

PROGRAM REVIEW UPDATE 2016-2017

Program: BUSINESS, MARKETING, and WORK BASED LEARNING

Division: Business, Economics, Health, Athletics, Work-Based Learning, and Kinesiology (BHAWK)

Date: September 27, 2016

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and Full-Time Business Faculty (Erick Bell, Rajeev Chopra, & Patricia Stokke)

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.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
- 2) If the requested information does not apply to your program, please write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 10, 2016.
- 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/jU2yIz>)

There have been several significant changes to the BUSN/MKTG/WBL disciplines since the previous Program Planning Update.

- (1) Mark Grooms resigned his position at the end of his third year of the tenure process. He accepted a full-time tenure track position at Orange Coast College in Costa Mesa, California.
- (2) The two full time faculty members (Erick Bell and Patricia Stokke) hired in AY 2015-2016 completed their first year successfully and moved into their second year of the tenure process.
- (3) Part-time faculty continue to turn over as they are hired at other schools and/or take positions in industry.
- (4) The LPC Foundation's continued interest in the BUSN, MKTG and WBL areas has been beneficial in the development of guest speakers and internships.
- (5) All of the Advisory Board members finished their terms of service and or moved out of the area.
- (6) WBL was allotted its own FTEF by CEMC, which allows the program to expand.
- (7) Offerings in the General Business and WBL areas continue to expand. Two courses were offered in Summer for the first time in several years. Additional sections of the four core courses were added with the sections full.
- (8) Relationships with the local and tri-valley businesses are strengthened through the efforts of all full-time faculty members and the WBL specialists.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

DEVELOPMENT OF AN INTERNATIONAL PROGRAM:

Patricia Stokke connected with a colleague at the University of Kentucky. Through her efforts in Summer 2016 we made a summer international exposure program available to students but sponsored by the University of Kentucky. One student enrolled and earned University of Kentucky course credit.

EXPANSION OF THE ENTREPRENEURSHIP PROGRAM: Mark Grooms was the lead on this initiative. Mark lead the Shark Tank competition with the LPC winner also capturing the top award at JFK University.

NEW COURSES TO WRITE: BUSNxx Entrepreneurship, a new course, was written by Mark Grooms.

INCREASED COMMUNICATION AMONG DISCIPLINE FACULTY: Discipline meetings were held regularly in AY 2015-2016 and a Discipline retreat was held prior to the beginning of Fall 2016.

TUTORIAL DEVELOPMENT: There are now 10 regularly available student tutors in the Tutoring Center. Lisa Weaver now holds at least two hours of office hours in the Tutoring Center each week.

ADVISORY BOARD: All sixteen Advisory Board members timed out from the Board in May. Working with Vicki Shipman and the Work Based Learning Specialists new members are being identified. Patricia Stokke has agreed to shepherd this project with Lisa Weaver.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Having the two additional full-time faculty in the discipline, which brought us to the needed five full-time faculty members, allowed us significantly more time to be available for our students. As individuals we also enhanced our knowledge and developed additional professional relationships.

Erick Bell took several students with him to the National Association of Black Accountants conference in Los Angeles. Through one student's attendance at the conference, the student secured a highly sought after internship with Ernst and Young, a major accounting firm. Erick also secured two speakers for our Business Innovators speaking series. Both were standing room only presentations and were highly motivating to students. The speaker in September 2016 garnered rave reviews from the students in attendance with several wanting pictures with the speaker to help keep them motivated and focused on their goals. Erick is an advisor for the Black Student Union. He assisted in the planning of a Black College tour for 15 students at no cost to the students. Erick's attendance at the First East Bay Innovation Forum, the AICPA (American Institute of Certified Public Accountants) Diversity Pipeline in Washington D.C. and the Teaching Accounting in 2 year colleges program in Denver, Colorado all provided him with dynamic ideas for students in his courses.

Rajeev Chopra expanded his role as advisor to the Phi Beta Lambda business club and expanded his time with those students. Through the time he spends with them at meetings and at conferences the students improve their team collaboration skills, are prepared for the business modeling and analysis processes, and learn the dynamics of presenting at conferences. His work with the Business Club students also teaches them the value of networking in their career fields and making professional connections. Rajeev went with the Business Club students to two state-wide conferences. Rajeev attended several business conferences notably the Online Learning Institute in San Diego. The skills and insights developed at the events he attended flowed directly to his students. Rajeev continues to serve on the Academic Senate, is the Division's rep to the Faculty Hiring Prioritization Committee, and several district-wide committees. His experiences in those roles bring immediate benefit to his students through concrete examples of theories being taught. Rajeev's in depth understanding of the variety of accounting related career fields is exceptionally valuable to his students. He works diligently to insure he prepares his students to be successful whether their intention is to transfer to complete a four-year degree or to immediately embark on their career.

