

Program: BUSINESS

Division: BSSL

Date: 10/15/24

Writer(s): RAJEEV CHOPRA

SLO/SAO Point-Person: RAJEEV CHOPRA

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will 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 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

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 form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

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.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

BUSINESS PROGRAM

CURRICULUM UPDATES

- All courses in the Business program have updated course outlines at of AY 23-24
- All degrees, certificates and program maps are up to date

BUSINESS FACULTY HIRING/REPLACEMENT

- In 2023-24 the Business program had the goal to hire a full-time faculty to replace Tracey Coleman's position. We successfully hired Jerry Bailey to teach general business courses starting Fall 2024.

BUSINESS CLUB

- **Conference Wins.** For 2023 and 2024, LPC Business Club finished in second place in competitions at the spring California Future Business Leaders of America State Business Leadership Conference. In 2024, LPC earned the highest number of first-place wins.
- **Membership.** Membership continues to climb and is at 65+ this year, the highest enrollment ever at LPC. Meetings focus on academic and career development, competition preparation, and creating a learning community.

OFFICE VISITS AND INDURSTY CONNECTIONS:

- To create industry partnerships and outreach, the Accounting faculty arranged an office visit to Moss Adams, CPAs in Walnut Creek. Over 40 students from the Business program at Las Positas and Chabot colleges participated in this activity. Students had the opportunity to learn about the accounting profession, mingle with the professionals and learn about scholarships and internship opportunities at Moss Adams.

OUTREACH EFFORTS

- To create industry partnerships and outreach, the Accounting faculty arranged an office visit to Moss Adams, CPAs in Walnut Creek. Over forty students from the Business program at Las Positas and Chabot college participated in this activity. Students had the opportunity to learn about the accounting profession, mingle with the professionals and learn about scholarships and internship opportunities at Moss Adams.
- To continue our participation in the community and to increase awareness about the Business program, we participated in the College and Career Fair at Granada High School in Livermore and ROP symposium at Dublin High School in Fall 2023.
- The Business program faculty participated in Fall preview night to meet prospective students and their families.

WORK BASED LEARNING (WBL) PROGRAM

- Program coordinator participated in CA Internship & Work Experience Association activities, including discussions and feedback on Title 5 revisions impacting the WBL program. Plans to modify curriculum have been implemented.
- Work Experience (WRKX) classes use guided pathways concepts and tools as career preparation assignments.
- 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. A recent comment: “The benefits that this course offers are limitless. It teaches you how to grow as a human and to become the best person in your career or education you can possibly be.” Please see more [feedback](#) on the WRKX website.

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

- Did your accomplishments support your program’s plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you’d like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

BUSINESS PROGRAM:

- Business program is one of largest transfer majors and needs additional FTES to meet the demand. The successful outreach efforts have increased exposure and have led to robust enrollments in all business courses.
- Staffing for AY 23-24 became challenging as the Business program lost a full-time member that taught general business courses.
- Adjusting the course work from complete DE modality back to on campus classes added a challenge for preparation and finding the right mix for different modalities.

WORK-BASED LEARNING (WBL) PROGRAM

WRKX courses need additional FTES to meet anticipated needs from industry and high school partners who require students to enroll in a college WRKX course during internships and apprenticeships. For more than a year, WRKX promotion campaigns have not been conducted because FTES has been limited.

N/A_____

C. Planning: What are your program's most important plans, either new or continuing?

- Continue participating in outreach efforts with local high schools, ROP's and continuing students.
- Organize a Symposium of Business Studies in Spring 2025 at LPC to introduce existing and new students to the Business Studies program and potential career paths.
- Organize an office visit in Fall 2025 with Moss Adams, CPAs.

N/A_____

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Disproportionate Impact on Marginalized Students: Students from marginalized backgrounds—such as low-income, first-generation, and underrepresented racial or ethnic groups—are disproportionately impacted when course offerings are limited. They may lack the flexibility to take courses at different times, on different campuses, or in different formats, exacerbating existing barriers to educational access.

Limited Access to Critical Courses: When students are unable to enroll in required or high-demand courses due to limited availability, it can delay their academic progress, leading to frustration. This is especially true for students with tightly defined degree plans, such as those pursuing professional certifications or specific career tracks. Over the last few years, the BUSN department has cut our offerings due to budgetary restraints.

Failure to Meet Evolving Needs: As enrollment grows, students' expectations shift, and technological advancements occur, the demand for diverse and accessible course offerings also evolves. Without adequate resources to adapt to these changes, institutions may struggle to keep up with educational trends, putting their long-term sustainability at risk.

