2026-27 Comprehensive Program Review

Program: Business Studies

Division: BSSL

Writers: Rajeev Chopra, Mary Lauffer

SLO/SAO Point-Person: Rajeev Chopra, Mary Lauffer

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- **HIRING PT FACULTY**: We hired four new PT faculty for General Business courses in face to face, Hybrid and DE modality
- **UPDATING CURRICULUM:** We updated curriculum for six business courses including Busn 1A, 1B, 20, 52, 58 and 87
- **MOSS ADAMS VISIT:** We had over 50 students attend an office visit to Moss Adams in Walnut Creek
- **DEIAB Training:** All the fulltime Business Faculty completed training in DEIAB
- **ENROLLMENT GROWTH:** Compared to Ay 24-25 in 25-26 total enrollments grew by 13.12%

	Fall Terms					Spring Terms				
	F2021	F2022	F2023	F2024	F2025	S2022	S2023	S2024	S2025	S2026
Student Headcount	866	832	941	989	1,126	705	751	888	916	1,029

- **BUSINESS CLUB**
  - **Conference Wins.** About 30 students participated in each of the fall and spring California Future Business Leaders of America State Business Leadership Conferences. Some students also attended the national conference in Las Vegas and one team won first place in the Marketing & Sales Case Competition. At the fall conference, students won three awards in two of five events: second place in Finance Case Competition and second and fourth place in Entrepreneurship Pitch Competition. At the spring conference, which offers the most competitions, the Business Club finished in third place in the state and brought home 34 awards.

- **Conference Benefits.** The conferences feature business speakers, workshops, and team and individual competitions in areas such as marketing, finance, impromptu speaking, and entrepreneurship. Industry partners participate in the conference as judges, speakers, and workshop presenters. Students learn about business careers and opportunities from these partners and leave the conference with new LinkedIn connections and business cards. They gain experience practicing professional communication, networking with industry partners, and building their skills and confidence for job interviews and professional communication. Awards enhance their college and applications.
- **Membership.** Membership is at about 40 paid members this year, but this is before the club fair which typically attracts more members. Meetings focus on academic and career development, competition preparation, and creating a learning community.

- **WORK EXPERIENCE**
  - Despite increasing enrollment caps 19.59% over the year before, extra enrollment was still needed to meet program demand. The latest IR survey reports that 69 percent of our students work.
  - WRKX continues its partnership with PUSD California Apprenticeship Initiative for both the Cybersecurity Youth Apprenticeship Expansion and the Robotics Technician Implementation. High school apprentices are required to enroll in LPC WRKX courses for the duration of their apprenticeships with a local employer.
  - Program coordinator serves as a board member for the CA Internship & Work Experience Association and participated in many activities, including presenting a workshop to statewide membership. The coordinator continues to collaborate with the Career Center Coordinator and Employer Relations Outreach Specialist and participates in LPC's informal Employer Engagement Team.
  - Work Experience (WRKX) classes serve working students in all majors and seek to increase career readiness, develop workplace skills, and enhance socio-economic mobility. The courses include guided pathways concepts, career preparation assignments, establishment of workplace learning objectives, and highlights of top professional workplace skills.
  - Many valuable community WBL employer partnerships continue and new ones have been initiated, providing work experience opportunities for all students, including underrepresented students and students with disabilities.
  - WRKX courses support equity as **zero textbook cost courses**. Additionally, students in all majors take WRKX classes, which support completion, career readiness, and economic mobility.
  - WBL students are surveyed anonymously twice each term. Two recent comments are: "I would like to take the time to say thank you for your time and dedication for this course. Every assignment I did you gave me your input and ensured I was on the right track. I'm happy I was able to use this class to put credit towards my associate degree." "The most helpful aspect of the Work Experience class is how it connects real-life job responsibilities with classroom learning. It gave me the opportunity to gain hands-on experience in a professional setting, which helped build my confidence, improve my communication and time management skills, and better understand what employers expect. The reflection assignments also helped me think critically about my strengths and areas for improvement." Please see more feedback on the WRKX website.

2. Please describe your most important **challenges** in year 25-26

- **STAFFING:** It was a challenge to staff some general business courses but we were able to hire 4 new pt faculty starting in Fall 26
- **CONDENSED SCHEDULE:** Condensed schedule created a challenge to scheduel large unit load courses like Busn 1A and 1B into block times
- **BUSINESS CLUB**
  - To support equity in conference access, additional funding is needed. A CARE grant application submitted last year was not chosen. (But I received a very kind rejection letter.)
- **WRKX: New Banner System Negative Impact**
  - The new banner system is adversely impacting WRKX students and the WRKX program. WRKX has unique registration requirements. Students need to register in the correct class (WRKX 94 or 95) and in the correct section, based on their work hours during the class. Students did well with the previous system because early letters were sent to both their zonemail and personal email addresses, and the Course Notes directing them to the WRKX website explaining registration were next to the course listing.
  - Two factors are contributing to a decrease in student understanding about WRKX and a decrease in correct class and section registration: Elimination of personal email use and elimination of course notes next to the class listing.
  - The new system uses only zonemail addresses. It is apparent that students are not checking zonemail for their early welcome letters or messages that faculty take such care in preparing and sending. (This is not impacting only WRKX classes.) Students had been used to receiving messages via their zonemail and personal email. Now this practice has stopped. Have students been notified of this change? Can a continuous communications campaign be conducted to make students aware of this change?
  - The new system places Course Notes on the Course Information tab. Instead of clearly stating the notes on the registration page, they are hidden behind a tab. It is obvious that students are not clicking on the tab. For WRKX, it is crucial that students read the Course Notes. Can clicking on the tab be a requirement before students attempt to register?

