

PROGRAM REVIEW Fall 2021

Program: Business

Division: BSSL

Date: 10/26/2021

Writer(s):

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 also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

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

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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

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

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

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very 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 form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 BUSINESS DISCIPLINE IS ONE OF THE LARGEST TRANSFER MAJORS. IN 20-21	X		
2 BUSINESS PROGRAM OFFERS FOUR ASSOCIATES DEGREES AND SEVEN CERTIFICATES FOR CTE FOCUSED STUDIES	X		
3 BUSINESS DISCIPLINE FACULTY ARE EQUITY FOCUSED AND SERVE ON PRESIDENTIAL TASK FORCE AND GUIDED PATHWAYS STEERING COMMITTEE			X
4 ENCOURAGING AND CELEBRATING LIFE LONG LEARNING BY OFFERING CERTIFICATES IN ACCOUNTING AND MARKETING FOR CURRENT AND RETURNING STUDENTS		X	
5 BUSINESS DISCIPLINE IS ACTIVELY INVOLVED IN PROMOTING EQUITY IN EDUCATIONAL SETTING. BUSINESS DISCIPLINE FACULTY IS ETHNICALLY DIVERSE WITH EQUALLY DIVERSE BUSINESS EXPERIENCE.	X	X	X
6 WBL. STUDENTS IN ALL MAJORS TAKE WRKX TO SUPPORT COMPLETION.	X		
7 WBL. CONCURRENT ENROLLMENT STUDENTS AND STUDENTS FROM LEARNING COMMUNITIES CONTINUE TO ENROLL IN WRKX .	X	X	
8 WBL. WRKX CLASSES WERE INVITED TO EACH OF THE PRESENTATIONS TO THE PRESIDENT'S SPEAKER SERIES.	X	X	X
9 WBL. WRKX CLASSES WERE ALERTED TO STUDENT HEALTH CENTER SERVICES.		X	
10 WBL. WRKX COURSES ARE ZERO TEXTBOOK COST COURSES.		X	
11 WBL. WRKX PROMOTIONS FEATURE INCLUSIVE IMAGES.	X	X	X
12 WBL. THREE ADDITIONAL PART-TIME FACULTY HAVE BEEN TRAINED TO TEACH WRKX.	X	X	
13 WBL. MANY VALUABLE COMMUNITY WRKX PARTNERSHIPS CONTINUE AND HAVE BEEN INITIATED, PROVIDING OPPORTUNITIES FOR ALL STUDENTS, INCLUDING UNDERREPRESENTED STUDENTS AND STUDENTS WITH DISABILITIES.	X	X	X

14 . WBL. PARTICIPATED IN CA INTERNSHIP & WORK EXPERIENCE ASSOCIATION ACTIVITIES, INCLUDING COMMUNITY COLLEGE TITLE 5 FORUM.	X	X	
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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1AY 20-21 PRESENTED MANY CHALLENGES DUE TO COVID SPREAD. BUSINESS DISCIPLINE ADAPTED TO DIFFERENT MODALITY OF TEACHING AND INSTRUCTION, WHILE KEEPING IN MIND UNDERSERVED CONSTITUENTS. AS AN INSTITUTION, WE OBSERVED THE TECHNOLOGY ACCESS GAP FOR STUDENTS OF COLOR. IT HIGHLIGHTED THE LACK OF RESOURCES FOR STUDENTS OF COLOR TO BECOME SUCCESSFUL COMPARED TO THEIR PEERS.	X	X	X
2 AY20-21 ALSO HIGHLIGHTED LEARNING CHALLENGES FOR STUDENTS WITH DISABILITIES TO ADAPT TO REMOTE LEARNING	X	X	X
3			
4			
5			
6			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
UPDATE CURRICULUM		X		
REVISE TRANSFER MODULE CURRICULUM (TMC 2.0) FOR BUSINESS AS-T DEGREE	X			
RE-INTRODUCE BUSINESS SPEAKER SERIES		X	X	X
RE-START ASSESSING PSLO'S (AS OF FALL 21)		X	X	X
CREATE NEW PARTERSHIPS WITH LOCAL AND REGIONAL BUSINESSES	X		X	X
WBL. CONTINUE TO INCREASE ENROLLMENT IN WRKX.		X	X	X

