

PROGRAM REVIEW Fall 2018

Program: Business

Division: BHAWK

Date: 10/18/2018

Writer(s): Rajeev Chopra

SLO/SAO Point-Person:

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 tallocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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 22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 22.

Links:

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

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

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

Section One: Program Snapshot

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 Review was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

Business Program is one of the largest major for transfer prep at LPC. We serve over 2000 students each Academic year.

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
- vi.
- vii.

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. Career Certificates:

- i. Book-keeping: Career certificate
- ii. Business Workforce Proficiency: Career certificate

3. **Work Experience opportunities:** Business Discipline has a robust Work Experience program offering two courses WEXP 94 & 95 focusing on employment
4. **Business and Entrepreneurship 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 two outstanding speakers that attracted large audiences of students in Business and other majors.
5. **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, UMOJA and BSU
 - ii. Sponsored events: CALCPA workshop, Office visit to Aramnino CPA firm, Conferences sponsored by Future Business Leaders of America, Workshops for Financial Literacy and International Travel tour to Japan,
6. **Head Count:** Business studies is one of the most popular major on campus. The course offering and scheduling meets most student's needs and fill rate for courses is high. The head count 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 | Head Count |
|---------|------------|
| 2013-14 | 2008 |
| 2014-15 | 1871 |
| 2015-16 | 2027 |
| 2016-17 | 2328 |
| 2017-18 | 2109 |

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 2017).

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

- (1) **NEW FACULTY HIRES:** Business discipline was able to hire two new full time Faculty members, Andrew Patterson and Dr. Tracey Coleman. These faculty members are replacement for Mark Grooms and Patricia Stokke. The hiring process was completed in Spring 2018. Having two new faculty members helped us teach many General Business courses including; Introduction to Business, Business Law, Introduction to Marketing, Retail Management and Business and Society.

- (2) **WBL UPDATE AND RESTRUCTURE:** Mary Lauffer is full time Coordinator (with 60% load) for this program. She's been instrumental in revamping the whole program. WBL is useful and important for all the students at LPC. Mary has put in a lot of work in updating course outlines, streamlining and the program (see details in part C)
- (3) **DR. WEAVER'S RETIRMENT:** Dr. Lisa Weaver retired as Professor Emeritus in Spring 2018 after 14 years at LPC. Her retirement with Mark Grooms and Patricia leaving would have left just two FT faculty, fortunately we were able to replace two. Dr. Weaver was a discipline coordinator and served on many committees during her tenure.
- (4) **BUSINESS CLUB:** LPC Business Club continues to grow and positively affect student's experience at LPC and in field of Business. The Club sponsored 5 workshops in Financial Literacy and Career Planning in 2017-18. In addition, twenty-five student members attended two conferences, one in Fall 17, in Los Angeles and other in Spring 18, in San Diego. CAPBL chapter of Future Business Leaders of America sponsored these conferences.
- (5) **CALCPA:** Erick also organized a workshop with CalCPA focusing on students completing college and becoming a CPA. The workshop included accounting professors from 4 year universities, Las Positas and Chabot alumni who are currently pursuing accounting degrees at 4 year universities, and accounting professionals from CPA firms in the Bay Area. Over a hundred students and many community members attended and benefitted from this workshop.
- (6) **SLO'S AND PSLO'S:** We updated curriculum and SLO's for Retail Management Certificate, Accounting 51A, Work Experience courses and Introduction to Personal Finance. Additionally, all course level SLO's were mapped to program outcomes.

| Mark an X before each area that is addressed in your response. | | | Definitions of terms: https://goo.gl/23jrxt | | | |
|--|---------------------------------|-------------------------------------|---|--------------------------|-------------------------------------|----------------------|
| | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | LPC Planning Priorities | <input checked="" type="checkbox"/> | Services to Students |
| <input checked="" type="checkbox"/> | Curriculum committee items | | Financial/Budgetary | LPC Collaborations | <input checked="" type="checkbox"/> | SLO/SAO Process |
| <input checked="" type="checkbox"/> | Enrollment Management | <input checked="" type="checkbox"/> | Human Resources | Pedagogy | | Technology Use |
| | External Factors | <input checked="" type="checkbox"/> | Learning Support | Professional Development | | |

C. Reflection: What plans from the [2017 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

1. **HIRING TWO NEW BUSINESS FACULTY:** We completed the hiring process for two new Full Time faculty in Spring 2018. Andrew Patterson and Dr.Coleman joined our team and are teaching full time starting Fall 2018. Their primary focus is to teach a variety of business courses including; Business Law, Introduction to Business, Business and Society, Introduction to Marketing and Professional Selling. They both are teaching face to face and DE format. Their Untenured committees are formed and will be evaluating in Fall 2018.

2. **CURRICULUM UPDATE:** Course Updates: We had planned to update variety of courses in AY 17-18. See details below:

I) **Planned Courses to update:**

- Business 51A – Updated
- Business 61: Updated
- Mktg 64 Professional Selling – Updated
- Work Experience 95 & 96: This was updated as Work Experience Occupational 94 & 95
- Business 63 Payroll Accounting: Pending
- Business 65 – Pending
- Book-keeping certificate: Pending

II) **NEW COURSES AND CERTIFICATE UPDATES:** These courses were not part of original plan but were added as an important item.

- **Introduction to Personal Finance Management:** Erick Bell introduced the idea, and wrote a course outline and got it approved through Curriculum process. Personal finance management is a life skill that is much needed and students and community in general will benefit from this knowledge. This course will be first offered in Spring 2019. We are considering offering multiple courses and in the future to develop it into a certificate.
- **Retail Management Certificate:** This certificate was updated with input from WAFC (Western Association of Food Chains). This certificate is designed for employees currently working in retail and want to gain skills to move or advance into management positions.

3. **SLO'S UPDATE:** We had planned to update SLO's for Financial and Managerial Accounting and finished that process in Spring 2018. Additionally, SLO's for Retail Management Certificate were updated

4. **DEVELOPING WORK EXPERIENCE PROGRAM:**

Last year, Mary Lauffer was hired as a full-time faculty member with 40 percent of her time devoted to serving as Work-Based Learning Coordinator. The Work-Based Learning Program advances the CCCCO vision for student success and supports key state initiatives.

The program provides services that benefit students in all majors, support area employers, and promote a strong workforce in our region. Through the Work Experience classes, students learn soft skills and achieve learning objectives at their workplace. As a result of the classes, many students report better job performance, improved relationships with their supervisors and coworkers, and even raises and promotions.

A major long-term planning goal in last year's program review was to develop a robust Work-Based Learning Program. In one year, we are well on our way to achieving that goal.

Enrollment has dramatically increased to the highest levels on record, curriculum has been updated, job board registrations have soared, and relationships have been forged with area employers.

Enrollment Growth

As a result of marketing efforts, Enrollment doubled in the first Fall semester of 2017 because of Mary's summer marketing efforts and doubled again for Fall 2018. With the higher unit caps due to

updated curriculum, the number of units has grown with enrollment this semester. There is tremendous opportunity for enrollment growth.

| Term* | Number of Students | Number of Units | Average Unit Per Student |
|-----------|--------------------|-----------------|--------------------------|
| Fall 17 | 45 | 104 | 2.31 |
| Spring 18 | 75 | 171 | 1.78 |
| Summer 18 | 64 | 148 | 2.31 |
| Fall 18 | 96 | 316 | 3.29 |

*In Spring 2017, before the WBL Coordinator position, enrollment was 20 students.

To meet student demand, Mary taught three WRKX and two INTN sections during summer 2018. Two sections were for special populations: Engineering Technology students and students with internships at The Switch, a City of Livermore business incubator. Most of the Engineering Technology students were student veterans; all students needed the required INTN class to complete the program. The students at The Switch were Pedrozzi scholars. The students were part of the Boomerang Program, a partnership with LPC, The Switch, and Pedrozzi Foundation that seeks to bring bright college students back to the Livermore area to live and work.

Internship and Job Board

1. **New Logo.** The new logo brands the job board as part of our college and has a name and tagline identifying the service. Previously, the College Central Network logo was used. Mary worked with the college design firm to create a new logo. This logo and hyperlink appear on the homepage and on all of our communication materials.
2. **Growth.** Registration has climbed significantly. In one year, employer registration has increased threefold and student/alumni registration has almost doubled.

| Registrations | September 2017 | September 2018 |
|---------------|----------------|----------------|
| Students | 458 | 919 |
| Employers | 163 | 501 |

To increase registration among students, Mary planned a direct email each semester, had flyers posted throughout campus, and took advantage of opportunities to create awareness, such as using the logo and link on job announcements and mentioning the service in other communications. To increase employer registration, Mary emailed all of the local chambers of commerce and city offices of economic development. They included the announcement on their websites and in their publications. Registration increases after each campaign. Mary also markets the board to employers during WRKX class site visits.

3. **Content.** To further align branding with the college, Mary uploaded college photos to the internship and job board website and also wrote a welcome message and information about WRKX classes.
4. **Communication with LPC Community.** Mary creates internal communication for the job board and fairs. When internships or career related jobs are posted on the board, she creates an announcement and sends it to discipline-specific faculty to share with their students. Combined with the job and internship fairs, the board has provided our students with many valuable positions. Examples include three marketing internships

with the Transit Authority, internships with banks, engineering positions, and 15 Kaiser KP Launch IT internships. For the job and internship fairs, she creates a flyer, requests publicity on our social media and homepage, and sends a campus-wide announcement.

