



General Business Program Review

Review Period: Academic Years 2019-2023

Review Conducted: AY2023-2024

Rio's Academic Program Review Process is an essential component of the College's Strategic Plan. The 2020-2024 work is guided by the following college-wide goals:

Rio Strategic Goal 1: Increase student goal attainment 23% by 2024 with innovative and world-class experiences

Rio Strategic Goal 2: Offer 23 new micro-credentials by 2024

Rio Strategic Goal 3: Foster a culture of diversity, equity, inclusion, and belonging

Data relating to successful course completion, persistence, credentials awarded, and equity in program- and college-level outcomes across all student populations are aligned with the college-wide Key Performance Indicators that measure progress toward achieving the goals of the College's Strategic Plan.

I. Degrees and Certificates in the General Business Program

CCL, General Business: The Certificate of Completion (CCL) in General Business is designed to provide business training for various entry-level positions in business. The courses include an introduction to business concepts, accounting and computer principles, and legal issues related to business.

AAS, General Business: The Associate in Applied Science (AAS) in General Business program is designed to meet the needs of students who wish a broad overview of business and desire not to enroll in a specialized curriculum in business. The program is designed to acquaint students with major subject areas of business, to improve the student's business vocabulary, and to provide students with an understanding of influencing factors in business decision making and activities. In addition, this program may aid a student in recognizing a specific business field to be pursued in future studies.

II. Program Purpose and Mission

The General Business program is designed to meet the needs of students who want to explore the field of business. The program is designed to acquaint students with various aspects of business and help them identify a specific area they would like to pursue in the future.

The General Business Program provides high-quality courses, flexibility in scheduling, affordable tuition, and commitment to student success, which are all hallmarks of Rio Salado College's Mission. Courses are offered in either 14-week or 8-week options. Restricted electives in the General Business (AAS) program allow students to use credits from a variety of business-related courses to tailor the Program to their specific career goals and explore different areas of business. These areas include accounting, entrepreneurial studies, general business, management, marketing, real estate, small business, and selected computer technology courses.

III. Student Population of the General Business Program

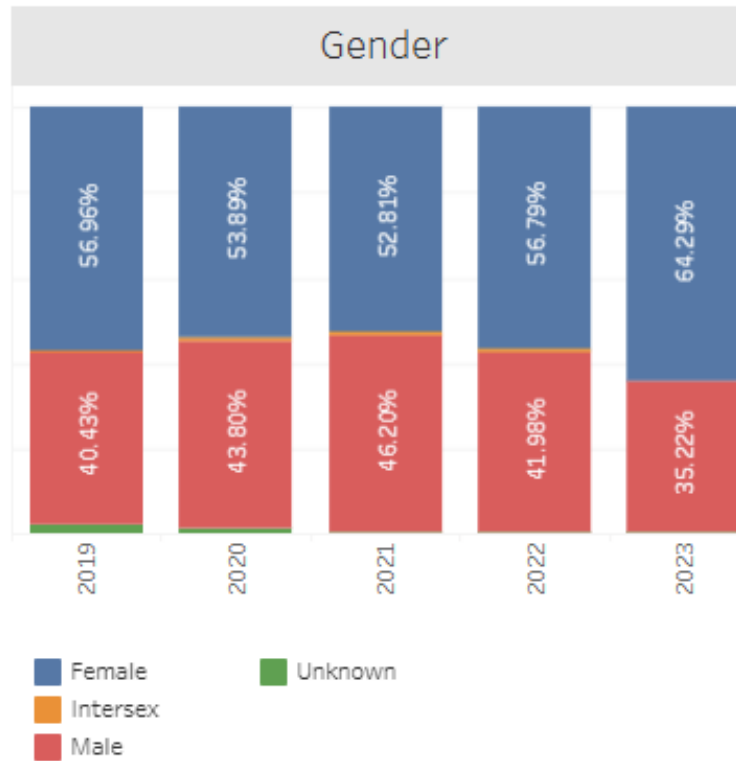
a. Student Data Analysis

Students in the General Business Program are consistently more female than male. In 2023, this percentage was 64.3% female to 35.2% male. Per Ethnicity and Age Trends data, students are primarily in the White/Caucasian (41.4% in 2023) or Hispanic/Latino (36% in 2023) categories. The percentage of Hispanic/Latino students is the highest in the five years, reflecting Rio's focus on serving Hispanic students.

The largest age group is 26-35 (31.8% in 2023). This is likely related to this program being more focused on exploring various aspects of business than focusing on a specific business area. Older students are more likely to have already identified a specific target industry while younger students are still undecided in which area of business they would like to pursue.

In 2023, 70.9% of students indicated they were "first-gen" students. This is the highest percentage reported in the five-year data. The percentage of students reporting having "some college with no degree" is the lowest we have seen in five years while "no college or university" is the highest report at 39.9% in 2023. This change is reflective of the recently-developed [Employer Tuition Assistance \(ETA\) Partnerships](#), which have brought in more first-time college

students. These students are typically full-time employees of companies that provide employer-paid tuition benefits.

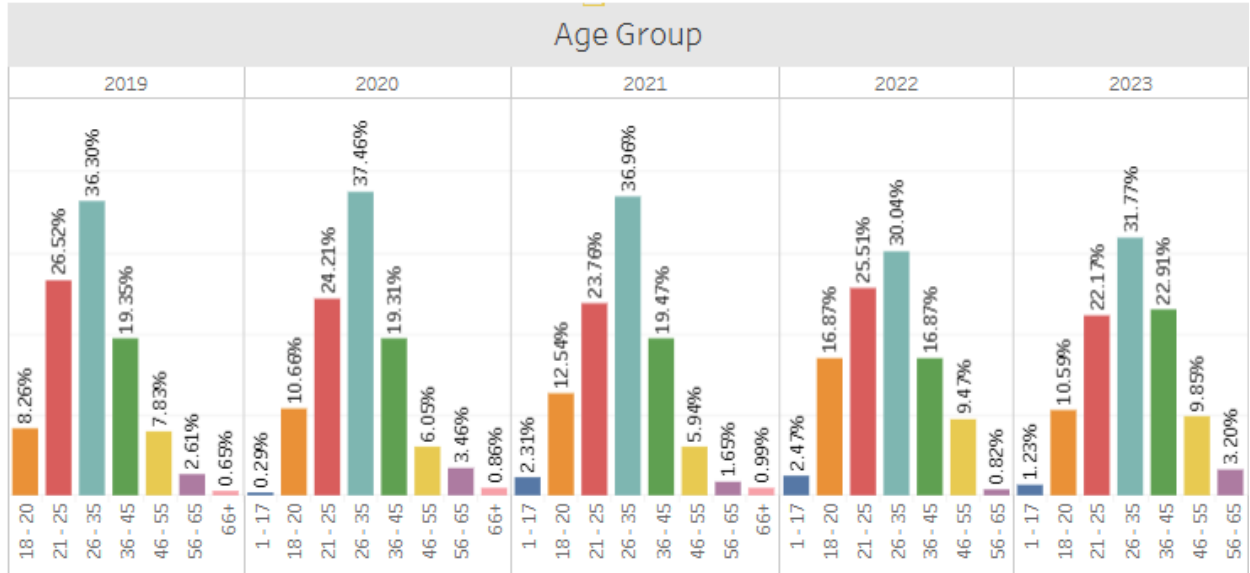


Gender	Metric	2019	2020	2021	2022	2023
Female	Percent	57.0%	53.9%	52.8%	56.8%	64.3%
	Count	262	187	160	138	261
Male	Percent	40.4%	43.8%	46.2%	42.0%	35.2%
	Count	186	152	140	102	143
Intersex	Percent	0.2%	0.9%	0.7%	0.8%	
	Count	1	3	2	2	
Unknown	Percent	2.4%	1.4%	0.3%	0.4%	0.5%
	Count	11	5	1	1	2