WBL. CONTINUE TO ENGAGE AREA EMPLOYERS TO INCREASE OPPORTUNITIES FOR STUDENTS AND TO IMPROVE OUR REGIONAL WORKFORCE.		X	X	X
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Tab to add more lines as needed

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
BUSINESS FACULTY PARTICIPATES IN DIFFERENT COMMITTEES ON CAMPUS INCLUDING, PRESIDENTIAL TASK FORCE, CEMC, BDC, TECHNOLOGY, GUIDED PATHWAYS AND ACADEMIC SENATE	FACULTY PARTICIPATION BENEFITS STUDENTS IN MANY WAYS INCLUDING; • DISCIPLINE PLANS THAT MEET STUDENT NEEDS, • NEW TECHNOLOGIES THAT MAKES TEACHING MORE EFFECTIVE, • DEVELOPING PROGRAM MAPS THAT HELP STUDENTS IN THEIR JOURNEY AT THE COLLEGE • DEVELOP COURSES AND CONTENT THAT PROMOTES DIVERSITY AND EQUITY
CTE EMPLOYER OUTREACH SPECIALIST IS A SIGNIFICANT MEMBER OF THE WORK-BASED LEARNING PROGRAM TEAM.	MANY BENEFITS, INCLUDING LAS POSITAS COLLEGE INTERNSHIP AND JOB BOARD, INTERNSHIP AND JOB FAIRS, EMPLOYER OUTREACH

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	WRKX CLASSES USE BOTH OPEN AND ANONYMOUS SURVEYS EACH SEMESTER. BUSN CLASSES USE ANONYMOUS SURVEYES EACH SEMESTER.
What did you learn?	STUDENT LIKES, DISLIKES, INTERESTS, GOALS, AND ACHIEVEMENTS.
How will you use the feedback?	COURSE AND INSTRUCTIONAL MODIFICATIONS.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

DATA TABLE 1: DEGREES AND CERTIFICATES AWARDED

		Associate Degrees (A.A., A.S., AS-T, AA-T)									
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
		Awards	Awards	Awards	Awards	Awards	Awards	Awards	Awards	Awards	Awards
Business	AS	1	4	1	1	1	1	1	3	3	4
Business Admin. (AS-T GE)	AST					39	81	70	81	92	32
Business Admin. (AS-T IGETC)	AST					9	19	36	46	62	26
Business Administration	AA	18	15	19	25	27	10	6	11	9	2
Business Administration (AA)	AA										6
Business Administration (AS-T)	AST										86
Business Entrepreneurship(AA)	AA		1		5	3	3		2	2	2

TRANSFERS TO CSU'S AND UC'S: BUSINESS DISCIPLINE IS ONE OF THE HIGHEST TRANSFER MAJOR AT LPC. IN AY 20-21 144 STUDENTS TRANSFERRED TO CSU'S AND UC'S.

LOCAL DEGREES AND CERTIFICATES: IN AY 2019-20, 14 ASSOCIATE DEGREES WERE AWARDED.

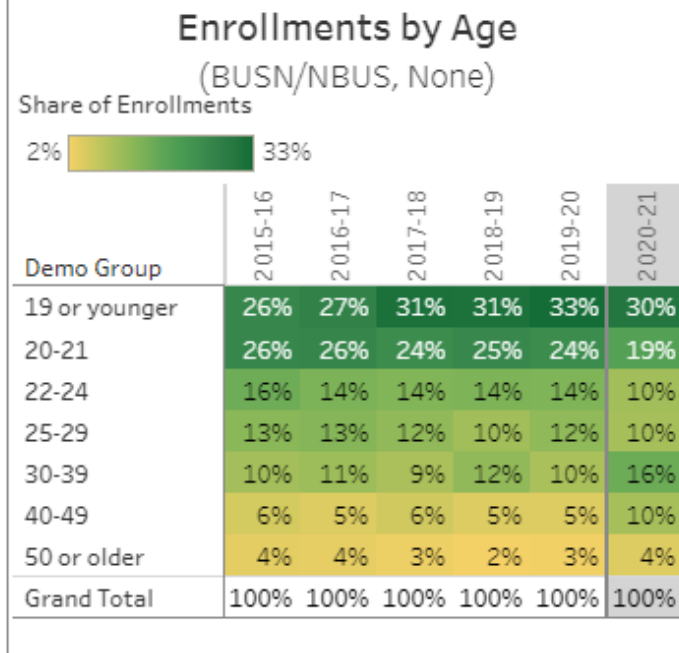
DATA TABLE 2: ANNUAL ENROLLMENT HEAD COUNT

