

PROGRAM REVIEW Fall 2019

Program: Business

Division: BHAWK

Date: 10/01/2019

Writer(s): Rajeev Chopra

SLO/SAO Point-Person: Rajeev Chopra

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The Business Studies Program is one of the largest majors for transfer prep at LPC. We served 2,428 students in the 2018-19 academic year. We offer work-ready certificates and degrees in many areas of business including Accounting, HR, Marketing and Entrepreneurship. Over 68% percent of students have a goal and transfer to a four year college.

1. **Number and Type of Degrees offered:**

- i. Associate Degree with Transfer (AS-T)
- ii. Associate Degree with Business emphasis (AS)
- iii. Associate of Arts with Business emphasis (AA)
- iv. Associate of Arts with Business Entrepreneurship emphasis
- v. Associate of Arts with Marketing emphasis

2. **Number and Types of Certificates offered:** Business discipline offers both Certificates of Achievement and Career Certificates.

I. Certificates of Achievement:

- i. Accounting Technician
- ii. Business Entrepreneurship
- iii. Retail Management
- iv. Supervisory Management
- v. Retailing

II. Career Certificates:

- i. Book-keeping: Career certificate
- ii. Business Workforce Proficiency: Career certificate

3. Work Experience opportunities: Business Discipline has a robust Work Experience program offering two courses, WRKX 94 & 95, focusing on employment

4. Business and Entrepreneurship Speaker Series: This is an ongoing initiative led by Mary Lauffer. We had planned to have two speakers who are business leaders, entrepreneurs and/or community leaders. We are happy to share that we featured two outstanding speakers who attracted large audiences of students in Business and other majors.

5. Other Workshops, Clubs and initiatives sponsored by Business Faculty: Business faculty continues to support and grow opportunities for students to learn and interact with real business experience. To name a few associated events and entities:

- i. Clubs: The Business Club and Black Student Union
- ii. Learning Communities: UMOJA and Puente
- iii. Sponsored events: Business Symposium Spring 2019, Brother 2 Brother Forum

6. Head Count: Business studies is one of the most popular majors on campus. The course offerings and scheduling meet most students' needs and the fill rate for courses is high. The headcount trend is positive and we are in growth mode. However, there is a dip from AY 16-17 to AY 2017-18. A course-by-course analysis will shed more light.

AY	Enrollments
2013-14	2008
2014-15	1871
2015-16	2027
2016-17	2328
2017-18	2109
2018-19	2428

Analysis: Year over year enrollments increased by 15.13% in 2018-19.

B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Course success rates: For most courses headcount and success rates have improved year over. See below a list of

COURSE SUCCESS RATES					YEAR OVER YEAR CHANGE
2018-19 data	2015-16	16-17	17-18	18-19	
1A	65%	60%	66%	63%	-4.55%
1B	80%	85%	70%	77%	10.00%
18	70%	67%	79%	83%	5.06%
30	56%	49%	65%	66%	1.54%
40	56%	61%	62%	80%	29.03%
43	58%	75%	84%	no data	12.00%
48	67%	64%	52%	67%	28.85%
51	62%	60%	61%	74%	21.31%
52	NO DATA	82%	85%	75%	-11.76%
53	59%	67%	79%	77%	-2.53%
55	79%	81%	66%	63%	-4.55%
56	44%	64%	58%	53%	-8.62%
58	59%	63%	63%	48%	-23.81%
61	50%	50%	69%	61%	-11.59%
65	50%	83%	60%	88%	46.67%
MKTG 50	51%	61%	64%	85%	32.81%
MKTG 60	75%	71%	89%	89%	0.00%
MKTG 61	NO DATA	43%	46%	84%	82.61%
MKTG 64	NO DATA	NO DATA	76%	no data	0.00%
WRKX 95	75%	73%	82%	81%	-1.22%
WRKX 96	75%	71%	89%	89%	0.00%

BUSN and MKTG rubric courses: Out of 21 courses, 7 courses 1B, 48, 55 and 65 have decreased success rates as compared to last year. Overall success rate increased to 72.5% an increase of 3% over last year and surpassed its institutional target of 63%. MKTG rubric courses has 83% success rate and increase of 20% over last year.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
x	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x Services to Students
x	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
x	Curriculum Committee Items		Human Resources	x	Pedagogy	Student Equity
	External Factors	x	Learning Support		Professional Development	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Demographic data:

(BUSN) GENDER	2015-16	16-17	17-18	18-19	LPC 18-19
FEMALE	45%	47%	42%	46%	50%
MALE	53%	52%	57%	53%	48%
OTHER	1%	1%	1%	1%	2%

(BUSN) RACE/ETHNICITY	2015-16	16-17	17-18	18-19	LPC 18-19
AFRICAN AMERICAN	6%	6%	5%	6%	4%
ASIAN	14%	16%	18%	21%	17%
FILIPINO	6%	6%	6%	4%	5%
HISPANIC/LATINO	27%	27%	27%	29%	30%
NATIVE AMERICAN	0%	1%	0%	0%	0%
PACIFIC ISLANDER	0%	1%	1%	1%	0%
WHITE	40%	37%	35%	33%	34%
MULTI-ETHNIC	7%	7%	7%	7%	7%
OTHER/UNKNOWN	1%	1%	1%	1%	1%

(BUSN) UNIT LOAD	2015-16	16-17	17-18	18-19	LPC 18-19
FULL TIME 12+	52%	49%	50%	51%	50%
PART TIME 6-11 UNITS	35%	36%	38%	37%	37%
PART TIME .50-5 UNITS	13%	14%	12%	12%	13%

Analysis: Based on the data:

- i) Latino and Asian are the highest growing student body at LPC.
- ii) Whereas White students' numbers (as a percentage of total) and in total headcount are decreasing, population of White students enrolled in Business program is quite stable only seeing a slight decline, and is not in decline overall in LPC.
- iii) In Business studies, generally there is an increase in the number of students from Asian, Latino and African American ethnicities. The increase is reflective of the general population and is coordinated with overall LPC trend. The business faculty has also increased in its diversity, which also contributes to student's inherent comfortability and acceptance in a classroom. However, it is a planning priority for the Business Discipline to attract and retain more African American and Latino students.

x	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	x Student Equity
x	External Factors	x	Learning Support		Professional Development	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

e faculty in Business discipline worked hard and as a team to achieve the goals we set for ourselves for 2018-19. We had a great year and accomplished a lot.

1. **REVIEWING DEGREES AND CERTIFICATES IN BUSINESS DISCIPLINE:** Business Discipline offers a variety of degrees including AS, AA, and AST. These degrees have a focus in General Business, Entrepreneurship, Administration, Marketing and Human Resources. In addition to the degrees, we offer a number of Career Certificates and Certificates of Achievement. In AY 2018-19 we started the process to review these degrees and certificates and developed descriptions for each degree to help students decide their path at the college.
 - 1.1. Erick Bell completed curriculum for Personal Finance course and we successfully offered the course for the first time in Spring 2019. We are considering adding this course as a core requirement in local Business degrees.
 - 1.2. Drew Patterson updated curriculum for Entrepreneurship certificate.
 - 1.3. We worked with counseling to develop paths for student programs in Business.
 - 1.4. Dr. Coleman and Erick worked on analyzing types of courses needed to complete various degrees and we are in the process of aligning certificates and degrees.
 - 1.5. Dr. Tracey Coleman wrote outlines for two new courses that focus on leadership. Based on recommendations from the Business Discipline Advisory Board, Dr. Coleman is in charge of developing curriculum and a certificate that focuses on Leadership in workplaces.
2. **BUSINESS SYMPOSIUM:** We successfully planned and held our first Business Symposium in Spring 2019. The Symposium was completely student focused, and over 400 students attended a 75 minute symposium. We organized four sessions in two days to accommodate both day and evening students. Our goal was to create awareness about the Business program and engage students to learn about careers in the Business field. All full-time Business faculty and two counselors were present in each session. After a successful Business Symposium in Spring 2019, the Business Department plans to host another set of four workshops for Fall 2019 and will continue every fall semester moving forward. Students have made several comments about how important the Symposium is for incoming freshmen students.
 - 2.1. Types of certificates and degrees available to students in the Business discipline at LPC

