PROGRAM REVIEW Fall 2020

Program: BUSINESS
Division: BSSL
Date: 10/10/2020
Writer(s): PRIMARY: RAJEEV CHOPRA. CONTRIBUTORS: TRACEY COLEMAN, DREW PATTERSON & MARY LAUFFER
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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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, to be filled out only by programs with curriculum.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

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: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your Dean by Monday, November 2.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

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. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

I)   PROGRAM OVERVIEW AND SNAPSHOT:

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.   <u>Career Certificates</u>:
- i.   Book-keeping: Career certificate
- ii.   Business Workforce Proficiency: Career certificate

Work Based Learning (WBL): Business Discipline has a robust Work Experience program offering two courses, WRKX 94 & 95, focusing on employment.

- Hired three part-time WRKX faculty, which enabled us to increase enrollment 38%.
- Conducted ongoing marketing campaign to promote WRKX classes.
- Recruited WRKX students from key LPC learning communities, including CalWORKs, Veterans, Puente, HSI, and Umoja. African American WRKX course enrollment increased 85% from Fall 2018 to Fall 2019.
- LPC's Peer Online Course Review (POCR) team approved alignment of WRKX 94 and 95 courses with the Online Education Initiative (OEI) Course Design Rubric in spring 2020 and submitted them to the state level for final review.
- College hired full-time Outreach Specialist to support success for students, employer relationship building, internship and job board, job fairs, and more.
- Submitted Student Centered Funding Formula project for Work Experience and Internship Advancement. While the project was not funded, funding from other sources helped achieve the goals.
- Continued partnership with Kaiser Permanente IT facility in Pleasanton to recruit underrepresented students for Internships and Apprenticeships. Kaiser representatives interviewed on campus; nine students were offered opportunities, joining 15 other LPC student apprentices. Attended recognition events at Kaiser facility.
- Continued 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 LLNL summer internship program for young adults with developmental disabilities. Students are required to take WRKX 94. At least one student was offered a permanent position at LLNL.
- Promotion for job fairs increased attendance and opportunities for students.
- Despite Covid-19, marketing campaign increased internship and job board registrations by 22% for students and 19% for employers.
- Continued participation as a member of the California Internship and Work Experience Association.
- Explored Handshake as the new internship and job board platform.

3. **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.
4. **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
5. **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.

SHORT-TERM PLANNING GOALS LISTED IN 2018-19 PRU:

1. **Organizing annual Business discipline symposium in Fall 2020:** We held two Business Study Symposium, one in Fall 19 and Spring 20. We planned to hold another symposium in Fall 2020. However, as the Covid pandemic took hold and with Zoom fatigue we are postponing the symposium till Spring 2021.
2. **Develop curriculum and a certificate for Leadership in the Workplace:** We have developed two new courses for Leadership certificate; Business 86 and 87. The certificate development is in process.
3. **Complete Title V update: Busn 1A, 1B, International Business:** These updates have been made and in addition we updated Busn 55, Busn 65 and Busn 45
4. **Update certificate and Degree description in the Catalog:** The catalog is updated with most current description of the certificates and degrees.
5. **Research and update Fieldwork formula for Work Experience courses**
6. **Complete OEI alignment for Supervisory Management Certificate:** We completed OEI alignment for Supervisory Management Certificate. This certificate is available in full DE modality.

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

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

We face a unique obstacle with Covid 19 that has changed the teachers and the students. We see the following challenges (some already observed) for the Fall and Spring:

- **Student learning in a new modality**
- **Student interaction in new modality**
- **Student retention in new modality**
- **New students entering the path of studies**
- **Maintaining student engagement in the learning process**
- **Maintaining effective student success outcomes**
- **Student having limited access to campus resources**
- **Student having increased stress and anxiety**

WBL Covid-19 Impact

- **Immediate revision of WRKX forms and procedures for students who lost their jobs or had their hours reduced.**
- **Employer cancellation of internships, which also decreased expected summer enrollment.**
- **Immediate drop in employer postings on internship and job board.**

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
	Course Offerings		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	Pedagogy		Student Equity
	External Factors		Learning Support	Professional Development		Technology Use

C. 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 available; if your program does not have a data packet or dashboard data, 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/2IYaFu7

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

For assistance with this question, contact the Director of Institutional Research and Planning. **[https://bit.ly/3fY7Ead]**
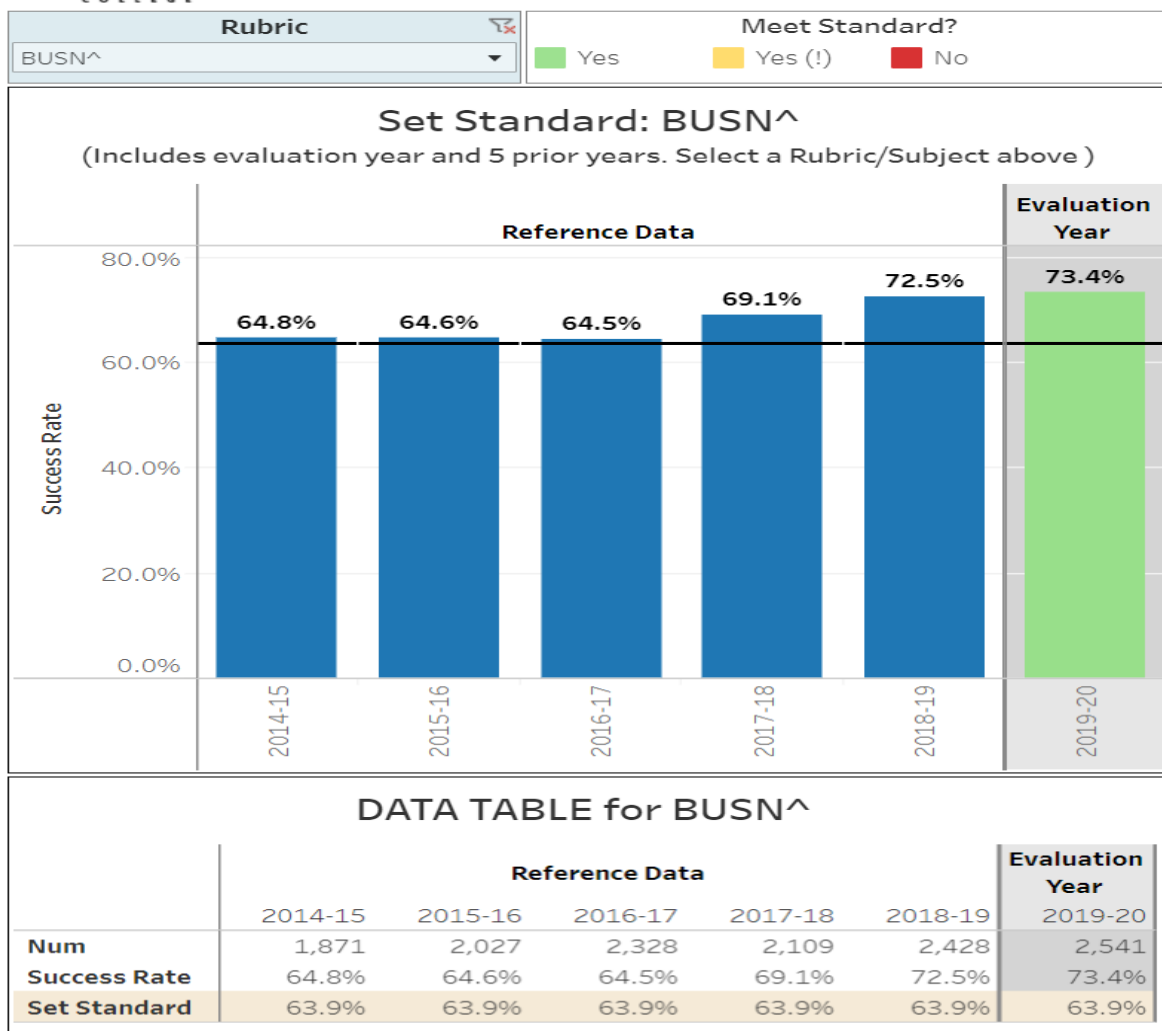
I) PROGRAM SET STANDARD: Business Discipline meets and exceeds the 5 yr success standard. The 5yr rolling average for Business discipline is set at 64.5% and actual rate of success is 73.9%. The Business discipline also exceeds overall college success rate of 71.7%.

Subject	Evaluation Year AY 2019-20		Set Standard		Detailed Trend: Past Six-Academic Years	
	Success	Enrollments	Program Status	Threshold Rate	Recent 6-Years (AY 14-15 to 19-20)	Range: [MIN , MAX] Success Rate Enrollments
College-Wide	71.7%	53,555	✔	68.6%		[70.6% , 74.4%] [50665 , 54923]

Set Standard: Summary-Level
Course Success Rates
(See the results for the Evaluation Year for your progra

LAS POSITAS COLLEGE

Rubric		Meet Standard?		
BUSN^	▾	▇ Yes	▇ Yes (!)	▇ No

Set Standard: BUSN^
(Includes evaluation year and 5 prior years. Select a Rubric/Subject above)

DATA TABLE for BUSN^

	Reference Data					Evaluation Year
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Num	1,871	2,027	2,328	2,109	2,428	2,541
Success Rate	64.8%	64.6%	64.5%	69.1%	72.5%	73.4%
Set Standard	63.9%	63.9%	63.9%	63.9%	63.9%	63.9%

II) HEAD COUNT AND ENROLLMENTS: Data comparing Fall & Spring 2015 to 2019
- Head Count: Increased from 835 to 945 = 11.6% increase
- Total course enrollments increased from 1013 to 1170 = 15.5% increase
- Course enrollment per head count: Has stayed relatively stable with increasing trend

- **Total Head count for Fall and Spring semesters increased from 2015 to 2019 (#1653 to #1855), represents an increase of 12.2%**
- **Total Head count for Summer, Fall and Spring increased from 1871 in 2014-15 to 2,541 in 19-20. An increase of 35.81%**

Fall 2015 to Fall 2019

Headcount & Enrollment

Business (BUSN^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Student Headcount	835	927	909	945	945
Total Course Enrollments	1,013	1,148	1,076	1,179	1,170
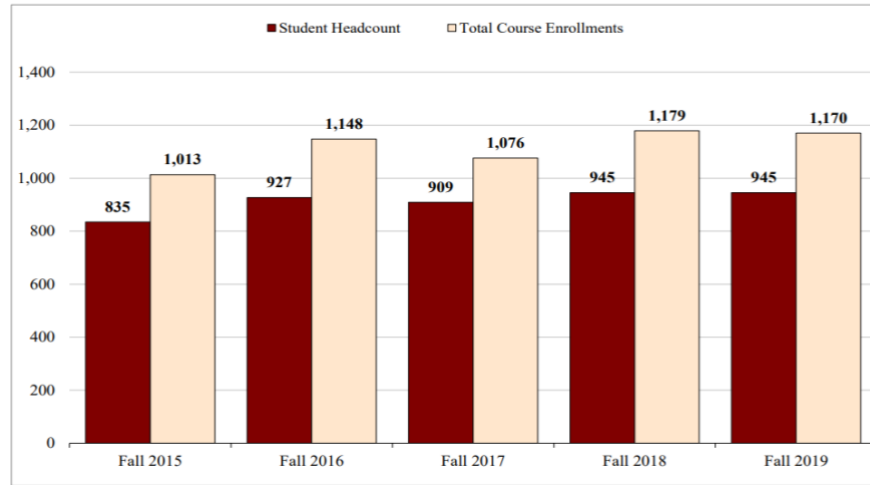
III)

BUSN FALL TO FALL	2015	2016	2017	2018	2019
COURSE ENROLLMENTS	1013	1148	1076	1179	1170
HEAD COUNT	835	927	909	945	945
# OF COURSES PER HEAD COU	1.2132	1.2384	1.1837	1.2476	1.2381