DATA TABLE for BUSN/NBUS

		Reference Years					Evaluation Year
		2019-20	2018-19	2016-17	2017-18	2015-16	2020-21
Num	En.	2,595	2,428	2,328	2,109	2,027	2,972
Success Rate		73.9%	72.5%	64.5%	69.1%	64.6%	80.0%
Set Standard		65.7%	65.7%	65.7%	65.7%	65.7%	65.7%

THE BUSN PROGRAM IS A POPULAR AND STRONG WITH CONTINUOUS GROWING. ENROLLMENTS IN 20-21 WERE 2,972 AN INCREASE OF 377 OR 14.52%.

DATE TABLE 3: AVERAGE AGE DISTRIBUTION



FROM THE PAST AND CURRENT TREND, THE STUDENT OVERALL STUDENT BODY AT LPC ARE GETTING YOUNGER. IN BUSINESS DISCIPLINE THE AGE 19-29 GROUP HAS SEEN A DECLINE IN ENROLLMENTS IN AY 20-21 COMPARED TO AY19-20. WHERE AS INCREASE IN ENROLLMENTS IS OBSERVED IN 30-49 YR AGE GROUP. THIS DATA ENCOURAGES US TO INCREASE COMMUNITY OUTREACH FOR HIGH SCHOOLS AND CREATE MORE PARTNERSHIPS WITH LOCAL AND REGIONAL BUSINESS AND CHAMBERS OF COMMERCE TO ATTRACT OLDER STUDENTS TO LPC FOR RE-TRAINING OR ACQUIRING NEW SKILLS.

DATA TABLE 4: GENDER BASED ENROLLMENTS

Enrollments by Gender
(BUSN/NBUS, None)

Share of Enrollments

1%  57%

Demo Group	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Female	45%	47%	42%	46%	44%	54%
Male	53%	52%	57%	53%	54%	43%
Other	1%	1%	1%	1%	2%	3%
Grand Total	100%	100%	100%	100%	100%	100%

IN AY 2020-21 FEMALE ENROLLMENT IN BUSINESS PROGRAM SAW AN INCREASE OF 10% WHEREAS MALE STUDENTS SAW A DECREASE OF 11%. OVERALL TREND FOR THE PAST 5 YEARS SHOW STABLE PERCENTAGE FOR BOTH MALE AND FEMALE STUDENTS. HOWEVER, A BIG DROP IN MALE STUDENT POPULATION ENROLLED IN BUSINESS PROGRAM IS SIMILAR TO NATIONAL TREND FOR LOWER MALE ENROLLMENTS ACROSS THE BOARD.

DATA TABLE 5: EDUCATIONAL GOAL

Enrollments by Educational Goal
(BUSN/NBUS, None)