Suggestions:

Add additional FTEF to these high demand courses (BUSN 18,40,1A,1B) that regularly fill and have years of sustained demand.

Offering Hyflex options for more of the sections

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes_X___ No___

2. Comments (Optional): We plan to update courses listed below.

BUSN 20, 45, 51 & 86

3. Please review your program [maps](#). Do you need to make any modifications?

Yes_X___ No___

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
 - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
 - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
- Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).
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Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team](#).)

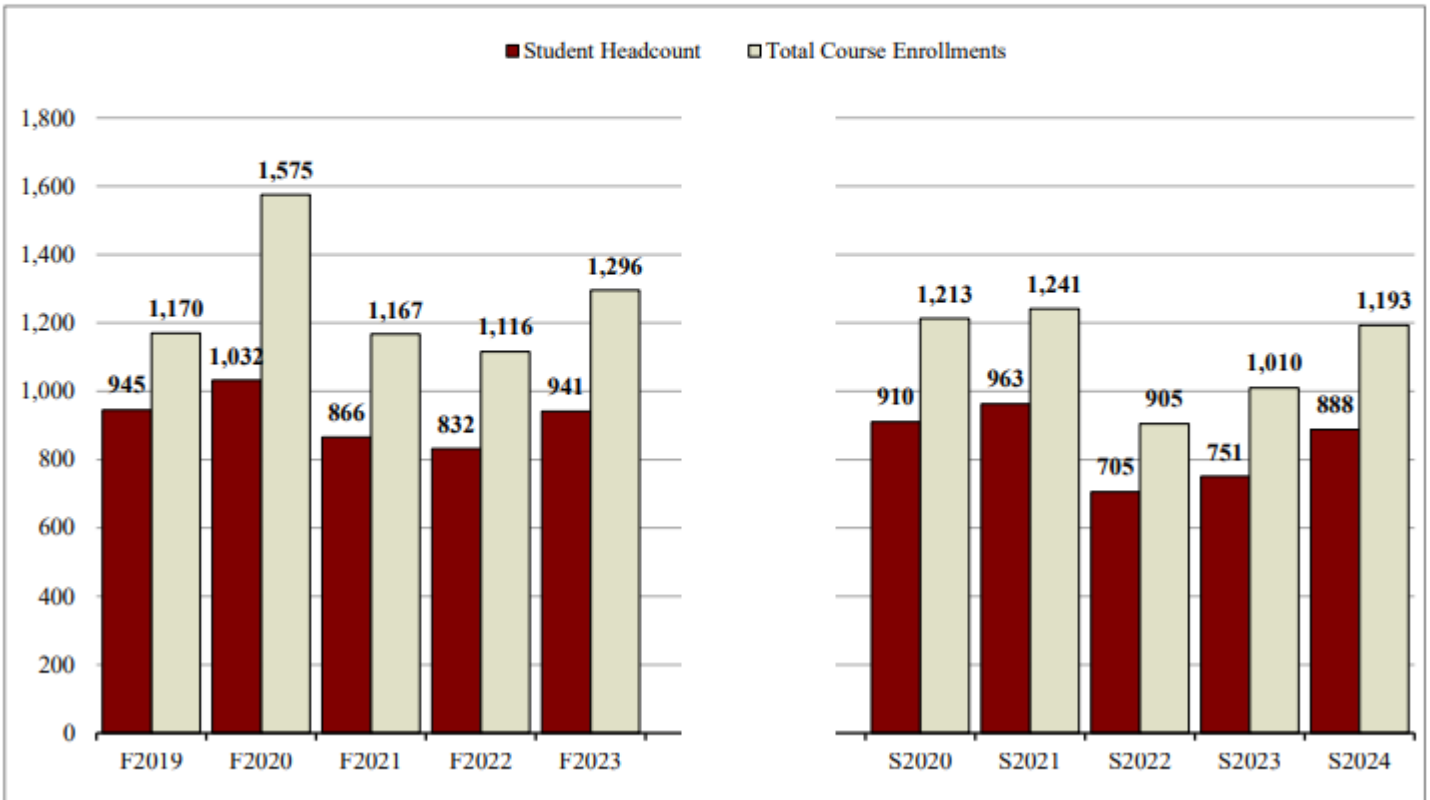
Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

HEADCOUNT:

Headcount & Enrollment

Business (includes Non-Credit) (BUSN/NBUS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Student Headcount	945	1,032	866	832	941	910	963	705	751	888
Total Course Enrollments	1,170	1,575	1,167	1,116	1,296	1,213	1,241	905	1,010	1,193



