



General Business Program Review

Review Period: Academic Years 2014-2018

Review Conducted: AY2018-19

Rio’s Academic Program Review Process is an essential component of the College’s Strategic Plan. The 2016-2020 work is guided by the goals of Pillar 3: *Accountability, Assessment, and Quality Assurance*, and supports Strategic Pathway 7: *Grow a Culture of Accountability Through College-wide Quality Assurance Processes*. In addition, data relating to student enrollment, learning, persistence, goal attainment, satisfaction, and institutional accountability 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

Program Title: CCL in General Business

Major Code: 5683

Total Credits: 21

Description: 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. An Associate in Applied Science (AAS) is also available.

Program Notes:

+ indicates course has prerequisites and/or corequisites.

Students must earn a grade of "C" or better in all courses required within the program.

Admission Criteria: None.

Required Courses:		12
ACC111	Accounting Principles I	3
CIS105	Survey of Computer Information Systems	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical and Regulatory Issues in Business	3

Restricted Electives: **9**

Students should select nine (9) credits from the following courses.

Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area.

ACC+++++	Any ACC Accounting course(s)	
GBS+++++	Any GBS General Business course(s)	
MGT+++++	Any MGT Management course(s)	
MKT+++++	Any MKT Marketing course(s)	
IBS+++++	Any IBS International Business course(s)	
REA+++++	Any REA Real Estate course(s)	
SBS+++++	Any SBS Small Business Management course(s)	
CIS114DE	Excel Spreadsheet	3
CIS117DM	Microsoft Access: Database Management	3
CIS133DA	Internet/Web Development Level I	3
EPS+++++	Any EPS Entrepreneurial Studies course(s)	1-3

Program Title: AAS in General Business

Major Code: 3148

Total Credits: 61-66

Description: 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. Although many courses will transfer to a four-year institution, some courses do not. This curriculum is not designed to meet the needs of students who wish to transfer to a four-year institution. A Certificate of Completion (CCL) is also available.

Program Notes:

+ indicates course has prerequisites and/or corequisites.

Students must earn a grade of "C" or better in all courses required within the program.

Admission Criteria: None.

Required Courses:		21
ACC111	Accounting Principles I	3
CIS105	Survey of Computer Information Systems	3
GBS110	Human Relations in Business and Industry (3) OR	
MGT175	Business Organization and Management (3) OR	
MGT251	Human Relations in Business (3)	3
GBS151	Introduction to Business	3
GBS205	Legal, Ethical and Regulatory Issues in Business	3
+ GBS233	Business Communication	3
MKT271	Principles of Marketing	3

Restricted Electives: 18

Students should select eighteen (18) credits from the following courses.

Any 100/200 level prefixed courses may be selected, except courses used to satisfy the Required Courses area.

- ACC+++++ Any ACC Accounting course(s)
- GBS+++++ Any GBS General Business course(s)
- MGT+++++ Any MGT Management course(s)
- MKT+++++ Any MKT Marketing course(s)
- EPS+++++ Any EPS Entrepreneurial Studies course(s)
- IBS+++++ Any IBS International Business course(s)
- REA+++++ Any REA Real Estate course(s)
- SBS+++++ Any SBS Small Business Management course(s)

- CIS114DE Excel Spreadsheet 3
- CIS117DM Microsoft Access: Database Management 3
- CIS133DA Internet/Web Development Level I 3

General Education Requirements 22-27

General Education Core 12-17

First-Year Composition 6

- + ENG101 First-Year Composition (3) OR
- + ENG107 First-Year Composition for ESL (3) AND
- + ENG102 First-Year Composition (3) OR
- + ENG108 First-Year Composition for ESL (3)

Oral Communication 3

Any approved general education course in the Oral Communication area.

Critical Reading 0-3

- + CRE101 College Critical Reading and Critical Thinking (3) OR
Equivalent by assessment 0-3

Mathematics 3-5

- + MAT120 Intermediate Algebra (5) OR
- + MAT121 Intermediate Algebra (4) OR
- + MAT122 Intermediate Algebra (3)

General Education Distribution 10

Humanities, Arts and Design 3

Any approved general education course in the Humanities, Arts and Design area.

Social-Behavioral Sciences 3

- ECN211 Macroeconomic Principles (3) OR

Natural Sciences

4

Any approved general education course in the Natural Sciences area.

