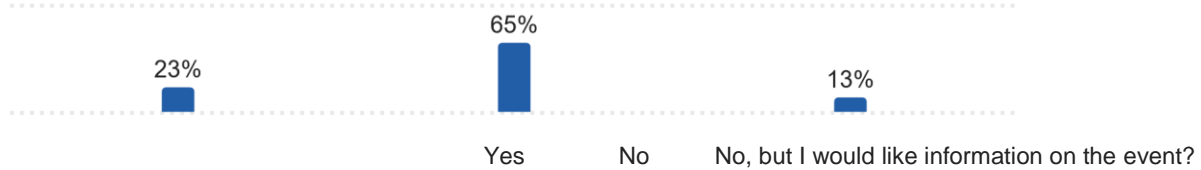
Q2_10 - 10. Increasing Your Competitive Edge at Cal Poly

31 Responses



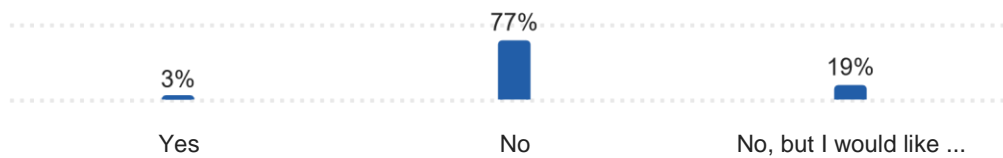
Q2_11 - 11. Career Exploration Day

31 Responses

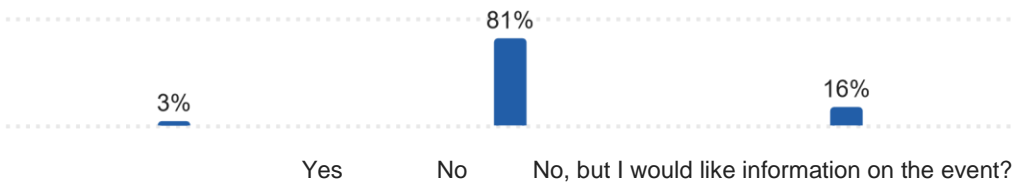


Q2_12 - 12. A College Student's Guide to Financial Freedom

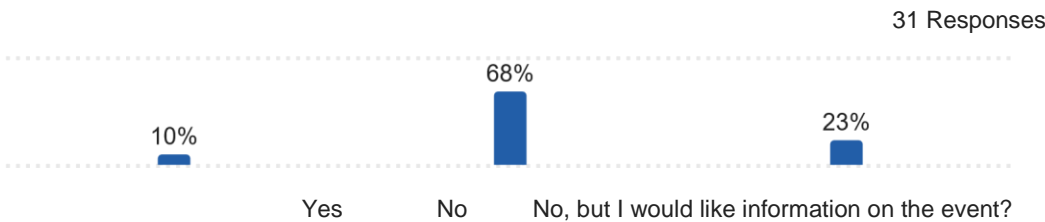
31 Responses



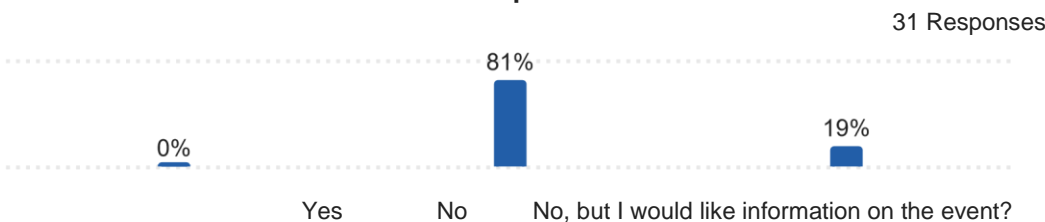
Q2_13 - 13. University Fair – Transfer Day



