

## PROGRAM REVIEW UPDATE 2015-2016

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**Program:** BUSINESS AND MARKETING

**Division:** BEHAVIORAL SCIENCES, BUSINESS, AND ATHLETICS

**Date:** October 1, 2015 (submitted October 19, 2015)

**Writer(s):** Lisa Taylor Weaver

**SLO/SAO Point-Person:** Rajeev Chopra

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**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.

**Time Frame:** This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

**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 "No Changes Since the Program Planning Update."
  - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by \_\_\_\_\_.
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### 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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

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

- (1) Two full time faculty members (Erick Bell and Patricia Stokke) were added to the Business/Marketing Discipline in AY 2015-2016
- (2) Mark Grooms moved into his third year of the tenure process.

- (3) The enhanced interest and support of LPC President Barry Russell in the Business program and its connection to the surrounding community.
- (4) The continuing churning in the part-time faculty area.
- (5) Increased interest in the BUSN/MKTG program from the LPC Foundation Board.
- (6) Growth of the BUSN/MKTG Advisory Board
- (7) Because of CEMC strategies there was an expansion of the BUSN/MKTG course offerings.
- (8) Growth in partnership with the LPC Veterans' program.
- (9) Within discipline development of tutors for the tutorial center. and
- (10) Developing partnership with the One-Stop to offer the VITA tax program in Spring 2016.

**A. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?**

1. **CID APPROVAL** - BUSN1A (Financial Accounting), BUSN 1B (Managerial Accounting), BUSN 18 (Business Law) and BUSN 40(Introduction to Business) all received CID approval. Rajeev Chopra completed the CID process for BUSN1A and BUSN1B. Lisa Weaver handled BUSN18 and BUSN40.
2. **TRANSFER DEGREE** - The AS-T degree received approval. This initiative was shepherded by Weaver.
3. **RETAIL MANAGEMENT CERTIFICATE** - The Retail Management certificate was revised based on a state-wide agreement. Final approval and processing is pending on the completion of the required CTE attachment. This certificate change is being completed by Weaver.
4. **BUSINESS CLUB** - Student involvement in the "PBL" Business Club increased in size dramatically. The club members have attended several conferences and have won awards for their presentations, conference involvement, and club growth. The students have represented themselves and the college professionally. Rajeev Chopra is the advisor.
5. **SHARK TANK** - The Shark Tank initiative grew. In Spring 2015 twice as many individuals applied; twice as many presentations were heard; and the presentations were quite competitive. Mark Grooms is the lead on this project. New faculty member Erick Bell is working with Mark Grooms.
6. **SPEAKERS' SERIES** - The Speakers' Series has continued and the caliber of speakers remains exceptional. The wide variety of speakers from different industries, diversity in age, gender, nationality, and race; coupled with their high level of accomplishments have drawn packed forums each time. Lisa Weaver is the current lead on this project; Erick Bell will eventually take over this initiative working with adjunct faculty member Mary Lauffer.
7. **CAMPUS INVOLVEMENT** - Currently the BUSN/MKTG faculty are involved in the following campus-wide efforts:

Rajeev Chopra is an Academic Senate representative, serves on the District Planning and Budget Committee, and is the advisor to the Business Club.

Mark Grooms is treasurer of the Academic Senate, serves on the BSBA Division Tech Review team, and is advisor to the Indian Club.

Lisa Weaver is on the Curriculum Committee, BSBA Division Tech Review chair, serves on the College Enrollment Management Committee (CEMC), is on the Valedictorian selection committee, is the northern California college co-chair of the state-wide Western Association of Food Chains (WAFC) education board, and is a C-ID reviewer for Business Law, Business Communication, and Introduction to Business.

Erick Bell and Patricia Stokke are first year faculty members.