Patricia Stokke is planning and coordinating the 10-day *Business and Culture in Japan* trip which is scheduled for May 28 – June 6, 2017. This initiative has generated tremendous interest from students and the community. Students who are able to attend will experience a marvelous awakening of the commonalities and exceptions in international culture. Those students will also bring those experiences back to LPC and impact others because of the awareness that will result. Patricia's involvement in presenting at FLEX in September 2016 further expanded the awareness of our disciplines and of the value the BUSN MKTG

WBL disciplines bring to the campus. Patricia attended a number of conferences to further develop and enhance her skills. Some of these conferences included the Innovation and Entrepreneurship workshops at CSU Fresno, the California Business Educators' Association, On Course Workshops, and the Academy of Management Teaching and Learning Conference. Patricia serves on the Staff Development Committee, co-leads the Business Innovators Speakers, and will be leading the Business Advisory Board with the assistance of Lisa Weaver and our WBL Specialist.

Lisa Weaver became involved with the work-based learning (WBL) initiative, which includes internships and work experience. The WBL initiative generates major-related internships for students across all disciplines and offers credit for general work experience (not major related) for all students. In addition to the benefits generated from the students' work, either in the student's major or in a generalized position, students learn some of the soft skills needed for successful careers. The objective of the WBL program is to engage students in a learning model which solidifies concepts read and studied in a traditional setting. Lisa continues as the discipline coordinator. She also serves on the Curriculum Committee, is the Division Tech Review Chair, and continues as a Faculty Association appointee on the College Enrollment Management Committee. Lisa serves as the Community College liaison with the California Grocery Association and the Western Association of Food Chains. Some of the conferences Lisa attended include the California Work Based Learning Conference and two 5-day publisher sponsored conferences. One of the publisher conferences focused on resources for teaching Business Law online; the other focused on developing materials and strategies to hone business analysis skills in community college students.

The Shark Tank competition, which was led by Mark Grooms and is now being co-led by Erick Bell and Rajeev Chopra, developed a cross-discipline interest from students. The event is growing significantly year over year. In AY 2015/2016 there were almost double the applicants from the previous year and over 100 students and interested community members attended the presentations. The student winning the LPC competition and then winning the larger and more demanding JFK competition was a significant accomplishment.

Finally, encouraging ten plus students to become tutors and gain the experience that brings has an impact on all of our students beyond measure. The current tutors are demonstrating a growth in self-esteem and confidence, which will have an impact on all their future endeavors. Their interest in recruiting other students to be mentors is testimony to the recognized value of the experience.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

It is disappointing and frustrating to be redundant from previous years, however, previous obstacles have not been overcome and remain significant impediments to both best-practices in the class room and to achieving stated objectives and initiatives.

1. **CROSS-DISCIPLINE CERTIFICATES** – Completing the cross discipline certificates continues to encounter frustrating challenges. All of the cross-discipline certificates are still

in process but none have been completed in full. The primary hurdles are staffing across the campus, changes in staffing, and individuals unfamiliar with either curriculum dynamics or the CurricUNET system.

While we do not yet have any of the cross-discipline certificates completed, we now have more cross-discipline certificates under discussion and three are drafted into CurricUNET. 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. We feel the delay has been a blessing in disguise because of the reasons detailed. Mark Grooms was intricately involved in this initiative. His leaving created a restart situation on several fronts.

2. RESOURCES

A. **LIBRARY RESOURCES** - The lack of adequate library resources and access to quality data base resources particularly in the Business Law, Introduction to Business, Managerial Accounting, and Business Ethics courses, and shortly in the International Business course hamstrings the growth, development, and competitiveness of our students. Access to the LexisNexis data base, which is a powerful database for searching U.S. and foreign newspapers, legal and business publications, wire services and news transcripts is desperately needed.

The LexisNexis data base provides information for all disciplines, it is a primary academic search portal and provides resources for online courses which we do not currently have access. Chabot has this resource, but LPC does not have access to it.

Hoover.com, EBSCOhost.com, and other similar resources would be exceptionally helpful to our students.

Without the needed resources the preparation of our students is seriously impacted. In the Business and Marketing courses research projects, research papers, data analysis projects, complex case study analysis are typical. These assignments are essential to prepare transfer students for the demands they will face in their continuing education. For non-transfer students the assignments help insure they will have the skills required for success in the work world.