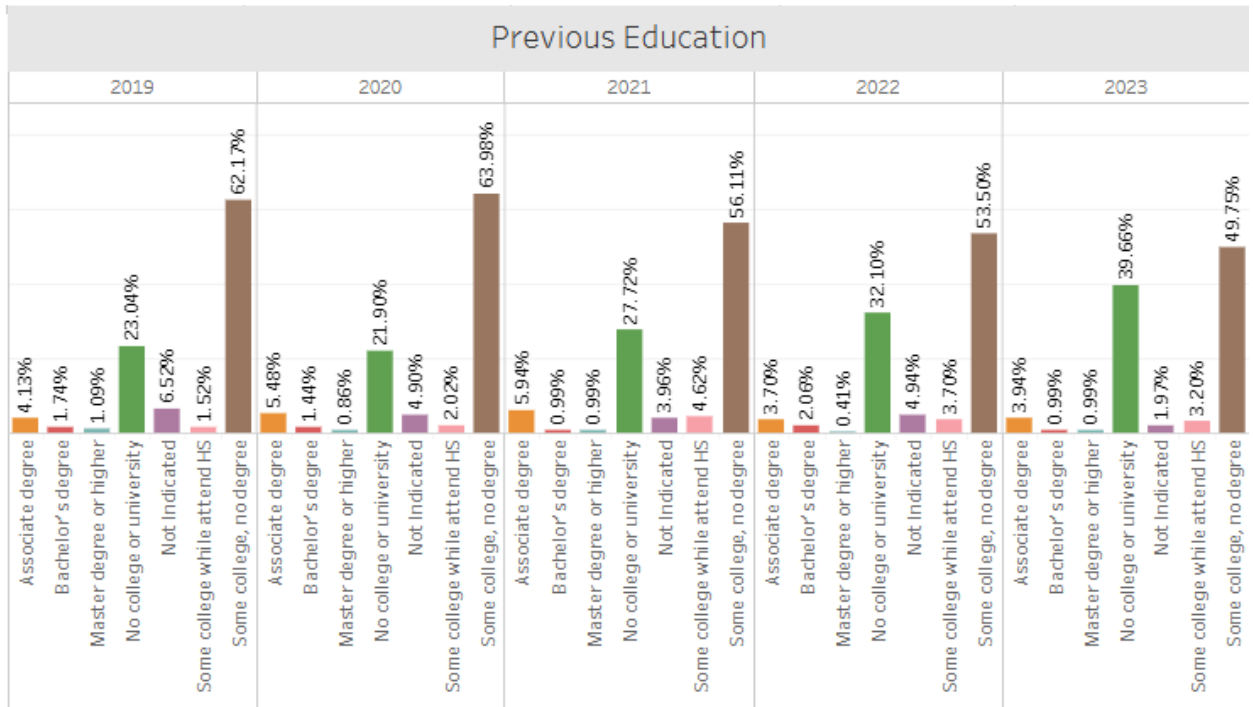


Race/Ethnicity	Metric	2019	2020	2021	2022	2023
Am. Indian	Percent	1.1%	0.9%	2.0%	1.2%	1.0%
	Count	5	3	6	3	4
Asian	Percent	2.4%	1.4%	3.3%	2.9%	1.0%
	Count	11	5	10	7	4
Black	Percent	18.9%	18.2%	16.2%	16.9%	16.3%
	Count	87	63	49	41	66
Hawaiian	Percent	0.2%		0.7%	1.2%	0.2%
	Count	1		2	3	1
Hispanic	Percent	27.2%	31.7%	28.1%	26.3%	36.0%
	Count	125	110	85	64	146
Not Specified	Percent	4.8%	3.5%	3.0%	2.9%	4.2%
	Count	22	12	9	7	17

White	Percent	45.4%	44.4%	46.9%	48.6%	41.4%
	Count	209	154	142	118	168



Age Groups	Metric	2019	2020	2021	2022	2023
1 - 17	Percent		0.3%	2.3%	2.5%	1.2%
	Count		1	7	6	5
18 - 20	Percent	8.3%	10.7%	12.5%	16.9%	10.6%
	Count	38	37	38	41	43
21 - 25	Percent	26.5%	24.2%	23.8%	25.5%	22.2%
	Count	122	84	72	62	90
26 - 35	Percent	36.3%	37.5%	37.0%	30.0%	31.8%
	Count	167	130	112	73	129
36 - 45	Percent	19.3%	19.3%	19.5%	16.9%	22.9%
	Count	89	67	59	41	93
46 - 55	Percent	7.8%	6.1%	5.9%	9.5%	9.9%
	Count	36	21	18	23	40
56 - 65	Percent	2.6%	3.5%	1.7%	0.8%	3.2%
	Count	12	12	5	2	13
66+	Percent	0.7%	0.9%	1.0%		
	Count	3	3	3		



Previous Education	Metric	2019	2020	2021	2022	2023
No college or university	Percent	23.0%	21.9%	27.7%	32.1%	39.7%
	Count	106	76	84	78	161
Some college while attending High School	Percent	1.5%	2.0%	4.6%	3.7%	3.2%
	Count	7	7	14	9	13
Some college, no degree	Percent	62.2%	64.0%	56.1%	53.5%	49.8%
	Count	286	222	170	130	202
Associate degree	Percent	4.1%	5.5%	5.9%	3.7%	3.9%
	Count	19	19	18	9	16
Bachelor's degree	Percent	1.7%	1.4%	1.0%	2.1%	1.0%
	Count	8	5	3	5	4
Master degree	Percent	1.1%	0.9%	1.0%	0.4%	1.0%

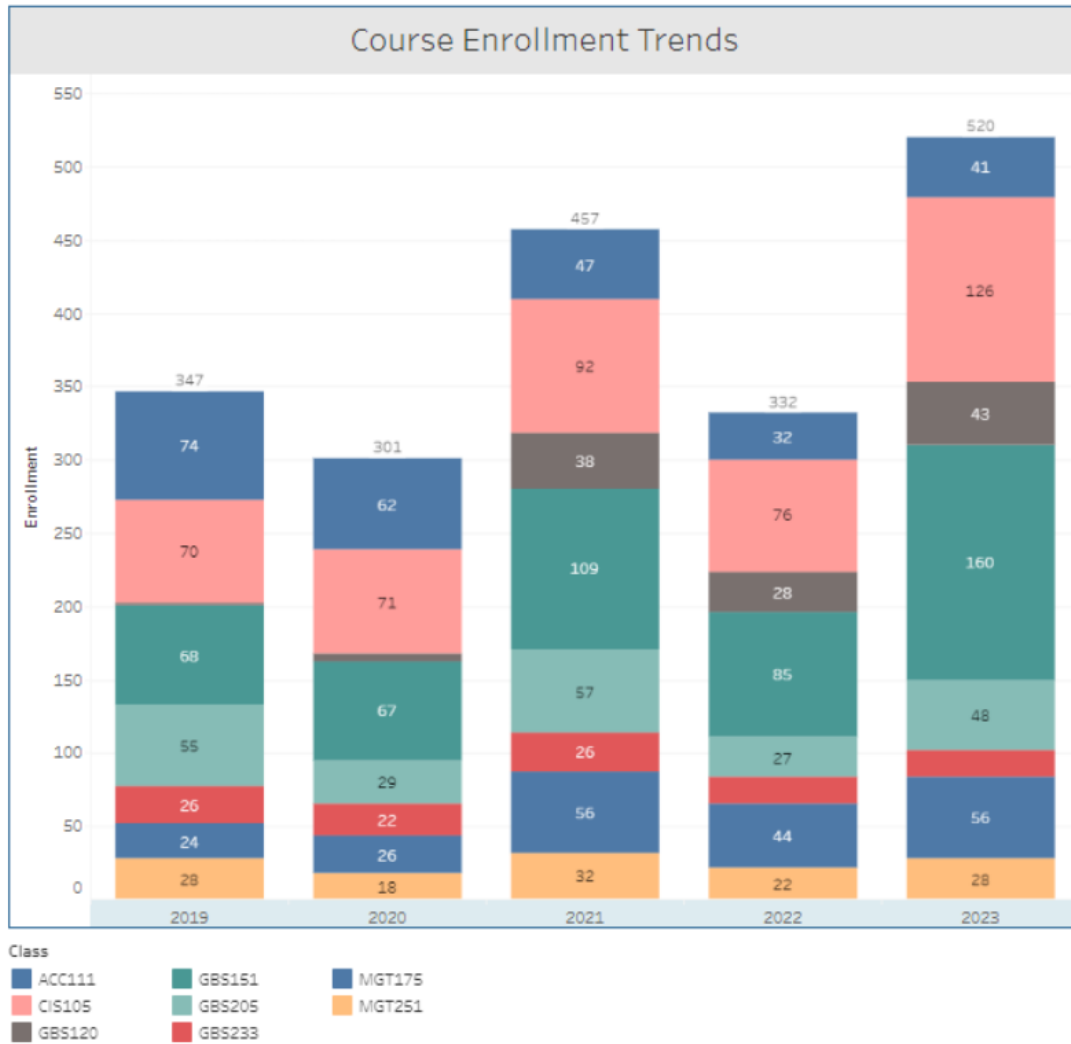
or higher	Count	5	3	3	1	4
Not Indicated	Percent	6.5%	4.9%	4.0%	4.9%	2.0%
	Count	30	17	12	12	8