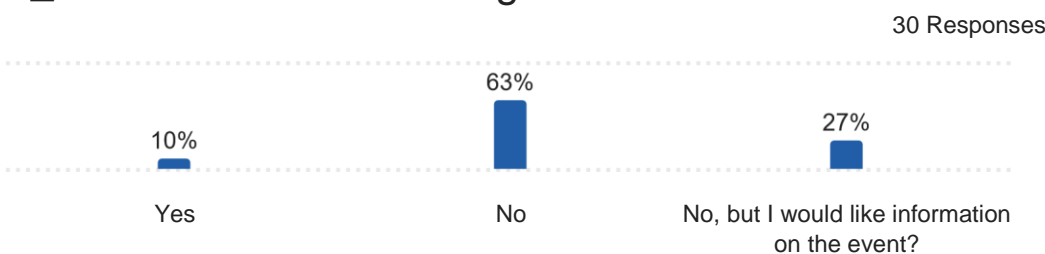
Q2_14 - 14. Motivation and Self Care



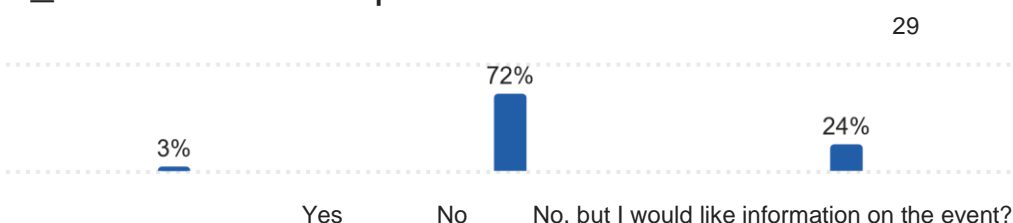
Q2_15 - 15. UCSM Road Trip



Q2_16 - 16. Cash For College

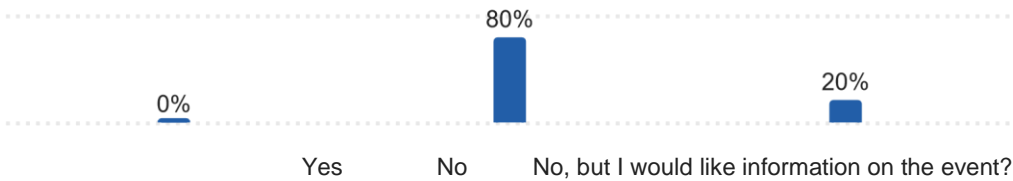


Q2_17 - 17. Next Steps at AHC



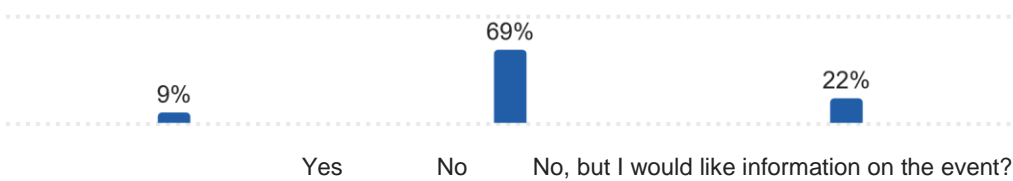
Q2_18 - 18. University Admissions-Application Follow up

30 Responses



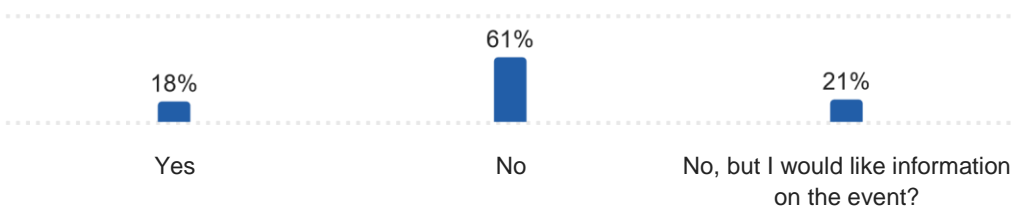
Q2_19 - 19. Scholarship Admissions Letter

