My recommendations for developing program growth and effectiveness are as follows:

1) Market programs with emphasis on non-traditional populations using a variety of media (website, print and videos). Continue to attend high school CTE events (open house, career fairs, and advisory meetings) and invite high school instructors and students to events that showcase your program at Hartnell.

2) Continue to work with the Job Placement Internship Coordinator, CO-OP instructor and industry partners to facilitate the development of internship programs and and increase student access to work based learning and career placement services.

3) Continue to work with Advisory Committee members to inform curriculum development, and program growth to align with industry standards.

4) Work with industry advisors and attend professional development to align instructional strategies with current industry standards and demands.

5) Develop specific and measurable activities that assess how effectively the program serves the needs of special population students.

6) Encourage students to use support services to assist them with basic skills achievement and completion.
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

Hartnell College has granted 1,218 "Awards" in 2013/14, and the College has 1,669 Awards as of 2016/17, which is 451 additional awards or a 37% increase for this period.

The Business Administration AS Transfer Degree had 35 awards in 2013/14, and 80 awards as of 2016/17, which represents 45 additional awards or a 229% increase. Therefore, the Business Administration AS Transfer Degree is growing at a faster rate than the College in general; specifically, 519% more or 192% points above the College's rate of growth for Awards.

And yes, our program is a feeder to CSUMB, as well as other CSUs, UCs, and private colleges.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

There are several ways we inform our students about the Business Administration Transfer Degree.

1) Counselors are often the first line of contact for students asking questions about majors.
2) Participating in Hartnell's Major's fair, as well as Career/Transfer Days.
3) Business professors address the advantages of an AS Transfer Degree in Business Administration in their class, e.g. BUS 32, Intro to Bus.
4) Day-to-day counseling by faculty regarding course sequences, et. al.
5) Publishing the requirements online and in our catalog.
6) Posting of the requirements for the AS Transfer Degree in R. Maffei's office.

**A.2 Core Outcome II - Time and Units to Completion**

Observing the Time & Units data, what insights do you get from the data in general?

The information for Hartnell College states that the "median units to degree" is 74, and the Business Administration median is 77 units -- this is comparable and the median appears reasonable. This might be explained by changes in majors. For example, a BOT student might decide to change to an AS Transfer Degree in Business Administration and therefore, accumulates more units than required. There could also be some confusion regarding core English and Math requirements.

As far as the overall median time to a degree for Hartnell College, it's 4.3 years, which is the exact median for students to attain the AS Transfer Degree in Business Administration. The median of 4.3 years is also the same for many of our peers, such as Merced and West Hills College.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?

We have done a very good job growing the Business Administration Transfer Degree program in a way that reflects double digit growth, but in a sustainable manner. Meaning, some semesters PAWS will indicate that there is a waiting list, however, that is often misleading as many students have already made changes and are no longer interested in the class. So as a department, we acknowledge that waiting lists can be misleading, and we do not believe that starting another section to accommodate an additional seven students is in the best interest of the College and Department. Stated differently, a little pent up demand is healthy so that all sections get filled.

We have noticed enrollments dropping a bit in our bell-weather class, BUS 32, Intro to Business. I believe that my night class illustrates this recent development and I believe that the causes are two-fold: our environment consists of a very strong economy where night students in particular are choosing to work versus going back to school; and, we’re experiencing a bit of cannibalism from offering more sections than we really ought to. Therefore, cutting back one section of BUS 32, will optimize the enrollment of the F2F classes, and perhaps some online too, until overall business enrollments begin to grow again. Therefore, this adjustment has been incorporated in our last schedule.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

Generally speaking, Business Administration Transfer Degree classes are being offered strategically to accommodate our students in their quest for a 2-year degree. I believe BUS 32, Intro to Business; BUS 1A, Financial Accounting; and, BUS 1B, Managerial Accounting illustrate this fact the best as we offer these classes on a MW and TTH day and evening track, as well as offering weekend classes whenever...
possible. And regarding modality, these courses are typically offered in a variety of formats that include online, hybrid, and enhanced face-to-face formats. Note that within our online offerings, we provide full semester courses, as well as short courses. The success in our strategic offerings is best reflected in the growth of our bell-weather class, BUS 32, Intro to Business, the F2F course has led the way in growth for the department with a 230% increase in its enrollment from the base year of 2011/12 to 2015/16. Although there is always room for improvement, faculty values offering classes to accommodate its constituents.

In fact, the F2F BUS 32, Intro, has led the way with a 230% increase in its enrollment from the base year of 2011/12.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

There are many underprepared students at the Junior College level and at Hartnell in particular.