b. Enrollment Trends

As evidenced in the chart below, course enrollments of students declared in the General Business program saw a slight decline between 2019 and 2020, a rebound between 2020 and 2021, followed by another decline in 2022. The biggest change during this review period is from 2022 to 2023 when enrollment numbers increased from 332 to 520. This enrollment growth is primarily due to ETA partnerships.

The highest enrollment courses are GBS151 and CIS105. These are survey courses covering broad topics in business and computer applications. The high enrollment in these two courses is expected in a general program such as General Business. Students explore various topics as they work to identify their strengths and narrow their areas of interest.

The ETA partnership has substantially increased enrollment in several business courses, especially GBS151. For example, in the Fall semester of 2022, the course had an enrollment of 24 ETA partnership students (program and non-program seekers). By Fall 2023, that number had increased to 180 enrollments. While another drastic increase is not anticipated in the near future, ongoing enrollments of ETA partnership students will continue to impact all business courses and programs.



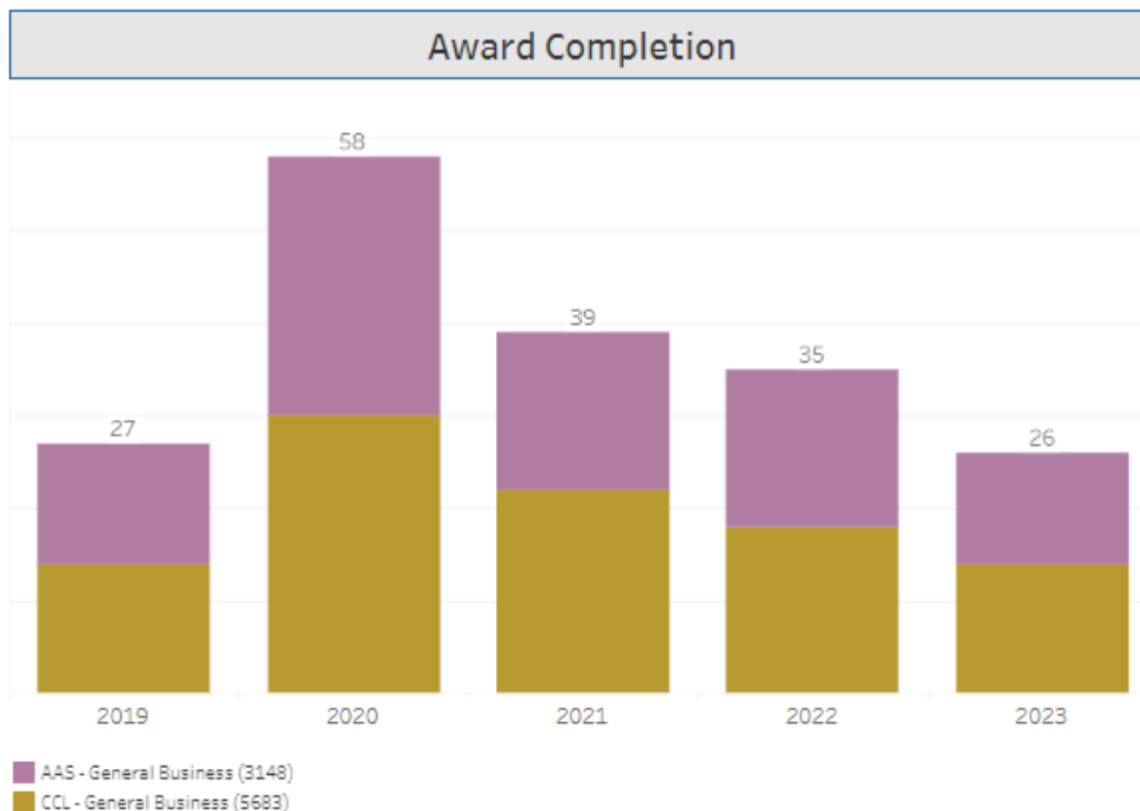
Class	2019	2020	2021	2022	2023
ACC111	74	62	47	32	41
CIS105	70	71	92	76	126
GBS120	2	6	38	28	43
GBS151	68	67	109	85	160
GBS205	55	29	57	27	48
GBS233	26	22	26	18	18
MGT175	24	26	56	44	56

MGT251	28	18	32	22	28
Grand Total	347	301	457	332	520

Note: Enrollments in chart and table above include only students declared in the General Business programs of study

c. Student Graduation Data

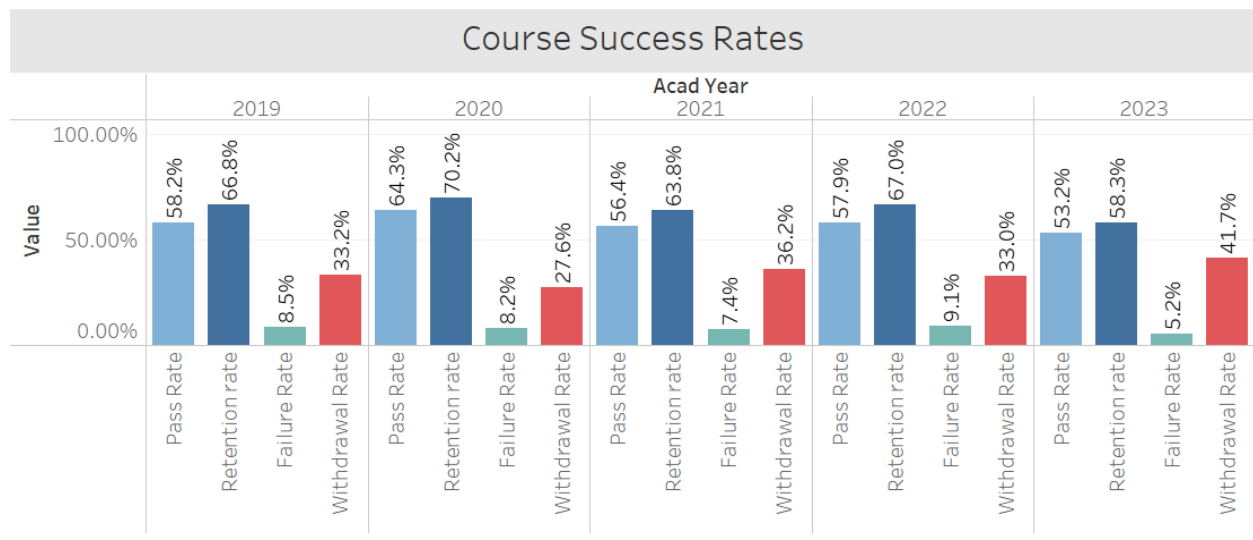
Award completion in both the General Business Program CCL and AAS has declined since 2020 and is now back to 2019 levels. While the number of awards for both programs have declined in recent years, the General Business curriculum continues to be a worthwhile pathway that allows students to explore several business areas. In Fall 2023, 292 ETA partnership students were pursuing the AAS in General Business. This recent pathway for student funding should help improve General Business AAS completion numbers moving forward.