## **B. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

1. **CROSS-DISCIPLINE CERTIFICATES** – Completing the cross discipline certificates has been frustrated at seemingly every turn. The cross-discipline certificates are still in process but none have been completed. The hurdles have been lack of staffing on our side and within other disciplines. However, 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 ready to input into CurricUNET. Even though the delay has been disappointing it has allowed us to identify more commonalities across the disciplines and should result in stronger certificates. We feel the delay has been a blessing in disguise because of the reasons detailed above and because our new faculty members have been able to be more involved, meet and interact with many more faculty members, and learn more about curriculum and certificate development.
2. **FACULTY EDUCATION** - The time spent with the three new faculty members has been much more than initially anticipated. Making this a priority should result in a long-term payoff that will be worth the invested time. Further, the additional time that has been spent with the new faculty members has focused (and will continue to focus) on campus-wide initiatives including curriculum development, writing and assessing student learning outcomes, enrollment management, and other processes. This knowledge will help our new faculty and the BUSN/MKTG discipline to be more effective and involved campus-wide in the future.
3. **INTERNATIONAL INITIATIVE** - The Enactus club was disbanded due to the retirement of an adjunct faculty member. This club was founded initially with the goal of re-launching an International Business/International Marketing focus. While the Enactus club is inactive the launch of the International Business courses is moving forward with one of the new faculty members as the lead. New faculty member Patricia Stokke is shepherding this project.
4. **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. (Chabot has it); Hoover.com, EBSCOhost.com, and other Business resources is critical. The streaming videos are used by all business and marketing classes and are essential.

**B. CLASS ROOM ASSIGNMENTS** – For the Business and Marketing courses classroom assignments are critical. Classroom assignments must include the ability to utilize the white boards and screen 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 some of the rooms in the PE complex also meet these needs.

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

**EXPAND AND COMPLETE CROSS DISCIPLINE CERTIFICATES:** Our objective is to complete 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.

**UPDATE BUSN/MKTG CERTIFICATES:** There are several BUSN/MKTG certificates that require updating. The Certificates of Achievement to update include: Administrative Assistant; Business Entrepreneurship; Supervisory Management; and Retailing. The Career Certificate which will be updated is Business Workforce Proficiency. Lisa Weaver is the lead on this effort. Mark Grooms and Patricia Stokke will collaborate. On the Administrative Assistant Certificate of Achievement LaVaughn Hart will be involved in the revision discussions.

**UPDATE BUSN/MKTG DEGREES:** As the Business ADT is now approved, our next initiative is to revise the Marketing, Administrative Assistant, and Business Entrepreneurship AA degrees and the AS Degree in Business. The LPC and Business discipline student population have a variety of goals in addition to transfer. Consequently our intent, with the encouragement of our advisory board, is to retain the listed AA and AS degrees. All degrees will be updated.

**DEVELOPMENT OF AN INTERNATIONAL PROGRAM:**

In addition to the one existing International Business course, we will be developing a series of international business offerings. 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. These offerings will expand career options for Business and Marketing

majors overall. The offerings will include an international marketing course, a logistics course, and a project management course.

A summer international exposure program, which will offer course credit, is already in development in collaboration with an east coast University. We expect this program to be offered in Summer 2016.

The second phase of an international summer travel program will be a cross-discipline collaboration. This program is targeted to start in Summer 2017. Patricia Stokke is the lead on the international initiative.

**EXPANSION OF THE ENTREPRENEURSHIP PROGRAM:** Mark Grooms is the lead on this initiative. Mark already heads up the Shark Tank competition. Mark has attended several seminars and multi-day workshops in Entrepreneurship. He is consulting with other schools with successful entrepreneurship programs and is working with the Lyles Center for Innovation and Entrepreneurship at California State University at Fresno.

**COURSES TO UPDATE:** Existing courses which will be updated include: BUSN48 Human Relations in Management (Weaver); BUSN56 Introduction to Management (already in CurricUNET Grooms); BUSN 61 QuickBooks (Chopra); BUSN63 Payroll Accounting (Chopra and Bell); BUSN88 Human Resources Management (Weaver and Stokke); MKTG50 Introduction to Marketing (Grooms and Stokke); MKTG 56 Retail Strategies (Weaver); MKTG61 Professional Selling (Weaver); and MKTG64 Advertising (Weaver). For courses which are taught solely by part-time faculty input from those individuals will be sought.