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- **DEIAB FOCUS & INTEGRATION:** Integrating more DEIAB focused teaching in the classroom and the course work
- **CONDENSED SCHEDULE**: It would be challenging to offer high unit 1A & 1B sections to fit into a block time. Keep looking for opportunities to work with it.
- **BUSINESS CLUB**
  - Explore additional conference funding sources.
- **WRKX**

- Continue to inform administrators about the new banner system's adverse impact on the WRKX program and collaborate to find solutions.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- **BUSN SLO'S:** SLO assessments conducted in Elumen are not available any longer. However, our goal was to focus on one PSLO from the AS-T degree as transfer Business is one of the largest transfer major.
- **WRKX** SLO assessments were conducted on ELumen in Fall 2024 and are no longer available online. The next assessments are scheduled for Fall 2027. WRKX courses are Non-Degree Courses.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- **BUSN SLO:** In Business SLO we did not see any trends disproportionately affected a subset of students. Success rates in courses and SLO's are very similar.
- **WRKX** classes are designed for success for students in all majors. Students typically perform well in the class if they submit assignments, especially required forms.

3. Explain potential plans to improve student outcomes and close equity gaps.

- **DEIAB FOCUSED TEACHING:** We are working together to make the course work and class work more DEIAB focused.
- **WRKX**: Regular reminders about due dates and sometimes reaching out to unresponsive students via their personal email, phone, and text have notably improved student outcomes and completion, especially for required forms. Students express gratitude for these efforts.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- BUSN: N/A
- **WRKX**: N/A

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- **BUSN:**
  - Enrollments increased by 13.5% year over year
  - FTEF/FTE: Productivity stayed over 630 for 25-26 AY
  - SUCCESS RATES: Course level Success rates increased by 3% to 83% in 25-26
- **WRKX**
  - Enrollment continues to increase.
  - WRKX success rate is 84% and set standard is 79%.
  - Spring semester enrollment continues to increase over fall enrollment by about 30% because of repeating students. There is no limit on repeating the class.
  - There has been an increase in Concurrent Enrollment students.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- **BUSN**: NONE OBSERVED
- **WRKX:** No

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- **BUSN:** Course level success rates are very stable for F2F and DE modality
- **WRKX:** N/A

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

BUSN: Yes

WRKX: Yes

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- **BUSINESS:**
  Vision Statement: Las Positas College strives to support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.
  - The Business discipline is completely aligned with the college's vision by helping students gain knowledge in the Business field by having faculty focus on the core skills required to learn in the course work and its practical application
  - The Business faculty empowers students not only with academic skills but also developing soft skills like understanding the work environment, making relationships in the community by organizing field trips to accounting firm like Moss Adams
  -
- **WORK EXPERIENCE**

Board Priority: Expand opportunities that support workforce development and skillset advancement.

Chancellor's Goal: Strengthen workforce-aligned educational pathways, apprenticeships, employer partnerships, and future-of-work programming that prepare students for living-wage employment, promote economic mobility, and respond to evolving regional workforce needs.

WRKX fully supports the board priority and chancellor's goal. Following are three examples of how WRKX is aligned:

- In WRKX classes, students learn professional work skills in the classroom and apply these skills at their workplaces. WRKX classes teach the top 12 professional work skills transferable to all careers: communication, customer service, time management, honesty/integrity, interpersonal skills, motivation/initiative, teamwork, analytical skills, flexibility/adaptability, technology, job knowledge, and professionalism/work ethic. Additionally, students, their supervisors, and the instructor collaborate to develop workplace learning objectives which require the supervisors' evaluation at the end of the term.
- WRKX students often report raises and promotions while taking the course. One student wrote: "I am thankful for this class. Without it, I would never have looked for ways to improve my work ethic. Since I started doing more and became more engaged with work, I have been promoted. Something I never thought would happen is to be a store manager at 19 years old. I am thankful for this class for opening my eyes and showing hard work really does pay off."

- WRKX students explore and plan academic and career pathways. They also learn career communications skills, such as résumé writing and job interviewing. One student wrote: "Recently I applied for a new job, and I have to say I probably would not have aced my interview if I hadn't taken this class."

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Write responses here*
- *Add or remove bullets as needed*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT 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.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu