

PROGRAM REVIEW Fall 2022

Program: Business

Division: Business, Social Science and Learning Resources

Date:

Writer(s): Rajeev Chopra, Mary Lauffer

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that 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.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1 Successfully converted face to face course in DE., Synchronous and Asynchronous modality
2 Offer Non Credit program at FCI, Dublin through in person and correspondence instruction
3 Initiated developing an internship program with Robert Half Inc.
4 Kept robust faculty engagement in Business discipline during remote working conditions
5 Work-Based Learning (WBL) Program. Participated in CA Internship & Work Experience Association activities, including discussions and feedback on proposed Title 5 revisions impacting the WBL program.
6 WBL. Many valuable community WBL employer partnerships continue and have been initiated, providing work experience opportunities for all students, including underrepresented students and students with disabilities.
7 WBL. Guided Pathways resources are regularly announced in WRKX classes and extra credit assignments have been developed using guided pathways activities.
8 WBL. Students in all majors take WRKX classes, which support completion, career readiness, and economic mobility.
9 WBL. Concurrent enrollment students and students from learning communities continue to enroll in WRKX.
10 WBL. WRKX classes are alerted to Student Health Center services, including mental health resources.
11 WBL. WRKX courses are Zero Textbook Cost courses.
12 WBL. Promotions feature inclusive images.
13 Restarted our Business Symposium after a 2 year hiatus with over 125 students in attendance
14 Offering hyflex modality option for BUSN 40 - Introduction to Business

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. Teaching online courses in synchronous modality during Covid
2. Reaching out and retaining students in non conventional modality during covid
3. Access to appropriate technology during Covid
4. Increase enrollments for African American Students in Business Studies
5. Enrollments in Business discipline decreases by 15% over the last two years
6.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

The faculty in Business discipline worked diligently to adapt to the new reality of teaching effectively during Covid shut downs. All full time and part time faculty participated in training workshops for how to teach and deliver content effectively in synchronous/asynchronous/hybrid/hyflex modality.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The Business Program is centered around the college mission and values for inclusion and diversity. We welcome a diverse set of students including, all race-ethnicity groups, all ages, all gender, and all socio economic groups. The Business Club membership and leadership team reflects our commitment to diversity and our values. Business program also meets the college's commitment to diverse learning styles and access to diverse career development opportunities. We offer courses, in all modalities, including; in class, synchronous, hybrid and asynchronous for varied learning styles. We offer transfer degrees and other career technical certificates and AA degrees that fulfill the mission of the college to serve transfer students and students looking to acquire skills for working in the business field.

Many valuable community WBL employer partnerships continue and have been initiated, providing work experience opportunities for all students, including underrepresented students and students with disabilities. Students in all majors take WRKX classes, which support completion, career readiness, and economic mobility. WRKX classes allow students to earn units for working, enabling students to learn work skills, stay in college, and retain full-time student status, which can be threatened when they need to increase their work hours due to economic need.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
WBL. Plan to implement Title 5 changes to best serve our students. Changes are expected to be finalized in November 2022. Implementation will include information sessions, planning with internal stakeholders, revision of WBL WRKX materials (course curriculum, forms, handbooks, website), and education for other	x		x	x

academic programs with WBL in their curriculum.				
Create new partnerships with local businesses for internship opportunities	x	x	x	x
Market existing degrees and certificates for local employers.		x	x	x
Organizing Business Symposium		x	x	
Offer low cost or zero cost textbooks	x			x

Tab to add more lines as needed

F. 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.	1. Surveys 2. WBL Surveys
What did you learn?	1. Online course design and quality significantly impact student success; following are quotes from students: "I have on many occasions withdrawn from a class and a lot has had to do with me feeling disengaged in the material and style of the deliverables. This class is by far one of my most successful classes and I feel it's directly related to how you teach and the curriculum." "I think the course is great. I took this course last semester at another college and dropped the course. You keep us engaged and show different ways to have a communication course online successful." "Thank you for the organization and detail of the course. It is the best I have seen in Canvas over the past 3 semesters." 2. Importance of WRKX courses to career readiness and success; following are student quotes: "Recently I applied for a new job and