32 Responses



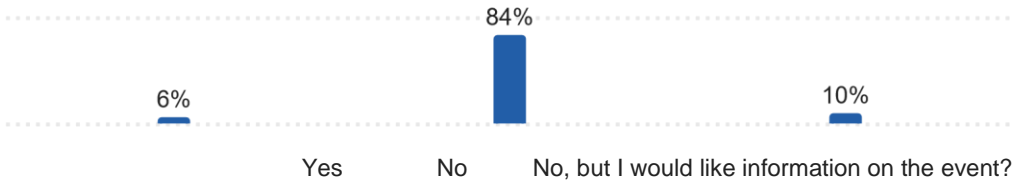
Q2_20 - 20. Resume building

33 Responses



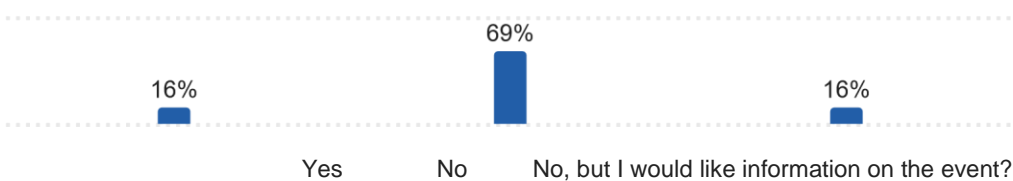
Q2_21 - 21. Grief Support

31



Q2_22 - 22. Membership in any AHC Club

32 Responses



Q3 - Would you like to participate in any other events or activities?



Q4 - If yes, what are the other events or activities you would like to participate in?

If yes, what are the other events or activities you would like to participate in?

- I would like to volunteer in a job that interests me and serves my community.
- Grief support, is that for loss only? Who's it for? It also isn't very easy to sign up for clubs or get any type of information on them without letting the club president know you wanted looked at them, and then didn't join.
- A fun day like bounce houses and the like
- career days that are for Hancock students only
- Not sure
- A gardening club, I've always loved the idea of having your own greenhouse and eating fresh vegetables and fruits
- Job hiring/career fair

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

The two Accounting courses with the most online sections are ACCT 131 and ACCT 132. The new peer review form was used. Those forms have also been sent to the administrative assistant for safe keeping. A sample of one of those forms is attached for ACCT 131.

b. What were some key findings regarding RSI?

- Some strengths:
 - ✓ Instructor sends welcome message with getting started instructions at the start of the DE course. Canvas and MyLabAccounting sites are opened the weekend before class starts.
 - ✓ An instructor created video provides detailed explanation and with examples for key procedures in each chapter.
 - ✓ Homework assignments are immediately graded and students have time to rework incorrect sections.
 - ✓ Instructor review the accomplishments for each problem of each homework assignment for completion.
- Some areas of possible improvement:
 - ✓ Possible integration of MyLabAccounting data into Canvas records
 - ✓ More use of second level analytics to better track progress and trends in mastering accounting concepts.

c. What is the plan for improvement?

One adjunct faculty member completed the Distance Education Training 30-hour Training Program this year. Another adjunct faculty member is scheduled to take the Distance Education Training Program this summer and teach a DE course in the coming year.

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

Yes.

According to the labor market data found from the site:

<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>. The data show strong, above average growth in Accounting jobs.

There is a serious shortage of Certified Public Accountants in California and the United States. The American Institute of Certified Public Accountants have mount a muti-pronged campaign to recruit and develop more CPAs.

Accounting courses provide the foundation for a variety of careers including Auditors, Corporate Controller, Financial Managers, Commercial Banking, Securities Analyst and a variety of other careers utilizing disciplined financial tools and management.

Summary

Quick Facts: Accountants and Auditors	
2024 Median Pay ?	\$81,680 per year \$39.27 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2023 ?	1,562,000
Job Outlook, 2023-33 ?	6% (Faster than average)
Employment Change, 2023-33 ?	91,400

What Accountants and Auditors Do

Accountants and auditors prepare and examine financial records, identify potential areas of opportunity and risk, and provide solutions for businesses and individuals. They ensure that financial records are accurate, that financial and data risks are evaluated, and that taxes are paid properly. They also assess financial operations and work to help ensure that organizations run efficiently.