Marketing and Communication

WRKX Website. Mary created a website describing WRKX courses. This went live last spring when students began registering for fall courses: <http://www.laspositascollege.edu/workexperience/>. The website features photos of LPC students and offers the following sections: home, FAQs, and testimonials; Mary is listed as a contact. The URL was created last fall before the site existed so it could be used in this fall's schedules and catalog.

Students. In addition to creating flyers, Mary conducts a marketing campaign before each term to create awareness of WRKX classes and the job board. The campaign always boosts class enrollment. Work-Based Learning Specialists use handouts she creates at job fairs and other campus events.

Faculty. Mary works with faculty to disseminate information about classes, the job board, and opportunities for students. Counselors are instrumental in telling students about WRKX classes. Each term, Mary emails all counselors to remind them of WRKX courses. She also connects with leads of learning communities, such as Veterans First and CalWORKS, to communicate the benefits of WRKX classes.

Employers. In addition to reaching out through chambers and city offices, Mary works with our Work-Based Learning Specialist to help build relationships with employers and has had many meetings with individual employers about partnerships. One of our most important new partnerships is with the Kaiser Permanente IT facility in Pleasanton.

Kaiser was interested in hiring 15 students for its KP Launch summer internship program, which seeks to increase diversity in IT. This program, paying \$18-\$24 per hour, can lead to apprenticeships. Mary worked with Computer Studies faculty to recruit students for interviews. With her support, Kaiser representatives interviewed 35 students on campus and hired 15 students. Of those interns, nine accepted apprenticeship positions; the others planned to transfer to four-year universities. She has already met with Kaiser reps to plan the hiring process for this summer.

Mary's WRKX classes require employer site visits and, in addition to discussing student performance, she uses these visits for outreach—providing information about our excellent academic programs, the Work-Based Learning Program, and the Internship and Job Board. Depending upon the employer, she also discusses opportunities for further partnership. She frequently responds to business and industry requests for Work-Based Learning Program information and is a constant advocate for the program and the college.

The Work-Based Learning program also supports last year's long-term goal of strengthening relationships with local businesses.

5. **UPDATE TOP CODES:** We were able to finish updating TOP and SOC codes for many courses and certificates in Spring 18.
6. **CONDUCT FEASIBILITY STUDY FOR BUSINESS ANALYTICS CERTIFICATE:** We started working on this certificate in January 2018 and a task force of LPC faculty and outside consultant met to discuss goals for the year. We are in the process of gathering information regarding market data and selecting courses to offer.

| Mark an X before each area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxt | | | |
|--|---------------------------------|--|--|---|--------------------------|----------|----------------------|
| X | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | X | Services to Students |
| X | Curriculum committee items | | Financial/Budgetary | | LPC Collaborations | X | SLO/SAO Process |
| X | Enrollment Management | | Human Resources | | Pedagogy | | Technology Use |
| | External Factors | | Learning Support | | Professional Development | | |

D. 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 packets available; if your program does not have a data packet, 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: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page: <http://www.laspositascollege.edu/research/outcomes.php>

- 1. Overall Student Success Rate:** The Business discipline met the overall program-set standard for successful course completion. In AY 2017-18 the benchmark percentage was 62.9% and actual 5 year average is 69.1%. We believe the success rate is an accomplishment based on high quality teaching and high standards set by faculty. The success rate is also dependent upon faculty’s involvement at various levels inside and outside the classroom. The overall trend for success is in upward swing, since AY 2014-15.
- 2. Head Count:** Business studies is one of the most popular majors on campus. The course offering and scheduling meets most student’s needs and fill rate for courses is high. The head count 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 might help.

| AY | Head Count |
|----------------|-------------------|
| 2013-14 | 2008 |
| 2014-15 | 1871 |
| 2015-16 | 2027 |
| 2016-17 | 2328 |
| 2017-18 | 2109 |

- 3. Types of Degrees Awarded:** Based on institutional research data, the most popular degrees are AS- Transfer degree, General Business Administration, Business degree with UC transfer and

Business Entrepreneurship degree. Business discipline started offering AS-Transfer degree in AY 2015-16; however it has become the most popular option for the students.