The streaming videos available through the library are used by all business and marketing classes and are essential. It would be helpful to expand these offerings.

B. **CLASS ROOM ASSIGNMENTS** – For the Business and Marketing courses the room a course is placed in is critical to the overall success of students. Classrooms **must** include the ability to utilize the white boards and either the computer screen or document camera simultaneously. Simultaneous usage is needed for the use of PPT/Prezi presentations and Internet usage coupled with the extemporaneous illustrations of the content being explained. The accounting courses require tables instead of individual desks. The 1800, 2300, and 2400 buildings meet these requirements. Rooms 802, 1641, and two of the rooms in the PE complex meet these needs. Other assigned rooms impact student learning tremendously. At the

very least additional whiteboards must be available in rooms located in the 2200 building and PE complex. Trying to teach an accounting course in 801 is not a good learning environment for students.

3. **FUNDING** – Funds are needed for sending students to conferences like the National Association of Black Accountants, 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 insure competency in our fields and to maintain the professional connections which are so valuable to our students.
4. **INSTRUCTIONAL ASSISTANT** - Another hurdle of 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 over-whelming. 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.

E. What are your most important plans (either new or continuing) for next year?

1. **COMPLETE CROSS DISCIPLINE CERTIFICATES:** Our objective continues to focus on completion of the Kinesiology, Auto, Welding, and Music certificates. We want to expand these cross discipline certificates to include Early Childhood Education, Theatre, Journalism, Photography, Viticulture, and Horticulture. Success in expanding will be evidenced by securing agreement from the faculty in those disciplines to create the certificates and hold initial meetings. Lisa Weaver is the lead on this initiative.
2. **UPDATE BUSN/MKTG CERTIFICATES:** All of the BUSN/MKTG certificates

require updating. For the General Business certificates Lisa Weaver is the lead on the effort. For the accounting certificates Rajeev Chopra is the lead. On the Administrative Assistant Certificate of Achievement CIS instructor LaVaughn Hart will be involved in the revision.

3. **UPDATE BUSN/MKTG DEGREES:** Revision of the Marketing, Administrative Assistant, and Business Entrepreneurship AA degrees and the AS Degree in Business is necessary due to changes in course offerings.
4. **COURSE UPDATES:** Due to the requirement that all CTE courses be updated every two years, a significant number of our courses are scheduled for updating. All full-time faculty will be involved in this effort. For courses which are taught solely by part-time faculty input from those individuals will be sought.
5. **ACBSP Accreditation** - Consider pursuing accreditation for the LPC Business Program through the Accreditation Council of Business Schools and Programs.
6. **TUTORIAL DEVELOPMENT:** Continue to develop students as tutors to maintain a minimum of ten regularly available.

F. Instructional Programs: 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.

During this academic year, new courses will not be added. This AY our focus will be on curriculum updates.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Our planning priorities connect with the 2016-2017 planning priorities in the following ways:

1. **Establish regular and ongoing processes to implement best practices to meet**

ACCJC standards: Continue with our SLO assessment philosophy of assessing all sections of all courses offered every semester, regular curriculum updates, collaboration with faculty cross-discipline and outside of LPC, and regular discipline meetings connect with this priority. Our plans to expand the number of student tutors and revitalize our Advisory Board are also supportive of this priority.

The conversion from Blackboard to Canvas and the new eLumen version both offer additional training opportunities. These training opportunities will have a direct impact on the delivery of course material. Additionally, the training opportunities offered through the Teaching and Learning Center are a tremendous asset.

2. **Provide necessary institutional support for curriculum development and maintenance:** The faculty within our disciplines connect with this priority by working collaboratively on writing curriculum, updating curriculum, working with cross-discipline faculty on new certificate development. Our involvement with the BHAWK division tech review process relates to this priority. Attendance at the Curriculum Institute and the OnLine Learning Conferences also support this priority as well as the others.
3. **Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes:** Our SLO philosophy of assessing all sections of all courses offered every semester, planned and regular curriculum updates, collaboration with faculty cross-discipline and outside of LPC, and regular discipline meetings connect with this priority. Attendance at conferences and participation with associations outside of the campus community also underscore this planning.
4. **Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses:** Developing student tutors and meeting office hours in the tutoring center are vital steps toward this objective. Periodic study groups made available to students by full-time and part-time faculty also support this priority.

Erick Bell's participation on the Basic Skills committee, as a faculty advisor for the the Black Students' Union, and working with the Office of Student Services and Counseling to establish a learning community for underserved students are also efforts supportive of this priority.