Headcount & Enrollment

Business (BUSN^)					
			Term		
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Student Headcount	818	857	781	862	910
Total Course Enrollments	981	1,021	961	1,076	1,213
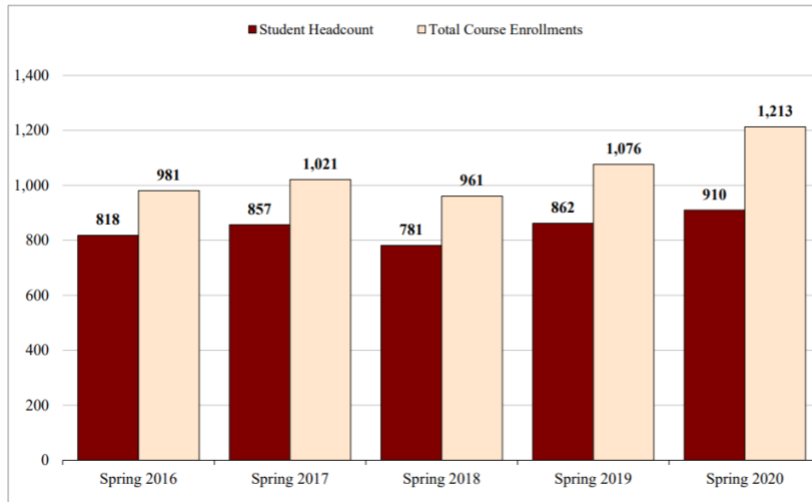
BUSN SPRING TO SPRING	2015	2016	2017	2018	2019
COURSE ENROLLMENTS	981	1021	961	1076	1213
HEAD COUNT	818	857	781	862	910
# OF COURSES PER HEAD COUNT	1.1993	1.1914	1.2305	1.2483	1.333

TOTAL HEAD COUNT (FALL + SP)	YR2015	YR2016	YR2017	YR2018	YR2019
FALL	835	927	909	945	945
SPRING	818	857	781	862	910
TOTAL HEAD COUNT	1653	1784	1690	1807	1855

IV)   **DEGREES AWARDED:** Business is the second highest transfer major after Liberal Arts/ Social and Behavioral sciences. In the last five years we have increased degree awards from 79 to 169 an increase of 114%

Las Positas College
Number of Associate Degrees Awarded By Major and Academic Year
2010-11 to 2019-20

							15-16	16-17	17-18	18-19	19-20
Bus Admin (IGETC for UC)	AST								5		
Business	AS	1	1	4	1	1	1	1	1	3	3
Business Admin. (AS-T GE)	AST						39	81	70	81	92
Business Admin. (AS-T IGETC)	AST						9	19	36	46	63
Business Administration	AA	18	18	15	19	25	27	10	6	11	9
Business Entrepreneurship(AA)	AA			1		5	3	3		2	2
TOTAL							**79**	**114**	**118**	**143**	**169**

V)   DEMOGRAPHIC DATA:

Student Demographics: Gender & Age

Business (BUSN^)					
	Term				
	Fall 2015	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Fall 2019**
Female	389	433	381	438	407
Male	433	488	520	501	522
19 yrs. or younger	239	277	320	326	328
20-21 yrs. old	199	219	193	213	228
22-24 yrs. old	121	138	118	148	127
25-29 yrs. old	104	122	106	93	109
30-39 yrs. old	89	97	93	103	87
40-49 yrs. old	47	41	53	37	43
50 yrs. or older	36	33	26	25	23
% Female	47%	47%	42%	47%	44%
% Male	53%	53%	58%	53%	56%
% 19 yrs. or younger	29%	30%	35%	34%	35%
% 20 - 21 yrs. old	24%	24%	21%	23%	24%
% 22 - 24 yrs. old	14%	15%	13%	16%	13%
% 25 - 29 yrs. old	12%	13%	12%	10%	12%
% 30 - 39 yrs. old	11%	10%	10%	11%	9%
% 40 - 49 yrs. old	6%	4%	6%	4%	5%
% 50 yrs. or older	4%	4%	3%	3%	2%
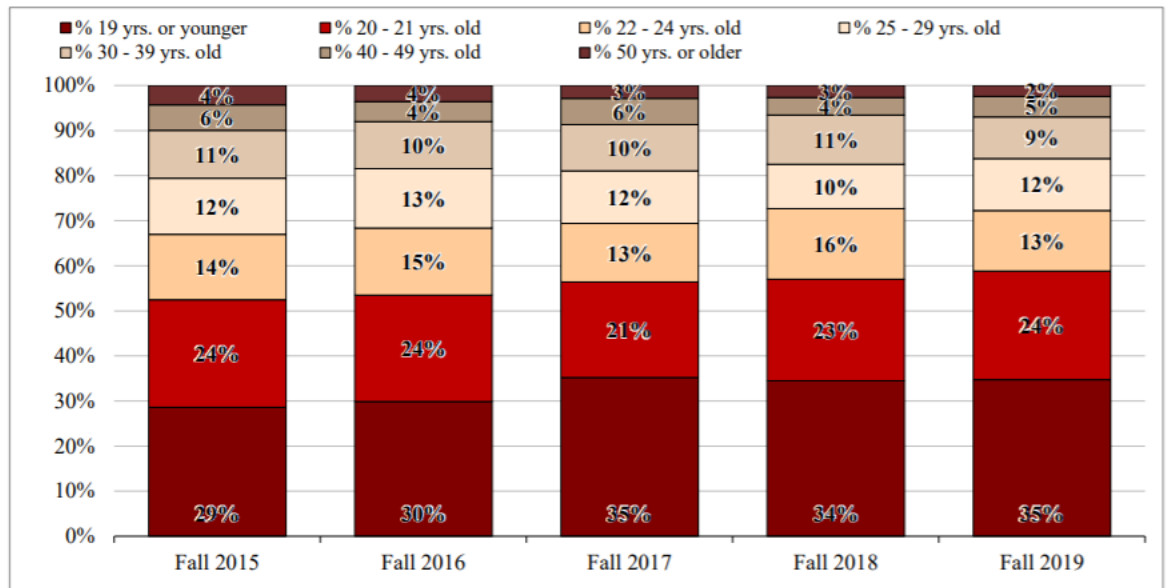
Student Demographic: Race-Ethnicity