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 two years from Fall to Fall 2016 & 17 shows a trend of consistency without decline in head count and course enrollments. In AY 16-17, 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 has hired two additional FT members replacing a deficit in department after Spring 2017 resignation and retirement the end of Spring 2018. This data shows Business discipline is growing in head count, course enrollments and number of courses offered. The current course success rates indicate business has a 69.1% rating exceeding college standard rating by .8% in AY 17-18. We are proud of it. Enrollment is slightly down as a result of a robust economy over the last two year cycles.

| | Fall 2016 | (16-17) Increase % | Fall 2017 | (17-18) Increase % | | |
|--------------------------|-----------|-----------------------|-----------|-----------------------|--|--|
| Head count | 927 | 92, 11.02% | 909 | 92, 11.02% | | |
| # course enrollments | 1148 | 135, 13.33% | 1013 | 135, 13.33% | | |
| # of courses per student | 1.23 | | 1.22 | | | |

| | Spring 2017 | (16-17) Increase % | Spring 2018 | (17-18) Increase % | | |
|--------------------------|-------------|-----------------------|-------------|-----------------------|--|--|
| Head count | 857 | 39, 5.02 % | 781 | 39, 5.02% | | |
| # of course enrollments | 1021 | 40, 4.08% | 961 | 40, 4.08% | | |
| # of courses per student | 1.20 | | 1.20 | | | |

2. Diversity of Business students:

1) Age based: Under 19 yrs: An increase of 6% from 24% to 30%

- i) Age 20 -21 yrs: An increase of 4% from 23% in Sp 2014 to 27% in Sp 2015 and subsequent terms
- ii) Age 22-24 yrs: this age group saw is stable indicating 27% the last four terms.
- 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 15 | SP 16 | Fall 16 | SP 17 | Fall 17 | SP 2018 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Asian | 13% (109) | 14% (114) | 16% (151) | 14% (124) | 17% (159) | 18% (142) |
| Latino | 28% (231) | 28% (225) | 28% (255) | 29% (248) | 28% (257) | 28% (219) |
| African American | 7% (57) | 5% (42) | 6% (55) | 5% (43) | 5% (44) | 5% (41) |
| White | 39% (328) | 41% (336) | 37% (339) | 38% (324) | 35% (320) | 34% (266) |

Analysis: Based on the data:

- i) Latino and Asian are the highest growing student body at LPC.
- ii) Whereas White student's numbers (as a percentage of total) and in total head count are decreasing, population of White students enrolled in Business program is quite stable only seeing a slight decline, and is not in decline overall in 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.

| Mark an X before each area that is addressed in your response. | | | Definitions of terms: https://goo.gl/23jrxt | | | | |
|--|---------------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|----------------------|
| <input type="checkbox"/> | Community Partnerships/Outreach | <input type="checkbox"/> | Facilities, Supplies and Equipment, Software | <input type="checkbox"/> | LPC Planning Priorities | <input type="checkbox"/> | Services to Students |
| <input type="checkbox"/> | Curriculum committee items | <input type="checkbox"/> | Financial/Budgetary | <input type="checkbox"/> | LPC Collaborations | <input type="checkbox"/> | SLO/SAO Process |
| <input type="checkbox"/> | Enrollment Management | <input type="checkbox"/> | Human Resources | <input type="checkbox"/> | Pedagogy | <input type="checkbox"/> | Technology Use |
| <input type="checkbox"/> | External Factors | <input type="checkbox"/> | Learning Support | <input type="checkbox"/> | Professional Development | <input type="checkbox"/> | |

E. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

| Mark an X before each area that is addressed in your response. | | | Definitions of terms: https://goo.gl/23jrxt | | | | |
|--|---------------------------------|--------------------------|---|--------------------------|-------------------------|--------------------------|----------------------|
| <input type="checkbox"/> | Community Partnerships/Outreach | <input type="checkbox"/> | Facilities, Supplies and Equipment, Software | <input type="checkbox"/> | LPC Planning Priorities | <input type="checkbox"/> | Services to Students |
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| | | | |
|------------------|------------------|--------------------------|--|
| External Factors | Learning Support | Professional Development | |
|------------------|------------------|--------------------------|--|

F. 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 B-E).

Years previous, we lost two full time faculty members. In AY 2017-18 the remaining FT included Lisa Weaver, Erick Bell, Rajeev Chopra and Mary Lauffer. All the members of Business Discipline were involved in activities beyond classroom teaching, to enrich student's experience at LPC and beyond.

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 2017-18. In addition to many fundraisers, the Business Club organized workshops for Financial Literacy, Time management and Careers in Business. Rajeev continues to serve on CEMC, is the Division's rep to the Faculty Hiring Prioritization Committee, and serves as Co-chair of Planning and Budget Committee at the district. His experiences in those roles bring immediate benefit to his students through concrete examples application of theories.

