

Program: Business

Division:

Writer(s): Rajeev Chopra, Drew Patterson, & Mary Lauffer

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

• **SUCCESS RATES & DEGREE AWARDS**

- Business Disciplines overall course success rates increased from 77% to 79% year over year in 24-25
- Headcount increased from 2635 to 2650 in 24-25
- Degrees and certificate awards increased from 158 to 170

• **OFFICE VISIT**

- We organized an office visit to Moss Adams, an accounting firm in Walnut Creek. Over 40 students from the Business courses attended, and two students received paid internships at the firm for Summer 25.

• **BUSINESS CLUB**

- **Conference Wins.** Over 40 students participated in each of the fall and spring California Future Business Leaders of America State Business Leadership Conferences. At the spring conference, which has the most competitions, the Business Club finished in second place for the third consecutive year. The conferences feature business speakers, workshops, and team and individual competitions in areas such as marketing, finance, impromptu speaking, and entrepreneurship.
- **Membership.** Membership continues to climb and is at 81 paid members this year, the highest enrollment ever at LPC. Meetings focus on academic and career development, competition preparation, and creating a learning community.

• **WORK EXPERIENCE**

- Due to increased enrollment caps, WRKX enrollment grew 19.59% over last year.
- Program coordinator serves as a board member for the CA Internship & Work Experience Association and participated in many activities, including discussions and feedback on Title 5 revisions impacting the WBL program. Plans to modify curriculum have been implemented. The

coordinator continues to collaborate with the Career Center and Employer Relations Outreach Specialist.

- Work Experience (WRKX) classes serve students in all majors and seek to increase career readiness, develop workplace skills, and enhance socio-economic mobility. The courses include guided pathways concepts and tools as career preparation assignments, establishment of workplace learning objectives, and highlights of top professional workplace skills.
- Many valuable community WBL employer partnerships continue and new ones have been initiated, providing work experience opportunities for all students, including underrepresented students and students with disabilities.
- WRKX courses support equity as a zero textbook cost course. Additionally, students in all majors take WRKX classes, which support completion, career readiness, and economic mobility.
- WBL students are surveyed anonymously twice each term. Two recent comments: "This class proved to be a gem and an absolute must for anybody who wants to be successful in today's workforce." "The skills that I obtained in Work Experience this semester are not just work skills, they're life skills. For this, I'm extremely grateful and believe that this course should be a must take for anybody who wants to have the tools necessary for a better life." Please see more [feedback](#) on the WRKX website.

2. Please describe your most important **challenges** in year 24-25.

- With increase in course offerings staffing courses was a challenge
- It was challenging to meet increased demand for Business courses and manage enrollment growth with limited FTE
- WRKX continues to need the service that dramatically reduced fake students in classes this year. Last year, this problem prevented actual students from registering.
- Balancing the need to prevent AI-enabled shortcuts with the responsibility to teach students how to use AI ethically and effectively. These skills are increasingly essential in the workplace.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- Per consultation with SLO chair and issues with data in elumen we did not assess any SLO's in 24-25. However, we are looking at CSLO & PSLO alignment and plan to assess CSLO's in 25-26 in accordance with the 3year assessment cycle.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- We are planning on arranging a Business Symposium in Spring 26 that focuses on career and education pathways in the field of Business. It will also help students in selecting their major and facilitate better understanding of transfer and degree requirements.

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- Professor Bailey and Patterson are working on making the entrepreneurship certificate fully zero cost textbook pathway. A student will be able to complete the certificate without spending any additional money on supplies.
- Non credit business classes will be updated and we are planning on planning for opportunities to expand the NBUS program.
- Offering an Umoja cohort course in Business 40 in Spring 26
- Continue WRKX as textbook for zero-cost courses.
- Continue focusing on preparing students to use AI in the workplace.
- We are in planning stages for expanding offerings for Non-Credit Business courses and certificates

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:
- WRKX classes prepare students for the labor market.

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:
- WRKX: Yes. College that offer Work Experience Education programs include Diablo Valley College, Los Mendanos College, and Contra Costa College.

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:
- **WORK EXPERIENCE**
 - WRKX had a success rate of 87% and met the standard with 77%.
 - **The WRKX program has only two classes, General Work Experience Occupational Work Experience/ Internship and is not a degree- or certificate-granting program.**
 - 493200 General Work Experience. This program has forty concentrators.
 - Core Indicator One: Postsecondary Retention and Placement. The program achieved a retention and placement and placement rate of 97.50% (5.5% above the state-negotiated rate).
 - Core Indicator Two Earned Postsecondary Credentials: The program achieved 50% (22% below the minimum 90% state-negotiated rate) within earned postsecondary credentials.
 - Core Indicator Three Non-Traditional Program Enrollment: General Work Experience is not considered a non-traditional program (both males and females exceeding 25% employed in the occupation); therefore, it will show no data within this indicator.
 - Core Indicator Four: Employment. Employment achieved 70% (4.1% above the minimum 90% state-negotiated rate) for ten concentrators overall.

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:

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- Explanation/evidence:

Detailed Instructions and Information

Instructions:

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this completed form to Program Review chair Karin Spirn and your Dean by November 3.
5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.