

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria - Meets the Standard	Exceeds expectations for all 8 criteria - Excellent
Reader Feedback	I did not see any specific activities listed or anything around the program's goals for the future. The statement referenced what was desired for its students but not specifics around the program's goals.	Perhaps the problem is not with your statement, but with the standard that asks that we pack a lot of information into a mission statement. I assume that the activities of the program are mostly instruction based because it is an instructional program, but perhaps that is not the case, and the mission statement doesn't seem to directly address this. Are the program students business majors? Or are you looking at a broader population of students who are perhaps taking a class or two, to enhance their skills, or gain new skills to seek a new position. Is this what is	I don't think it needs improvement. Looks great, but I would like to see a little bit more of programs core values that the department believes that would play an important role of the student's growth and success.	Excellent program mission statement. Very clear and concise. Provides both program summary and aspirations.

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
		<p>meant by "tradition and non-traditional learners."</p> <p>The foothill mission statement talks about well rounded learners, and equity in achievement for all student populations. I do not see this reflected in your mission statement, but perhaps this is also part of the "traditional and non-traditional learners."</p> <p>I really like that the mission statement address the need for students to be prepared for what is likely to be an ever shifting job market, and that it explicitly states that you are helping students develop their "human capacity (self-efficacy, empathy, leadership, adaptivity)."</p>		

Program Learning Outcomes

Overall, this section:	Exceeds expectations for all 5 criteria - Excellent	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard
-------------------------------	---	--	---	---

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
Reader Feedback	Excellent Program Level Student Learning Outcomes from what I can see.	I can imagine ways that the first two PLOs are measurable, but I'm not sure how you would go about measuring the students' awareness of their individual human capacities from a developmental perspective. But I would like to learn more about how this is done. The PLO statements are focused on the students and seem to cover most of the range of Bloom's taxonomy with the first PLO primarily in the remember, understand, and apply range, and the 2nd & 3rd PLOs in the apply, analyze, evaluate range. I think the PLO's do a good job of not having too many complicated business references that would make them difficult for students to understand, but I wonder if maybe they might have to much education jargon for many students to envision what the PLO's	The PLO meets the criteria and somewhat exceeds it. I am a visual learner and sometimes percentage gives me an idea of the different learning levels of how it relates to the outcomes of the students understanding and being able to demonstrate the skills. I would like to see the breakdown of the percentage of understanding a student should have before reaching the next level of learning.	Solid PLOs. Consider also adding a PLO that has students applying their knowledge, skills, and abilities to real world problem solving.

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
		would mean for them. For example would a starting students know what an "analytical framework" is? or would they understand what it means to be aware of their capabilities from a developmental perspective?		
		Overall I think the spirit of the PLO's is great, and strives to help students not just learn business concepts, but also develop analytical problem solving skills through the lens of business while also gaining more awareness of their own skills and ability and room for improvement. I wonder if there should be something included in the PLOs or the mission statement about business ethics and sustainability.		

B. FTES - Enrollment Trends

1. What does the FTES data trend indicate?	FTES has improved over the time span - Excellent	FTES has decreased over the time span by 11% to 30%- Needs Some	FTES has improved over the time span - Excellent	FTES has not changed or has decreased over the time span no more than
---	--	---	--	---

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
	Improvement to Meet the Standard			1% to 10% - Meets the Standard
FTES Narrative Explanation - <i>Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.</i>				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i>				
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The program understands its challenges and has developed creative ways to increase FTES.	I feel that the analysis did a good job of explaining the trend in the FTES for the program over the last five years and situating it in the larger context of college enrollments locally, state-wide and nationally. However, the program enrollment is significantly down from the 16-17 academic year, and the trend over the five year period is down or flat, with only an increase shown in	This section did not clarify a short or long term goal regarding the actions for stabilizing/increasing the FTES. I would like to get an idea of the goals and what it should impact and the next steps if it does or does not meet the goals of the program presented.	Strong and ambitious plan to increase course and certificate offerings. FTEs have remained largely stable during Covid. Program has plans for growth and further development.