ERICK BELL is beginning his fourth year as FT faculty and continues to contribute in many ways. Erick is involved in Umoja, a program that focuses on African American student's experience in higher education. Erick has served as a chaperone at the Umoja conference in Sacramento, and has also served as a guest lecturer in several Umoja classrooms. He serves in an unofficial capacity as the liaison between the Umoja Learning Community and administration. Erick is also the co-advisor for the Black Student Union. He volunteered his Spring Break to chaperone 12 students on a tour of Historical Black Colleges spread across 4 different states in Spring 2018. In Spring 2018, Erick also organized a workshop with CalCPA focusing on students completing college and becoming a CPA. The workshop included accounting professors from 4 year universities, Las Positas and Chabot alumni who are currently pursuing accounting degrees at 4 year universities, and accounting professionals from CPA firms in the Bay Area. Over a hundred students and many community members attended and benefitted from this workshop.

MARY LAUFFER is beginning her second year as FT faculty. In addition to coordinating and growing the Work-Based Learning Program, Mary Lauffer provides many services to students, the campus community, and employers. Mary teaches Work Experience classes and Business Communications, a General Education class. Because these classes attract students from all majors, Mary serves students in many different academic programs. To best serve online students, she has taken courses in online teaching and in Canvas. She attended a two-day training for New World of Work, affiliated with CCCCO. Training included 21st Century Skills lesson modules, video content, data collection templates, tips on facilitation strategies, and 21st Century Skills Digital Badges. Only instructors who complete two full days of training are permitted to grant digital badges. She participated in the NorCal Summit and the annual state conference for The California Internship and Work Experience Association (CIWEA), the

professional organization for Work-Based Learning. Mary also represented the Business Studies Program at the Western Association of Food Chains annual meeting regarding the Retail Management Certificate Program. In attendance were supermarket managers and human resources representatives, as well as faculty from other community colleges. The certificate is required for promotions. She also serves as the Business Studies WAFC point of contact, updating our information and fielding questions throughout the year. She participated in College Central Network workshops and webinars for the Las Positas College Internship & Job Board, for which she serves as an administrator. She serves on the Business Advisory Board and the Student Success and the Program Review committees. She builds relationships with employers through meetings with them and students and fields questions via phone calls and email. She is a team player in the department, communicating Business news through articles and photographs in LPC's monthly board report and contributing to special events including This Way to CPA

BUSINESS & ENTREPRENEUR SPEAKER SERIES is an ongoing initiative coordinated by Mary Lauffer. Now in its sixth year, the series brings Bay Area business leaders to campus to share their expertise with students and the community. The events are free and open to the public. Attending the events are members of the greater community, members of our college community, and students in many majors, including business. Following are the 2018 events: • Spring 2018. Gap Vice President Dara Bazzano presented “Five Things I Wish I Could Tell My Younger Professional Self.” • Fall 2018. Three Livermore brewery owners presented “Brewing Up a Business: A Panel Discussion of Top Livermore Brewers.” BHAWK Dean Dr. Amir Law moderated the discussion. To ensure that the most students benefit from this series, continued support from faculty, especially business faculty, is needed. Continued administrative support is needed from the Work-Based Learning specialist. D. Impacts to Students (Optional): Discuss at least one example of how students have is completing her second year and has done a great job with organizing “Business and Entrepreneurship Speaker Series”. The series is very successful and more than two hundred students benefit from it. In AY 17 and 18. The following seminars were held in AY 17-18:s

- Seven Strategies to give you edge over competition
- Five keys to developing Entrepreneurship mindset
- Five things I wish I could tell my younger self

| | | | | | | | |
|--|---------------------------------|--|---|--|--------------------------|----------|----------------------|
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| x | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | x | Services to Students |
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G. Obstacles: What obstacles has your program faced in achieving plans and goals?

7. **FULL TIME FACULTY:** We replaced Mark Grooms and Patricia Stokke with two new faculty members for 18-19 AY. However, in order to grow the existing program and develop Entrepreneurship program we need at least one more full time faculty. With Work Force development and booming Tri Valley Area with focus on Maker Space, it is imperative that we hire a new Full Time Faculty.
8. **TUTORIAL DEVELOPMENT:** It has been a challenge to find students who would like to tutor our BUSN1A, BUSN1B, BUSN18 and BUSN 40 courses. It has been hard 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 engage with the campus through their involvement with the tutorial center
9. **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.
10. **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.
11. **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 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. 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.
12. **ADDITIONAL FTE:** As the Business discipline grows and we create new certificates and degrees to fulfill the Strong Workforce initiative, we would require more FTE to staff classes. Additionally, with renewed emphasis and demand to grow Work Experience and Entrepreneurship program would also require more FTE.
13. **WORK-BASED LEARNING PROGRAM GROWTH:** WBL program growth benefits students, employers, and our area workforce. Growth is also essential for student access

and equity in learning work skills that will help them get jobs and advance in their careers. Underrepresented students in particular need these skills to make the most of opportunities. There are currently two obstacles to program growth: low FTES enrollment caps projected for Spring 2018 and the lack of a dedicated, qualified business adjunct instructor to teach additional WRKX classes. Title V requires districts to provide “a sufficient number of qualified, academic personnel” for WBL programs. Because of projected enrollment caps, enrollment will be in a holding pattern compared to the current high growth pattern. Data shows that the program marketing campaigns consistently increase enrollment and that there is significant potential for growth. A committed part-time business instructor for WRKX courses is essential for maintaining the quality of the program, ensuring growth, and satisfying Title V requirements. Quality teaching is inextricably connected to program quality and reputation among students and employers.

