

PROGRAM REVIEW Fall 2017

Program: Business

Division: BHAWK

Date:

Writer(s): Rajeev Chopra

contributors: Lisa Weaver, Erick Bell and 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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxT>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATgjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program’s data since last year’s Program Review Update (Fall 2016).

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 (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Upon analyzing the data for Business discipline here are few highlights:

1. Enrollment data: Comparing last three years from Fall to Fall 2014, 15 & 16 shows a clear trend of increase in head count and course enrollments. In AY 15-16, growth in Fall and Spring is quite robust of 11.02%. This increase in offerings was made possible by hiring (much-needed) FT faculty. Business discipline hired two FT members in 2012 and 2013. This data shows Business discipline is growing in head count, course enrollments and number of courses offered. We are proud of it.

	Fall 2014	(14-15) Increase %	Fall 2015	(15-16) Increase %	Fall 2016
Head count	810	25, 3.09%	835	92, 11.02%	927
# course enrollments	980	33, 3.37%	1013	135, 13.33%	1148
# of courses per student	1.20		1.22		1.23

	Spring 2015	(15-16) Increase %	Spring 2016	(16-17) Increase %	Spring 2017
Head count	732	86, 11.75%	818	39, 5.02%	857
# of course enrollments	894	87, 9.73%	981	40, 4.08%	1021
# of courses per student	1.22		1.20		1.20

2. Diversity of Business students:

1) Age based: Under 19 yrs: An increase of 3% from 26% to 29%

i) Age 20 -21 yrs: An increase of 6% from 21% in Sp 2013 to 27% in Sp 2017

ii) Age 22-24 yrs: this age group saw a small dip in Sp 17 from 18% to 14% but overall is stable

iii) Age 30 – 50 yrs: this age group is 4 to 5% of our enrollments and has decreased in the last 10 years. As economy is robust, unemployment is low, fewer adults are coming back for retraining or changing fields.

2) Gender based: The percentage of female students are stable for business discipline. Averaging last three years, females studying business is at 44% for Spring and 47% for Fall semesters. This percentage has remained in this range for the last 5 years. Compare to LPC as a whole this percentage is lower by 2 to 3%. LPC average is between 49 to 50%

3) Ethnicity based: Business program enrollments show an increase in diversity of student body, especially in Asian, Latino and African American students.

Ethnicity/Period	Fall 14	SP 15	Fall 15	SP 16	Fall 16	SP 2017
Asian	12%, (98)	17% (123)	13% (109)	14% (114)	16% (124)	14% (151)
Latino	29% (238)	27% (200)	28% (251)	28% (225)	28% (255)	29% (248)
African American	5% (43)	5% (40)	7% (57)	5% (42)	6% (55)	5% (43)
White	42% (344)	39% (283)	39% (328)	41% (336)	37% (339)	38% (324)

Analysis: Based on the data:

- i) Latino and Asian are the highest growing student body at LPC.
- ii) Whereas White students numbers (as a percentage of total) and in total head count are decreasing, population of White students enrolled in Business program is quite stable and is not in decline as overall LPC.
- iii) In Business studies, generally there is an Increase in number of students from Asian, Latino and African American ethnicities. The increase is reflective of general population, and is coordinated with over all LPC trend.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>There have been several significant changes to the BUSN/MKTG/WBL disciplines since the previous Program Planning Update.</p> <p>(1) Patricia Stokke resigned her position at the end of her second year of the tenure process as of 6/30/2017.</p> <p>(2) We completed the hiring process for a half time Business and half time Work Experience faculty and coordinator in Spring 2017. Our new faculty member, Mary Lauffer starts in AY Fall 17.</p> <p>(3) Part-time faculty continue to turn over as they are hired at other schools and/or take positions in industry.</p> <p>(4) The LPC Foundation continued to support BUSN, MKTG and WBL programs. Their support was beneficial in finding internships and guest speakers.</p> <p>(5) New Advisory Board members started their terms of service in Fall 2017. We had two meetings one in Fall 16 semester and second in Spring 17</p> <p>(6) WBL was allotted its own FTEF by CEMC, and hiring of new coordinator will help expand the program</p> <p>(7) Offerings in the General Business and WBL areas continue to expand. In AY to AY comparison total number of students in 2016-17 are 1784, an increase of 8%</p> <p>(8) Business discipline met its</p> <p>(9) Relationships with the local and Tri-Valley businesses continue to gain strength through the efforts of all full-time faculty members and the WBL specialists. Erick Bell arranged for an office visit for Business students at Armanino CPA firm.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
	<p>Definitions of terms: https://goo.gl/23jrxr</p>
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	<input type="checkbox"/> Curriculum*
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<input type="checkbox"/> SLO/SAO Process	
<input type="checkbox"/> Technology Use	
<p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p>	
<p>**Facilities will also be addressed in Question H.</p>	