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
		<p>the last year. I do acknowledge that the jump in enrollment from 19-20 to 20-21 is significant, given that it was a Covid year and enrollments were trending down during that time. However I'd say that overall trend is flat. Hopefully the new course, and experiences that are listed as the cause for the uptick in enrollment for 20-21 will continue to draw students and the program will continue to see increasing enrollment. However, while I can see how the drop in FTEF lead to a flat outcome for productivity, I'm not certain how a drop in FTEF could lead to increase in enrollment. I did not click the "actions are informed by data" box above, because I don't see evidence of that in the narrative. The program is proposing creating new certificates to increase enrollment. But is this a</p>		

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
		<p>case of "if you build it they will come" Has the program talked to students, or employers to see that these are the learning experiences that are needed by students and the skills and knowledge needed in the workforce? Also building the digital marking and data analytics certificate are said to have been responsible for some of the enrollment increase, but the evidence for that is not provided.</p>		

C. Sections - Enrollment Trends

Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*

Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard
----------------------------------	--	--	--	---

Section Narrative Explanation (If Applicable) - *Explain why the number of sections increased while FTES decreased.*

Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included
----------------------------------	---	-------------------------------

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
Reader Feedback	There were no reasons within the department's control listed as maybe there were none? There also seemed to be a piece of information missing in this section: "the college administration actively restricted the and in many quarters lowered the number of sections"	not applicable	This narrative section, I could not see a reason(s) for the trends other than the similarities reflected by college and division. Unclear reason, but maybe can mention that the reason for trends are inconclusive at this time although the campus and division is experiencing the same effects of the decline.	Consider also adding text describing the impact of Covid and outlining program plans for growth described in section B.

D. Productivity - Enrollment Trends

1. What does the data indicate about the productivity trend?	The program productivity is flat - Meets the Standard	The program productivity is flat - Meets the Standard	The program productivity is flat - Meets the Standard	The program productivity is flat - Meets the Standard
---	---	---	---	---

Productivity Narrative Explanation (If Applicable) - Explain why the productivity is flat, increased or decreased.

Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
----------------------------------	---	---	---	--

Productivity Action Narrative (If Applicable) - Describe the proposed actions for stabilizing/increasing the productivity number.

Overall, in this section:				The narrative is not included
----------------------------------	--	--	--	-------------------------------

Reader Feedback	Thorough insights listed here.	not applicable	N/A	An explanation of why productivity has been flat is needed. Current text only discusses flat
------------------------	--------------------------------	----------------	-----	--

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
				productivity in comparison with the BSS division. Reasons for this are explained in other sections, but should also be detailed in this section as well.

E. Enrollment by Student Demographics

a. Enrollment by Gender

Enrollment by Gender Narrative Explanation - Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.

Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
----------------------------------	--	--	---	--

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College?

(College 2020-21 = 52%Female, 46% Male)

Enrollment by Gender Action Narrative (If Applicable) - What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?

Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major	The narrative is not included
----------------------------------	--	-------------------------------

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)	
		Improvement to Meet the Standard			
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	The Gender gap by declared major is between 0% and 10% - Excellent	
Reader Feedback	I actually saw the gender trend change over the last five years (an increase in females and decreases in males) and I did not see an explanation for this listed. I would like to understand better why this shift has taken place.	I note the concerns that you express about observing trends. The number of students overall decrease, and the number of females decrease, but the percentage of females enrolled in classes increase. So, do we say that's an increase or a decrease. The data trend cheat sheet does attempt to clarify these calculations, but I agree that they could be better declared. I also note that calculating a difference between two points in time is different than looking at a trend over 5 years. However, having said that, when I look at the gender enrollment data I don't see flat	According to the narrative, it does give reason as to why there are limitations to definitive results to the gender data trend. Maybe not leave this area with inconclusive results, but offer other options of data that can be used to if there is a gender trend, if any or necessary to track this data.	Consider an explanation as to why BUSI enrollments trend slightly more male than the college demographics as a whole. Are there outreach or recruiting strategies to bring in more female or non binary students into the program?	