Program	2019	2020	2021	2022	2023
AAS - General Business (3148)	13	28	17	17	12
CCL - General Business (5683)	14	30	22	18	14

IV. Retention and Persistence

Data in the following tables below include anyone enrolled in specified classes, regardless of program status



Year	Metric	Class							
		ACC111	CIS105	GBS120	GBS151	GBS205	GBS233	MGT175	MGT251
2019	Pass Rate	56.0%	62.3%	66.7%	60.8%	77.0%	88.0%	68.7%	76.2%
	Retention rate	67.2%	71.0%	77.8%	68.4%	81.9%	91.0%	73.7%	78.6%
	Failure Rate	11.5%	8.7%	11.1%	7.6%	4.9%	3.0%	5.1%	3.2%
2020	Pass Rate	57.6%	62.9%	58.5%	63.4%	75.4%	82.9%	72.8%	79.5%

	Retention rate	65.3%	69.4%	58.5%	68.1%	80.7%	87.9%	77.7%	80.3%
	Failure Rate	10.8%	9.4%	0.0%	6.6%	5.8%	6.4%	4.9%	0.8%
2021	Pass Rate	50.5%	66.8%	56.7%	61.3%	64.6%	77.5%	61.1%	62.0%
	Retention rate	63.9%	75.3%	68.7%	67.8%	71.1%	85.0%	65.9%	64.8%
	Failure Rate	13.3%	8.5%	11.9%	6.5%	6.4%	7.5%	4.8%	2.8%
2022	Pass Rate	43.7%	56.7%	55.2%	58.4%	68.6%	71.9%	62.1%	65.2%
	Retention rate	53.4%	70.3%	66.4%	65.7%	75.2%	79.7%	71.3%	73.0%
	Failure Rate	9.7%	13.6%	11.2%	7.2%	6.5%	7.8%	9.2%	7.8%
2023	Pass Rate	47.1%	54.7%	59.9%	50.0%	66.0%	61.8%	61.3%	63.7%
	Retention rate	56.7%	63.5%	70.8%	54.6%	69.5%	74.5%	63.1%	65.2%
	Failure Rate	9.5%	8.8%	10.9%	4.6%	3.5%	12.7%	1.8%	1.5%

The 2023 aggregate data indicates 53.2% pass rate, 58.3% retention rate, and 41.7% withdrawal rate. These percentage rates indicate that students enrolled in the General Business Program are not always dedicated to completing the program's required courses. This is reflective of what we are seeing within our employer tuition assistance student population.

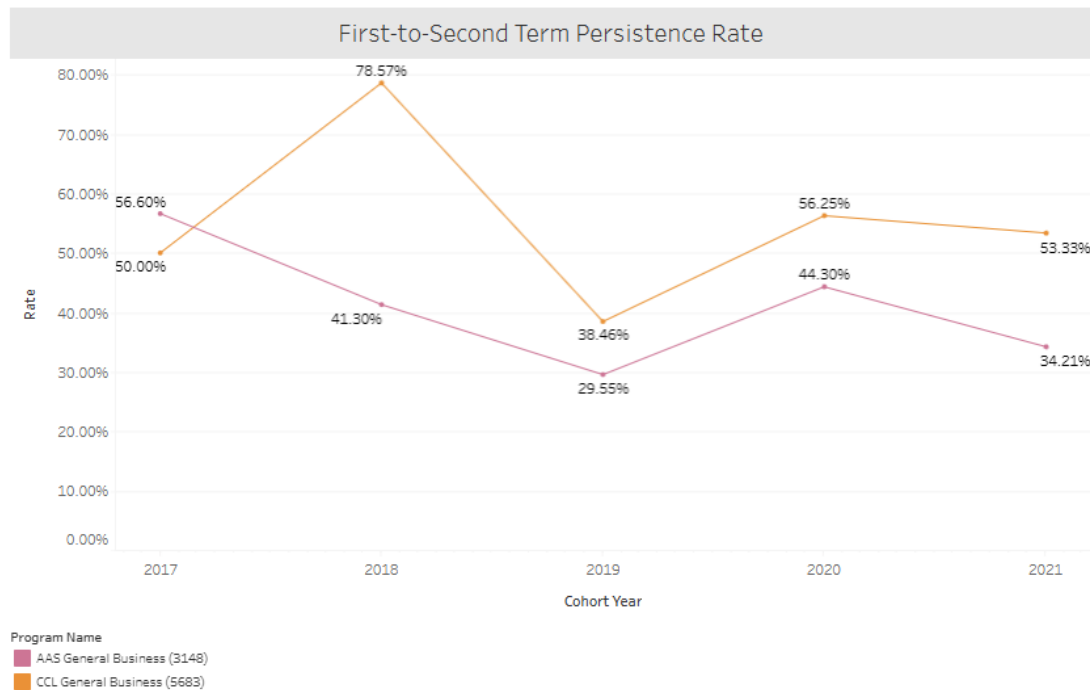
Strategies to help improve both retention and success include ongoing contact from the instructor, revising and/or redeveloping courses to better serve first-time college students, and providing students the support services needed throughout their academic career. Rio has also started a customized student orientation class for ETA partnership students and is exploring offering the first two courses to College-Start students staffed with a single instructor.

Persistence rates have declined in the past five years for both the AAS and CCL General

Business Program students. As noted in the Demographic section above, these programs are seeing the highest number of “first gen” students in the five-year period. It is exciting that Rio is attracting students who are new to college. However, this unique student population struggles more with college completion as it seems they have little or no prior experience in the rigorous requirements in post-secondary courses. That issue along with the nature of online, asynchronous classes, results in many first-time students not successfully completing General Business Program required coursework. In response to this trend, the Business Department has been revising core courses to provide additional instructions and support aimed at first-time college students. The objective of these adjustments, coupled with other institutional initiatives, is to improve persistence for new-to-college students. See Section XI.c. of this review for an Action Plan specifically designed to address this underserved population.

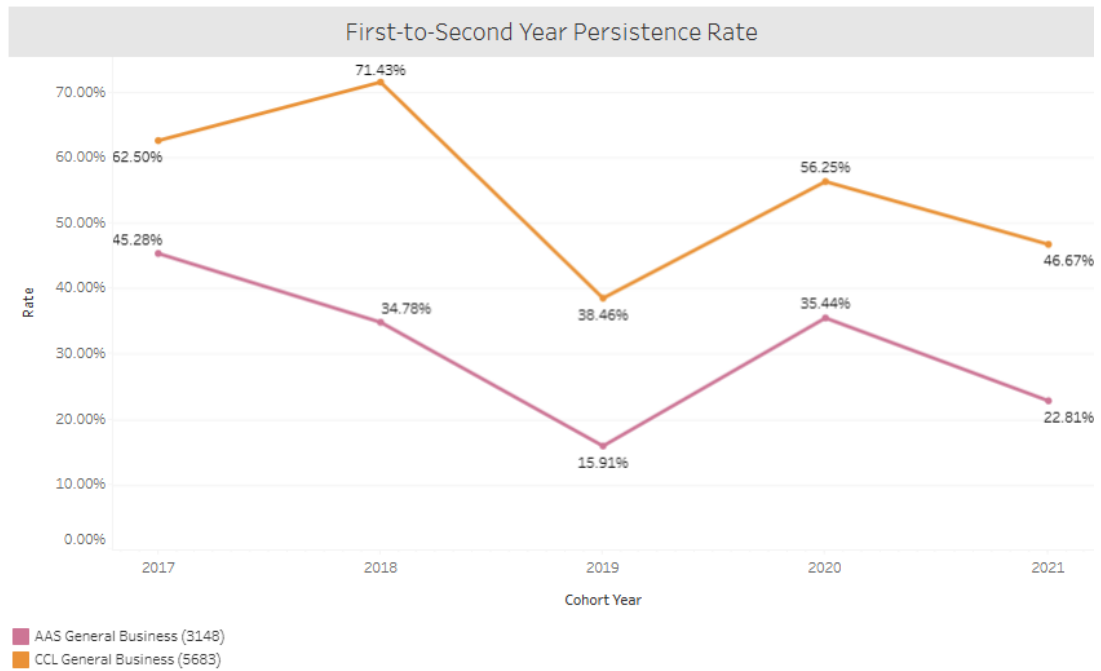
It is worth noting that the low persistence rate may also indicate that some students were able to gain the desired skills or tools they were seeking and did not feel the need to continue.