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|---|---------------------------------|-------------------------------------|--|---|--------------------------|-------------------------------------|----------------------|
| Mark an X before the area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxr | | | |
| <input checked="" type="checkbox"/> | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | <input checked="" type="checkbox"/> | LPC Planning Priorities | <input checked="" type="checkbox"/> | Services to Students |
| <input checked="" type="checkbox"/> | Curriculum committee items | <input checked="" type="checkbox"/> | Financial/Budgetary | | LPC Collaborations | | SLO/SAO Process |
| <input checked="" type="checkbox"/> | Enrollment Management | <input checked="" type="checkbox"/> | Human Resources | <input checked="" type="checkbox"/> | Pedagogy | | Technology Use |
| | External Factors | | Learning Support | | Professional Development | | |

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

1. **REVIEWING DEGREES AND CERTIFICATES IN BUSINESS DISCIPLINE:** Business Discipline offers a variety of degrees including AS, AA, and AST. These degrees focus in General Business, Entrepreneurship, Administration, Marketing and Human Resources. In addition to the degrees, we offer a number of Career and Certificates of Achievement. In AY 2018-19 we plan to review these degrees and certificates. The goal is to assess and align student needs, market needs, and future employment opportunities. See below the action items for this goal.
 - 1.1. Revise/Refine from the catalog certificate and degree requirements ; Review names of courses, remove outdated courses, develop stackable certificates
 - 1.2. Work with counseling to develop paths of understanding for student programs
 - 1.3. Develop a flow chart for student pathways to complete certificates and degrees
 - 1.4. Presentation to counseling about business careers
 - 1.5. Develop new courses that fit the need for today’s workforce
2. **BUSINESS DISCIPLINE WEBSITE RECONSTRUCTION:** We are plan on update the website to include; head shots and faculty bio. It would also include links to Internship program, listing of careers in business, and Labor Market Data.
3. **BUSINESS SYMPOSIUM:** We are planning to hold our first Business Discipline Symposium in spring 2019. This Symposium is completely student focused, and would help create awareness in the following needs/areas:
 - 3.1. Types of certificates and degrees available to students in field of Business discipline at LPC

- 3.2. Types of careers in the field of business, education requirements for different fields and labor market data
- 3.3. Counseling services available
- 3.4. Process of completion and application for degrees and certificates
- 3.5. Business club and attending conferences
- 3.6. Build rapport with business students and instructors

4. CREATE NEW ENTREPRENEURSHIP & MARKETING COURSES:

- 4.1. Align Advisory Board with Entrepreneurship program
- 4.2. Cross discipline course creation including Management & Leadership courses
- 4.3. Working with the community in the maker space to help new entrepreneurs grow and compete

5. NON-CREDIT COURSE DEVELOPMENT: We are planning on exploring opportunities for Business discipline to offer courses, certificates and degrees in this area.

6. CREATING BENCH MARKS FOR COMPLETION AND RETENTION GOALS: As we go through the process of re-alignment we intend to develop key benchmarks to compare our performance year after year in the areas of student success, i.e. retention and completion of degrees and certificates. This data will help us track student performance and can be used as a success measure for Guided Pathways.

7. WORK-BASED LEARNING PROGRAM GROWTH. Three actions will support program growth:

7.1. Increase WRKX FTES: More students and employers will benefit and the program will be back on track to fulfill the long-term goal of growth. Additionally, the increase will support the college’s mission of providing access and equity to all students.

7.2 Hire a Part-Time WRKX Instructor: This instructor must be committed to quality instruction, program integrity, and satisfaction of Title V course requirements. The addition of an instructor also satisfies the Title V requirement for districts to provide “a sufficient number of qualified, academic personnel” for WBL programs.

7.3 Hire a Full-Time Permanent Work-Based Learning Specialist: The specialist will support the Work-Based Learning Coordinator and will also provide much-needed support for the new Student Services Career, Transfer & Employment Center, creating collaboration between academic and student services. The specialist’s services will include, but are not limited to, conducting employer engagement and outreach, identifying internship and work experience opportunities, coordinating job fairs and employer information sessions, administering the internship and job board, and providing Title V required WBL clerical support. A specialist currently provides WBL services, but the position is temporary and part time. The college needs a full-time, permanent position.