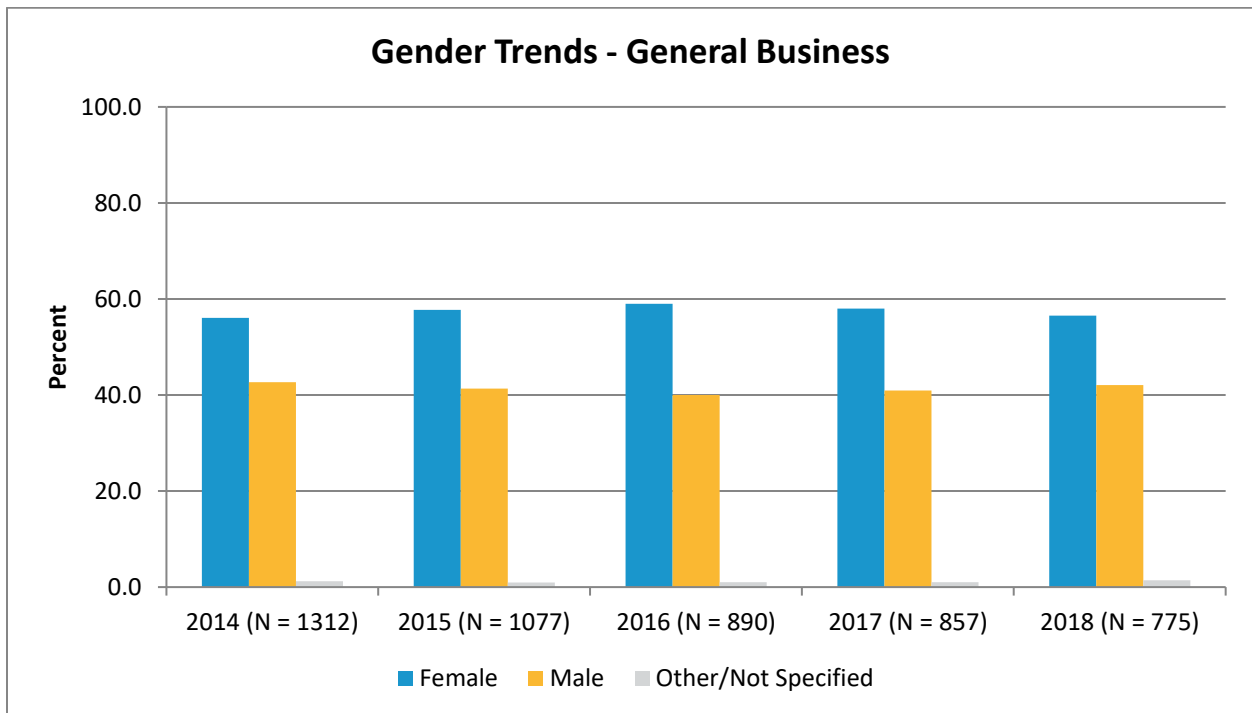
II. Program Purpose and Mission

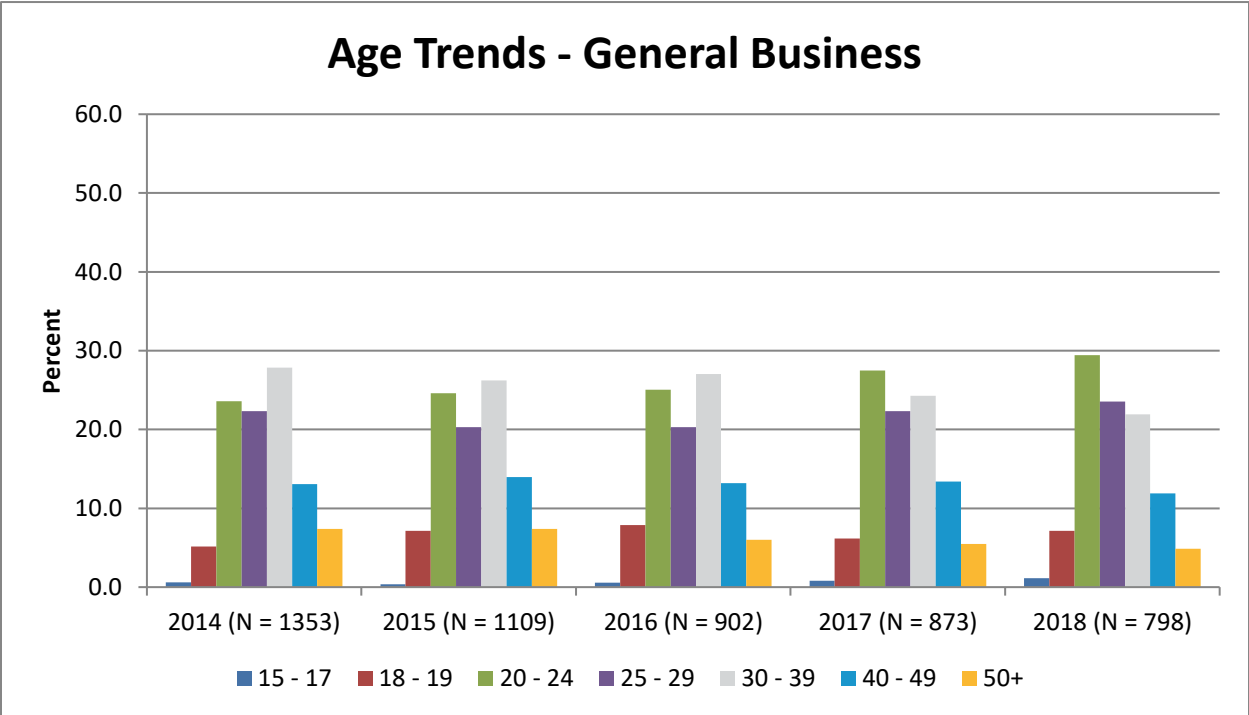
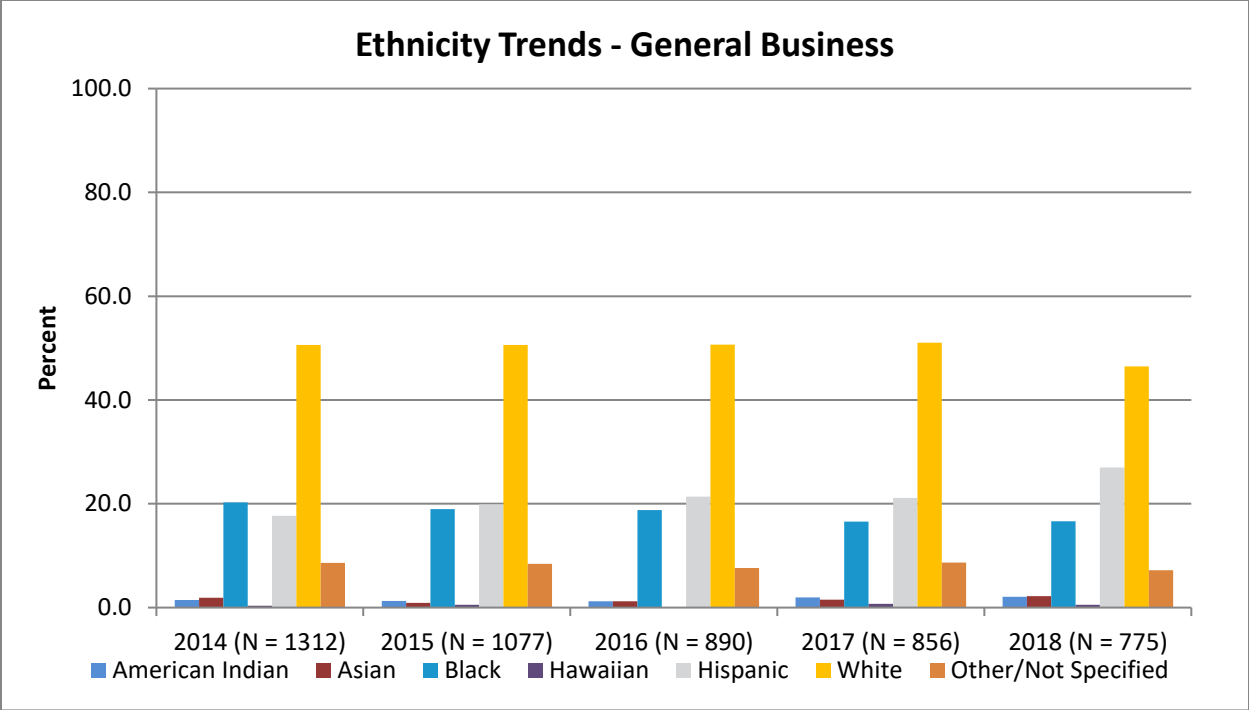
The General Business program is designed to meet the needs of students who want to explore the field of business. The program is designed to acquaint students with various aspects of business and help them identify a specific area they would like to pursue in the future.

The General Business Program provides high-quality courses, flexibility in scheduling, affordable tuition and commitment to student success. Courses are offered in either 14-week or 8-week options. Students are also able to self-accelerate, which provides additional flexibility to complete the program. 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.

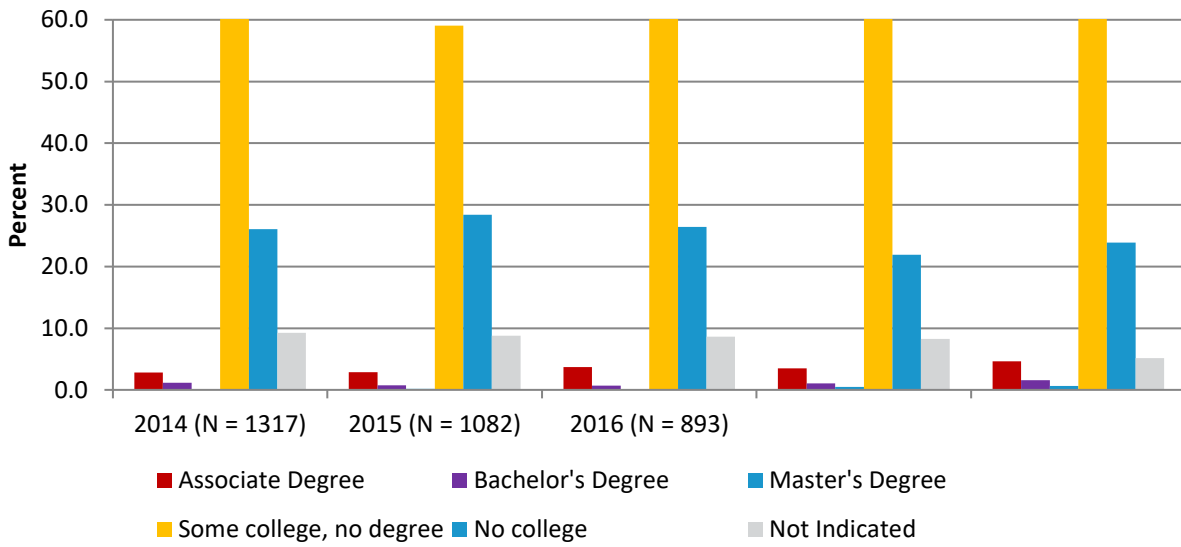
III. Student Population of the General Business Program