Strategies include, but not limited to, making referrals to courses that are highly recommended prior to taking the required class for the transfer degree. These "highly recommended" classes are noted in Hartnell’s catalog as well. Additionally, faculty often make recommendations on an as needed basis that can range from recommending more ESL or Math courses to a recommendation for a bookkeeping class prior to attempting BUS 1A, Financial Accounting.

Tutorial services are vital to Business Administration students. A lot of time goes into recruiting tutors and then mentoring them throughout their service period. Even though Canvas has online tutoring, the best support comes from a student who has taken the professor and is familiar with his/her work. This is particularly important to underprepared students who need more one-on-one instruction from a student who has taken the class and the additional help is often outside of the classroom.

Also, sample assignments are made available to students via the library, web enhanced classes, and the professor’s office. Providing these standards clearly communicate what the professor is expecting and helps all students conceptualize the assignment and therefore better prepare for its technical completion.

Lastly, students can and do take advantage of office hours which is why we have them, and professors encourage study groups whenever possible.

**A.3 Core Outcome III - Transfer**
Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?
The Business Administration AS Transfer Degree had 35 awards in 2013/14, and 80 awards as of 2016/17, which represents 45 additional awards or a 229% increase.

We would like to remark on the College's number of Transfer Students form 2011/12 to 2015/16 which is 3,663 students. This seems low, especially given Hartnell's Total FTES for the same period. Assuming a rough approximation of 7,000 FTES and only 652 students graduating in 2016/2017, Hartnell College has an approximate 9% transfer rate which at face value, appears low. For the last six years, the College has realized a 19% increase in transfer students. Not being that familiar with like rates from comparable colleges to continue an analysis, we'll have to stop here.

What interactions do you have with students about transfer options? Please give examples.
Transfer option interactions range from scheduled face-to-face appointments with students to fielding a questions during class time.

Encouragement is given to a student who has the opportunity to attend one of the organized field trips to a university. And students are encouraged to apply at private colleges as well as UCs and CSUs, since many private colleges have special programs for our students.

And there's the announcements and encouragements to attend Hartnell's Transfer Day.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?
The Business Administration department offers an AS Transfer Degree in Business Administration which articulates with the State's or Chancellor's office requirements. Thereby assuring a minimum standard of knowledge required to transfer to, for example, a CSU.

Also, core classes that constitute the major in Business Administration are assigned are assigned SLO. The SLOs for said core classes are assessed and review on a regular basis. (Additionally, these classes have various standards that must be met including, but not limited to, quizzes, exams, essays, and analyses). And, course SLOs are in alignment with PLO (program learning outcomes) which are reviewed for effectiveness.

Lastly, through ongoing contact with students who have transferred to a university, professors have some evidence that their AS Transfer Degree and Program is working.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?
This question has not been answered yet.
How and when do you inform students about prospective employment opportunities?
This question has not been answered yet.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
This question has not been answered yet.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?

Having an appropriate offering of online and face-to-face (F2F) classes is a priority given the fact that many of Hartnell's students, like most junior colleges, are unprepared, including being unprepared for online courses. This could be due to the digital divide or simple deficiencies in our students academic background, yet the demand for F2F courses remains strong and Hartnell should continue to address and fill the need of offering F2F classes. That said, Hartnell should also pay attention to the demand of online classes to remain relevant and fill that need as well.

Also, updating Building D and E is significant in order to appear professional, relevant, and capable to our students. We are pleased to see that this is being addressed.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

In short, the Business Administration Transfer Degree Program is growing at a faster rate, 229% from the base year, than the College in terms of Awards. And the bell-weather class, BUS 32, Introduction to Business supports this with a growth rate of approximately 230% per last PPA's analysis. Full-time faculty, with the strategic assitance of adjunct, is capable of sustaining our standards and growth rates without any major adjustments.

We offer student access, experience, networking, and success through the Business Administration's collaboration on a variety of programs, such as Startup Weekend, Startup Challenge, Volunteer Income Tax Assistance Program, and Hayashi/Wayland Accounting Summer Picnic Program.

We have many successful students who have transferred, graduated, and transformed their lives with the help of our program.
Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

The requirement for all BUS 32, Intro professors is to have their students write a Business Plan and then to have said business plan act as the central assessment for all SLOs in BUS 32, Intro.

The following event continue to serve as collaboration with strategic partners in the area and simultaneously serve as mediums for student access and success:

1. Startup Weekend
2. Startup Challenge
3. Volunteer Income Tax Assistance Program
4. Hayashi/Wayland Accounting Summer Picnic Program