Duties

Accountants and auditors typically do the following:

- Examine financial statements to ensure that they are accurate and comply with laws and regulations
- Compute taxes owed, prepare tax returns, and ensure that taxes are paid properly and on time
- Inspect account books and accounting systems for efficiency and use of accepted accounting procedures and identify potential risks for fraud
- Organize, analyze, and maintain financial records
- Assess financial operations, identify risks and challenges, and make best-practices recommendations to management
- Suggest ways to reduce costs, enhance revenues, and improve profits

Source: <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>

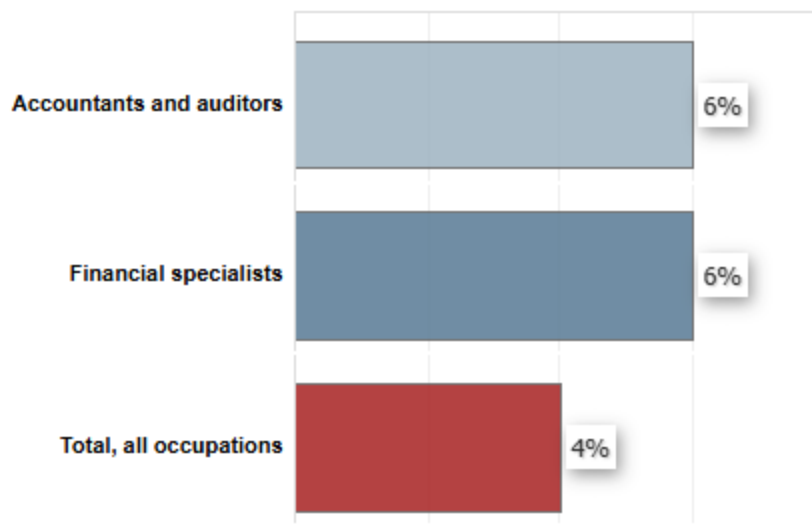
Employment projections data for accountants and auditors, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33	
				Percent	Numeric
Accountants and auditors	13-2011	1,562,000	1,653,400	6	91,400

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Accountants and Auditors

Percent change in employment, projected 2023-33



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Job Outlook

Employment of accountants and auditors is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations.

About 130,800 openings for accountants and auditors are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Globalization, a growing economy, and a complex tax and regulatory environment are expected to drive strong demand for accountants and auditors.

Employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, these workers will continue being needed to prepare and examine financial records.

The continued globalization of business may lead to increased demand for accounting expertise and services related to international trade and international mergers and acquisitions.

- b. How does the program address needs that are not met by similar programs?

The program addresses the needs not met by similar programs and does not represent an unnecessary duplication of other vocational or occupational training programs in the area. Cuesta College and Santa Barbara Business College are the closest colleges physically to Allan Hancock College. The Accounting area at Hancock has an A.S. degrees and two certificate options.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

The success, retention and persistence rates are given below in the table on the following page. Retention in total Accounting courses is 78% for the period 2023-2024 and is 11% lower than the AHC overall retention rate. The success rate is currently 55% which is lower than Hancock's success rate. The success rate needs improvement. Some ways to address this will be to continue to use Successnet, meet with and email students more often, and post additional announcements with due dates.

Starting in Fall 2024, we added Saturday tutoring sessions available for our two most popular classes, ACCT 131 and ACCT 132. This program was announced in all Accounting classes and flyers were posted in rooms on campus.

This Saturday program was staffed by an adjunct faculty member in a designated study room in the Santa Maria library for two hours in the morning and two hours in the afternoon. Utilization metrics will be tabulated at the end of the semester. We hope to continue this program into the 2025-2026 school year.

We will continue to promote the AHC Tutorial center program in addition to the Saturday sessions. Tutors and office hours will be advertised and encouraged. Individual courses will be looked at to improve success rate by course as well.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, the course review of prerequisites and advisories have been done within the past 3 years. See below.

Success & Retention

Success % Retention %



Years or Terms

Academic Year

Subject

ACCT

Course

ALL

Data Group

ALL

Group Detail

ALL

Retention

at or below

100%

Success

at or below

100%

If DI detected:

Purple for

Retention

Red for Success

Persistence

By Major

RETURN

HOME

		2019-20		2020-21		2021-22		2022-23		2023-24	
AHC	ALL	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div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- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, the course review of prerequisites and advisories have been done within the past 3 years. See below.