a. Student Data Analysis

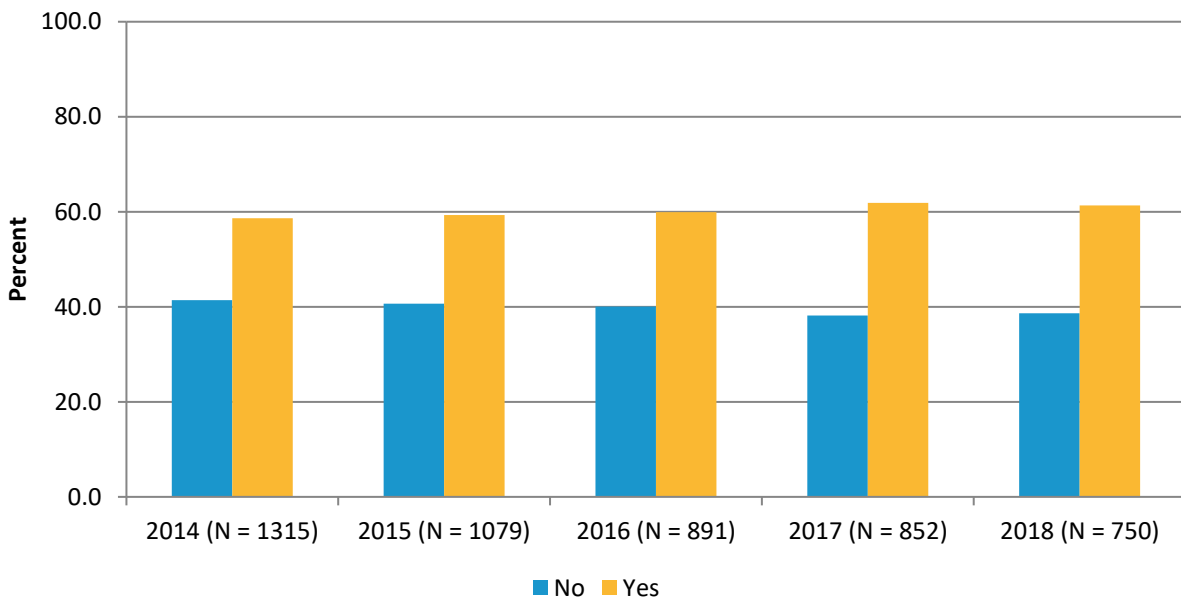


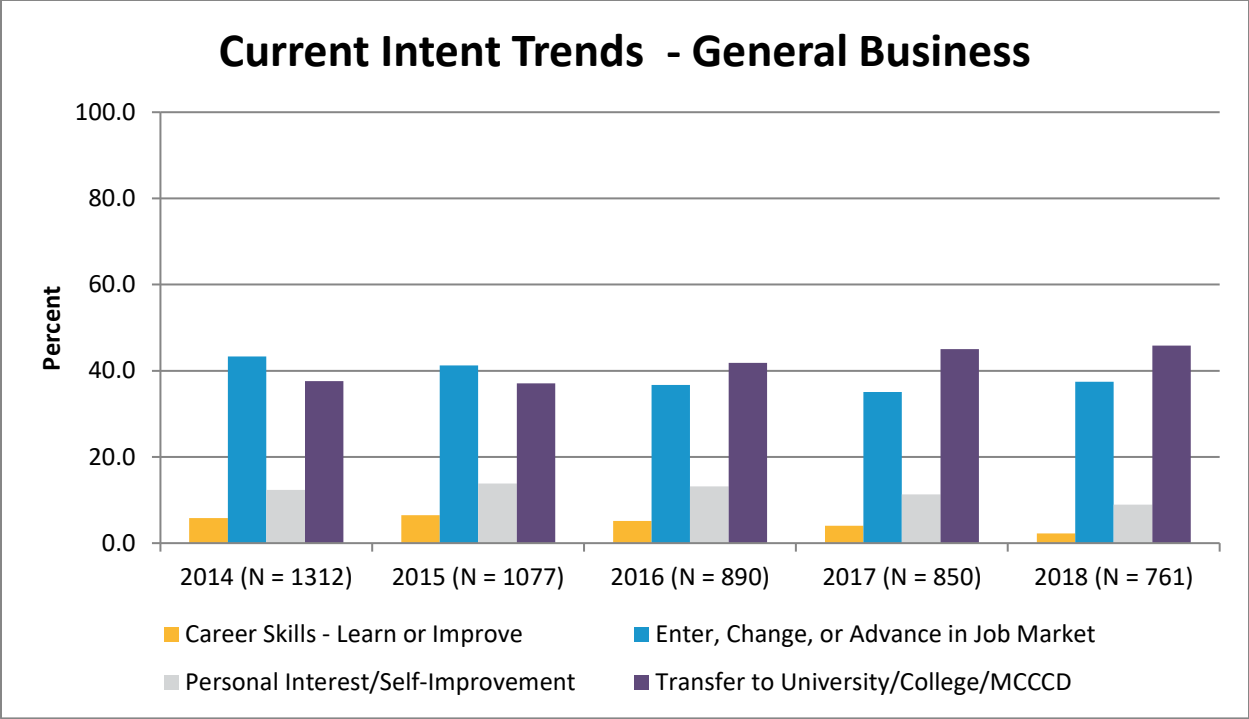


Previous College Experience Trends - General Business



First Generation Trends - General Business

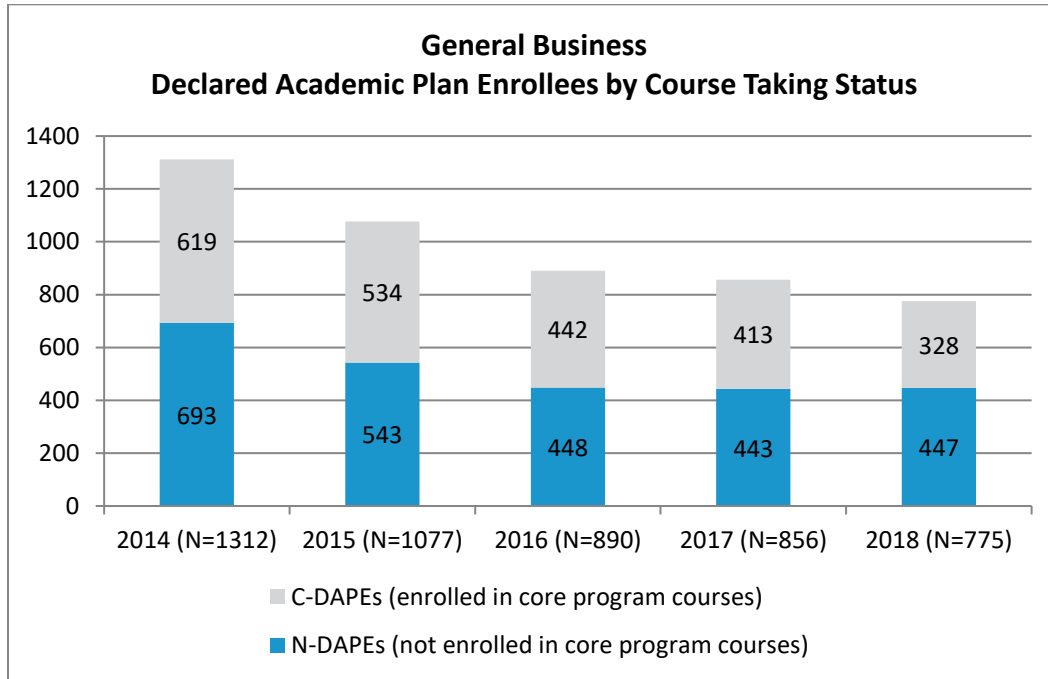




The overall demographics for this program have been relatively stable in the past five years. Students in the General Business Program are more likely to be female than male. Per Ethnicity and Age Trends data, students are primarily in the White/Caucasian or Hispanic/Latino categories and the highest age group is 20-24. The lower age is likely related to this program being more focused on exploring various aspects of business instead of focused on a specific business area. Older students are more likely to have already identified a specific target industry, while younger students may still be undecided in which area of business they would like to pursue.

In 2018, 60% of students indicated having “some college with no degree” while less than 10% already hold any college degree. This response is not surprising because the program is aimed at preparing students to earn a general degree in business.

b. Enrollment Trends



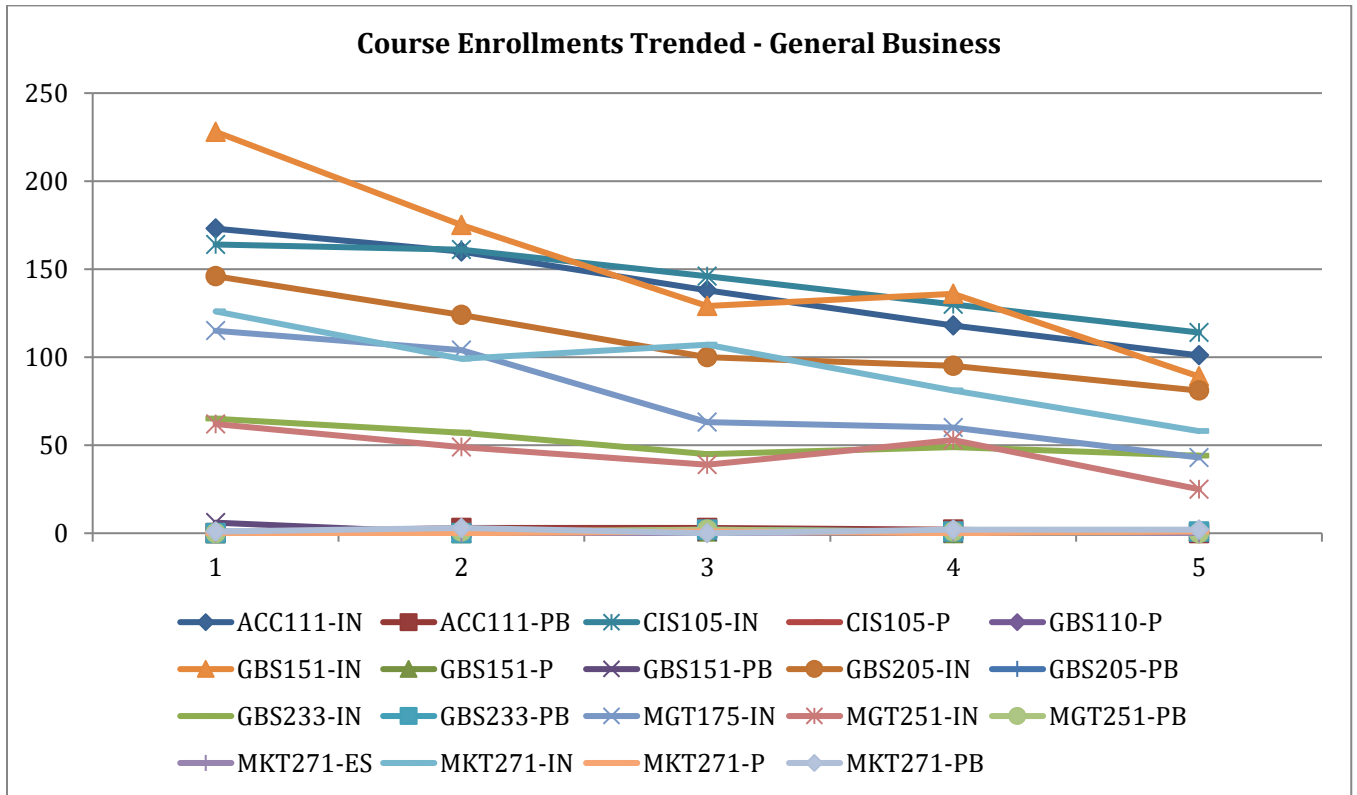
	2014	2015	2016	2017	2018
C-DAPEs (Declared Academic Plan /Enrolled in Core Program Courses)	85.65	83.10	71.35	66.6	54.3

The program experienced decline in enrollment from 2014 to 2018. This decline is not surprising given the College's overall enrollment decline, and it does not appear indicative of any issues within the program itself. Students declared in the program, while lower than previous years, is still larger than many programs at the College.