Insuring that adequate library resources are available to the students in our disciplines (and across the campus) is vital. The need for the databases identified above and the streaming video offerings are connected to and support this priority.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? YES no

(This data can be found here: <http://goo.gl/Ssfik2>)

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

Not applicable

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIZ>

SAO: not applicable
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

**Part Three: Assessment Results
(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: Financial Accounting																													
<p>1. Course SLO: Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and name different components of a balance sheet. 2. Identify and name different components of an income statement. 3. Calculate and analyze current ratio, debt ratio and gross profit ratio. 																													
<p>Describe the quantitative or qualitative results: The quantitative data was generated for Fall 2014, Spring 2015 and Fall 2015. The results are as follows using LPC rubric from 0 to 4. Mastery =4, Above Average =3, Average= 2 and Below Average 1 or zero</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>No. of students</th> <th>Mastery</th> <th>Above Average</th> <th>Average</th> <th>Below Average</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>63</td> <td>79%</td> <td>13%</td> <td>5%</td> <td>3%</td> </tr> <tr> <td>Sp 2015</td> <td>55</td> <td>69%</td> <td>13%</td> <td>13%</td> <td>6%</td> </tr> <tr> <td>Fall 2015</td> <td>83</td> <td>27%</td> <td>17%</td> <td>25%</td> <td>22%</td> </tr> </tbody> </table> <p>Sp 2016 No report generated yet, due to Elumen software update</p>						Semester	No. of students	Mastery	Above Average	Average	Below Average	Fall 2014	63	79%	13%	5%	3%	Sp 2015	55	69%	13%	13%	6%	Fall 2015	83	27%	17%	25%	22%
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<p>Upon analyzing the data, Fall 2015 is quite an outlier semester compared to previous years. The success rate dropped from 87% to 69%. The Fall 2015 total success rates are twenty to twenty percent below the Fall 14 and SP 15 results yet a number of things are still the same. We are using same edition book for last three years, online component remains the same and so is the SLO assessment. Unfortunately, we do not have access to section data for SLO's from old Elumen software. We will dig deeper and compare results from Fall 2015 to Sp 2016 and Fall 2016 to look for a trend.</p>																													
<p>Discuss any actions taken so far (and results, if known): We have continuously reviewed SLO data for course outcomes in the past and have discussed outcomes and new strategies. We are still looking for reasons for such a drop in Fall 2015. We had planned to update course level SLO's for Financial and Managerial Accounting in Fall 2016 as we go to a new edition.</p>																													
<p>Discuss your action plan for the future: We are planning on updating SLO's for Financial and Managerial Accounting while keeping in mind suggested outcomes for CSU's, overarching conceptual understanding and changes due to CID process. Some other changes include increased emphasize on; financial analysis, conceptual understanding of components of financial statements and quarterly and annual reporting.</p>																													

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Business Administration AS-T						
Program SLO:						
<ol style="list-style-type: none"> 1. Compare and contrast ethical standards and best practices of social responsibility to business situations. 2. Demonstrate knowledge of business operations, the business organization, business environments, and business procedures. 3. Explain the functions of all business operations and identify the resources needed in each area 4. List and explain the factors of production, the external business environments and apply their influence in specific business problems. 						
Describe the quantitative or qualitative results:						
Semester	No. of students	Mastery	Above Average	Average	Below Av	No Demonstr.
Fall 2015	207	25%	18%	27%	20%	10%
*SP 2016	34	74%	21%	3%	2%	
<p>For Fall 2015 about 43% of the students have achieved above average level of proficiency, 27% are average and 20% are below average proficiency. When compared with other Business degrees like Business AA Transfer prep, Business AS, and Business Entrepreneurship, the Above Average percentage is around 43 to 45%, Average is around 18 to 20% and below average percentage is around 20%. These percentages are fairly constant among all Business degrees and are kind of a norm.</p> <p>Overall success rates for Fall 2015 is 70% and we are happy with the result.</p> <p>Sp 2016: Data entry for Spring 16 is not complete and it shows results for only 34 students, whereas compared to 207 students in Fall 15. Since Elumen upgrade took place over the summer, we are still in the process of entering data and will analyze results in the next few months.</p>						
<p>Discuss any actions taken so far (and results, if known): The success rates have been fairly constant over the last few years and some of the SLO's have been updated. We linked many CSLO's to PSLO's and all our certificates and degrees have outcomes.</p>						
<p>Discuss your action plan for the future: We plan to review mapping of CSLO's to PSLO's for some degrees and certificates as not all course outcomes in a degree or certificate are linked to PSLO's.</p>						

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

INFORMATION FOR THIS SECTION IS NOT AVAILABLE AT THIS TIME.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes

No

This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?