	I have to say I probably would not have aced my interview if I hadn't taken this class." "I think that everyone should be required to take this course. I have been a working professional for some time, and I was surprised at just how much I have learned." "I got a raise this year from my performance review. I was given the largest raise at the company. I credit this class with helping me to learn new things along the way that helped me to achieve this success." "Taking Work Experience this semester has helped me transform into a much better employee and manager to my subordinates." "I am thankful for this class. Without it I would never have looked for ways to improve my work ethic. Since I started doing more and became more engaged with work I have been promoted. Something I never thought would happen is to be a store manager at 19 years old. I am thankful for this class for opening my eyes and showing hard work really does pay off." "This class gives me courage. The semester I did not take this class, there was a huge difference in my approach to work."
How will you use the feedback?	1. Continue to ensure high quality online courses. 2. Continue to promote WRKX courses to increase awareness and enrollment.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

Yes

Barrier	Suggestions
1. Culturally and ethnically appropriate content	1. More training in course planning that addresses the barrier.

2. Special tutoring programs for African American and Hispanic students	2. Allocate more funds and dedicated tutoring resources for students
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Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

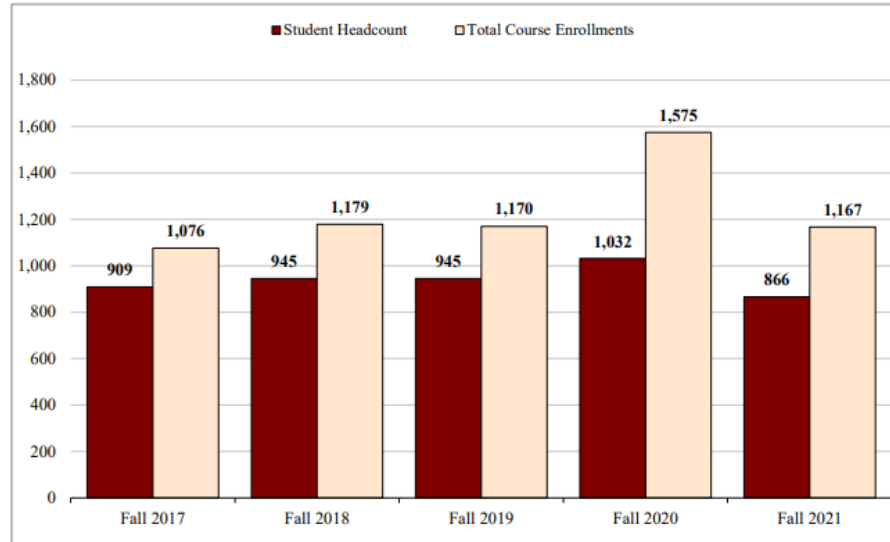
- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

HEADCOUNT ANALYSIS: FALL TO FALL HEADCOUNT

CHALLENGES: FALL TO FALL ENROLLED INCREASED FROM FALL 19 TO FALL 20 BY 9.20%. HOWEVER ENROLLMENTS FROM FALL 20 FALL 21 DECREASED BY 16.08 %.