Note: The following graphs represent student cohorts based on when students first declared their academic program. For example, students who declared their program in Fall 2016, Spring 2017, and Summer 2017 are grouped into cohort year 2017.

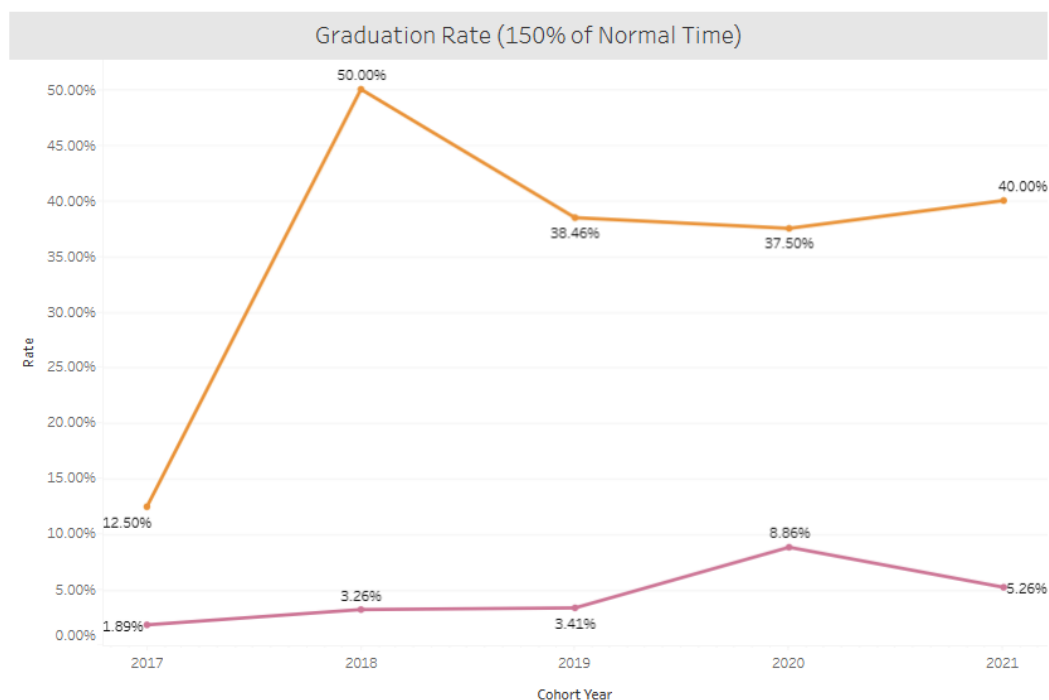


Program	2017	2018	2019	2020	2021
AAS - General	56.6%	41.3%	29.6%	44.3%	34.2%

Business (3148)					
CCL - General Business (5683)	50.0%	78.6%	38.5%	56.3%	53.3%



Program	2017	2018	2019	2020	2021
AAS - General Business (3148)	45.3%	34.8%	15.9%	35.4%	22.8%
CCL - General Business (5683)	62.5%	71.4%	38.5%	56.3%	46.7%



Program	2017	2018	2019	2020	2021
AAS - General Business (3148)	1.9%	3.3%	3.4%	8.9%	5.3%
CCL - General Business (5683)	12.5%	50.0%	38.5%	37.5%	40.0%

The PACE (Progress And Course Engagement) predictive model has been implemented in many of the courses in the General Business Program. This intervention tool is used to help instructors monitor student progress and, if necessary, to prompt them to proactively reach out to students who may need additional assistance with completing assignments.

V. Program Learning Outcomes

AAS General Business (Learning Outcomes)

1. Apply effective oral, written, and visual business communication skills. (GBS120, GBS233, (COM), [FYC])

2. Demonstrate critical thinking through written and oral formats. (GBS120, GBS151, GBS205, GBS233, EPS+++, GBS+++, SBU200, (COM), [FYC], [HU], [SG], [SQ])
3. Use basic mathematics and accounting principles to manage the financial health of an organization. (ACC111, ACC+++, [MA])
4. Apply current technology to specific business tasks. (CIS105, CIS114DE, CIS117DM, CIS133DA, TQM+++))
5. Analyze legal, ethical and social implications of business decisions and their impact on various individuals, groups and societies. (ACC111, ECN211, ECN212, GBS151, GBS205, MGT175, MGT251, MKT271, SBU200, [HU])
6. Apply basic principles and techniques of management to recruit, select, hire, train, supervise, and evaluate employees. (GBS151, MGT175, MGT251)
7. Evaluate organizational structures and the functions of planning, organizing, leading, and controlling in a business setting (GBS151, MGT175, MGT251, MGT+++, TQM+++))
8. Apply functions of modern business, including business principles, marketing, labor relations, and risk to business situations. (GBS151, GBS205, IBS+++, MGT175, MGT251, MKT271, MKT+++, REA+++, SBS+++, TQM+++))
9. Analyze marketing research to create marketing plans and forecasts. (GBS151, MGT175, MGT251, MKT271, MKT+++))

CCL General Business (Learning Outcomes)

1. Demonstrate critical thinking through written and oral formats. (GBS151, GBS205, EPS+++, GBS+++))
2. Analyze the financial health of an organization using basic accounting principles. (ACC111, ACC+++))
3. Apply current technology to specific business tasks. (CIS105, CIS114DE, CIS117DM, CIS133DA, TQM+++))
4. Analyze legal, ethical and social implications of business decisions and their impact on various individuals, groups and societies. (ACC111, GBS151, GBS205, MGT+++, MKT+++))
5. Apply basic principles and techniques of management to recruit, select, hire, train, supervise, and evaluate employees. (GBS151, MGT+++))
6. Evaluate organizational structures and the functions of planning, organizing, leading, and controlling in a business setting (GBS151, MGT+++, TQM+++))
7. Apply functions of modern business, including business principles, marketing, labor relations, and risk to business situations. (GBS151, GBS205, IBS+++, MGT+++, MKT+++, SBS+++, REA+++, TQM+++))

Program Learning Outcomes - AAS General Business

Learning Outcome	Assessment Method(s)	Student Count	Students @ College Level
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Apply effective oral, written, and visual business communication skills.	GBS120 - Final Project Part 1: Research Report	1	100%
	GBS233 - Final Project Part 1: Research Report	45	93%
Demonstrate critical thinking through written and oral formats.	GBS120 - Lesson 13 Final Part 2: Presentation	605	92%
	GBS233 - Lesson 13 Final Part 2: Oral Presentation Recording	237	92%
	GBS233 - Final Project Part 2: PowerPoint Oral Presentation	38	95%
Use basic mathematics and accounting principles to manage the financial health of an organization.	ACC111 -Lesson 11 Final Project	943	78%
	ACC111 -Lesson 11 Final Project	22	86%
Apply current technology to specific business tasks.	CIS105 - At-Home Final Exam Project	2739	86%
	CIS105- Final Exam Project	4265	86%
Analyze legal, ethical and social implications of business decisions and their impact on various individuals, groups and societies.	GBS205 - Final Project	777	91%
Apply basic principles and techniques of management to recruit, select, hire, train, supervise, and evaluate employees.	GBS151 - Lesson 12 Memo	572	91%
	GBS151 - Lesson 11 Quiz	1549	90%
Evaluate organizational structures and the functions of planning, organizing, leading, and controlling in a business setting.	MGT175- Lesson 9 Research Project	393	88%
	MGT251- Lesson 11 Report	462	91%

Apply functions of modern business, including business principles, marketing, labor relations, and risk to business situations.	GBS233- Final Exam Part 2: Final Project	95	94%
	GSB233 - Final Project	142	98%
Analyze marketing research to create marketing plans and forecasts.	MKT271 - Final Exam Part 1	493	82%
	MKT271- Final Exam Part 2	485	92%