Business (BUSN^)					
	Term				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	57	55	44	48	40
Asian	109	151	159	187	208
Filipino	48	53	52	46	39
Latino	231	255	257	267	287
Native American	0	5	1	2	3
Pacific Islander	3	4	6	7	6
White	328	339	320	314	286
Multiethnic	54	57	64	68	56
Other/Unknown	5	8	6	6	20
% African American	7%	6%	5%	5%	4%
% Asian	13%	16%	17%	20%	22%
% Filipino	6%	6%	6%	5%	4%
% Latino	28%	28%	28%	28%	30%
% Native American	0%	1%	<1%	<1%	<1%
% Pacific Islander	<1%	<1%	1%	1%	1%
% White	39%	37%	35%	33%	30%
% Multiethnic	6%	6%	7%	7%	6%
% Other/Unknown	1%	1%	1%	1%	2%
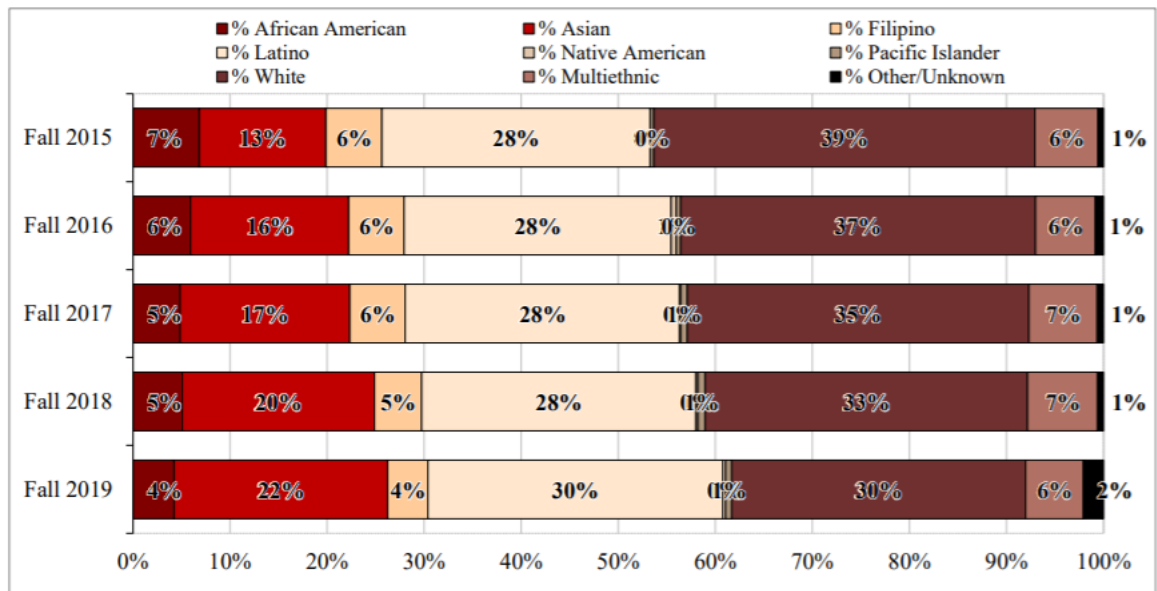
WBL Program:
- African American WRKX course enrollment increased 85% from Fall 2018 to Fall 2019. Increased marketing was conducted with Umoja.
- WRKX course enrollment increased 38% from Spring 2019 to Spring 2020.