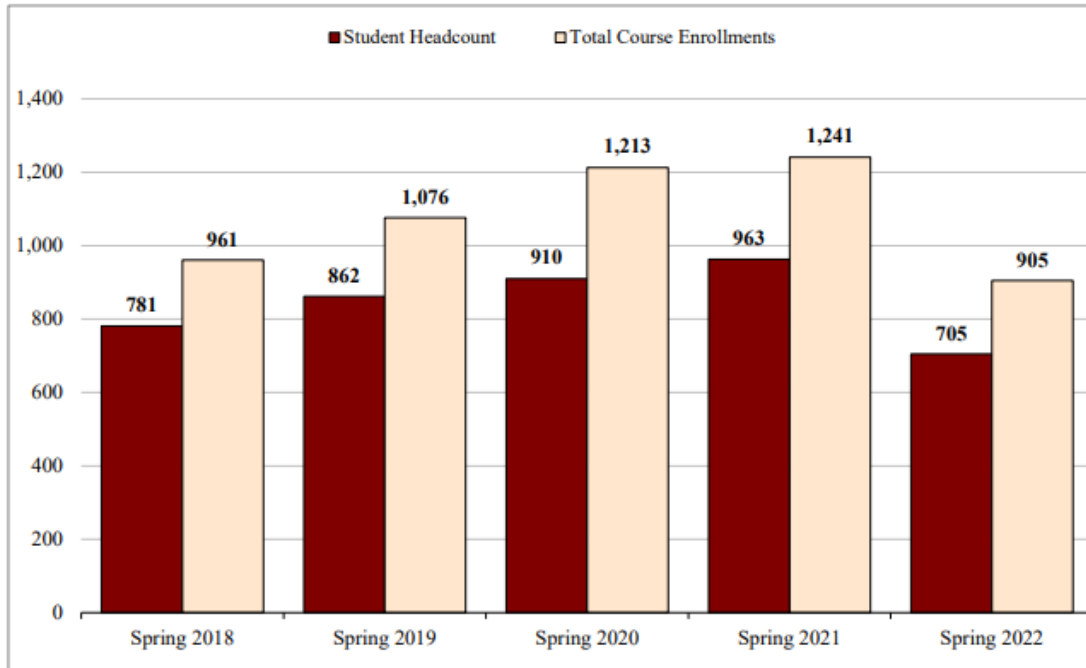
Headcount & Enrollment

Business (includes Non-Credit) (BUSN/NBUS)					
	Term				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Student Headcount	909	945	945	1,032	866
Total Course Enrollments	1,076	1,179	1,170	1,575	1,167



Headcount & Enrollment

Business (includes Non-Credit) (BUSN/NBUS)					
	Term				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Student Headcount	781	862	910	963	705
Total Course Enrollments	961	1,076	1,213	1,241	905



COURSES PER STUDENT: TOTAL COURSES ENROLLMENT/ TOTAL HEADCOUNT:

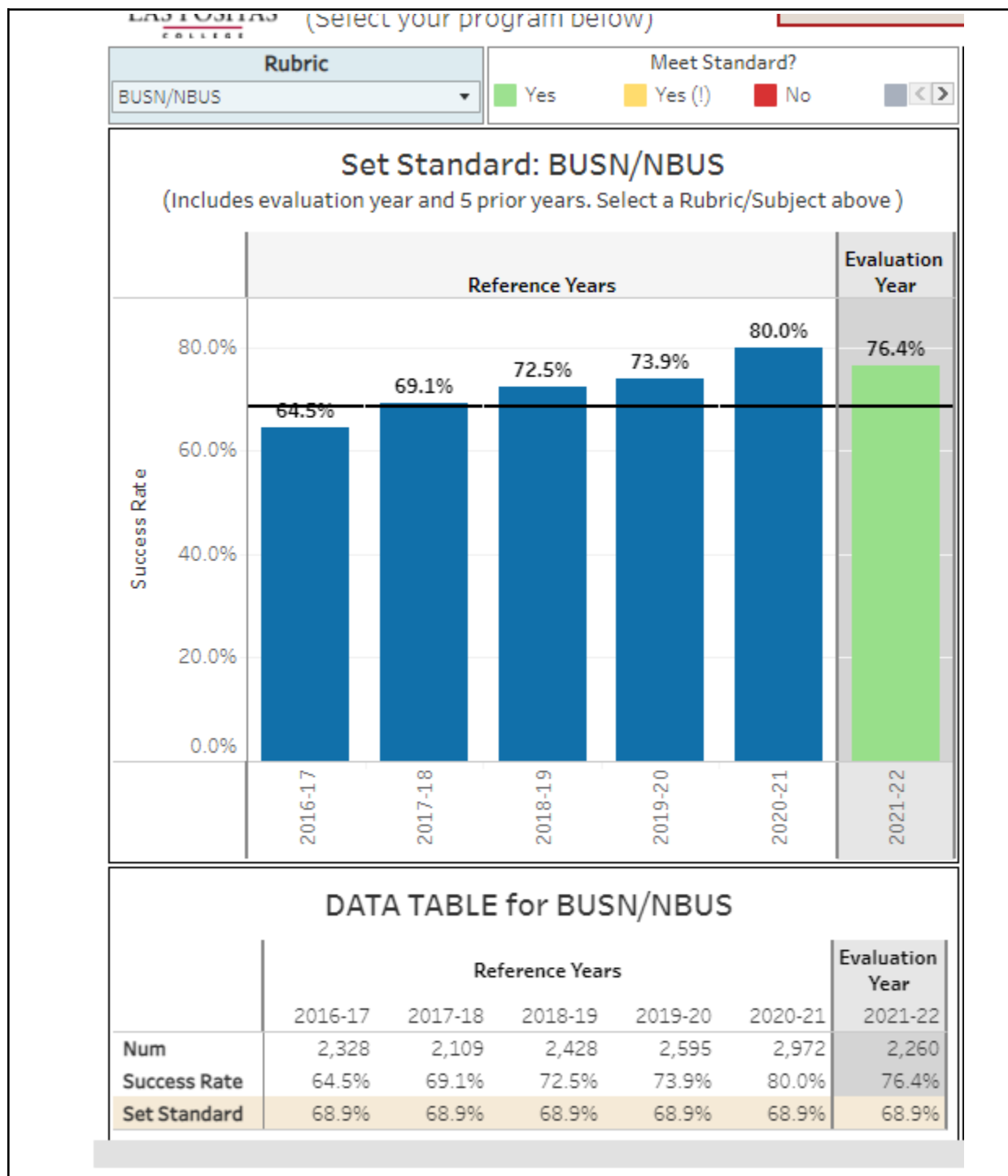
HEADCOUNT AND ENROLLMENTS					
SEMESTER	FALL 17	FALL 18	FALL 19	FALL 20	FALL 21
HEADCOUNT	909	945	945	1032	866
COURSES TAKEN	1076	1179	1170	1575	1167
COURSES PER HEAD	1.18	1.25	1.24	1.53	1.35
SEMESTER	SP 2018	SP 2019	SP 2020	SP 2021	SP 2022
HEADCOUNT	781	862	910	963	705
COURSES TAKEN	961	1076	1213	1241	905
COURSES PER HEAD	1.23	1.25	1.33	1.29	1.28
FALL + SPRING					
ACADEMIC YEAR	17-18	18-19	19-20	20-21	21-22
HEADCOUNT	1690	1807	1855	1995	1571
COURSES TAKEN	2037	2255	2383	2816	2072
COURSES PER HEAD	1.21	1.25	1.28	1.41	1.32
HEADCOUNT AND COURSES TAKEN: From Spring 21 to Spring 22 headcount fell by 26.79% but courses per student remain the same.					

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 are 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?
☒ Yes ☐ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.



C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(*Departments without degrees, non-major courses, and/or other courses up for assessment*\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

These PSLO'S were selected based on the content that was central to the course objectives.