- 2.2. Types of careers in the field of business, education requirements for different fields and labor market data
- 2.3. Available counseling services
- 2.4. Process of completion and application for degrees and certificates
- 2.5. Business club and attending conferences
- 2.6. Build rapport with business students and instructors

3. CREATE NEW ENTREPRENEURSHIP PROGRAMS:

Drew Patterson applied for, was granted, and completed the Doing What Matters Entrepreneurship Grant in the 2018/2019 academic year. He was awarded the \$7,500 grant to improve our Entrepreneurship course curriculum. The grant was completed under budget and the remaining amount went to the general fund. The outcome included creating a marketing plan with strategies for implementing a program and growing the attendance of said program. Mr. Patterson also updated the curriculum for Business 45 – Entrepreneurship, and Marketing 56 – Marketing Strategies. And, he updated the Entrepreneurship Business Degree and Certificate by making the certificate stackable with the degree. He presented his changes to the business advisory meeting, during which the participants approved of the changes.

4. NON CREDIT COURSE DEVELOPMENT:

Drew Patterson worked with Vicki Shipman, CTE Project Manager, to create two noncredit certificates and fifteen new noncredit Business courses through the Alameda County Small Business Development Center (ACSBDC) Program Grant. The ACSBDC's goal is to offer training to local current and soon-to-be business owners. The center offers classes addressing topics such as: writing a business plans, customer service skills, and obtaining financing needed to start and grow businesses. Non-credit classes are inexpensive and often require fewer prerequisites; thus, a large student base will likely find these classes as attractive options. Las Positas College hopes to partner and collaborate with the Tri-Valley Career Center, ACSBDC, and Ohlone College to offer these classes in 2020.

5. OEI approval initiative for Supervisory Management Certificate: This initiative was not part of our plan in 2018-19 PRU. However, business faculty started to update curriculum for individual courses to be aligned and approved by OEI. These courses are already offered in DE format for Supervisory Management Certificate. Dr. Tracey Coleman, Drew Patterson, Rajeev Chopra, Mary Lauffer and a number of adjunct faculty are part of this project. We plan to complete the work by the end of Spring 2020.

6. UPDATE TOP CODES: Business faculty completed updating TOP codes for all CTE certificates and degrees.

7. WORK EXPERIENCE PROGRAM OVERHAUL: Mary Lauffer was hired in 2017 as a full-time faculty member with 40 percent of her time devoted to serving as Work-Based Learning (WBL) Program Coordinator. Developing a robust Work-Based Learning Program was and continues to be a major planning goal. In two years, we are well on our way to achieving that goal. Enrollment has dramatically increased to the highest levels on record, job and internship fairs have become regular events on campus, job board registrations have soared, and relationships have been forged with area employers.

1. Enrollment Growth: Two courses are offered through the program: WRKX 94 Occupational Work Experience/Internship and WRKX 95 General Work Experience. Students earn college credit for working and units are transferable to the CSU system. In LPC's fall 2018 Student Satisfaction Survey, 78% of responding students reported that they work, highlighting the potential for tremendous enrollment growth in WRKX classes. To learn more about the classes, please visit the [WRKX Website](#).

In WRKX classes, students learn 21st century work skills and achieve learning objectives at their workplace. As a result of LPC's classes, many students report better job performance, improved relationships with their supervisors and coworkers, and even raises and promotions. Due to marketing efforts, WBL class enrollment has experienced continuous growth. With the higher unit caps due to updated curriculum, the number of units has grown with enrollment. There is significant opportunity for enrollment growth and an even greater impact on students for completion, career readiness, guided pathways, and career success. WBL makes a special effort to recruit students from key LPC learning communities, including CalWORKS, Veterans, Puente, HSI, and Umoja.

Enrollment and Units

Term*	Number of Students	Number of Units	Average Unit Per Student
Fall 17	45	104	2.31
Spring 18	75	171	1.78
Summer 18	64	148	2.31
Fall 18	96	316	3.29
Spring 2019	122	422.5	3.46
Summer 2019	76	246	3.20
Fall 2019	125	451	3.60

*In Spring 2017, before the WBL Coordinator position, enrollment was 20 students.

2. Employer Partnerships

The WBL Program continues to develop partnerships with area employers. This past year, partnerships have benefited underrepresented students and a special population. Following are highlights.