Program Learning Outcomes - CCL General Business

Learning Outcome	Assessment Method(s)	Student Count	Students @ College Level
Demonstrate critical thinking through written and oral formats.	GBS151 - Lesson 9 Blog Post	163	98%
	GBS151 - Lesson 9 Essay	1459	88%
Analyze the financial health of an organization using basic accounting principles.	ACC111 - Lesson 11 Final Project	944	78%
Apply current technology to specific business tasks.	CIS105- At-Home Final Exam Project	2739	86%
	CIS105 - Final Exam Project	4269	86%
Analyze legal, ethical and social implications of business decisions and their impact on various individuals, groups and societies.	GBS205 - Final Project	779	91%
Apply basic principles and techniques of management	GBS151 - Lesson 12 Memo	572	91%

to recruit, select, hire, train, supervise, and evaluate employees.	GBS151 - Lesson 11 Essay	810	90%
Evaluate organizational structures and the functions of planning, organizing, leading, and controlling in a business setting.	GBS151 - Lesson 11 Quiz	1549	90%
Apply functions of modern business, including business principles, marketing, labor relations, and risk to business situations.	GBS151 - Final Exam Part 2: Final Project	617	91%
	GBS151 - Final Project	1410	92%

The data show that over 80% of students perform at a college level on all of the program learning outcomes, with the exception of “Analyze the financial health of an organization using basic accounting principles.” 78% of students demonstrate achievement of this outcome via the Final Project in ACC111, which falls just short of the target. Accounting courses are not under the purview of the Business Chair, and assessment data that falls below the target will be addressed in the Accounting Program Review.

VI. College-wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, Rio Salado College places a high priority on developing core competence in the following areas:

1. **Critical Thinking:** The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level
2. **Information Literacy:** The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.
3. **Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
4. **Reading:** The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid

conclusions, analyzing the author's purpose and bias, and applying the text to a given task or course content.

5. **Writing:** On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

For more information: <http://www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx>

The table below represents student performance on each of the SLOs for the courses and timeframe included in this review.

Student learning outcomes for Reading, Writing and Oral Communication are all short of the 80% target with averages of 79%, 74% and 77% respectively.

Since GBS151 has the highest enrollment, this course was selected to improve student learning outcome results. The individual student learning outcomes for GBS151 indicate students are averaging only 69.1% in Writing.

Plan

In Summer 2023 Flex I, the Chair taught a section of GBS151 with a primary focus on potential curricular improvements. Working alongside the other GBS151 instructors and the Department's Instructional Designer, several opportunities were identified to increase student attainment of college-level writing scores.

- The course required completion of three reports - including one in Week 1.
- The course required completion of two essays and one short-answer essay. However, the short-answer essay assignment occurred after the essay assignments. This did not allow students to gradually build their writing skills with the course concepts as well as review and apply instructor assignment feedback.
- The course included two content quizzes as well as objectively graded parts to both the Midterm and Final. However, due to the extensive number of concepts in the course - additional objectively graded assignments are warranted. The purpose of this change would be to reduce the complexity of several written assignments.

Other existing course assignments and assessments include writing an email, creating an infographic, quizzes, and a Midterm and Final.

Do

A new version of GBS151 rolled out in Summer of 2023. In addition to refreshing/updating the Open Educational Resources content, assignments were adjusted to focus more closely on lesson content in place of outside research.

Also, writing assignments are now more structured. A word-count requirement was added for short-answer essays and a checklist is now included in each lesson.

Example for Checklist for Short-Answer Essay

IMPORTANT:

If the submission does not meet the following requirements, it will be returned as incomplete:

- Response to all questions
- Meets the minimum word length
- Includes at least one citation and reference to the lesson material
- Formatted in short-answer essay format

Also, work submitted must be your own original work.

Changes were made to the following lesson assessments to build the course's writing requirements more gradually and provide more authentic types of writing experiences.

Lesson	Adjustment	Rationale
0	<p>Added a section on Business Writing Strategies to the lesson.</p> <p>Two quizzes were combined into a single quiz</p> <p>APA Citation Exercise requirements</p>	<p>This content has more detailed instructions on how to construct paragraphs.</p> <p>To reduce the number of assignments in the first lesson.</p> <p>A more detailed example was added.</p> <p>A self-check activity was added.</p> <p>Additional assignment instructions were</p>

		added.
1	Moved assessment from Report to Quiz and Short-Answer Essay.	Split the assessment into both objective and subjective assessment, which provides students the opportunity to compose short-answer essays before being required to complete more involved writing requirements.
2	Moved assessment from Report to Quiz and Short-Answer Essay Modified assessment questions to focus on lesson content.	Split the assessment into both objective and subjective assessment and provides students the opportunity to compose short-answer essays before being required to complete more involved writing requirements.
3	Added more content/examples to the Ethical Challenges page to broaden part b of the assessment. Moved assignment from Essay to Email format.	Provides students an opportunity to demonstrate knowledge through an email format - which they may have more experience/comfort in composing.
7	Moved from Report to Short-answer Essay questions.	Reduced writing requirement.
9	Moved from essay to blog post format "from the lesson".	Provides students an opportunity to be a little more creative in their writing instead of composing an essay.

12	Memo to article for company newsletter.	Moved assignment from Memo (which are no longer a common business practice) to composing an article for a company newsletter.
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Check

Due to Rio's course production cycle, these changes did not go into effect until Fall Flex II, 2023 (10/16/2023).

Assessment data will be pulled in Spring 2025 to determine the impact of these changes.

Act

If these changes positively correlate with increased writing scores, the revised assignment structure will be retained. If not, a new PDCA cycle will be initiated.

VII. Impact of Co-curricular Programs

Student participation in co-curricular activities* correlated with higher levels of performance across all college-wide learning outcomes being assessed.

**Co-curricular activities include Achieving a College Education (ACE), Honors, National Society of Leadership and Success (NSLS), and Phi Theta Kappa (PTK)*

General Business Program students score between 74% and 81% in student learning outcomes. For students who participate in co-curricular activities the student learning outcome scores increased to between 82% and 86%. In particular, the Oral Communication student learning outcome had an increase from 77% to 84%. This data indicates that participation in co-curricular activities positively correlates with student performance.

SBU200, which can meet the Social/Behavioral Science requirement for the AAS program, is available for Honors students. Students taking it as an Honors course will have additional requirements attached to the Final Project.

GBS233 (which can always be substituted for GBS120) is also an Honors course. Honor students have additional requirements in both the Midterm and Final Projects.

VIII. Effective Teaching

Upon hire, adjuncts are required to complete AFD101 (an online orientation workshop) as well as an online Department-specific training, which consists of eight modules (listed below) as well as Department templates and frequently asked questions. All active Business Adjunct faculty maintain access to all eight Department training modules during their tenure at Rio.

1. Welcome to the Business Department!
2. Online Course Management Policies & Procedures
3. Online Grading Policies and Procedures
4. Online Student Management Policies & Procedures
5. Print Policies and Procedures
6. Originality of Student Work
7. Adjunct Evaluations & Professional Development
8. College Resources