1. UPON COMPLETION OF THE AA DEGREE IN BUSINESS, STUDENTS ARE ABLE TO DEMONSTRATE KNOWLEDGE OF BUSINESS OPERATIONS
2. UPON COMPLETION OF AA IN ENTREPRENEURSHIP, STUDENTS ARE ABLE TO DEMONSTRATE KNOWLEDGE OF BUSINESS OPERATIONS AND PROCEDURES
3. UPON COMPLETION OF AA IN MARKETING, STUDENTS WILL BE ABLE TO DETERMINE DEMAND FOR PRODUCTS AND SERVICES
4. UPON COMPLETION OF THE AS-T DEGREE STUDENTS ARE ABLE TO DEMONSTRATE KNOWLEDGE OF BUSINESS OPERATIONS

5. UPON COMPLETION OF COA IN ENTREPRENEURSHIP, STUDENTS ARE ABLE TO CONSTRUCT A BUSINESS PLAN
6. UPON COMPLETION OF ACCOUNTING TECHNICIAN CERTIFICATE, STUDENTS ARE ABLE TO PERFORM VARIOUS ACCOUNTING AND TAX FUNCTIONS IN AN ACCOUNTING OFFICE
7. UPON COMPLETION OF BOOK-KEEPING CERTIFICATE, STUDENTS ARE ABLE TO PERFORM A VARIETY OF FUNCTIONS IN AN ACCOUNTING DEPARTMENT, INCLUDING; ANALYZING TRANSACTIONS, PREPARE ACCOUNTING RECORDS AND PREPARE AND ANALYZE INVOICES AND BILLS.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). 95%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

For PRU 21-22, we selected to evaluate the second PSLO from the AS-Transfer degree. PSLO #2: Upon completion of the AS-T in Business Administration, students are able to demonstrate knowledge of business operations, the business organization, business environment, and business procedures.

The non-disaggregated data clearly indicated over 80% of students demonstrate mastery and above average understanding of Program level outcome and 11.52% either did not demonstrate or scored below average in the assessments. The results are tabulated below in the excel table.

OVER ALL DISAGREEGATED PSLO RESULTS			
OVERALL (FALL 21 - SPRING 22)	MASTERY & ABOVE AVERAGE	AVERAGE	BELOW AVERAGE & NO DEMONSTRATION
OVERALL DISAGREEGATED	78.73%	9.75%	11.52%

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- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

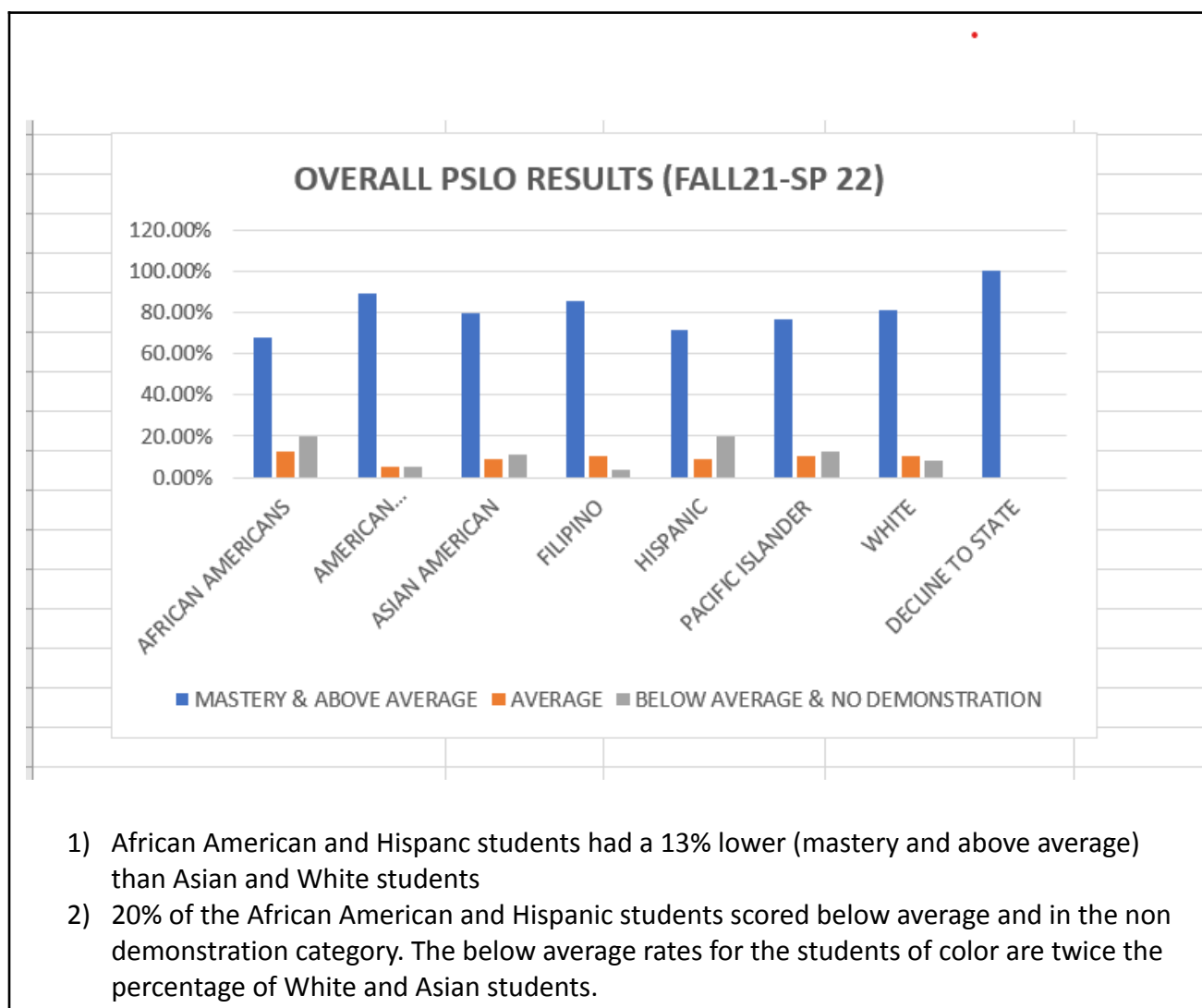
Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient
- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