8. UPDATE COURSE TOP CODES: TOP codes were updated in Spring 2018 and we plan to update all course codes in Currinet in AY 18-19. At least eight courses would be affected by this update.

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| Mark an X before each area that is addressed in your response. | | | | Definitions of terms: https://goo.gl/23jrxr | | | |
| <input checked="" type="checkbox"/> | Community Partnerships/Outreach | <input checked="" type="checkbox"/> | Facilities, Supplies and Equipment, Software | <input checked="" type="checkbox"/> | LPC Planning Priorities | <input checked="" type="checkbox"/> | Services to Students |
| <input checked="" type="checkbox"/> | Curriculum committee items | <input checked="" type="checkbox"/> | Financial/Budgetary | <input checked="" type="checkbox"/> | LPC Collaborations | | SLO/SAO Process |
| <input checked="" type="checkbox"/> | Enrollment Management | | Human Resources | <input checked="" type="checkbox"/> | Pedagogy | | Technology Use |

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| External Factors | x | Learning Support | Professional Development |
|------------------|----------|------------------|--------------------------|

I. 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).

1. **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. With two new FT faculty on board this Fall, we plan to explore the opportunity

2. **Developing an Entrepreneurship Center:** Tri-Valley area is in growth mode in many aspects, including, population, existing business expansion, new housing and new business relocation. There are a number of ongoing projects as incubators and Maker space. Since the area is attracting many new businesses, entrepreneurs and as it morphs into Gig economy, all those entrepreneurs will need skills to manage and expand their ventures. LPC has the opportunity and capability to become the hub for the economic activity, and would benefit in the following ways:
 - a. Provide the entrepreneurs and businesses with qualified workforce and resources for developing their current and future projects.
 - b. Provide students and community, opportunities for starting and managing a business or help entrepreneur expand their businesses.
 - c. A Multiple use facility can be built using Measure A funds
 - d. Provide college with additional local revenue for funding its operation.

A creative partnership with local businesses can provide capital for operations, and program can be housed at one of LPC facilities.

| | | | | | |
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| Mark an X before to each area that is addressed in your response. | | | Definitions of terms: https://goo.gl/23jrxr | | |
| Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | Services to Students |
| Curriculum committee items | | Financial/Budgetary | | LPC Collaborations | SLO/SAO Process |
| Enrollment Management | | Human Resources | | Pedagogy | Technology Use |

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| | External Factors | | Learning Support | | Professional Development | |
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Section Two: Current Topics (Required for All Programs)

- A. **Educational Master Plan:** A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

The Business program fully supports and focuses on realizing LPC's and District Education Master Plan's Mission:

1. Educational Excellence:

A1: Address the educational needs of a diverse student population and global workforce: The business discipline offers courses, certificates and degrees that address needs for a diverse student population, including students needing to update skills, acquire new skills and students needing to transfer to a 4 year institution. Business discipline offers 2 AA's, 1 AS and ASt degree to address varied needs of our student population. In addition, the discipline offers 4 Certificates of Achievement and two Career certificates. In order to fulfill the goal of creating global Workforce, the Business discipline faculty arranged the first ever International Education Tour in 2017, visiting Japan with 17 students. The trip was highly successful and students learned about Japanese culture and visited local and large businesses. See Diversity data in Section 1-D.

A2: Support existing and new programs: The Business discipline is actively engaged in Workforce readiness initiative by offering robust Work Experience courses. Faculty in the discipline create and offer opportunities for overall development including; Visiting local Accounting firms, sponsoring workshops via Business Club, attending conferences sponsored by California Phi Beta Lambda focusing on case studies and solving real business problems.

- B. **Program-Set Standard (Instructional Programs Only):** Did your program meet its program-set standard for successful course completion? yes no

Program-set standard data can be found on this page:

<http://www.laspositacollege.edu/research/outcomes.php>

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

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

SPACE FOR BUSINESS SPYMPIOSIUM: As mentioned in our short term plans, we are planning to host a two day Business Symposium in Sping 2019. We expect to have more than 200 students attend these workshops. The goal is to present information about certificates and degree options available at LPC. This Symposium should help students in navigating the process and leading them towards their goal of completion.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

The Online Network of Educators (@one) offers free monthly webinars that provide educational opportunities for best practices in distance education. With more classes becoming Distance Education our program has been attending many of these opportunities.

The business faculty attended a McGraw-Hill Publishing Connect training to learn more about the tool as well as learn more about the new textbooks. The new offerings include adaptive learning assignments, new tools for Canvas, and new material relevant to current market trends. Many of the instructors implemented the new materials in their current course offerings.

Dr. Tracey Coleman attended the Design Cycle with Guided Pathways Implementation in Mind Workshop in September 2018 to support the two workgroups which she is involved on campus. The learning will support development of the business pathways for students, and the research required to better support student needs and provide guidance in education, career, and life development.