- a. **LPC/LLNL/Regional Center of the East Bay Partnership.** The WBL Program formed a partnership with LLNL and the [Regional Center of the East Bay](#) to offer a summer internship program for young adults with developmental disabilities. The young adults are required to enroll in college before they are permitted to work. This past summer, 11 students enrolled in WRKX class and benefited from this life-changing internship opportunity. Some of the students have continued with LLNL and are taking WRKX class again this fall semester. Plans are underway to offer the program to a new cohort this coming summer.
- b. **Kaiser Permanente IT Internships for Underrepresented Students.** In 2017-18, the WBL Program developed a new partnership with Kaiser Permanente and its Pleasanton IT facility. KP offers KP Launch summer internship program, which seeks to increase diversity in IT by recruiting underrepresented students. This program, paying \$18-\$24 per hour, can lead to apprenticeships. After hiring 15 of our students last year, KP hired its maximum of nine LPC students this year.
- c. **Sandia National Laboratories IT Internships.** After learning of the KP IT internships for our students, Sandia National Laboratories reached out to us to develop a similar program. We held a meeting at LPC and plans are now in the works.

3. Internship and Job Board/Internship and Job Fairs

- a. **Growth.** Job board registration has climbed significantly. In one year, employer registration increased threefold and student/alumni registration almost doubled. This year, student/alumni registration increased 61 percent so far and employer registration more than doubled.

Registrations	September 2017	September 2018	October 2019
Students	458	919	1483
Employers	163	501	1029

To increase registration among students and employers, Mary conducts a marketing campaign each semester. Registration increases after each campaign. LPC students can count on monthly job and internship fairs during the academic year. Promoted by Mary and produced by the WBL specialist, these fairs bring 25 or more employers each time and attract many students.

- b. **Impact on Students and Employers.** Mary creates marketing for the job board and fairs. When internships or career related jobs are posted on the board, she alerts discipline-specific faculty to share the news with their students. The fairs and the board have provided our students with many valuable positions, including internships with Congressman Swalwell's office, Lawrence Livermore National Laboratory, Sandia National Laboratories, the City of Livermore, Kaiser Permanente, banks, engineering companies, and technology firms.

4. **WRKX Classes as Part of Business Access and Quality (BANQ) grant**

Both WRKX 94 and 95 are courses included in the Business Access and Quality (BANQ) grant, which the college secured this past May to improve online education. In July, Mary completed the training course and is now aligning courses to the California Virtual Campus-Online Education Initiative (CVC-OEI), the highest standards in California community colleges for online learning. These courses will be part of the completely online Supervisory Management Certificate—a gain in quality and access for students at LPC and across the state.

5. **WBL Student Centered Funding Formula (SCFF) Project**

In September, a Student Centered Funding Formula project was submitted for Work Experience and Internship Advancement. The project scope includes: 1) Development, presentation, and approval of the Cooperative Work Experience Education (CWEE) and Title 5 plan; 2) Recruitment of adjunct faculty for additional sections of WRKX 94/95; 3) Expand base of industry partnerships to recruit employers placing students in internship opportunities; 4) Participate in regional and statewide CWEE efforts including CIWEA (California Internship & Work Experience Association); 5) Procure and implement JobSpeaker software; and 6) Per Title 5 55251, item F, Provide adequate clerical services.

6. **New Admissions and Records Registration Process for WRKX Courses**

Last spring, in the middle of the semester, Admissions and Records implemented a new registration process for WRKX courses. Before, registration included a drop-down menu so students could choose their units when registering. The new system has separate sections for each unit category, resulting in 14 sections: eight for WRKX 94 and six for WRKX 95. The transition required extensive efforts for everyone involved. To communicate this new system to future students, Mary created an updated chart on the WRKX website and developed communication for the Summer/Fall schedule. The system also required immediate revision of all course materials, including syllabi, handbooks, and course content that explained and assessed the correct registration process. The system also requires more routine work in many ways, including submitting rosters and managing enrollment.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items	X	Human Resources	X	Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development	X	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