(10) Rajeev Chopra is the new Coordinator for Business Discipline for AY 2017-18	
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C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>1. COURSES TO UPDATE: We planned to update a variety of existing courses and certificates in 2016 and 17 academic year. The following courses are complete and others are in various stages of approvals in Curriculum committee.</p> <p><u>Courses completed in 2016-17</u> Business 30 - Business Ethics BUSN48 - Human Relations in Management Business 56 - Introduction to Management Business 65 - Federal Income Tax Accounting MKTG 50 - Introduction to Marketing BUSN88 Human Resources Management</p> <p><u>Courses in progress:</u> Busn 51- General Accounting Business 65 – Federal Income Tax Accounting MKTG 64 - Professional Selling</p> <p>2. HIRING A WBL COORDINATOR: This was not one of the priorities for AY 2016-17, however it is a much needed and important part of CTE and WBL focus for the college and the state. We were in discussion with Administration for the past few years to hire a dedicated Work Based Learning Coordinator. We are pleased to announce that we completed the hiring process in Spring 2017. Mary Lauffer is hired for this position. She will be overseeing coordination and development for Internship and Work Experience Program.</p> <p>3. ENTREPRENUERSHIP SPEAKER SERIES: This is an ongoing initiative led by Mary Lauffer. We had planned to have 3-4 speakers who are business leaders, entrepreneurs and/or community leaders. We are happy to share that we featured four outstanding speakers that attracted large audiences of students in Business and other majors. The speakers and their presentations are as follows:</p>	<p>Mark an X next to each area that is addressed in your response.</p>																												
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- Adam Lavine, local entrepreneur & CEO of FunMobility, “Entrepreneurship in the Age of Mobile and Digital”;
- Corban Bell, Senior Analyst with the Stanford Management Company, “Staying Ahead of Change: Think Big and Follow Through”;
- Eddy Gramajo, CPA & local entrepreneur “It’s Not about Where You Start, It’s Whether You Want to Start at All”; and
- Karl Schroeder, Albertsons/Safeway Division President “Building Your Personal Brand.”

4. INCREASED COMMUNICATION AMONG

DISCIPLINE FACULTY: The Business discipline faculty meets regularly to discuss issues concerning our discipline including; curriculum update, faculty hiring, slo’s, ccmc, course offerings, hiring pt faculty and other campus initiative. The meetings are held after the BHAWK 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. Department Coordinator keeps the minutes for the discipline meetings.

5. DEVELOPING AN INTERNATIONAL PROGRAM:

Patricia Stokke was the lead for this program and with her resignation this position is vacant now. The development for curriculum is on hold for now. However, a successful International travel trip to Japan in summer of 2017 was completed. Sixteen students traveled to three cities in Japan with Professor Stokke. Since we are down two FT faculty positions and there are so many other initiatives, currently we can’t devote any resources to this program. The original plan to develop a series of international business offerings is still in force. These new offerings will provide the knowledge needed for success in the international marketplace and a skill-set sought by industries involved in global business. We plan to keep basic nuts and bolts in place but would need people to create curriculum and adopt this program.

6. ADVISORY BOARD: In last PRU we planned to revitalize and replenish Advisory Board for Business, Marketing and Work Experience. Anne Kennedy and Vicki Shipman were instrumental in finding new members and coordinated the first two meetings, one in Fall &

Spring each. We are pleased to have twelve new members representing small businesses, CPA firm, banking and educational institutions. These individuals bring various levels of expertise from a variety of businesses in our service areas. As members should be asked to serve for a maximum of three years, and we are hoping they will continue.