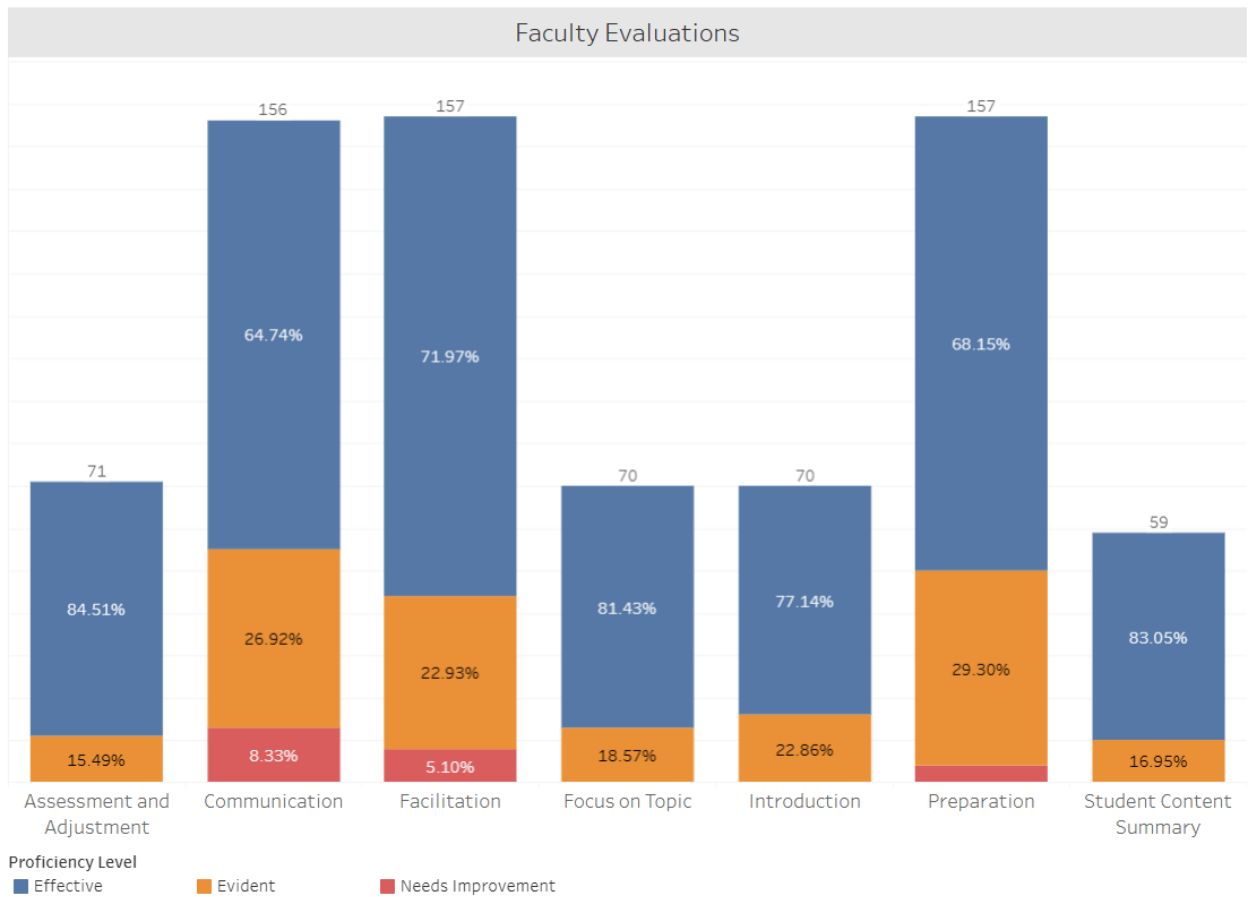
New adjuncts receive online mentoring during their first section.

A Department website is maintained to support adjuncts. The site contains a link to the Department training and an instructor expectation/sample feedback document for each course.

All adjuncts are encouraged to attend bi-annual training through the Fall and Spring All Faculty Meetings as part of their Professional Development requirement. The Faculty Chair also sends a weekly email (Friday FAQ) on Department policies and best practices.

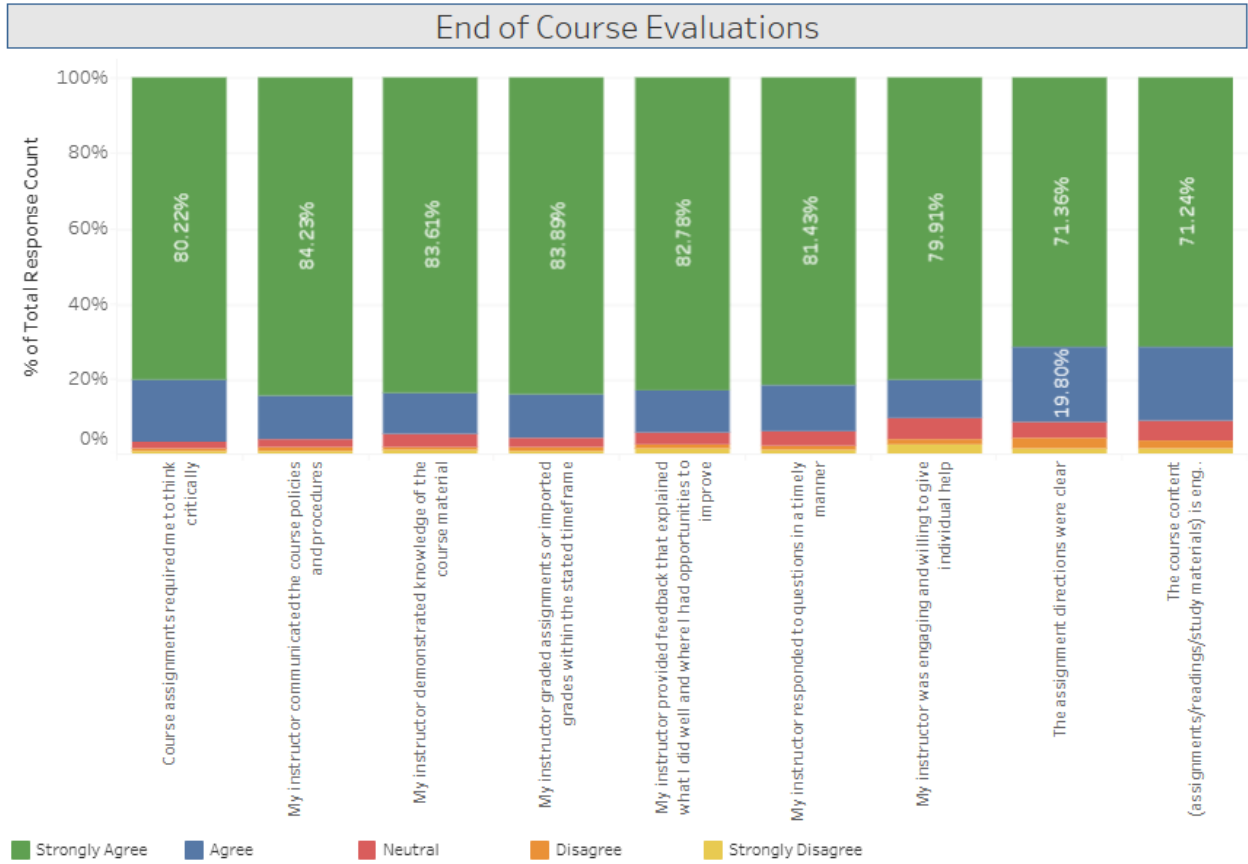
Adjuncts receive mini-evaluations as well as formal peer evaluations on an ongoing basis to ensure compliance with Department policies and procedures. The types of Instructor Evaluations vary between formal peer evaluation, self-evaluation, section review, or student survey data.

The aggregate results from formal peer instructor evaluations displayed in the chart below indicate that quality teaching is occurring within the classroom environment. The ranking of Effective or Evident ranges from 91% - 100% in all categories.



Evaluation Component	Effective	Evident	Needs Improvement
Assessment and Adjustment	84.5%	15.5%	0.0%
Communication	64.7%	26.9%	8.3%
Facilitation	71.9%	22.9%	5.1%
Focus on Topic	81.4%	18.6%	0.0%
Introduction	77.1%	22.9%	0.0%
Preparation	68.2%	29.3%	2.5%
Student Content Summary	83.1%	16.9%	0.0%

The following questions from student end-of-course surveys related to instructor communication, knowledge, feedback, and engagement were all over 4.20 on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), which serves as additional evidence of quality teaching.