The Guided pathways funding model along with Strong Workforce funding can support the efforts needed to move programs forward and provide additional training and structure for the business department.

Dr. Coleman is a member of the CCCAOE and plans to attend the spring conference in 2019 to continue the engagement process with other CTE faculty and administrators, regarding funding and related activities to move current and future programs forward. These programs include entrepreneurship, leadership and management, and additional collaboration for current programs. Dr. Coleman is a member of the research committee that can provide much needed data and studies from the other colleges to support and leverage student outcomes and success

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

Challenges are always funding and the need to access various professional development opportunities for discipline as well as specific programs and services. Dr. Coleman desires to attend the International Leadership Association conferences as well as National Business Education Association conferences of which she is a member. These conferences support the growth and learning of instructors in their discipline, and provide networking opportunities to support the college and students.

In an effort to continue professional development, Drew Patterson attended the National Association for Community College Entrepreneurship conference, "Making, Inventing & Entrepreneurship," in September 2018. Attending the conference gives us access to the latest curriculum, learning tools, and models of successful programs around the nation. This will aid our efforts in creating our own unique Entrepreneurship program and Makerspace in Livermore, CA.

Also, in September 2018, instructor Patterson attended training provided by The Online Network of Educators (@one), including:

- Who's There? Using Data and Analytics to Know Our Online Students
- Redesigning the Online Student Experience: Making Equity Visible
- Open and Equity-Minded Course Development

Drew Patterson would like to attend the NACCE 2019 Entrepreneurship Explorations – Oct. 13-16, 2019, in Newport Beach, CA. This is a larger event than the one attended year prior and will allow

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

| |
|--|
| Circle One: CSLO PSLO SAO |
| Course, Program Name, or Student Service Area: Business 18 (Business Law) |
| Text of CSLO/PSLO/SAO: Upon successful completion of this course, students will able to: Evaluate issues that may have legal significance in the business environment. 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. |
| If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO. |

B. Below, report on your program's progress on the plan described in Question (A) above.

| |
|--|
| Text of CSLO/PSLO/SAO: |
| SLOs: Assessment data collected from Assignments and Final exam sections over ____6____ semesters. |
| SAOs: Assessment data collected from _____ students over _____ semesters. |
| Describe the quantitative or qualitative results: The results were quite aspiring and consistent semester over semester. 98 out of 136 students scored between Average to Mastery. It computes to 72.08% overall success rate |

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:
Per instructors providing specific examples and providing additional material that focused on key issues helped foster better learning and retention.

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

The student success rates increased marginally from year to year.

DO you plan to continue tracking this SLO in the next year? Explain.

Yes we do plan to continue tracking this SLO in AY 2018-19 to continue monitoring student success and establish a pool of quality data. In addition, we plan to assess SLO data for Business 40, Business 30, Business 1A and 1B

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

We plan to assess the following courses for next year:

Business 1A

Program: Business

Text of CSLO/PSLO/SAO:

We plan to assess the following CSLO in Business 1A:

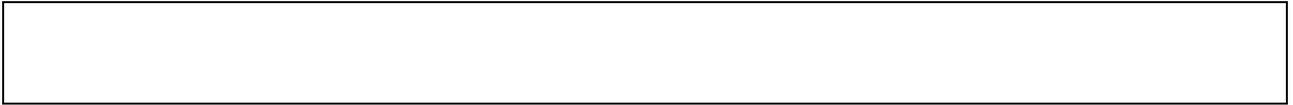
Business 1A: Upon successful completion of Busn 1A, students will be able to identify and categorize the financial statement elements associated with the Balance Sheet and Income Statement

If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

We plan to assess the following PSLO in Business Administration – AS-T degree:

Upon completion of the AS-T in business Administration, students will be able to demonstrate knowledge of business operations, the business organization, business environment and business procedures.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?



Section Four: 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.

Ge

The following courses need updates with in a 5 year cycle:

1. **Busn 63:** We have not offered Payroll accounting course in the last few years as it lacked healthy enrollment. It is part of Book-keeping certificate and we plan to review and update the certificate and will decide either to replace or delete the course
2. **Business 55:** Business Mathematics is due for an update and we plan to complete it in AY 18-19
3. **Business 65:** Introduction to Individual Income Taxes is due for an update and we plan to complete it in AY 18-19

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.

As mentioned in our plans, we are reviewing all degrees and certificates. However, the following Degrees are due for an update as Work Experience courses have a new description and unit requirement:

1. **AA Business:** Possible unit change and WEXP course updates
2. **AS Business:** Possible unit change and WEXP course updates
3. **AA Business Entrepreneurship:** Possible unit change and WEXP course updates

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.

No plans in discussions to offer complete DE courses or Degrees