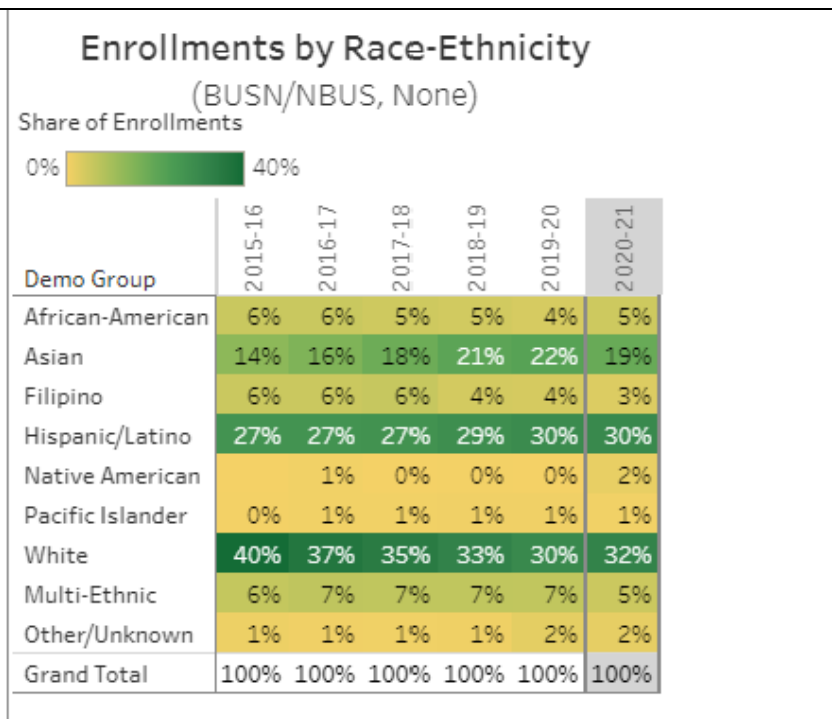
Share of Enrollments

0%  74%

Demo Group	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Transfer (with/..	72%	72%	74%	71%	73%	65%
AA/AS Degree O..	7%	6%	5%	7%	6%	8%
Certificate/Job T..	10%	10%	8%	10%	10%	15%
Improve Eng/Ma..	1%	1%	1%	1%	1%	1%
Personal Develo..	1%	2%	2%	2%	3%	3%
Undecided	9%	8%	8%	8%	7%	7%
Unknown	0%	1%	0%	0%	0%	0%
Other	0%	0%	1%	1%	1%	1%
Grand Total	100%	100%	100%	100%	100%	100%

BASED ON THE DATA, IN AY 20-21, 65% OF THE STUDENTS ENROLLED IN THE BUSINESS PROGRAM WITH A GOAL OF TRANSFER TO A 4 YEAR INSTITUTION. THERE IS SIGNIFICANT DROP FROM AY 19-20 TO 20-21. HOWEVER, STUDENTS ENROLLING FOR CERTIFICATE OR RETRAINING SAW AN INCREASE FROM 10% TO 15%. IT IS IMPORTANT FOR US TO KEEP A GOOD MIX OF COURSES THAT SERVE ALL CONSTITUENCIES.

DATA TABLE 6: RACE AND ETHNICITY



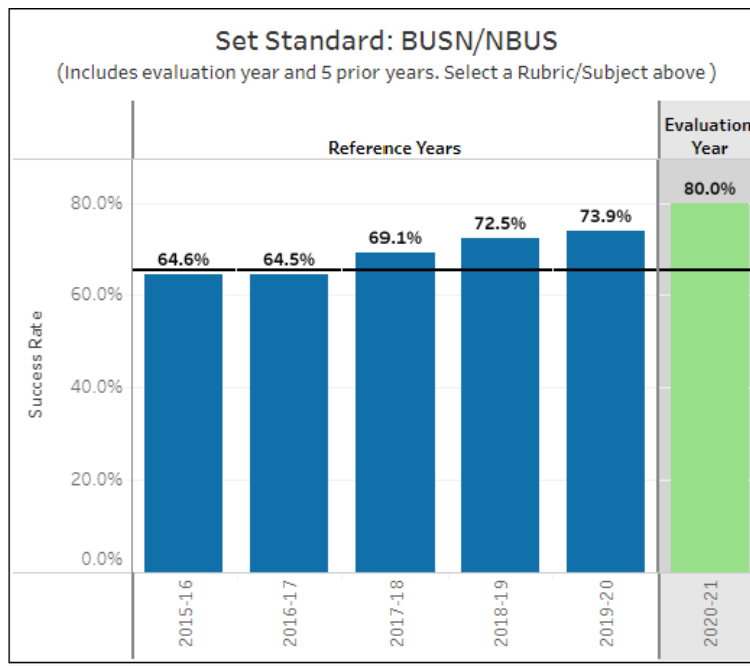
BASED ON THE DATA THE PERCENTAGES REMAIN FAIRLY STABLE EXCEPT FOR DROP OF 3% IN ASIAN POPULATION. HOWEVER, TO REACHOUT UNDERREPRESENTED POPULATIONS, THE COLLEGE PRESIDENT'S 'CALL TO ACTION' TASK FORCE IS LOOKING AT "EQUITY AND ACCESS" ISSUES FOR STUDENTS OF COLOR. THE BUSINESS DEPARTMENT FACULTY FULLY SUPPORTS THIS ENDEAVOR AND PARTICIPATES IN PROJECTS REALTED TO THE TASK FORCE . WE RECOGNIZE MUCH MORE NEEDS TO BE DONE IN FORM OF COMMUNITY OUTREACH AND SUPPORT THAT TARGETS UNDERSERVED CONTITUENTS.