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	x	LPC Planning Priorities	x	Services to Students
x	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

WBL Program:
- **Plan now to build employer relationships, leading to increased student opportunities when the economy recovers from Covid-19.**
- **Plan to hire another WRKX part-time instructor for Fall 2021, when it is hoped that student employment will recover due to Covid-19.**

Business Program:
- **AS and AA degree updates**
- **Align AST degree with new CID requirements**
- **Update and complete course mapping**
- **Add new NBUS certificates**
- **Review, develop and add more 8 week business courses**
- **Continue and revise Business Symposium**
- **Update certificates and local degrees with more elective choices**
- **Updating our business studies websites**
- **Review and possibly develop a non-profit management or digital marketing management certificate**

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		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy	X	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement**. [https://bit.ly/3fY7Ead]**

WBL Program:
- **African American WRKX course enrollment increased 85% from Fall 2018 to Fall 2019. Increased marketing was conducted with Umoja.**
- **Continued partnership with Kaiser Permanente IT facility in Pleasanton to recruit underrepresented students for Internships and Apprenticeships. Kaiser representatives interviewed on campus; nine students were offered opportunities, joining 15 other LPC student apprentices. Attended recognition events at Kaiser facility.**
- **Continued 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 LLNL summer internship program for young adults with developmental disabilities. Students are required to take WRKX 94. At least one student was offered a permanent position at LLNL.**

- **Created NBUS certificates for incarcerated individuals**
- **Attended webinars on race and equity**
- **Connect Up training and mentoring**
- **Two faculty have joined the Persistence Project to support student completion.**
- **Created flexible ways for students to submit work immediately after they lost the use of on-campus computers due to Covid.**
- **Be intentional with course content and interaction with all students**

B.

SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B1a. **In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

> **Upon completion of the AS-T in Business Administration, students are able to demonstrate knowledge of business operations, the business organization, business environments and business procedures.**
> **We chose this SLO as it is broad and covers most areas of knowledge and skills needed to understand and perform various business functions.**

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Business 1A	X	X	X
Business 1B	X	X	X
Business 18	X	X	X
Business 40	X	X	X

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

> **We plan to assess the CSLO's every semester and review outcomes in next year's Program Review**

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

> **The Work-Based Learning Program (WBL) is not a degree-granting program.**

B2b. **In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

> **The WBL CSLO selected for analysis is:**
> **Upon completion of WRKX 94, the student should be able to describe professional work skills in the workplace.**
> **Upon completion of WRKX 95, the student should be able to describe professional work skills in the workplace.**
>
> **The reason for selecting it is: It is scheduled in the WBL 3-year planning template.**

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
For WBL Program: **Upon completion of WRKX 94, the student should be able to describe professional work skills in the workplace.**	X		
Upon completion of WRKX 95, the student should be able to describe professional work skills in the workplace.	X		

B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

> **For WBL Program: Analysis and discussion of the assessment data will be completed during next year's Program Review.**

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

> **N/A**

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

> **N/A**

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

> **N/A**

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**

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

> **Based on our understanding and work all Business courses are recently updated.**

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

> **AS degree update: We are streamlining AA and AS degree and merging them into one degree. This will decrease confusion among students and provide clarity on skills earned.**

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.

> **We plan to review, add and offer some more general business courses in DE 8 to 8.5 week. The discussion is ongoing and supported by the Advisory Board.**