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
		enrollment for males or females. If we look at the number of students enrollment is down for both groups 16-17 compared to 20-21. And the trend is down for females with an uptick in the last year, and down for males with an up tick in the last two years. If we look at the percentages of females enrollments that is up when we compare 16-17 to 20-21, but there isn't a clear trend over the last 5 year period, it seems to fluctuate up and down.		
b. Enrollment by Ethnicity				
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard
(College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific				

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
Islander, 29% White, 4%Decline to State)				
Enrollment by Ethnicity Narrative Explanation (If Applicable) - <i>Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</i>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative is not included
Enrollment by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</i>				
Overall, in this section:		The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative is not included
Reader Feedback	There were a few typos in this section: "It's hard to start. As a gating question, are we assessing headcount or percentages?" Some of the data trends could have been described in more detail as some of the checkboxes did not immediately make sense to the reader.	The narrative given primarily asks questions about how to view the data. In this case since we are looking for enrollment to mirror the enrollment of the college, I think you would focus on percentages. Then enrollment for your program in 20-21 seems pretty close to that of	I'm assuming the action narrative was incomplete, due to the approach of assessing headcounts and percentages? Would it make sense to add narratives for both approaches as an action to explain the different outcomes of trends when percentages are used versus assessment of headcounts? I don't know	The BUSI program's ethnicity numbers are very much in line with the college's numbers as a whole.

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
		the college. So, I believe you could have selected yes, and then not provided a narrative, for #3 in Enrollment by Ethnicity.	if it is needed, but I think it would make sense to know why it should or should not be used in this case. If necessary.	

F. Student Course Success

a. Student Course Success

1. What does the data trend indicate about overall course success?	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
---	---	---	--	--

Student Course Success Narrative Explanation - *If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.*

Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
----------------------------------	--	--	--	--

Student Course Success Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the student's course success percentages.*

Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included
----------------------------------	--	---	-------------------------------

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
Reader Feedback	I saw a clear decrease in student success, while the checkbox said there was an increase and the narrative said the trend was "largely flat." There seems to be confusion in this section.	When I look at the over all course success data for the program, I see a trend downward at the beginning of the 5 year period that then flattens out and is maintained through Covid. What happened during Covid that helped your student continue to be successful in such challenging times. I also note that your withdrawal rates were flat. So, the department could try to figure out what components of the learning environment worked well for students during that time and build on that to improve student success.	Does the action requires a estimated timeline for short or long term goals to fulfill the action to this section or is it not required?	While student success numbers in BUSI have remained stable, consider developing plans to increase student success in the program. We should always strive to improve our numbers.

b. Student Course Success by Student Groups

3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard
---	--	--	--	---

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
Course Success by Student Groups Narrative Explanation - <i>Explain why the course success gap is flat, increased or decreased.</i>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
Course Success by Student Groups Action Narrative (If Applicable) - <i>What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?</i>				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	There seems to be confusion around the data here. For example, is 2016-2017 there was a 6% gap between these groups and 7% the next year. In 2020-2021 there is now a 16% gap, which is down from 2019-2020 when the gap was 23%. Reducing this gap year over year is outstanding, but seeing a net 9%-10% increase in the gap since 2016-2017 and 2017-2018 is quite significant and should be	I agree that there are many reasons for the achievement gap. It is common in every part of the country, in every type of school, and in every subject area. That makes it a daunting problem to face. I further agree that there are many problems that an individual instructor, or even an individual institution of higher ed cannot fix on their own. However, I personally accept the	Referencing to an estimated timeline to determine if the actions improved or not, I think would help, if actions are to be done after the program review is approved or completed.	Certainly society issues are in play with this category, but the program should focus on ways it can address inequity in the classroom. Faculty should consider ways to adapt their curriculum to ensure that it is anti-bias, that it provides students with choice and flexibility, that learning expectations are clear, and also consider professional development opportunities for faculty on how to improve