- 1. Update curriculum for five-year cycle:** We had planned to update course outlines for 8 business courses in 2018-19. However, we were only able to update two of them Busn 51, Marketing 60. Since we are planning on revamping some certificates and degrees with Guided Pathways in mind and will continue to work on program mapping.
- 2. Hire a Part-Time WRKX Instructor.** Despite efforts, plans to hire an additional instructor did not work out this semester, but we now have prospects for an instructor to begin this spring.
- 3. Change Fieldwork CAH Formula.** Currently, 10 students = 1 CAH. The plan was to change the formula to 8 students = 1 CAH. More research will be conducted and more attempts will be made to make this change.
- 4. Hire a Full-Time Permanent Work-Based Learning Specialist.** This was achieved, in part, but the position title is Outreach Specialist for the division. It is important to note that the WBL Program needs continued significant support from this individual to ensure program success.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

1. **FULL TIME FACULTY:** We replaced Mark Grooms and Patricia Stokke with two new faculty members for 18-19 AY. However, in order to grow the existing program and develop Entrepreneurship program we need at least one more full time faculty. With Workforce development, a booming Tri-Valley Area, and a focus on Maker Space, it is imperative that we hire a new Full Time Faculty.
2. **TUTORIAL DEVELOPMENT:** It has been a challenge to find students who would like to tutor our BUSN1A, BUSN1B, BUSN18 and BUSN 40 courses. It has been challenging to coordinate and get the word out to students who could be good tutors the following semesters. We have asked part-time faculty to assist in this identification process as well. As an institution we need to develop some methodology to attract and retain student tutors and doing so may help students become more engaged with the campus through their involvement with the tutorial center
3. **CROSS-DISCIPLINE CERTIFICATES:** Completing the cross-discipline certificates continues to encounter frustrating challenges. **One music certificate was completed.** Early Childhood, Viticulture, Horticulture, Kinesiology, Welding, Photography, Theatre, and Journalism have expressed interest in pursuing these certificates from their side rather than with Business as the lead. Automotive is still viable. Even though the delays are frustrating and extremely disappointing it has allowed us to identify more commonalities across the disciplines and will hopefully result in stronger certificates.
4. **FUNDING:** Funds are needed for sending students to conferences like the National Association of Black Accountants and Phi Beta Lambda, and to professional association meetings and local presentations offered (for example) by the Tri-Valley Innovation Forum, the chambers of commerce, the Small Business Administration and others. While our clubs raise a tremendous amount of funds those funds are insufficient to meet the opportunities they should be offered. Further, faculty attendance at meetings/conferences is covered to an extent, but needs to be more available to ensure competency in our fields and to maintain the professional connections, which are so valuable to our students.
5. **INSTRUCTIONAL ASSISTANT:** Another hurdle for the discipline is the need for an instructional assistant. For BUSN18 Business Law, BUSN30 Business Ethics, BUSN40 Introduction to Business and the large lecture courses for BUSN18 and BUSN40, the essay and written project grading is overwhelming. In all of the listed courses the usual enrollment is a minimum of 44 students. In several sections of BUSN18 and BUSN40 the enrollment will be 60 and above. In one section of BUSN40 there are over 100 students. In the accounting courses, enrollments are between 44 and 60 for most courses. Again the grading of accounting homework becomes daunting for instructors. If our instructors are to focus on students and student success rather than paper, an instructional assistant is desperately needed. An instructional assistant's aid with paper processing, group work, and record keeping would be a tremendous benefit to our students. This model is being used quite effectively in the CSU system and some of LPCs science lecture courses use it. Without question, an instructional assistant would be an exceptional benefit to our students.
6. **ADDITIONAL FTE:** As the Business discipline grows and we create new certificates and degrees to fulfill the Strong Workforce initiative, we would require more FTE to staff classes. Additionally, with renewed emphasis and demand to grow Work Experience and the Entrepreneurship program, we would also require more FTE.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x Services to Students
x	Course Offerings	x	Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	x Student Equity
	External Factors	x	Learning Support		Professional Development	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

1. Organizing annual Business discipline symposium in Fall 2020
2. Develop curriculum and a certificate for Leadership in the Workplace
3. Complete Title V update: Busn 1A, 1B, International Business
4. Update certificate and Degree description in the Catalog
5. Research and update Fieldwork formula for Work Experience courses
6. Complete OEI alignment for Supervisory Management Certificate