**NEW COURSES TO WRITE:** To provide the skill-set needed in today's business environment in addition to updating the courses listed previously, new content courses will be needed. The planned new courses, which will also be utilized in the degree updates, include: BUSNxx Entrepreneurship (Grooms already underway), BUSNxx Accounting for Managers (Chopra), BUSNxx Legal Compliance for California Businesses (Weaver), MKTGxx Marketing Promotions (Weaver and Grooms), MKTGxx Marketing Management (Weaver and Grooms), MKTGxx Marketing Research (Weaver), MKTGxx Social Media Strategies (Grooms), and MKTGxx Integrated Marketing Communications (Weaver).

**INCREASED COMMUNICATION AMONG DISCIPLINE FACULTY:** To insure all full-time and part-time faculty are aware of initiatives and the work being done on them, monthly discipline meetings are held. The meetings are held after the BSBA Division meeting. While part-time faculty are aware of these meetings all existing part-time faculty are employed full-time and are unable to attend. Any information which will directly impact part-time faculty members is communicated via e-mail. Minutes are kept of the meetings by the Department Coordinator.

**TUTORIAL DEVELOPMENT:** The full-time faculty in the discipline have agreed to identify students each semester in our BUSN1A, BUSN1B, BUSN18, and BUSN40 sections who could be good tutors the following semesters. We have asked part-time faculty to assist in this identification process as well. Through semester by semester identification we feel we

will be able to develop a pool of individuals to assist other students and simultaneously encourage those students' further education. We also anticipate that the students will become more engaged with the campus through their involvement with the tutorial center.

**ADVISORY BOARD:** Over the past ten plus years Lisa Weaver has guided our Advisory Board activities. This has included identifying members, holding meetings, developing relationships with the members, and maintaining regular contact with the members between meetings. Current membership for the Business/Marketing Advisory Board consists of sixteen individuals. These individuals bring various levels of expertise from a variety of businesses in our service areas. Ten members are predominately in the retail sector. Three individuals are part-time faculty but working full-time in the professional services sector. There are two representatives from community colleges in the Bay Area region, and Lisa Weaver. All of the sixteen individuals have been involved with our Advisory Board for over five years. As members should be asked to serve for a maximum of three years, revitalization is substantially overdue. Beginning in Spring 2016 we plan to reconstitute our Advisory Board. The decision on who of our full-time faculty will guide the effort has yet to be decided. The action plan for this initiative is scheduled to be discussed and developed at our October and November discipline meetings.

**E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.**

*Planning Priorities for 2015-16*

- *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 2015-2016 planning priorities in the following ways:

1. **Establish regular and ongoing processes to implement best practices to meet ACCJC standards:** Our SLO assessment of 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. Our plans to develop discipline centric tutors and revitalize our Advisory Board are also supportive of this priority.
2. **Provide necessary institutional support for curriculum development and maintenance:** BUSN/MKTG connects with this priority by working with new faculty to learn how to write curriculum, working with existing discipline faculty to update curriculum, working with cross-discipline faculty to develop new certificates, and working with discipline faculty to develop new courses and certificates. Our involvement with the BSBA tech review process also relates to this priority.
3. **Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes:** Our SLO

assessment of 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.

4. **Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses:** Over the past year there has been a concerted effort within the discipline to develop tutors for the tutorial center. Along with that, faculty member Rajeev Chopra is working with the One-Stop center to offer the VITA tax program, which serves the elderly and income restricted populations with their taxes. This program is scheduled to begin in Spring 2016.

Our vital need for adequate library resources, specifically the identified databases and the streaming video offerings also connected support this priority.

**F. Instructional programs: Did your program meet its program-set standard for successful course completion? (This data will become available and be added to this form in Fall 2015)**

**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.**

**Not applicable.**

**G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?**

**1. PART TIME TURN OVER –**

We place a very high value in our part-time staff as they are an integral part of our ability to offer a successful program. We also recognize that changes in part-time faculty result in a learning curve with new individuals. Consequently we work diligently to find, recommend for hire, and mentor great individuals to reduce part-time turn-over.