- 7. TUTORIAL DEVELOPMENT:** The full-time faculty in the discipline has identified 4 - 6 students each semester in our BUSN1A, BUSN1B, BUSN18, and BUSN40 sections. However, it has been a challenge to coordinate and get the word out to students, who could be good tutors the following semesters. We have asked part-time faculty to assist in this identification process as well. As an institution we need to develop some methodology to attract and retain student tutors and doing so may help students become more engaged with the campus through their involvement with the tutorial center
- 8. EXPAND AND COMPLETE CROSS DISCIPLINE CERTIFICATES:** Our objective was to complete the Kinesiology, Auto, Welding, and Music certificates in AY 2016 and 17. We planned to expand these cross discipline certificates to include Early Childhood Education, Theatre, Journalism, Photography, Viticulture, and Horticulture. One certificate in Music was completed. Lisa Weaver is the lead on this initiative and we believe in this initiative and plan to make some progress in future academic year
- 9. UPDATE BUSN/MKTG CERTIFICATES:** Per 2016-17 PRU we had planned to update certificates for Administrative Assistant, Business Entrepreneurship; and Supervisory Management. We instead updated Retail Management certificate, as it was WAFC (Western Association of Food Chain) related and led to skills update and job placement. The Administrative Assistant certificate has moved to CIS and LaVaughn Hart is the lead. Since, we have lost two faculty members in the last two years, our resources are thin and we have to prioritize what we can undertake. We prioritized updating course outlines and added a project to link CSLO's to PSLO's. The Business Workforce Proficiency Certificate is part of Work Force Development initiative and needed an update. Mary Lauffer will be the lead on this project.

<p>10. UPDATE BUSN/MKTG DEGREES: As the Business ADT was approved in 2016, our next initiative was 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. We planned to start the review process but lack of personnel has hampered our progress.</p> <p>11. EXPANSION OF THE ENTREPRENEURSHIP PROGRAM: Mark Grooms was the lead on this initiative. He headed Shark Tank and worked with Lyles Center for Innovation and Entrepreneurship at California State University at Fresno. He had attended a number of workshops and we believe it can be an important and useful program providing students with more options and understand the process for product development starting from inception to marketing.</p>	
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>We did not let the loss of two full time faculty over two years; affect our ability to have a positive impact on students' experience in Business studies and on campus. As individuals, we also enhanced our knowledge and developed additional professional relationships. Erick Bell was the lead person to arrange an office visit at Armanino LLP (a regional CPA firm) located in San Ramon, CA. We took 14 students with us and spent 3 to 4 hours at their campus learning about their business model, including; types of clients and services audit and tax divisions, business consulting and social media outfit. As a result two students received interviews for internship and one later received a job offer.</p> <p>Erick serves as the Chairman of the Board of Directors of the Accounting Career Awareness Program, whose mission is to increase the number of high school students of color that pursue careers in finance and accounting. During the 2017 summer, Erick and his team hosted 30 high school students at UC Berkeley for a one-week residency program that included workshops and field trips designed to increase the awareness of accounting careers. Erick was intentional in adding a component to this year's program that highlighted the benefits of attending community colleges, including inviting Rajeev Chopra to present a workshop to the students. Erick is also on the task force for the Umoja Learning Community, which was initiated in Fall</p>	<p>Mark an X next to each area that is addressed in your response.</p>		
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2017. Erick serves as a mentor for the Umoja students, while also working on the data analysis requirements for the upcoming program review. He also plans on chaperoning the students on two off-campus events, the Historically Black Colleges and University tour on the East Coast and the Umoja Regional Conference in Sacramento, CA. Erick's participation in Teachers of Accounting at Two Year Colleges (TACTYC) conference in Austin, Texas for the second year in a row provided him with dynamic ideas for students in his courses. During this conference, he focused on workshops that discussed teaching accounting using distance learning (which is particularly relevant to him since he is teaching his first online accounting course at Las Positas college). Erick was also invited to be a speaker at the TACTYC conference and presented on "Cultural Awareness in the Accounting Classroom"