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
	more accurately conveyed. There also did not appear to be any program specific strategies list like course design or utilizing campus resources.	challenge to do what I can to mitigate the impact of those outside forces on the performance of the students who enroll in my classes. The ways that I have explored that an instructor can do this through the choice of course materials, phrasing of course policies in the syllabus, pedagogical practices, grading policies and practices, and creation of a collaborative classroom culture, as well as interactions with individual students. It seems to me that changing the educational experience, and helping more student from disadvantaged backgrounds to get a college degree is one way that we can have a long term impact on the issues that are not directly within our control.		learning outcomes for our BIPOC student populations.

G. Student Course Success by Demographics

a. Student Course Success by Gender

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
What does the data indicate about course success?				
Female	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Male	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Course Success by Gender Narrative Explanation - If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
Course Success by Gender Action Narrative (If Applicable) - Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.				

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	Again, I saw the data differently. I did not see an increase in female success as the document states. It appears there was a dip in female success rates, and that the success rates have returned to their historical levels. That is a flat rate to me. Also, no box was selected for the male success rates, which appeared flat to me.	I think this section is not applicable. I am find I also am not sure when a department might decide that "changes are necessary to improve female, male, or non-binary student course success." Is it only when there is a disparity between groups? Or is it the rates themselves. The success rates for business have fluctuated a bit over the last 5 years, but are close to the overall college course success rates. The other groups (non-binary and unknown) seem to be too small to identify trends.	Unsure how to add to this section.	Further exploration of best practices around increasing student success by gender is needed. The program needs to develop an awareness around these issues and should develop an action plan to increase student success.

b. Student Course Success by Ethnicity

What does the data trend indicate about program

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
student course success by ethnicity?				
African Americans	Course success has improved over the time span - Excellent	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Filipinx	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Latinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Native American	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
Pacific Islander	Course success has improved over the time span - Excellent	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has improved over the time span - Excellent	Course success has improved over the time span – Excellent
White	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Decline to State	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).</i>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>Describe the reasons for the gap in course success.</i>				

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	A deeper analysis of how the shift to online instruction impacted the success rates of these groups, would be beneficial. The trends are clearly down over the past five years for marginalized groups, but they are up since the pandemic. There is a lot to unpack and discuss there, and how your department addressed those low success rates over the past few years, and why those rates are still lower today than 4 and 5 years ago. It	I noted declines in success rates for African American, Latinx, Pacific Islander and Decline to state students. These declines could be due to the pandemic. Covid impacted these populations more, and so these students might have been more likely to have family/friends/love ones who suffered from the impact of getting Covid. It is also possible, that there is an economic component that impacted access to internet and/or access to a	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	It is strongly recommended that department faculty review literature when it comes to increasing the performance of certain minoritized groups. Once these sources are reviewed, the department should come up with an action plan on how to address the performance gaps in their courses.

Business Program Review

Rubric Evaluation	Nick Tuttle (Same Division Faculty)	Nicole Gray (Faculty At-Large)	Julie Brown (Staff At-Large)	Aaron Korngiebel (Administrator)
	would also be interesting to hear what happened within the department and/or college in 2018-2019 (pre-pandemic) that saw very low success rates for African American and Latinx students, that the department seemed to successfully address in 2021.	suitable study environment. I agree that it is hard to understand the true nature of the factors that lead to disparities in performance. I would have liked to see more details about departments continuous and purposeful cycle of program development, review/reflection, and refinement. Do any of these development activities involve getting feedback from students about their experiences, so that you can better understand the factors that are impacting success for your students.		