Course	2014	2015	2016	2017	2018
ACC111-IN	173	160	138	118	101
ACC111-PB	0	3	3	2	0
CIS105-IN	164	161	146	130	114
CIS105-P	0	2	2	1	0
GBS110-P	0	0	1	0	0
GBS151-IN	228	175	129	136	89
GBS151-P	0	0	1	0	1
GBS151-PB	6	0	1	0	0
GBS205-IN	146	124	100	95	81
GBS205-PB	1	0	1	0	0
GBS233-IN	65	57	45	49	44
GBS233-PB	0	0	2	1	1
MGT175-IN	115	104	63	60	43

MGT251-IN	62	49	39	53	25
MGT251-PB	0	1	2	1	0
MKT271-ES	0	0	0	1	0
MKT271-IN	126	99	107	81	58
MKT271-P	0	0	1	0	1
MKT271-PB	1	3	0	2	2
Total-Total	1087	938	781	730	560

Note: Top 5 courses by highest enrollment count each year are highlighted in yellow.



The highest enrollment courses are: CIS105, ACC111, GBS151 and GBS205. All of these courses are survey-type courses covering broad topics: computer applications, accounting, business and law. It is expected that courses of this type would have the highest enrollments since General Business students are exploring various topics as they work to identify their strengths and narrow their area of interest.

c. Student Graduation Data

Table 3. Cohort Graduation Rates - General Business CCL								
				Year Award Conferred				
				2014	2015	2016	2017	2018
Total Graduates ¹				33	35	36	35	19
FY Cohorts ²	Cohort (N)	Conferred Award (N)	% Conferred Award					
2014	61	33	54.1%	4	29	0	0	0
2015	60	35	58.3%	0	4	30	0	1
2016	52	36	69.2%	0	0	3	33	0
2017	33	14	42.4%	0	0	0	2	12
2018	18	3	16.7%	0	0	0	0	3

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified.