Rajeev Chopra expanded his role as a coordinator for Spring 2017 onwards. He continues to be the adviser for Phi Beta Lambda business club and helps students organize various events on and off campus. Business Club remains a source of inspiration and creativity for students and by preparing and attending CAPBL conferences they improve their team collaboration skills, business modeling and analysis processes, and learn the dynamics of presenting at conferences. Business Club students attended two CAPBL conference in AY 2016-17. In addition to many fundraisers, the Business Club sponsored documentary screening of "Barefoot in Business". His work with the Business Club students also teaches them the value of networking in their career fields and making professional connections. Rajeev attended several business conferences notably the Online Learning Institute in San Diego for two years in a row. 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 application of theories.

Patricia Stokke planned and coordinated a 10-day trip highlighting Business and Culture in Japan from May 28 – June 6, 2017. This initiative generated tremendous interest from students and the community. Patricia attended a number of conferences and some of these conferences included are; 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. Patricia was also working on developing International Studies Program but has resigned from LPC as of June 30, 2017.

After holding the position for 12 years, Lisa Weaver stepped down from coordinator position at the end of 16-17 AY. Rajeev Chopra stepped into that position beginning in Fall 17. Lisa became involved with the work-based learning (WBL) initiative, which includes internships and work experience. The WBL initiative generates major-related internships for

SLO/SAO Process

Technology Use

*Curriculum will also be addressed in Part 2 (Curriculum Review).

**Facilities will also be addressed in Question H.

<p>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. During AY 16-17 she served on the Curriculum Committee, was the Division Tech Review Chair, and continued 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.</p>	
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Including challenges that continue from previous academic years, we are currently down two Full-time faculty. Mark Grooms and Patricia Stokke left their positions in 2016 and 2017. Dr. Weaver will be retiring at the end of AY 17-18, leaving another slot open. With Lisa leaving, we will be down three Full Time Faculty and there will be no full time faculty left to teach any of the General Business courses. It is disappointing and frustrating that some previous challenges continue.</p> <p>1. HIRE FULL-TIME BUSINESS FACULTY: This is by far the biggest challenge we face as a discipline. There were five full time faculty in 2016 and we are down to 3.5 now. At the end of this AY the discipline will be down to 2.5 faculty. The loss of Weaver will be felt most in the two transfer courses BUSN40 and BUSN 18. Weaver has been the only full-time faculty member teaching these courses and has taught a double load in this area for the past five years. The staffing seriously affects our ability to do our jobs in many areas including; Course offerings, updating new curriculum, updating and creating new certificates and degrees. With two full time faculty gone, we have to rely heavily on part-time faculty and overload taken on by FT faculty to serve the needs of the students. We cannot take on any new projects or barely continue to complete or operates ones we started, to name a</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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few: International Study Program, Entrepreneurship program, Shark Tank, and WBL assistance. It is critical that we hire at least two FT business faculty by fall 2018.

2. CLASS ROOM ASSIGNMENTS – As we want to increase our course offerings and create new certificates it is critical that appropriate class rooms are available that enhance student learning and success. 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, 2200, 2300, and 2400 buildings meet these requirements. Rooms 802, 1641, and two of the rooms in the PE complex meet these needs. Trying to teach an accounting course in 801 is not a good learning environment for students. We are hopeful as the new classroom building comes online in fall 2018, it will address and mitigate our concerns.

3. ADDITIONAL (PERSONNEL) RESOURCES FOR DEVELOPING WBL PROGRAM: To make the growth possible, the program requires additional resources and staffing, which is currently one faculty member who manages the program with up to 40% reassigned time. Programs needs a fulltime Business faculty who are committed to teaching WBL courses and one full-time support staff member working in a dedicated Work-Based Learning office. Program goals include continued collaboration with faculty, especially in CTE programs, to pursue WBL opportunities and to build relationships with partners in business and industry.