<u>Course</u>	<u>Prerequisite</u>	<u>Action Needed</u>
ACCT 105	None	None
ACCT 131	None	None
ACCT 132	ACCT 131	None
ACCT 140	ACCT 131 & ACCT 132	None
ACCT 150	ACCT 131 & ACCT 132 or ACCT 317 & ACCT 318	None
ACCT 160	ACCT 131 & ACCT 132	None
ACCT 170	None	None
ACCT 317	None	None
ACCT 318	ACCT 317	None
ACCT 327	ACCT 317 & ACCT 318	None

- e. Have recommendations from the previous report been addressed?

Recommendations and analysis from previous years and the current year are addressed every semester. Many times, interventions happen during the semester. Because the program utilizes technology-based e-books and assignments, changes happen rapidly and must be addressed as soon as possible to ensure student success.

Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

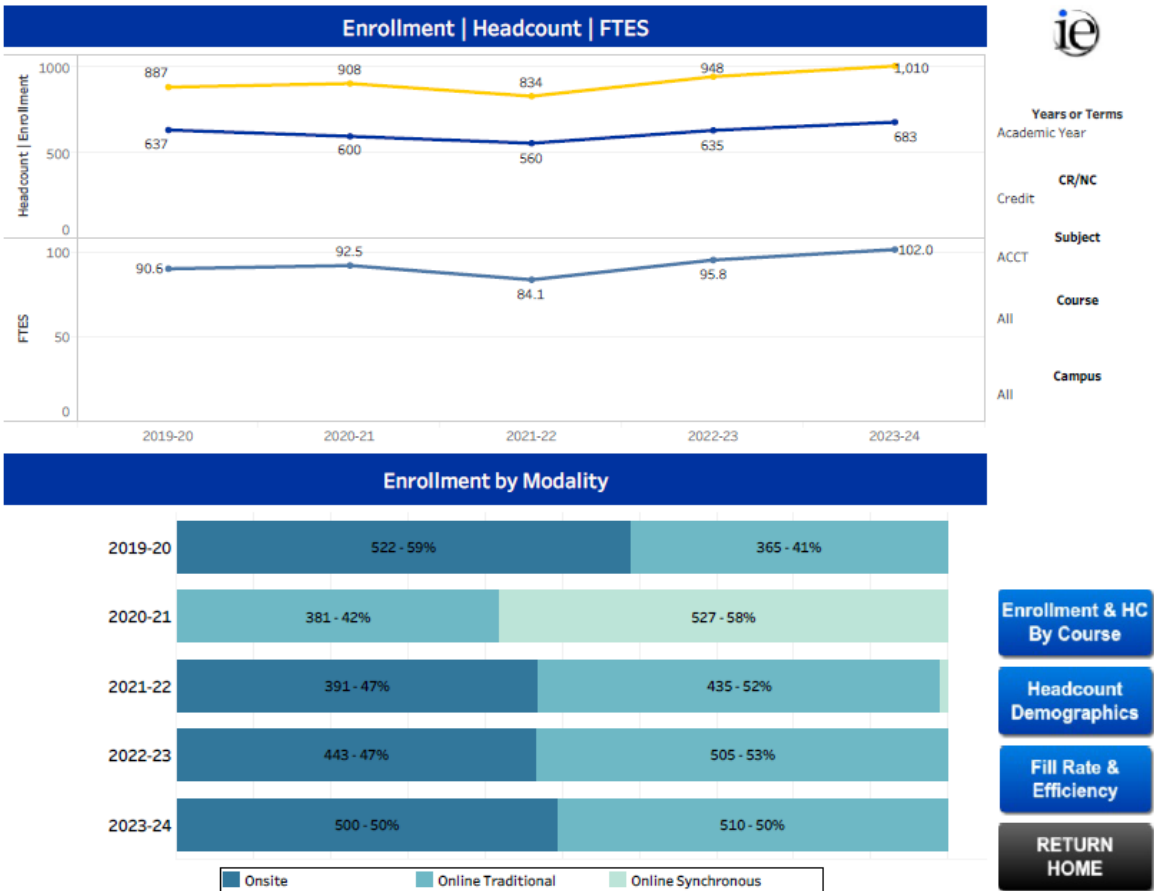
Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

Enrollment and Efficiency - Sections, enrollment, average class size, FTE's and FTEF's were analyzed over the past 9 years. See charts below.

Since 2022, sections and enrollment are on the increase. FTES/FTEF efficiency rating is at 12.3 for 24/25 school year, which is higher than all efficiency ratings over the past 9 years with the lowest rating being 8.7 in 2016/17.



Both Enrollment and Head Count have increase significantly over the previous year. Enrollment has increase 6.5% and Headcount is up 7.5%.

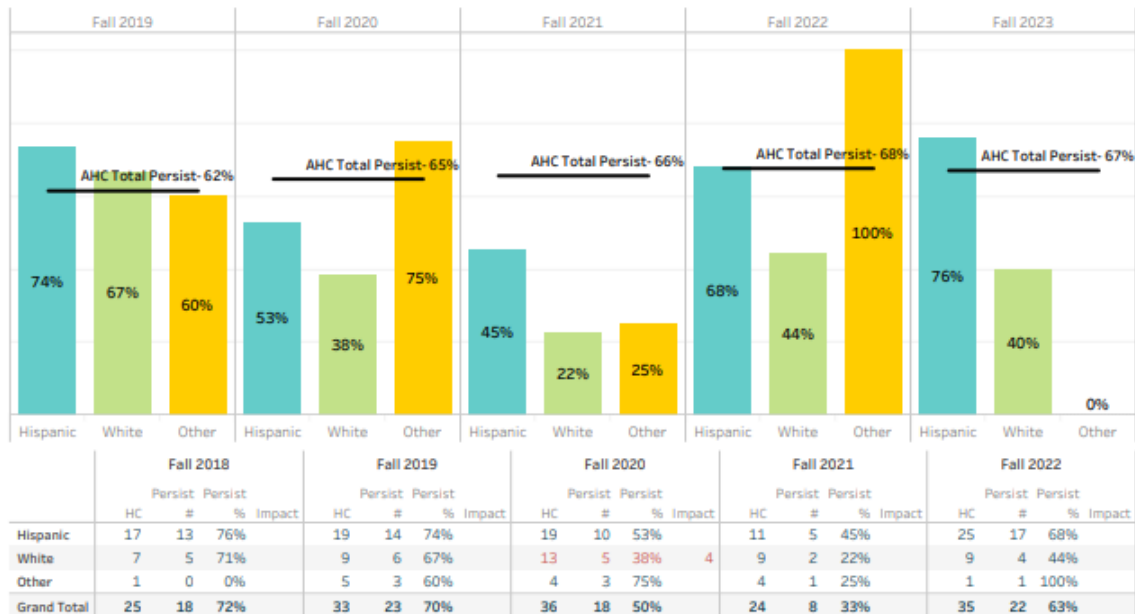
Enrollment by Modality show an interesting trend. The two previous years show Onsite classes holding steady at 47%. In the most recent year, Enrollment in Onsite classes increased to 50%. This at a time when we hear much about online learning and hybrid classes.

First time AHC students



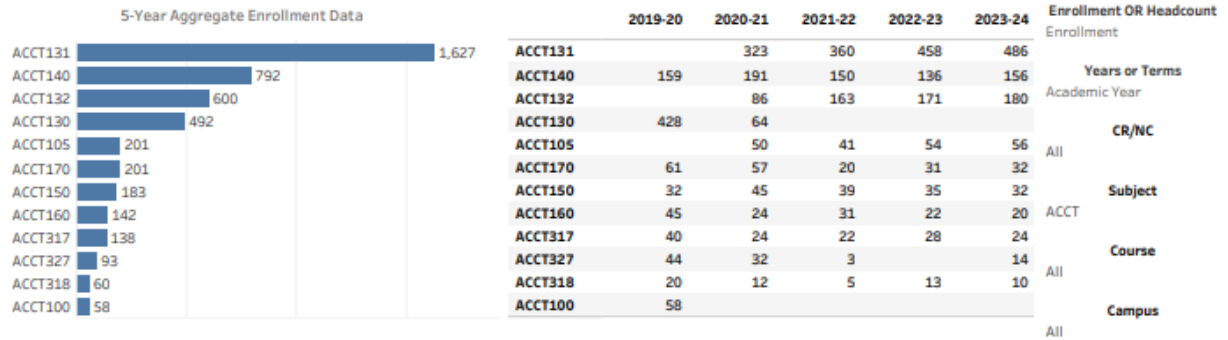
Major
Accounting

Student Group
Simple Eth



This chart shows a favorable trend in Persistence among first time AHC students. The most recent year's Persistence percentage of 76% among Hispanic students is the highest in the last four years.

5-Year Enrollment by Course



ACCT 131, ACCT 132, and ACCT 140 are courses required for several of the Business programs. So, it is not surprising they have the highest enrollment by a large margin.

Each of these three courses are at their highest enrollments in the last four years.

Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Increasing Student Success - Last year a student success factors survey was completed through the Business and Finance Success team. Over 85% of our business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged.

Engagement and connectivity scored lower than the other areas and was taken on as a project by the Business department as a challenge to increase that number. This year the business department sent out a survey to business students. There were 32 responses and the survey is attached. The survey asked students which activities they had attended on campus and which activities they would like more information about. Those activities and the answers were discussed at the department meeting to develop a plan to increase student engagement and connectivity for business students. Research has been done by the Research and Planning Group for Community Colleges and the research demonstrated that students are more likely to succeed when they are directed, focused, nurtured, engaged, connected, and valued. See below.

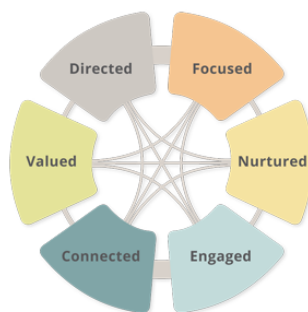
Success Factors Framework (Six Success Factors)

Research indicates that student support must be (1) integrated into students' daily experience, and (2) included in the overall curriculum. This research also demonstrates that students are more likely to succeed when they are directed, focused, nurtured, engaged, connected, and valued.

The RP Group established this framework, to serve as the foundation for our exploration of what California community college students say they need to succeed.

Six Success Factors Definitions

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track — keeping their eyes on the prize
- **Nurtured:** students feel somebody wants and helps them to succeed
- **Engaged:** students actively participate in class and extracurricular activities
- **Connected:** students feel like they are part of the college community
- **Valued:** students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated



Six Success Factors
theRPgroup

Success Factors Citation

Use the following citation when referencing the Student Support (Re)defined success factors framework:

The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.

Please see the previous survey and conclusion for this year's update to Student Success Plan.

Changes and Innovations to the certificates and degree:

It is recommended to look at changes and trends in Accounting for possible additional classes that can be added to the certificates and degree. This is a continual process. Some courses may need to be removed, and others added.

It was presented to the dean and vice president to have a coordinator for the Accounting area and the recommendation is to have that coordinator research newest trends in Accounting and possibly make changes based on findings.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

Department and one-on-one meetings with business faculty are used to discuss findings and collaborate within the department. A team approach is used to address issues facing the department. Advisory meetings are held yearly to discuss concerns and findings.

2. Are there specific recommendations regarding the core topic responses from the validation team?

The department has discussed the findings from the survey sent out to all Business students in Spring 2025. A plan to advertise the events that students have attended or are interested in attending in the future will be developed. The business faculty will share this calendar with students online and in person through announcements and printed copies of the calendar to promote and increase student engagement and connectivity.


Program Review Signature Page:

Brent W. Darwin

May 19, 2025

Program Review Lead

Date



05/19/2025

Program Dean

Date



07/21/2025

Vice President, Academic Affairs

Date









Acct Enrollment Trends and Efficiency - Program Review 2024-2025

Final Audit Report

2025-07-21

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