- WRKX PRODUCTIVITY INCREASED FOR BOTH SEMESTERS: FALL 2019, 546.3; FALL 2020 583.3; SPRING 2020, 546.9; SPRING 2021 598.2.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
X yes ____no



DATA TABLE for BUSN/NBUS						
	Reference Years					Evaluation Year
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Num	2,027	2,328	2,109	2,428	2,595	2,972
Success Rate	64.6%	64.5%	69.1%	72.5%	73.9%	80.0%
Set Standard	65.7%	65.7%	65.7%	65.7%	65.7%	65.7%

OVERALL SUCCESS RATE IN BUSINESS COURSES IS ON THE UPWARD TREND. IN AY20-21, SUCCESS RATE IS AT 80%. YEAR OVER YEAR AN INCREASE OF 6%.

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

SLOs/SAOs:

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

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

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

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

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

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

AS PER OUR PLAN AND DISCUSSIONS WITH THE SLO CHAIR, WE DID NOT ASSESS ANY SLO'S IN THE PAST ACADEMIC YEAR. WE ARE ON TARGET WITH TWO YEAR SLO CYLCE AND WE START ASSESSING IN FALL 21. FOR THE LAST ONE YEAR WE WORKED ON ALIGINING SLO'S WITH PSLO'S

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

THE 3-YEAR WRKX CSLO PLAN HAS BEEN COMPLETED. THE PLAN INCLUDES FALL 2019, SPRING 2020, AND FALL 2020. THE CSLOS WERE SELECTED BECAUSE THEY REFLECT TITLE 5 WRKX REQUIREMENTS AND CAREER READINESS. FOLLOWING ARE THE SLOS FOR EACH COURSE.

WRKX 94

- UPON COMPLETION OF WRKX 94, THE STUDENT SHOULD BE ABLE TO ACHIEVE WORKPLACE LEARNING OBJECTIVES ESTABLISHED BY THE STUDENT, SUPERVISOR, AND INSTRUCTOR.
- UPON COMPLETION OF WRKX 94, THE STUDENT SHOULD BE ABLE TO DESCRIBE PROFESSIONAL WORK SKILLS IN THE WORKPLACE.
- UPON COMPLETION OF WRKX 94, THE STUDENT SHOULD BE ABLE TO WRITE A PROFESSIONAL RÉSUMÉ INCLUDING WORK EXPERIENCE COMPLETED DURING THE COURSE.

WRKX 95

- UPON COMPLETION OF WRKX 95, THE STUDENT SHOULD BE ABLE TO ACHIEVE WORKPLACE LEARNING OBJECTIVES ESTABLISHED BY THE STUDENT, SUPERVISOR, AND INSTRUCTOR.

- UPON COMPLETION OF WRKX 95, THE STUDENT SHOULD BE ABLE TO DESCRIBE PROFESSIONAL WORK SKILLS IN THE WORKPLACE.
- UPON COMPLETION OF WRKX 95, THE STUDENT SHOULD BE ABLE TO WRITE A SELF-ANALYSIS ESSAY ABOUT DEVELOPMENT OF WORK SKILLS AND ACHIEVEMENT OF LEARNING OBJECTIVES.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). WRKX 100%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

WRKX: OVER THE COURSE OF THE PLAN, 89.63% OF STUDENTS ACHIEVED MASTERY. THROUGH THE REFLECTION, IT CAN BE CONCLUDED THAT, GENERALLY SPEAKING, IF STUDENTS SUBMIT THE REQUIRED WORK, THEY DO WELL IN THE COURSES.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

WRKX: INSTRUCTORS REGULARLY REMIND STUDENTS ABOUT ASSIGNMENT DEADLINES. THESE REMINDERS HAVE IMPROVED SUCCESS, PERSISTENCE, AND RETENTION.

(5) List changes that you plan on making to improve student learning.

WRKX: INSTRUCTORS WILL CONTINUE TO PROVIDE REMINDERS TO SUPPORT STUDENTS SUCCESS, PERSISTENCE, AND RETENTION.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

WRKX: INSTRUCTORS WILL CONTINUE TO PROVIDE REMINDERS TO SUPPORT STUDENTS SUCCESS, PERSISTENCE, AND RETENTION.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer to items listed in Section 1B.