In Fall 2014 semester a dedicated and well-respected part-time instructor, Edith Arterburn, had to leave mid-semester due to a debilitating medical condition. Her students were devastated with some choosing to drop courses even though qualified instructors stepped in to handle her assignment. Fortunately Ms. Arterburn has recovered and is returning to the classroom in Spring 2016.

In Spring 2014, we found an exceptionally quality individual, Kelly Goins. Ms. Goins' students loved her. She blossomed as an instructor and was scheduled to teach three

courses beginning Fall 2015. Ms. Goins died unexpectedly the week prior to the Fall semester starting. This tragedy had a dramatic impact on students and on the existing part-time faculty as they all knew her.

While we cannot control events like the two above, these incidents were distressing to both students and faculty.

2. **NEW STAFF** –. Our new faculty members have already brought new energy and talent to our program and most importantly to our students. Excitingly while our full-time faculty group is quite diverse in experiences and interests the synergy that has already developed among us is energizing. Each of the three individuals has brought a unique area of interest and a diversity of ideas which will benefit the college as a whole as well as our students.

Mark Grooms has jumped into writing curriculum, working with a student club, and heading the Shark Tank initiative. He has already attended several conferences on online instruction and co-presented a Flex Day program with Scott Vigillon about the use of self-created video use in online courses. After two years, his learning curve continues to grow, but is leveling out from the sharp trajectory of the first two years. Mark is seeing a strong connection develop with students and faculty.

Erick Bell and Patricia Stokke are in their first semester and are experiencing the typical 85 degree learning curve regarding campus policies, processes, and our student demographic. However, both have willingly taken on roles to insure the success of the discipline's initiatives. Patricia is heading up the International initiative and Erick is working on the Shark Tank and Speaker Series programs. Erick is also involved in the Black Student Association. Because of his recent association with several large accounting firms (KPMG and Deloitte) he has brought unique opportunities to his accounting students.

3. **CLASSROOM ASSIGNMENTS** - For the Business and Marketing courses appropriate classroom assignments are critical. In the past four semesters sections have needed to be moved after the start of the semester to insure a quality instructional experience for students. Moving classrooms is upsetting to many students, especially students who are re-entry, have basic skills needs, and/or international students with limited English skills.

In addition to the expectations that classrooms have the ability for students to hear instruction, have working air conditioning and heating and lighting which allows students to take notes, the classrooms must also include the ability to utilize the white boards and screen 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 some of the rooms in the PE complex also meet these needs.

4. **LIBRARY RESOURCES** - Access to adequate library resources that are sufficient to meet the research requirements and reference needs of the business and marketing courses



is critical. In the Business and Marketing courses research projects, research papers, and critical thinking assignments are typical. These assignments are essential to prepare transfer students for their continuing education and for non-transfer students to have the skill-set needed in industry.

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 much needed. Chabot College has had access to this information for years. Examples of other databases which should be available to our students include: Hoovers.com, data.com, and EBSCOhost.com. Availability of these resources is sorely needed.

The streaming videos that are currently available are used by all business and marketing classes, both online and face-to-face. Access to these tools are essential to meeting the diverse learning styles of the students in our courses.

- 5. CERTIFICATE UPDATE** – The changes to the Retail Management Certificate were changes which were agreed upon state-wide. The certificate was reduced from ten course to eight based on an extensive research effort and with collaboration with large industry associations. The reduction in the number of courses insures that more students will complete the certificate.
- 6. AD-T DEGREE APPROVAL** – While this approval only became effective Fall 2015, we anticipate that it will be a very positive addition for our students.

## Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

No statistically significant changes in student success in any courses. This really comes as quite a surprise due to the turnover we have experienced in our part-time faculty pool. However, we are comparing data with semesters when the part-time faculty issue was already an identified concern. After several semesters with a static part-time faculty pool, solid data behind Mark Grooms' role, and then the impact of the two new faculty members we will be able to analyze the SLO data more effectively.