Table 4. Cohort Graduation Rates - General Business AAS								
				Year Award Conferred				
				2014	2015	2016	2017	2018
Total Graduates ¹				15	16	19	19	24
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award					
2014	703	11	1.6%	0	5	2	3	1
2015	662	14	2.1%	0	2	6	1	5
2016	469	6	1.3%	0	0	0	5	1
2017	509	9	1.8%	0	0	0	0	9
2018	346	1	0.3%	0	0	0	0	1

¹Reports the total number of graduates without cohort classification constraints. ²Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified.

The 2018 program-level data includes 19 CCL graduates and 24 AAS total graduates, which is encouraging. The General Business Program is a good overview-type program, and the hope is that curricular mapping and more student outreach will result in increased completers in the future.

Members of the Business Instructional Council spent considerable time in Spring 2019 mapping all business programs, including General Business. Once Guided Pathways is fully implemented in Fall 2020, all ten colleges within the Maricopa system will offer the same General Business Program. This should certainly be helpful for students, especially those who take courses at different colleges.

As a result of pathway mapping, one course (GBS110) was removed from required courses and GBS120 added as an “or” to GBS233. All other courses were affirmed as the correct courses for this program.

IV. Student Goals

The General Business Program is designed to meet the needs of students who want to work in the field of business in jobs that fall primarily under the SOC code 11-1021.00: General and Operations Managers. The program covers communication, accounting, technology, business principles, management, and marketing to help students either enter or advance their careers in business.

A newly formed Alumni Advisory group is planning to survey alumni in the future. Currently, we do not track students after completion. Therefore, we are unable to determine whether goals were accomplished. We hope to have this information in the future.

The results of student end-of-course surveys are below.

In-Person Questions

1. My instructor was prepared for each class meeting.
2. My instructor communicated the course policies and procedures.
3. My instructor answered my questions about the course content.
4. My instructor kept me informed about my progress in the course.
5. My instructor presented objectives for each lesson.
6. The assignments were based on what I was expected to learn.
7. My assignment feedback explained why I earned or lost points.
8. My instructor’s feedback on assignments helped to increase my understanding of the course content.
9. My instructor created an effective learning experience.

Table 5. In-Person End-of-Course Evaluation Data

	Number of Surveys 1468								
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
CIS105	4.31	4.23	4.16	3.94	4.11	4.28	3.87	3.90	4.06
GBS110	4.49	4.41	4.44	4.20	4.43	4.36	4.19	4.29	4.41
GBS151	4.48	4.40	4.42	4.02	4.34	4.37	4.02	3.96	4.22
MGT175	4.57	4.53	4.55	4.07	4.43	4.46	4.05	4.15	4.41
MGT251	5.00	5.00	4.67	4.67	4.33	5.00	4.33	4.67	4.67
MKT271	4.34	4.38	4.34	3.96	4.36	4.41	3.86	3.88	4.21
Total	4.38	4.33	4.29	3.99	4.25	4.34	3.93	3.96	4.18

Distance Questions

1. My instructor communicated the course policies and procedures.
2. My instructor communicated his/her expected response time for messages and grading assignments.
3. My instructor responded to messages within the stated time frame.
4. My instructor graded assignments within the stated timeframe.
5. My assignment feedback explained why I earned or lost points.
6. My instructor's feedback on assignments helped to increase my understanding of the course content.
7. My instructor provided complete responses to my questions.

Course	Number of Surveys						1655
	Q1	Q2	Q3	Q4	Q5	Q6	
ACC111	4.46	4.38	4.32	4.37	4.17	3.92	4.18
CIS105	4.39	4.33	4.30	4.38	4.31	4.15	4.22
GBS151	4.46	4.41	4.34	4.48	4.27	4.02	4.22
GBS205	4.55	4.52	4.44	4.47	4.32	4.27	4.32
GBS233	4.37	4.18	3.93	3.92	4.08	3.86	3.92
MGT175	4.44	4.43	4.40	4.43	4.34	4.25	4.32
MGT251	4.39	4.33	4.26	4.39	4.08	3.84	3.98
MKT271	4.35	4.30	4.18	4.22	4.18	4.09	4.20
Total	4.43	4.36	4.28	4.35	4.24	4.06	4.18

Both In-Person and Distance survey data indicates high satisfaction with instruction. None of the responds indicate real concern, although there is always room for improvement to ensure student success.

At the Department level, student survey data is reviewed regularly to ensure student satisfaction remains within acceptable ranges.

V. Evaluation of Curriculum

The General Business Program was reviewed in Spring 2019 through the Guided Pathways process. Since all ten colleges will offer the same program starting in Fall 2020, the Instructional Council is working to determine the best way to review the program in the future. Should each college maintain their own advisory board, or should there be a consolidated board for all colleges?

At the course level, the content is reviewed frequently to ensure content is still current and applicable.

- ACC111 was last updated in Fall 2018.
- CIS105 is currently being redeveloped with a Fall 2019 start date.
- MGT175 was last updated in Spring 2017.
- MGT251 was last updated in Fall 2015 and is slated to be updated within the next year.

- GBS151 was last updated in Spring 2019.
- GBS205 was last updated in Fall 2018.
- GBS233 was last updated in Summer 2018.
- MKT271 is currently being redeveloped with a Summer 2019 start date.

In general, courses in the Business Department are updated on a 1-3-year cycle depending on the content. Content is modified when issues are identified and/or suggestions for improvement are received.

VI. Student Learning Outcomes

a. Program-Level Student Learning Outcomes

CCL in General Business Competencies:

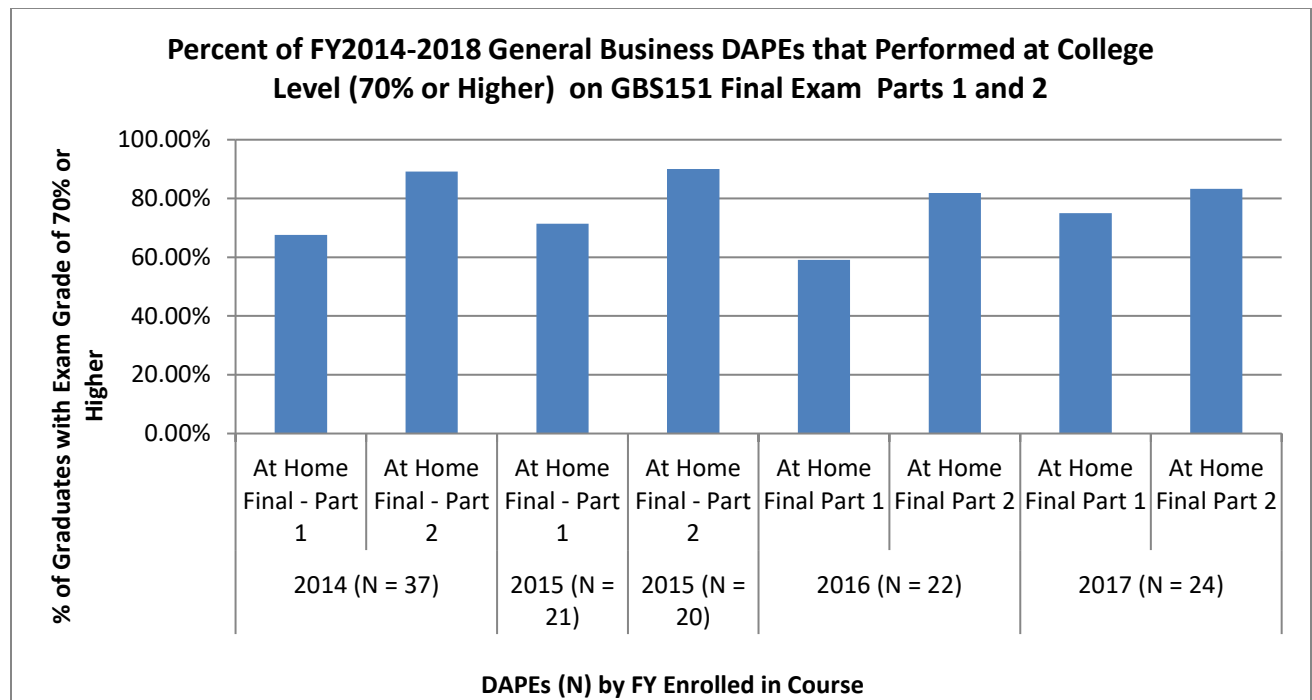
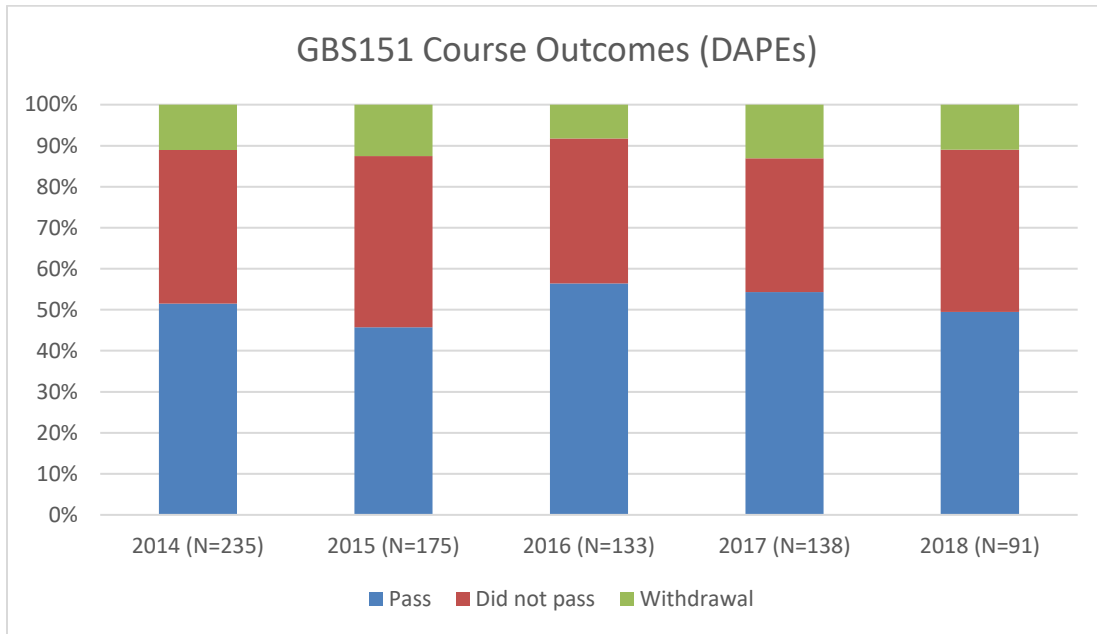
1. Identify, describe, and use the fundamental principles and practices of accounting. (ACC111)
2. Demonstrate a working knowledge of computer information systems, computer concepts, microcomputer applications, and programming techniques. (CIS105)
3. Identify the fundamental characteristics and functions of modern business, including business principles, marketing, labor relations, and business risk. (GBS151)
4. Identify and define legal theories, ethical issues, and regulatory climate affecting business policies and decisions. (GBS205)

AAS in General Business Competencies:

1. Identify, describe, and use the fundamental principles and practices of accounting. (ACC111)
2. Demonstrate a working knowledge of computer information systems, computer concepts, microcomputer applications, and programming techniques. (CIS105)
3. Describe and explain the fundamental theories and concepts of human relations in business and industry. (GBS110, MGT175, MGT251)
4. Identify the fundamental characteristics and functions of modern business, including business principles, marketing, labor relations, and business risk. (GBS151)
5. Identify and define legal theories, ethical issues, and regulatory climate affecting business policies and decisions. (GBS205)
6. Create and analyze internal and external business communications, including various verbal and nonverbal techniques. (GBS233)
7. Identify marketing environments and segmentation, and explain the importance of marketing planning, forecasting, and research. (MKT271)

Upon graduation, students are qualified to pursue a career in business, management and/or administration. Students should be able to identify the area(s) of business that most closely match their interest and abilities so they can pursue additional coursework and/or a career in those areas.

The General Business Program does not have a capstone course. GBS151 is used for purposes of evaluating program-level learning outcomes, since this course covers a variety of topics within business, and many of the program-level competences are addressed within the course. In the revised competencies developed through the mapping process, GBS151 addresses 7/10 program learning outcomes.



The GBS151 pass rate is at approximately 50%. Historically, many students do not pass because they simply stop attending the class. Due to the implementation of the Last Date of Attendance (LDA) policy, it is expected that the number of students failing will be reduced, while the number students being withdrawn will increase in the future. The hope is that communication around LDA will help motivate some students to re-engage in coursework.

One hundred percent of students completing the Final Project performed at college level, which is an improvement from prior years.

b. 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>

Course	Critical Thinking Flag	Reading Flag	Info Lit Flag	Oral Comm Flag	Writing Flag
ACC111	Y		Y		Y
CIS105		Y	Y		Y
GBS151	Y		Y		Y
GBS205	Y		Y		Y
GBS233	Y	Y	Y		Y
MGT175	Y		Y		Y
MGT251	Y		Y		Y
MKT271	Y		Y		Y

New adjuncts are required to complete an Adjunct Faculty Development (AFD) course (AFD101 or AFD106 depending on course modality), receive in-person Department training, and are mentored during their first semester. All instructors receive an evaluation during their first three semesters teaching. Veteran instructors receive yearly evaluations.

In addition, All-Faculty Meetings are held twice per year to provide training and support and weekly communication from the chair (Friday FAQ) provides ongoing information and reinforcement of College and Department policies.

Overall assessment data tracked for college-wide student learning outcomes for the timeframe **7/1/15 through 6/30/18** for core business courses (GBS151, MGT175, GBS205, GBS233 and MKT271) is below. These results indicate the percentage of students who complete assignments at or above college-level.

Course	Overall	Critical Thinking	Info Literacy	Oral Comm	Reading	Writing
GBS151	85%	88%	88%			72%
MGT175	90%	93%	93%			80%
GBS205	90%	92%	90%		89%	88%
GBS233	88%	89%	90%			81%
MKT271	82%	83%	84%			73%

At the individual assessment level, five assignments (with a minimum of 100 results) indicate average score below 70% over the timeframe 7/1/17 – 6/30/18. These assignments are primarily flagged in the writing outcome. Only one year was used for this data since some of the course assignments have been adjusted in the past three years.

The following five assignments will continue to be monitored to see if adjustments can be made to improve scores. It is encouraging that 3/5 of the assignments are in Lesson 1 or 2, indicating that student writing is improving after the first couple lessons.

Course	Effective Date	Assignment	Dimension(s)	Standard Count	Percentage
GBS151	7/3/2017	Lesson 1 Essay	Writing	170	55%
GBS151	7/3/2017	Lesson 5 Essays	Writing	103	60%
GBS233	5/1/2017	Lesson 1 Essay	Writing	119	61%
GBS233	5/1/2017	Lesson 2 Essays	Writing	115	63%
GBS233	5/1/2017	Lesson 11 Graphs	Critical Thinking and Information Lit	110	68%

Note: GBS205, MGT175 and MKT271 did not have any assessments with average scores below 70%.

VII. Effective Teaching

A Department website is maintained to support adjuncts. The site contains policies, how-to documents, templates, frequently asked questions and other information to help support effective teaching practices. New adjuncts receive online and in-person training as well as mentoring during their first section.

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 out a weekly email (Friday FAQ) on Department policies and best practices.

In Spring 2019, we also “connected” adjuncts with another adjunct who teaches the same or a similar course, asking them to communicate and share best practices over the course of two weeks.

Upon hire, adjuncts are required to complete AFD101 (an online orientation workshop) as well as in-person Department training. Adjuncts receive mini-evaluations as well as formal evaluations on an ongoing basis to ensure compliance with Department policies and procedures. As needed, adjuncts are provided additional training in both electronic and in-person formats. Additionally, feedback provided to students is reviewed by the Faculty Chair and/or Instructional Coordinator periodically to ensure feedback is accurate, personalized and appropriate for the course level. End-of-course survey data reported in Section IV indicate high levels of satisfaction with both in-person and distance instructors in the Business Department.

VIII. Retention and Persistence

Table 10. Aggregate Course Success and Retention Rates General Business

2014		2015		2016		2017		2018	
Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success
42.6%	57.4%	44.0%	56.0%	41.6%	58.4%	40.2%	59.8%	39.2%	60.8%

Note: Course Success = Grade A,B,C,P/any letter grade(includes withdraws). Course Retention = Grade A,B,C,D,F,P/any letter grade (includes withdraws).

The 2018 aggregate data indicates 60.8% course success rate. These percentage rates indicate that students enrolled in the General Business Program are not always dedicated to completing courses. The course success rate, while low, is still improvement over previous years.

Table 11. Percent of Students Passed, Failed, Withdrew, and Retained by Course and Modality - General Business																				
	2014				2015				2016				2017				2018			
	Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates	
	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F
ACC111-IN	54.5%	45.5%	17.4%	37.1%	55.9%	44.1%	18.6%	37.3%	53.2%	46.8%	16.3%	36.9%	61.2%	38.8%	26.4%	34.7%	47.1%	52.9%	14.7%	32.4%
ACC111-PB	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CIS105-IN	43.9%	56.1%	9.1%	34.8%	47.2%	52.8%	8.0%	39.3%	50.7%	49.3%	9.6%	41.1%	49.6%	50.4%	10.7%	38.9%	41.9%	58.1%	10.3%	31.6%
CIS105-P	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
GBS110-P	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
GBS151-IN	49.8%	50.2%	11.4%	38.4%	54.9%	45.1%	12.6%	42.3%	46.6%	53.4%	8.4%	38.2%	45.7%	54.3%	13.0%	32.6%	51.1%	48.9%	11.1%	40.0%
GBS151-P	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
GBS151-PB	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
GBS205-IN	36.1%	63.9%	12.9%	23.1%	39.2%	60.8%	6.4%	32.8%	36.6%	63.4%	5.0%	31.7%	33.7%	66.3%	8.4%	25.3%	30.5%	69.5%	6.1%	24.4%
GBS205-PB	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
GBS233-IN	23.9%	76.1%	1.5%	22.4%	26.3%	73.7%	7.0%	19.3%	23.4%	76.6%	2.1%	21.3%	20.0%	80.0%	8.0%	12.0%	25.0%	75.0%	4.5%	20.5%
GBS233-PB	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MGT175-IN	37.4%	62.6%	7.0%	30.4%	33.3%	66.7%	5.6%	27.8%	38.5%	61.5%	4.6%	33.8%	23.0%	77.0%	4.9%	18.0%	34.1%	65.9%	4.5%	29.5%
MGT251-IN	27.0%	73.0%	7.9%	19.0%	22.0%	78.0%	4.0%	18.0%	38.5%	61.5%	10.3%	28.2%	24.1%	75.9%	5.6%	18.5%	42.3%	57.7%	11.5%	30.8%
MGT251-PB	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MKT271-ES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MKT271-IN	41.9%	58.1%	8.5%	33.3%	42.7%	57.3%	9.7%	33.0%	29.0%	71.0%	3.7%	25.2%	32.6%	67.4%	7.0%	25.6%	31.1%	68.9%	11.5%	19.7%
MKT271-P	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MKT271-PB	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Total-Total	42.6%	57.4%	10.6%	32.0%	44.0%	56.0%	10.0%	34.0%	41.6%	58.4%	8.2%	33.4%	40.2%	59.8%	11.8%	28.4%	39.2%	60.8%	9.8%	29.4%

**If no students enrolled or N < 10, percentages not computed*

P = course success (A,B,C,P); F = course failure (D,F); W = course withdraw/incomplete (W,Y,I); R = course retention (A,B,C,D,F,P)

The course level retention rates for 2018 range between 25.0% - 51.1%, which is discouraging. Course failure rates range between 20.5% - 40%. The highest rate of 40% is in GBS151. GBS151 is a challenging course since it covers so many business topics, and there are definitive right/wrong answers to course concepts.

Strategies to help improve both retention and success include ongoing contact from the instructor, making courses more engaging and interactive as they are redeveloped and providing the support services students need throughout their academic career. The hope is that retention and success in the Business Department will also increase with implementation of LDA, program-level advising and Guided Pathways.

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4136	799	45.8%	29.4%
4142	303	33.0%	20.5%
4146	448	30.0%	18.7%
4152	216	31.5%	17.8%
4156	373	28.4%	20.9%
4162	148	27.7%	20.3%
4166	301	35.7%	26.0%
4172	164	36.0%	24.5%
4176	309	29.1%	11.7%
4182	121	9.1%	0.0%
Total	3182	34.0%	21.4%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/Initial Cohort - Grads to date).

Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4136	50	37.0%	24.2%
4142	21	30.0%	11.1%
4146	34	18.8%	9.1%
4152	26	39.1%	15.8%
4156	29	35.7%	28.6%
4162	13	46.2%	27.3%
4166	26	45.5%	29.4%
4172	14	35.7%	0.0%
4176	14	23.1%	0.0%
4182	8	0.0%	0.0%
Total	235	32.9%	17.3%

Notes. Cohort determined as first term that a student declared the academic plan and took core course during review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/Initial Cohort - Grads to date).

The persistence data shows program-seeking students grouped by cohort based on the term they first declared the program, and then their persistence rates to the next term as well as the next academic year. The persistence rates in the CCL for the following term ranges between 9.1% - 45.8%. In the AAS, the range is 0.0% - 46.2%. The low persistence rate may indicate that students were able to gain the desired skills or tools they were seeking and did not feel the need to continue. It could also, however, indicate opportunities for improvements at the college and program level. These numbers certainly indicate we have opportunities to reach out to students who do not persist and see if we can help re-engage them.

Rio's predictive analytics model, Progress and Course Engagement (PACE), has been activated for adjunct view in eight of the ten required courses in the General Business AAS Program: ACC111, CIS105, GBS151, GBS205, GBS233, MGT175, MGT251 and MKT271. PACE is also active in many of the restricted electives that students can choose from: CIS114DE, CIS117DM, CIS133DA, GBS132, GBS221, MGT229 and MGT253.

The PACE tool helps adjuncts quickly identify students who have fallen behind so they can reach out and work to re-engage students in the course. We are in the process of collecting information and will determine when to activate the student-view in these courses.

Adjuncts also automatically receive alerts when a student has been inactive for 9-days. Once this alert has been received, adjuncts reach out to students and work to re-engage them into the course.

IX. Impact of Co-curricular Programs

Table 14. Programming College-Wide Learning Outcomes for All General Business DAPes and Co-Curricular DAPes

Learning Outcome	All Student Activities	Activities at College Level	Percent of Activities at College Level	Co-Curricular Activities	CC Activities at College Level	Percent of CC Activities at College Level
Critical Thinking	5706	5076	89.0%	443	425	95.9%
Information Literacy	9936	8666	87.2%	759	722	95.1%
Oral Communication						
Reading	656	525	80.0%	48	38	79.2%
Writing	6566	5019	76.4%	491	426	86.8%

Students in the General Business Program score above 80% in Critical Thinking and Information Literacy and 76.4% in Writing. Those students who participate in co-curricular activities score above 95% in Critical Thinking and Information Literacy. They score 79.2% in Reading and 86.8 % in Writing. This data seems to indicate that that participation in co-curricular activities positively impacts student performance except the slight decline in Reading.

SBU200, which can meet the Social/Behavioral Science requirement, is currently available for Honors students. Honors students are required to answer additional question in the Final Project. We are also in the process of considering whether to add an Honors section of GBS233 in the future.

X. Program Resources

Program-level marketing would increase awareness of the General Business Program. We are anticipating increased out-of-state enrollments since the General Business Program is one of three business programs selected for inclusion in the RioNational marketing plan.

Students in the program have access to Rio library resources for research. Lessons in some courses include articles and videos provided by the library. Students who lack college-level writing skills are encouraged to take advantage of tutoring services and CPD150 (a counseling course on study skills), which is required for any student who fails a Business course three times.

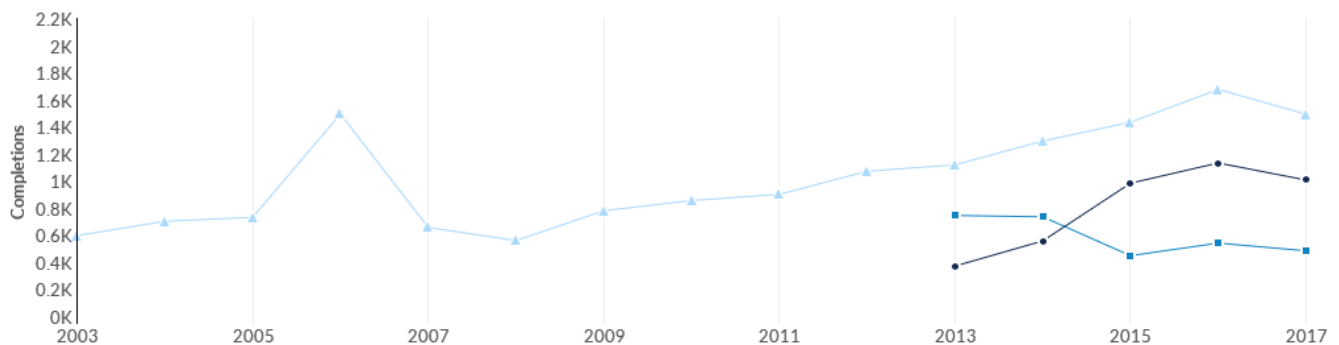
XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

Lesson content includes real-work application, case studies and examples to assist students in transferring concepts to work situations.


b. Program Viability

Regional Trends – Maricopa County



	2013 Completions	2016 Completions	% Change
● Distance Offered Programs	373	1,134	204.0%
● Non-Distance Offered Programs	747	543	-27.3%
● All Programs	1,120	1,677	49.7%

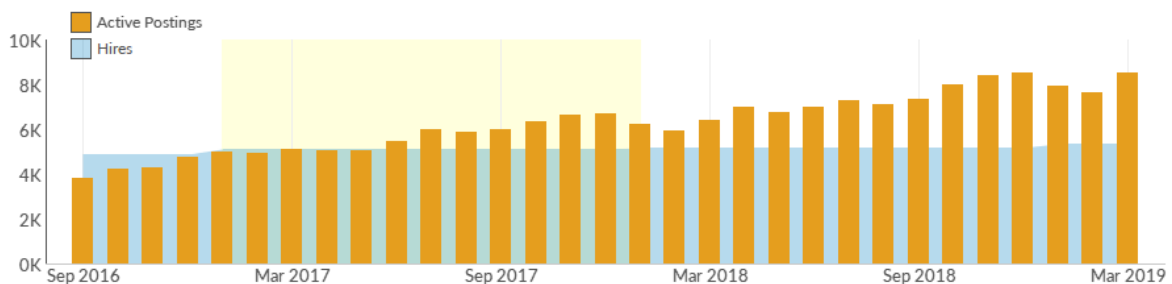
Job Postings Summary

29,300 Unique Postings 122,424 Total Postings	4 : 1 Posting Intensity Regional Average: 5 : 1 	33 days Median Posting Duration Regional Average: 32 days
-----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

There were **122,424** total job postings for your selection from January 2017 to January 2018, of which **29,300** were unique. These numbers give us a Posting Intensity of **4-to-1**, meaning that for every 4 postings there is 1 unique job posting. This is close to the Posting Intensity for all other occupations and companies in the region (5-to-1), indicating that they are putting average effort toward hiring for this position.

Job Postings vs. Hires

5,723 Avg. Monthly Postings (Jan 2017 - Jan 2018)	5,116 Avg. Monthly Hires (Jan 2017 - Jan 2018)
--------------------------------------------------------------------	-----------------------------------------------------------------



Occupation	Avg Monthly Postings (Jan 2017 - Jan 2018)	Avg Monthly Hires (Jan 2017 - Jan 2018)
Sales Managers	1,406	489
General and Operations Managers	1,123	2,314
Management Analysts	1,119	480
Managers, All Other	904	293
Construction Managers	395	392
Cost Estimators	174	267
Social and Community Service Managers	172	81
Industrial Production Managers	155	90
Administrative Services Managers	100	316
Transportation, Storage, and Distribution Managers	93	105
Chief Executives	83	291

The Regional Trends data show that completion in online programs, such as this one, have increased dramatically from 2013 to 2016 while completions in non-distance programs has declined. This further supported retaining the General Business Program in the online modality.

Job Posting data indicate that there were 122, 424 total postings in this area from January 2017 to January 2018 with 29,300 unique postings. Data also indicate that the average monthly hires in the same timeframe were 5,116. This shows there are jobs in the marketplace within the general business area for positions such as sales, managers, and analysts. The General Business Program at Rio Salado can help prepare students for these positions.

c. Action Plans

Since the program just went through the Guided Pathways mapping process, all program-level learning outcomes and courses were reviewed and revised in Spring 2019. No additional adjustments are planned until after Guided Pathways has been fully implemented in Fall 2020.

d. Recommendations

This is a good overall program in Business that should be continued. It provides students with the opportunity to explore more specialized areas, such as Accounting, Management and Marketing. The program was also selected for inclusion in the RioNational initiative, which will formally launch in Fall 2019. We look forward to growth in the program not just locally, but nationally.