WRKX: Reminders require an extra time investment from WRKX faculty but all have met the challenge.

(3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

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

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

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

☒ YES ☐ No

Course Name & Number	
<u>COURSE</u>	<u>REVISION TO BE COMPLETED BY</u>
BUSN 18	10/2/22
BUSN 30	10/1/22
BUSN 40	5/1/22
BUSN 56	4/17/22
BUSN 58	4/17/22
BUSN 65	10/2/22
BUSN 88	5/15/22

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.

☒ YES ☐ No

Certificate or Degree
MODIFY AA - BUSINESS ADMINISTRATION
DEACTIVATE AS- ASSOCIATES IN BUSINESS DEGREE
MODIFY WAFC CERTIFICATE
MODIFY AS-T DEGREE WITH TMC 2.0

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES __X__Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

__X__YES _____No

If yes, please provide details and the rationale

ACCOUNTING TECHNICIAN CERT FOR ROBERT HALF

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

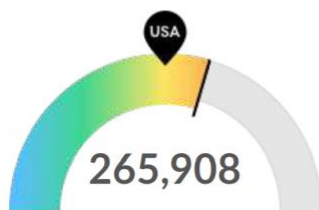
2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



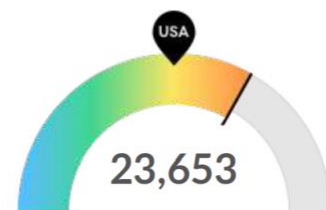
Jobs (2020)

Your area is a hotspot for this kind of job. The national average for an area this size is 205,902* employees, while there are 265,908 here.



Compensation

Earnings are high in your area. The national median salary for Business and Financial Operations Occupations is \$72,132, compared to \$92,388 here.



Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 15,038* job postings/mo, while there are 23,653 here.

THE LMI DATA SUPPORTS DOCUMENTED LABOR MARKET DEMAND FOR BUSINESS GRADUATES. SEE THE LOCAL AREA AND NATIONAL COMPARISON BELOW:

- I) NUMBER OF JOBS VACANCIES: IN THE FIVE BAY AREA COUNTIES, IN 2020 TOTAL OPENINGS WERE 265,908 WHERE AS NATIONAL AVERAGE IS 205,902 JOBS.**
- II) COMPENSATION: IN THE FIVE BAY AREA COUNTIES THE MEDIAN SALARY WAS \$92,388 WHILE NATIONAL AVERAGE IS \$72,132**
- III) JOB POSTING DEMANDS: IN THE FIVE BAY AREA COUNTIES AVERAGE MONTHLY JOB POSTINGS FOR BUSINESS/FINANCE/OPERATIONS RELATED JOBS WERE 23,653 WHEREAS, NATIONAL AVERAGE WAS 15,038**

B. Advisory Boards: Has your program complied with advisory board recommendations?

☒ YES ☐ No

If not, please explain.

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

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

☐ YES ☐ No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (NOT AVAILABLE), THIS QUESTION CANNOT BE ANSWERED. NEW LAUNCH BOARD DATA MATHCES SCFF, WHEREAS THIS PRU CYCLE WAS DEVELOPED PRIOR TO SCFF METRIC.

C2. Does your program meet or exceed the regional and state medians for students gaining employment in their field of study?

☐ YES ☐ No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (NOT AVAILABLE), THIS QUESTION CANNOT BE ANSWERED. NEW LAUNCH BOARD DATA MATHCES SCFF, WHEREAS THIS PRU CYCLE WAS DEVELOPED PRIOR TO SCFF METRIC

C3. Does your program meet or exceed the regional and state medians for student employment rates after leaving the college?

☐ YES ☐ No

If not, what program improvements may be made to increase this metric?

SINCE LAUNCH BOARD DATA IS INCOMPLETE (NOT AVAILABLE), THIS QUESTION CANNOT BE ANSWERED. NEW LAUNCH BOARD DATA MATHCES SCFF, WHEREAS THIS PRU CYCLE WAS DEVELOPED PRIOR TO SCFF METRIC

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

_____YES _____No

If not, what program improvements may be made to increase this metric?

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