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
x	Course Offerings		Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
x	Curriculum Committee Items	x	Human Resources	x	Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

1. **DEVELOPING AN INTERNATIONAL PROGRAM:** Patricia Stokke was the lead for this program and with her resignation this position remains vacant. The development for

curriculum is on hold for now. However, a successful International travel trip to Japan in the summer of 2017 was completed. Sixteen students traveled to three cities in Japan with Professor Stokke. Since we are down one FT faculty position and there are so many other initiatives, currently we can't devote any resources to this program. The original plan to develop a series of international business offerings is still in force. These new offerings will provide the knowledge needed for success in the international marketplace and a skill set sought by industries involved in global business. With two new FT faculty on board this Fall, we plan to explore the opportunity

2. Developing an Entrepreneurship Center: The Tri-Valley area is in growth mode in many aspects, including population, existing business expansion, new housing and new business relocation. There are a number of ongoing projects, such as incubators and Maker Space. Since the area is attracting many new businesses and entrepreneurs, and as it morphs into Gig economy, all those entrepreneurs will need skills to manage and expand their ventures. LPC has the opportunity and capability to become the hub for the economic activity and would benefit in the following ways:

- a. Provide entrepreneurs and businesses with a qualified workforce and resources for developing their current and future projects.
- b. Provide students and the community with opportunities for starting and managing a business or help entrepreneurs expand their businesses.
- c. A multiple-use facility can be built using Measure A funds.
- d. Provide the college with additional local revenue for funding its operation.

A creative partnership with local businesses can provide capital for operations, and the program can be housed at one of LPC facilities.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input checked="" type="checkbox"/>	Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input checked="" type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

--

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): Business 1B
SLO or SAO: SLO
Describe the quantitative or qualitative results: Upon analyzing data from this SLO over the last few years we see the success rate is steadily increasing with over 78% students scoring Mastery and Above Average.
Discuss any actions taken so far (and results, if known): We updated the SLO's in Fall 2018 and increase the emphasis on SLO topics and assess them at greater frequency during the semester.
Discuss your action plan for the future: We will continue to monitor student performance in this course and compare course success rates to SLO scores.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AS-T Business										
Program SLO: Upon completion of the AS-T in Business Administration, students will be able to demonstrate knowledge of business operations, the business organization, business environments, and business procedures.										
Describe the quantitative or qualitative results: The overall success rates in the PSLO are comparable to most individual course success rates. The correlation is important as individual courses make up a Program. However, we need to examine reasons for some courses to have lower success rates than overall PSLO scores.										
PSLO: Upon completion of the AS-T in Business Administration, students will be able to demonstrate knowledge of business operations, the business organization, business environments, and business procedures.										
	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement	
Spring 2016	132	39.76%	80	24.10%	57	17.17%	39	11.75%	24	7.23%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	113	29.82%	107	28.23%	80	21.11%	38	10.03%	41	10.82%
Spring 2017	122	48.80%	68	27.20%	34	13.60%	17	6.80%	9	3.60%
Summer 2017	21	56.76%	6	16.22%	6	16.22%	4	10.81%	0	0.00%
Fall 2017	55	51.89%	27	25.47%	15	14.15%	8	7.55%	1	0.94%
Spring 2018	250	51.02%	113	23.06%	71	14.49%	48	9.80%	8	1.63%
Summer 2018	61	48.80%	18	14.40%	15	12.00%	31	24.80%	0	0.00%
Fall 2018	613	50.08%	290	23.69%	148	12.09%	115	9.40%	58	4.74%
Spring 2019	140	53.85%	72	27.69%	27	10.38%	16	6.15%	5	1.92%
Summer 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Overall	1507	47.05%	781	24.38%	453	14.14%	316	9.87%	146	4.56%
Discuss any actions taken so far (and results, if known): Still collecting and examining data.										
Discuss your action plan for the future: Examine lower success rate courses compared to overall higher PSLO scores										

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

SLO's: The business discipline has multiple robust SLO's for each course, certificate and program
CSLO mapping: ALL CSLO's are mapped to their respective PSLO's with some overlap

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none">● Ensuring eligible students receive financial aid, if desired● Removing barriers that hinder students from moving toward their goals● Offering additional information and support about educational pathways● Offering academic support that increases English/math completion in the first year● Enhancing career readiness through coursework● Increasing completion of degrees and certificates● Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