4. LIBRARY RESOURCES - The library has obtained access to Lexis Nexis for AY 2017-2018 and we are hoping the department's use of it is adequate to have it continue. 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 is essential to complete these courses successfully. Additionally, other Business and Marketing courses that require completion of research projects, research papers, data analysis projects, and case study analysis would be using these resources and not having access would have negative impact on student learning outcomes. These assignments are essential to prepare students for employment and transfer. For non-transfer students the assignments help insure gaining skills required for success in the work world. Considering making available streaming

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

5. CROSS-DISCIPLINE CERTIFICATES – Completing the cross discipline certificates continues to encounter frustrating challenges. **One music certificate was completed.** Early Childhood, Viticulture, Horticulture, Kinesiology, Welding, Photography, Theatre, and Journalism have expressed interest in pursuing these certificates from their side rather than with Business as the lead. Automotive is still viable. Even though the delays are frustrating and extremely disappointing it has allowed us to identify more commonalities across the disciplines and will hopefully result in stronger certificates. Mark Grooms was involved in this initiative. His leaving created a restart situation on several fronts.

6. 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.

7. INSTRUCTIONAL ASSISTANT - Another hurdle for the discipline is the need for an instructional assistant. For BUSN18 Business Law, BUSN30 Business Ethics, BUSN40 Introduction to Business and the large lecture courses for BUSN18 and BUSN40, the essay and written project grading is 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.	
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>1. HIRE TWO NEW BUSINESS FACULTY: Business department has lost two FT faculty, Mark Grooms (6/30/2016) and Patricia Stokke (6/30/2017) and will lose a third faculty member at the end of AY 2018. Our first order of business is to hire at least two FT faculty for Fall 2018.</p> <p>2. CURRICULUM UPDATE: We are continuously updating curriculum and the following courses and certificates are up for review and update in AY 2017-18</p> <ul style="list-style-type: none"> • Business 29 – Independent Study, deactivate • Business 55 – Business Mathematics, update • Business 61 – Quick Books, update • Marketing 29 – Independent study, deactivate • Work Experience 95 & 96 , update • Internship 1 & 2, in discussion to either update or replace & deactivate current courses • Business 63 – Payroll accounting, update or replace & deactivate • Book-keeping Certificate: Update • Business AS-T degree – Review and possible update to LPC local course requirements <p>3. BUIDLING INTERNSHIP AND WORK EXPERIENCE PROGRAM: Mary Lauffer is a Business department faculty responsible for managing WBL program for LPC. She allocates 60% time to teaching and 40% coordinating WBL program. We believe, WBL program needs a full time faculty who devotes 100% of its time to this program. It is not feasible for 40% personnel to manage this growing program successfully. This initiative currently includes Internship and Work Experience courses. She has already started working on updating course outlines for Work Experience, Internship I & II courses. We will also like to develop and active marketing program to increase enrollments in these courses. This is one of our key short and long term goal</p> <p>4. UPDATE SLO'S: We are in the process of updating SLO's for Busn 51 A, 1A and 1B courses. The SLO's will be active for Spring 2018 semester.</p>	<p>Mark an X next to each area that is addressed in your response.</p>																												
	<p>Definitions of terms: https://goo.gl/23jrxt</p>																												
	<table border="1"> <tr> <td>X</td> <td>Community Partnerships/Outreach</td> </tr> <tr> <td></td> <td>Curriculum*</td> </tr> <tr> <td></td> <td>Enrollment Management</td> </tr> <tr> <td></td> <td>External Factors</td> </tr> <tr> <td></td> <td>Facilities,** Supplies and Equipment (Including Software)</td> </tr> <tr> <td></td> <td>Financial/Budgetary</td> </tr> <tr> <td>X</td> <td>Human Resources</td> </tr> <tr> <td></td> <td>Learning Support</td> </tr> <tr> <td></td> <td>LPC Planning Priorities https://goo.gl/LU99m1</td> </tr> <tr> <td>X</td> <td>Pedagogy</td> </tr> <tr> <td></td> <td>Professional Development</td> </tr> <tr> <td></td> <td>Services to Students</td> </tr> <tr> <td></td> <td>SLO/SAO Process</td> </tr> <tr> <td></td> <td>Technology Use</td> </tr> </table>	X	Community Partnerships/Outreach		Curriculum*		Enrollment Management		External Factors		Facilities,** Supplies and Equipment (Including Software)		Financial/Budgetary	X	Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1	X	Pedagogy		Professional Development		Services to Students		SLO/SAO Process		Technology Use
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<p>**Facilities will also be addressed in Question H.</p>																													