- B. Discuss assessment results that indicate a need for improvement.**

**BUSN 18 F2F and DE RETENTION** -- in the BUSN18 Business Law courses while there has not been a reduction in student success the course instructors are concerned about student retention. This area will be one in which the individuals teaching the course are collaborating. We are also looking at the retention at other similar institutions (and at Chabot) to determine if the LPC program is similar in expectations/requirements, if the success percentages are similar, and how the LPC retention numbers compare.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

**Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**

N/A

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

N/A

E. **Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

**Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)**

The following courses offer both DE and face-to-face (F2F) sections:

BUSN1A Financial Accounting; BUSN1B Managerial Accounting; BUSN18 Business Law; BUSN30 Business Ethics; BUSN40 Introduction to Business; and MKTG50 Introduction to Marketing.

For BUSN1A Financial Accounting; BUSN1B Managerial Accounting and BUSN30 Business Ethics the courses have only been offered in both formats for one or two semesters. Consequently there is not adequate data to make any comparisons.

For BUSN18 Business Law there is no significant difference between success factors in the DE and F2F sections. As mentioned earlier there is concern about the retention numbers in both formats.

In BUSN40 Introduction to Business when looking at all sections together there are no significant differences between either success or retention numbers. However, when looking at individual instructors there are differences in retention in F2F sections. This is an area that the instructors will collaborate to determine best practices.

For MKTG50 Introduction to Marketing there are no significant difference in success or retention across formats or instructors.

There is a set of courses that are generally offered in only the F2F format. Consequently a comparison between DE and F2F results cannot be made. The F2F courses are: BUSN20 International Business, BUSN51A General Accounting, BUSN52 Business Communications, BUSN55 Business Math, BUSN63 Payroll Accounting, BUSN65 Federal Tax Accounting, and MKTG61 Professional Selling. It is anticipated that BUSN20 International Business will be offered online and F2F in Fall 2016.

There is another set of courses, which are generally offered in only DE format. Consequently as with the F2F only courses, a comparison between DE and F2F results cannot be made. The DE only courses include: BUSN53 Business Correspondence, BUSN48 Human Relations in Business, BUSN56 Introduction to Management, BUSN61 QuickBooks, BUSN 77 Finance and Insurance for Medical Offices, BUSN 88 Human Resources Management, and MKTG60 Retail Store Management.

F. **Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?** YES  NO

If yes, please explain. **See next page.**

1. As mentioned previously, access to library resources that are sufficient to meet the research requirements and reference needs of the business and marketing courses is critical.

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 much needed. Chabot College has had access to this information for years. Examples of other databases which should be available to our students include: Hoovers.com, data.com, and EBSCOhost.com. Availability of these resources is sorely needed to insure our transfer students are ready for the rigors of their junior and senior year of college. For non-transfer students these resources are the only way to insure the students have the skill-set sought by industry. The streaming videos that are currently available are used by all business and marketing classes and are essential.

2. Also mentioned previously is the critical need for courses to be assigned to classrooms with the correct configuration and adequate technology. Classroom assignments must include the ability to utilize the white boards and screen 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 some of the rooms in the PE complex also meet these needs.
3. Another need of the discipline is 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. An instructional assistant to assist with paper processing, group work assistance, and record keeping would be a tremendous assistance. This model is being used quite effectively in the CSU system, some of LPCs science lecture courses use it, and it could be an exceptional benefit for our students.
4. Growth of the number of tutors available to business and marketing students is also essential. Tutors are needed specifically in BUSN1A Financial Accounting, BUSN1B Managerial Accounting, BUSN18 Business Law, and BUSN40 Introduction to Business.

### Part Three: SLO/SAO Continuous Improvement Process

#### A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year.*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

All sections of all courses offered each semester are assessed.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES  NO

If yes, complete the table below:

<b>Estimated number of courses for which SLOs will be written or revised:</b>	Four
<b>Estimated number of SAOs that will be written or revised:</b>	n/a

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

All sections of all courses offered in AY 2015-2016 will be assessed. SLOs will be written for BUSNxx Entrepreneurship, which is a new course. SLOs will be revised for BUSN20 – International Business; BUSN58 --Small Business Management; and BUSN 30 - Business Ethics

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

<b>Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)</b>	
<b>Fall 2015</b>	Seven
<b>Spring 2016</b>	Six – possibly seven