<p>The business faculty are working on a “Fast Track Business Courses” proposal for a Rollback Funded Project. With the increase of online and hybrid institutions that offer students more options for degrees and skill-based training, community college should be</p>

prepared to shift with the educational landscape and the changing prospective student. There is a large student population that cannot attend traditional 18-week courses due to family, work, and other obligations. During a recent discipline meeting, counselors reported that Las Positas College students have been requesting late start fast track classes. By offering 8.5-week fast track courses, students who need flexibility in terms of class length will have more opportunities to enroll in courses. Chabot College currently offers its business classes in an 8.5-week format, and they have demonstrated success in terms of enrollment and degree completion.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Additional FTES and adjunct instructors will be needed to offer 8-week courses.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)

Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)
---	---

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

1. **The Business Symposium** is presented and geared to all incoming freshmen students(including impacted groups). This hands on workshop allows students to have a plan to get them to complete their academic goals at LPC.
2. **UMOJA** - We are exploring adding BUSN 33, Personal Financial Management as an additional course to the Umoja learning communities required courses. This will require the business faculty to attend an Umoja course to learn specific learning techniques common among other instructors within the learning community.
3. **BSU** - Erick Bell is currently serving as the co-advisor for the Black Student Union. This allows the business department to have an additional touchpoint with students' needs across various majors.
4. **Brother to Brother** forum is a network of African American men on campus. Erick Bell is working with Student Equity and Success, Career Center, Athletic Department, and Las Positas Foundation to drive this initiative. The forum was launched in the Spring of 2019 and continues in the 2019-2020 academic year.
5. **Sister to Sister** being re-ignited this academic year by Dr. Coleman and Dr. Turner-August
6. **Guided Pathways** -The Business department has had representation on the Guided Pathways working group since its inception in Fall 2018. Erick Bell is currently serving as the liaison for the Business Department and BHAWK division, and the department is working on creating pathways for all business degrees and certificates offered so students can see the course sequencing to complete the program within 2 years.
7. **WBL** makes a special effort to recruit students from key LPC learning communities, including CalWORKS, Veterans, Puente, HSI, and Umoja.
 - a. WBL has developed an internship and apprenticeship partnership with Kaiser Permanente that specifically recruits underrepresented students. A similar program is planned with Sandia National Laboratories.
 - b. Members of all of the impacted groups have taken WRKX courses and often take the course multiple times to earn more units for completion.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

1. How to attract and retain more African American and Hispanic students?
 2. Attracting faculty and staff that reflects our current student population.
 3. Creating relationships with book publishers to allow for discounted or free textbooks to students who demonstrate financial hardship.
 4. Improving our teaching strategies to benefit the diversity of our student population.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Update: 1A, 1B, 20, 55

Deactivate: Busn 63

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

1. Program description update for Accounting Technician and Bookkeeping certificate
2. Program description update for AA in Business Administration and Business Workforce proficiency certificate

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

OEI approval for all courses in Supervisory Management Certificate
OEI approval for BUSN 61 - Introduction to QuickBooks Online pending. The approval process began in the Fall 2018.

Section Four: CTE Updates (CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

The labor market data for current and future job openings is quite strong. The demand for business major is at all time high. The growth projections for jobs in the business field is projected to increase by 8.3% from 2019-2028. The earnings range from \$31.99 to \$74.95 per hour, based on education, skill and demand level.

Growth

89,165

2019 Jobs

96,587

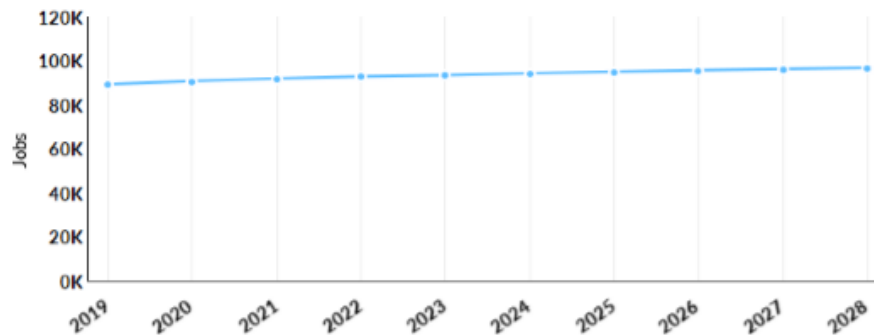
2028 Jobs

7,422

Change (2019-2028)