<p>5. UPDATE TOP CODES: One of our important task is to review and assign most accurate TOP codes to CTE courses, certificates and degrees</p> <p>6. CONDUCT FEASIBILITY STUDY FOR BUSINESS/ DATA ANALYST CERTIFICATE: Per our Advisory Board and labor market data, there is a keen interest from the Businesses wanting to hire people with Big Data Analysis skills. These skills can lead to high paying jobs in the industry. First step is to have a feasibility study completed by summer 2018 and based on that get curriculum, in place by Spring 2019. This will be a joint effort including CIS and CS departments.</p>	
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

<p>1. Developing a robust Work-Based Learning program: Work-Based Learning advances the current CCCCO vision for student success and supports key state initiatives. In partnership with the CCCCO Workforce & Economic Division, the Foundation for California Community Colleges introduced in August 2017 the College Work-Based Learning (WBL) Planning and Tools Pilot to Improve Job Placement Outcomes. A document about this pilot states that “work-based learning (WBL) is a proven educational strategy to increase employability and reduce skill gaps.”</p> <p>“The California Community Colleges recognize the imperative to support students in their career development, as recognized in the Strong Workforce Program, Guided Pathways, and the Chancellor’s Strategic Vision,” the document continues, stating that the Chancellor’s Vision for Success Goals 2022 is to increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60% to an improved rate of 69%. Colleges throughout the system are incorporating WBL into their curriculum to ensure that students develop clear career goals early in their education experience, making them more likely to persist and complete their studies and go on to find employment in a relevant career field.</p> <p>The Business program’s long-term vision for WBL is aligned with the vision of CCCCO and seeks to create an exemplary WBL program. Our goal to expand the program will offer valuable opportunities for students and build a strong workforce for our community. Our college is uniquely positioned in one of the state’s fastest growing regions for business, science, and technology, providing an abundance of</p>	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	<input type="checkbox"/> Community Partnerships/Outreach
	<input type="checkbox"/> Curriculum*
	<input type="checkbox"/> Enrollment Management
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<input type="checkbox"/> Technology Use	
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

high-quality work-based learning opportunities for our students. To leverage our position, reach our potential, and support the Chancellor's Vision for Success Goals 2022, the WBL program needs to grow beyond its current size. To make this growth possible, the program requires additional resources and staffing, which is currently one faculty member who manages the program with up to 40% reassigned time. Programs needs include additional Business faculty who are committed to teaching WBL courses and one full-time support staff member working in a dedicated Work-Based Learning office. Program goals include continued collaboration with faculty, especially in CTE programs, to pursue WBL opportunities and to build relationships with partners in business and industry.

2. COMPLETE CROSS DISCIPLINE CERTIFICATES:

Our objective continues to focus on completing certificates in the Kinesiology, Auto, and Welding programs. We want to expand these cross discipline certificates to include Early Childhood Education, Theatre, Journalism, Photography, Viticulture, and Horticulture.

3. DESIGN A PERSONAL FINANCIAL PLANNING COURSE:

Unfortunately, financial literacy in the united states is not widespread. According to a survey by Jumpstart, most high school students fail a financial planning exam and college students only answer 62% of the questions correctly. Our department is in the unique position to create and deliver content to students across all disciplines on how to establish financial goals, budget, create a net worth statement, manage credit cards and student debt, invest for retirement, understand taxes, and start an uncomplicated system of record keeping. These types of courses are offered (sometimes required for freshmen) at various colleges and universities. The hope is to get this course linked to a C-ID so it could be transferrable, but even if we cannot achieve that goal – we will still be providing the students with invaluable information. The beauty of this type of course is it can be easily marketed to the community (beyond students looking to transfer) and it can be easily adapted to be a distance learning course.