The Ethnicity based Disaggregated analysis of the PSLO revealed outcomes among different groups were not similar, and students from African American and Hispanic ethnicities had lower success rates than students from white and Asian ethnicity. The overall disaggregated results are tabulated below in excel table and bar chart.

OVERALL (FALL 21 - SPRING 22)	MASTERY & ABOVE AVERAGE	AVERAGE	BELOW AVERAGE & NO DEMONSTRATION
AFRICAN AMERICANS	67.50%	12.50%	20.00%
AMERICAN INDIANS/NATIVE	89.47%	5.26%	5.26%
ASIAN AMERICAN	79.39%	9.13%	11.47%
FILIPINO	85.81%	10.14%	4.05%
HISPANIC	71.46%	8.87%	19.66%
PACIFIC ISLANDER	76.93%	10.26%	12.82%
WHITE	80.90%	10.65%	8.45%
DECLINE TO STATE	100.00%	0.00%	0.00%



6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

1. How to attract more African American students for the Business studies program at Las Positas College?
2. Identifying resources for African American and Hispanic students to increase success rates, retention and completion.

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

1. Using more culturally and ethnically appropriate content in the classroom to increase inclusiveness and interest in the subject matter.
2. To increase awareness and make conscious effort to address inequalities by using best practices in syllabus planning, content and modality, assignments and general course

work.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☒ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

None

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

WBL: The 3-year WRKX CSLO plan was completed and content was entered in last year's Program Review.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). 100%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

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Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____YES _____No

Course Name & Number
COMPLETED IN FALL 21: BUSN 1A, 1B, 55, 61 & 65
IN PROGRESS: BUSINESS 18, BUSINESS 30, BUSINESS 40, BUSINESS 45, BUSINESS 48

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

__x__YES _____No

Certificate or Degree
AS BUSINESS = DISCONTINUED
AA BUSINESS= UPDATED IN CURRICUNET

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES X Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ x _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ x _____ No

Course Name & Number

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

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