Survey Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Course assignments required me to think critically	80.2%	16.3%	1.9%	0.7%	1.0%
My instructor communicated the course policies and procedures	84.2%	11.6%	2.2%	1.0%	1.0%
My instructor demonstrated knowledge of the course material	83.6%	10.9%	3.3%	0.9%	1.3%
My instructor graded assignments or imported grades within the stated timeframe	83.9%	11.6%	2.4%	1.2%	1.0%
My instructor provided feedback that explained what I did well and where I	82.8%	11.2%	3.1%	1.2%	1.8%

had opportunities to improve					
My instructor responded to questions in a timely manner	81.4%	12.2%	3.8%	1.2%	1.3%
My instructor was engaging and willing to give individual help	79.9%	10.5%	5.4%	1.5%	2.7%
The assignment directions were clear	71.4%	19.8%	4.3%	2.7%	1.9%
The course content (assignments/readings/study materials) is engaging	71.2%	19.6%	5.4%	2.1%	1.6%

IX. Evaluation of Curriculum

The General Business Program was reviewed in Spring 2019 through the Guided Pathways process. Since Fall 2020, all ten colleges have offered the same program. The Instructional Council (IC) reviews programs on a set schedule to determine if changes need to be made. In addition, the Business IC has adopted a district-wide model for an Advisory Board. This Board meets every Fall to identify and discuss any potential program changes. As a result of the board's suggestions, the following changes have been made to courses in the General Business Program:

- Additional content on the impact of company culture added to GBS120 and MGT175
- Additional content on emotional intelligence added to GBS151 and MGT175
- How to interview via a remote environment added to GBS120 and GBS233
- Additional content on conducting remote business meetings added to GBS120 and GBS233

Business Department courses are reviewed at least every three years to determine if it is necessary to redevelop the current course version. Course content and assessments are continuously reviewed (and potentially adjusted) based on student and/or instructor feedback as well as data from the Dynamic Assessment Data Display reports.

Over the past few years, the focus has moved away from just definitions and concepts to include more authentic assessments that focus on critical thinking skills. In addition to the incorporation of case studies, students are provided the opportunity to create products that are more useful in their professional lives. These products include emails, agendas, resumes, reports, emails, and infographics.

As courses are redeveloped, assessments are modified when the average score is below 70%.

The process for redevelopment of all Business Department courses includes:

- Evaluate the feasibility of moving to Open Educational Resources material.
- Determine if any current adjuncts have the skills/time to amend the course.
- Revise content as appropriate to reflect updated data and relevant laws/ regulations.
- Employ varying types of assessments to provide a variety of measurements of student learning of the course content.
- Revise assignments to include more application/critical thinking components. This revision helps students to apply the lesson content/objectives and allows the Department to identify and remedy any potential plagiarism issues.

In the past few years, the following adjustments have been made to Business courses:

- Moved all courses into CourseArc and converted from blog to presentation style.
- Added Lesson 0 to all courses to ensure students know how to properly cite before starting the main lessons. All courses were also updated to the APA Study Guide 7th edition.
- Added a new APA video (created in-house) to help students understand both APA format in-text citation and reference requirements as well as how to avoid plagiarism.
- Moved from a four-dimension to a three-dimension rubric. The goal of this adjustment was to provide more clarity to students on assignment expectations and place more emphasis on the knowledge and analysis portions of the assignment.
- Added “Ask a Librarian” information to all courses that have a required research assignment/assessment.
- Added a “Plagiarism Warning” in the first and last lessons (preceding the first written assignment and the final project) in courses that have a high plagiarism rate.
- Added a checklist to 100-level courses to remind students of assignment requirements.

The following General Business Program courses have been recently updated.

- ACC111 was last updated in Fall 2023
- CIS105 was last updated in Fall 2022
- MGT175 is in redevelopment for Spring 2025
- MGT251 was last updated in Spring 2024
- GBS151 was last updated in Fall 2023.
- GBS205 is in redevelopment for Spring 2025

- GBS233 was last updated in Spring 2024
- MKT271 is in redevelopment for Spring 2025

There are no current plans for microcredentials in the General Business Program.

Microcredentials in business are more focused on an individual area, such as bookkeeping or real estate pre-license. As the General Business Program provides a broad overview of multiple areas, it does not lend itself well to microcredentials.

X. Program Resources

The Business Department has a full-time Instructional Coordinator who oversees the Dual Enrollment courses and adjuncts, Incarcerated Re-Entry Program processes and inquiries, manages plagiarism issues, assists in staffing courses, trains new adjunct faculty, completes adjunct evaluations, contributes with course development, and handles other duties to assist with the day-to-day Department operations.

Students in the General Business program are assigned to a program-specific academic advisor. They also have access to the College's Library resources for assistance with research and citations. Lessons may include articles and videos provided by the College's library. Students lacking college-level writing skills are encouraged to take advantage of the College's Tutoring services. Successful completion of CPD115 (a counseling study skills course) is a Department requirement for any student who fails (F and/or Y) a course three times and then enrolls in the same course for a fourth time. When appropriate, faculty will direct students to the College's Disability Resources and Services as well as the Counseling Department.

XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

Course Content

- Lesson content includes real-world applications, case studies, and examples to assist students in transferring concepts to work situations. As feasible, we are moving away from essays into more engaging assignments that connect to the workplace.
- Lesson 0 is provided in all courses to include information on essay format, citation

requirements, college-level writing, and academic integrity.

Adjunct Support

- Adjuncts are provided an online training course which is also an ongoing resource for all Department Policies and Procedures. This practice helps maintain consistent application of Department Policies and Procedures across all courses.
- Adjuncts are emailed a “Friday FAQ” message every week. This short email is a quick reminder of a Department policy, or if necessary Department, College, or District announcement.

b. Program Viability

External Analysis: Job Market Assessment

Employment Projections for CIP Code 52.01

Occupation	2019 Jobs	Annual Job Openings	Median Earnings (Hourly)	Projected Growth (2019 - 2029)
General and Operations Managers	59,296	11,826	\$40.84	77.99%
Managers, All Other	18,616	2,010	\$49.58	24.22%
Sales Managers	10,022	1,324	\$58.71	38.84%
Business Operations Specialists, All Other	8,751	2,320	\$38.88	113.71%
Administrative Services Managers	4,971	571	\$45.95	26.44%
Transportation, Storage, and Distribution Managers	2,774	408	\$43.54	46.13%

Source: <https://lightcast.io/>

Near-term employment projections indicate that this is a high-demand area with well-paying positions. While students coming out of the program may not go directly into the jobs above, they gain the exposure needed to help them determine which specific area of business interests them the most. This program provides a solid foundation so they can pursue any additional education and/or experience needed to progress in their chosen career path.

External Analysis: Program Market Share

Award Completions at AZ Institutions for Programs Aligned to CIP Code 52.01

Program Type	2012 Completions	2023 Completions	% Change
Distance Offered Programs	320	1,103	244.7%
Non-Distance Offered Programs	1,353	221	-83.7%
All Programs	1,673	1,324	-20.9%

Though overall completion numbers across the state have declined recently, Rio is well positioned for the future given that distance-offered programs have seen such an increase in demand. All courses within the General Business program are offered in a distance modality.

c. Action Plans

As noted in Section III.b., ETA partnerships have substantially increased enrollment in several business courses. However, there have been challenges with successfully retaining this population of first-time-in-college students who are also employed full-time. The following Action Plan is being implemented to identify opportunities to improve learner persistence in ETA-funded programs, including General Business.

This work has been divided into three phases:

1. Learner experience discovery - map the existing learner journey for Rio programs, identifying pain and success points for learners. Review Rio documents; review aspects of the experience for the partner side; conduct qualitative and quantitative research on ETA partnership learners at Rio; **conduct 6-8 interviews with Rio stakeholders.**
2. Sensemaking and recommendation - facilitate learner journey design workshop with 8-10 Rio stakeholders to align on 3 high-impact opportunity areas to improve the learner experience. Leverage workshop findings to develop 2-3 recommendations for each high-impact opportunity.
3. Implementation support

A kickoff meeting for this work is scheduled on August 7, 2024. Stakeholder interviews will be conducted on both August 7 and August 8 along with collaboration/discussion taking place in the

afternoon on August 8. A virtual learner workshop will be held in September with final recommendations planned for October. Interventions will be piloted with the January 2025 cohort.

d. Assessment Team Recommendation

☒ Continue program and implement stated action plan. Next review due AY2028-29.

☐ Continue program, implement stated action plan, and address comments listed below. Spotlight follow-up report due {1-2 years}.

☐ Refer to college administration to determine program viability.

☐ Discontinue program.