8.3%

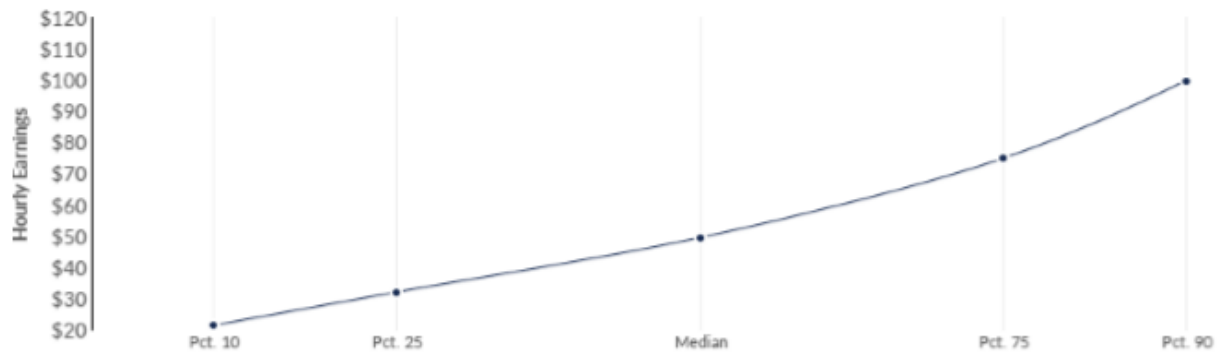
% Change (2019-2028)



Occupation	2019 Jobs	2028 Jobs	Change	% Change
Sales Managers (11-2022)	17,815	19,252	1,437	8%
Managers, All Other (11-9199)	28,076	30,868	2,792	10%
Business Operations Specialists, All Other (13-1199)	43,274	46,467	3,193	7%

Percentile Earnings

<p>\$31.99/hr</p> <p>25th Percentile Earnings</p>	<p>\$49.47/hr</p> <p>Median Earnings</p>	<p>\$74.95/hr</p> <p>75th Percentile Earnings</p>
--	---	--



Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Sales Managers (11-2022)	\$45.83	\$69.22	\$95.23
Managers, All Other (11-9199)	\$30.86	\$59.06	\$87.48
Business Operations Specialists, All Other (13-1199)	\$30.15	\$41.50	\$57.98

Occupational Programs

<p>23</p> <p>Programs (2017)</p>	<p>9,994</p> <p>Completions (2017)</p>	<p>13,336</p> <p>Openings (2017)</p>
---	---	---

CIP Code	Program	Completions (2017)
52.0201	Business Administration and Management, General	8,182
52.0101	Business/Commerce, General	424
52.9999	Business, Management, Marketing, and Related Support Services, Other	310
44.0401	Public Administration	284
52.0299	Business Administration, Management and Operations, Other	277

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Business discipline has an active and strong Advisory Board. In our last meeting we received a recommendation to develop and offer Leadership program. Dr. Tracey Coleman developed two new courses for leadership development and we plan to develop/revamp Supervisory Management certificate to focus more of management and leadership.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

Business discipline has increased enrollments year over year by 319 students. Headcount in 2018 was 2119 and in 2018-19 is 2428 an increase of 15.13%. Over all success rate increased and number of students completing AS-T degrees has increased steadily year over year.

	2015-16	2016-17	2017-18	2018-19
AS-T(GE + IGETC) Degrees	48	100	106	127

C2. Does your program meet or exceed the regional and state medians for students gaining employment in their field of study? If not, what program improvements may be made to increase this metric?

See discussion above in paragraph A

C3. Does your program meet or exceed the regional and state medians for student employment rates after leaving the college? If not, what program improvements may be made to increase this metric?

See discussion above in paragraph A

C4. Does your program meet or exceed the regional and state medians for increased student earnings and median change in earnings? If not, what program improvements may be made to increase this metric?

See discussion above in paragraph A