4. STRENGTHEN RELATIONSHIPS WITH LOCAL

BUSINESSES: These goals ties into our Advisory Board committee's expectations. We should be deepening relationships with local business to

- a) understand the current trends of business and needs of our business community;
- b) connect students with employers; and
- c) provide "real-world" activities and exercises leveraging the local businesses. For example, UC Santa Cruz has a project in their Cost Accounting class that requires students to meet with a local business to learn more about Break Even, Target Profiting, Process-Costing, and decision making.

5. ESTABLISH RELATIONSHIP WITH CSUEB BUSINESS DEPARTMENT:

Over 30% of our business students matriculate to CSU East Bay. We should seek to develop relationships with the business professors at the CSUEB campus to ensure that our learning content is adequately preparing the students to be successful at the university level. Our stretch goal would be to have the CSUEB business professors say that “Las Positas students are the best prepared”. This relationship could lead to joint events between LPC and CSUEB that benefit our students, we may even be able to gain access to other resources that CSUEB brings to their campuses. For example, we could get our students engaged with the Beta Alpha Psi Accounting Fraternity at CSUEB. LPC students will be more successful when they see a clear pathway to transfer successfully.

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Since this question allows one to wishfully think, we believe an Entrepreneurship Center that provides resources for creating, organizing and managing new Entrepreneurial projects, internships, work experience, skills update, training and act as a hub and spoke for all employment related matters would be extremely valuable.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

The Business program fully supports and focuses on realizing LPC’s Mission:

- 1. INCLUSIVE AND LEARNING CENTERED:** The faculty hired by the Business department is diverse and competent. The curriculum is designed to meet the needs of students from all walks of life and Business department faculty have initiated many projects that are inclusive by nature and design, including; Program for international travel, support for NABA, creating opportunities for all students to visit employers, screening documentaries like “Barefoot in Business” that focuses on female entrepreneurs in Uganda. All the activities in class or out of class like participation in Business Club, arranging for Entrepreneurship speakers, resume writing and career exploration workshops are focused on tangible learning.
- 2. TRANSFER, DEGREE, BASIC SKILLS, CAREER TECHNICAL AND RETRAINING GOALS:** The Business discipline offers many degrees and certificates. For Transfer bound students we offer an AS-T and an AS in Business. For students, young adults or older adults

coming to either gain a skill or update their skill or complete a certificate we offer AA in Business Admin, AA in Entrepreneurship and AA in Marketing. For students who are interested in Career Certificates and/or Certificates of Achievement we offer the following certificates; Accounting Technician, Retail Management, Admin Assistant, Business Entrepreneurship, Business Workforce Proficiency, Supervisory Management and Book-Keeping. These AA's and Certificates lead to employment in the industry.

- 3. TRAINING AND WORK EXPERIENCE:** The Business department currently manages WBL initiative for LPC. This program focuses on providing opportunities for Internship and work experience. Work-Based Learning is a statewide initiative that advances the current CCCC vision for student success and supports key state initiatives. In partnership with the CCCC Workforce & Economic Division, the Foundation for California Community Colleges introduced in August 2017 the College Work-Based Learning (WBL) Planning and Tools Pilot to Improve Job Placement Outcomes. A document about this pilot states that “work-based learning (WBL) is a proven educational strategy to increase employability and reduce skill gaps.”

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___x___yes ___no

(This data can be found here: <https://goo.gl/b59nCy>)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Financial Accounting
Text of the CSLO, SAO, or PSLO: <i>Upon successful completion of this course, students should be able to 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.</i>
Describe the quantitative or qualitative results: The class overall did really well. Fewer students dropped the course and extra time for completing study guide was helpful. Out of 26 students 18 (70%) achieved proficiency level, 7 (27%) achieved above average and 1 student scored average.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

The class was assigned a study guide and emphasized concepts related to financial statement analysis with open response questions. Students used financial data from google finance to analyze Walmart's financial statements and calculated ratios.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

More than 70% of students achieved proficiency level and it was higher than other semesters. Study guide including a real business case study and financial analysis helped students understand the material better.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

Business Law, Business Discipline

Text of CSLO/PSLO/SAO:

Upon completion of this course, student should be able to,

Compare and contrast alternative legal theories as they apply to a particular fact situation.

Critique legal decisions made by the courts.

Formulate legal conclusions based on sound legal reasoning.

Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

None

Section Two: Curriculum Review (Programs with Courses Only)

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

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

Curriculum Updates

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

1. We are continuously updating curriculum and the following courses and certificates are up for review and update in AY 2017-18
 - a. **Business 29 – Independent Study, deactivate**
 - b. **Business 55 – Business Mathematics, update**
 - c. **Business 61 – Quick Books, update**
 - d. **Marketing 29 – Independent study, deactivate**
 - e. **Work Experience 95 & 96 , update**
 - f. **Internship 1 & 2, in discussion to either update or replace & deactivate current courses**
 - g. **Business 63 – Payroll accounting, update or replace & deactivate**

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

- a. **Book-keeping Certificate: Update**
- b. **Business AS-T degree – Review and possible update to LPC local course requirements**

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

Currently, we do not plan to offer full DE certificates or degrees in Business. However, we will review our plans based on student, community and industry needs. We will discuss this issue in our Advisory committee meeting.

**Section Three: CTE Updates
(CTE Programs Only)**

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

The Centers of Excellence Community College Consortia (COECCC) data projects **14,285 annual job openings** between 2015-2018. The COECCC data reports a total of **3,956 Accounting completers per year** from 2012 to 2016, **yielding a demand of 10,329 openings per year of the combined occupations** (SOC Codes).

(Source: Data compiled by and used with the permission of the Centers of Excellence Community College Consortia. More information available at www.COECCC.net.)

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

We have a completely reconstituted Advisory Board as of Spring 2017. We had two advisory board meetings during AY 2016-17, in November 2016 and May 2017. The main recommendation from the board were as follows;

1. The board agrees with focus on WBL and skills based learning. They were appreciative of the extensive offerings in degrees and certificates in the Business Discipline
2. Board would like for us to explore a certificate or a program that focuses on "Big Business Data Analytics". In our program review or 2017-18 we have emphasized it as one of our priorities and plan to complete a feasibility study by summer 2018.

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

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

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

Base Year: 2015-2016

Enrollments: LPC 3903; EastBay 3634; Entire Bay Area 4035; State 5477. LPC's enrollments exceed the EastBay however not the Entire Bay Area and State. To increase enrollments, flexibility in scheduling is essential. Other community colleges use rolling starts with some CTE courses starting weekly. This flexibility in start dates increase enrollments and capture students who are undeclared. Through AY 20176-2017 we were offering some late start options (2-3 weeks after the semester started), fast tract, and late start fast track courses to enhance degree and certificate completion. It is critical those flexible options continue and the college CEMC should seriously consider if multiple entry and exists will offer students more options to complete their certificates and degrees.

LPC Completions: LPC 204; EastBay 174; Entire Bay Area 258; State 194. LPC's completions exceed the EastBay and State however not the Entire Bay Area. To increase completions, faculty will encourage students to complete paperwork to earn their certification/degree; faculty will encourage Student Services to effectively implement DegreeWorks; and, industry partners will be working with us to insure their employees are aware they are completing both an industry and a college certificate. Erick Bell is in contact with local firms that need students with Quick Book proficiency.

LPC Transfer: LPC 137; East Bay 108; Entire Bay Area 101; State 118. LPC's transfer rates exceed the EastBay, Entire Bay Area, and State.

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

Data is not available via Launchboard at this time.

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

Base Year: 2014-2015

Students employed in the Fourth fiscal quarter: LPC 67%; EastBay 64%; Entire Bay Area 66%; State 64%. LPC's employment rates exceed the EastBay, Entire Bay Area, and State.

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

Base Year: 2014-2015

Increased Earnings: LPC \$6349; EastBay \$7278; Entire Bay Area \$7496; State \$6388. LPC's increase in student earnings is less than the EastBay and the Entire Bay Area however are higher than the State. To increase earnings, LPC will expand employment opportunities for students with high paying employers.

Median Change in Earnings: LPC 49%; EastBay 40%; Entire Bay Area 40%; State 39%. LPC's median change in students' earnings exceeds the EastBay, Entire Bay Area, and State.