- **HEAD COUNT: AY 22-23 = 1583, AY 23-24 = 1829, CHANGE = + 15.5% INCREASE**
- **NO. OF COURSE PER HEAD COUNT: AY 22-23 = 1.34, AY 23-24 = 1.36**

DEMOGRAPHICS:

Student Demographic: Race-Ethnicity

Business (includes Non-Credit) (BUSN/NBUS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
African American	40	49	30	40	39	37	46	25	38	40
Asian	208	202	153	162	203	195	190	150	149	214
Filipino	39	37	26	32	41	31	33	26	31	37
Latino	287	321	261	274	279	270	287	203	242	237
Native American	3	9	3	5	10	1	8	2	4	6
Pacific Islander	6	5	7	5	5	5	4	4	3	3
White	286	327	304	243	292	281	328	229	213	272
Multiethnic	56	59	68	61	63	69	53	51	62	64
Other/Unknown	20	23	14	10	9	21	14	15	9	15
% African American	4%	5%	3%	5%	4%	4%	5%	4%	5%	5%
% Asian	22%	20%	18%	19%	22%	21%	20%	21%	20%	24%
% Filipino	4%	4%	3%	4%	4%	3%	3%	4%	4%	4%
% Latino	30%	31%	30%	33%	30%	30%	30%	29%	32%	27%
% Native American	<1%	1%	<1%	1%	1%	<1%	1%	<1%	1%	1%
% Pacific Islander	1%	<1%	1%	1%	1%	1%	<1%	1%	<1%	<1%
% White	30%	32%	35%	29%	31%	31%	34%	32%	28%	31%
% Multiethnic	6%	6%	8%	7%	7%	8%	6%	7%	8%	7%
% Other/Unknown	2%	2%	2%	1%	1%	2%	1%	2%	1%	2%

- *Asian student numbers have increased 5% year over year*
- *African American students head count has stayed the same. Need to increase outreach to increase the head count.*

STUDENTS BY MODALITY:

Students Using Distance Education

Business (includes Non-Credit) (BUSN/NBUS)										
<i>(Categories reflect college-wide coursework)</i>	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Face-to-Face (F2F) Only	327	85	20	48	66	308	61	30	34	67
Both F2F and DE	409	61	79	268	401	418	60	227	294	397
Distance Education (DE) Only	209	886	767	516	474	184	842	448	423	424
% Face-to-Face (F2F) Only	35%	8%	2%	6%	7%	34%	6%	4%	5%	8%
% Both F2F and DE	43%	6%	9%	32%	43%	46%	6%	32%	39%	45%
% Distance Education (DE) Only	22%	86%	89%	62%	50%	20%	87%	64%	56%	48%

- **F2F YEAR OVER YEAR: +VE CHANGE = 82 VS 133, INCREASE OF 60%**
- **BOTH F2F + DE , YEAR OVER YEAR +VE INCREASE = 562 VS 798, INCREASE OF 42%**
- **DE ONLY, YEAR OVER YEAR = 939 VS 898, DECREASE OF 4%**

COURSE SUCCESS RATES:

Student Performance: Grade Distribution

Business (includes Non-Credit) (BUSN/NBUS)										
	Fall Terms					Spring Terms				
	F2019	F2020	F2021	F2022	F2023	S2020	S2021	S2022	S2023	S2024
Total Course Enrollments	1,170	1,575	1,167	1,116	1,296	1,213	1,241	905	1,010	1,193
Course Success Rates	71%	82%	76%	75%	76%	77%	78%	76%	78%	77%
A	41%	53%	45%	45%	50%	48%	48%	44%	48%	46%
B	20%	18%	21%	17%	16%	19%	20%	19%	19%	17%
C	10%	10%	10%	12%	10%	7%	8%	11%	11%	10%
P	<1%	1%	1%	0%	<1%	3%	1%	1%	<1%	5%
Course Non-Success Rate	12%	5%	8%	13%	12%	4%	8%	13%	13%	11%
D	3%	1%	2%	4%	2%	1%	2%	4%	2%	2%
F*	9%	3%	6%	9%	10%	3%	6%	9%	11%	9%
Withdrawals (See Note)	17%	13%	16%	13%	12%	19%	14%	11%	9%	12%

- **OVERALL COURSE SUCCESS RATES ARE STABLE YEAR OVER YEAR = 76.5%**
- **OVERALL NON-SUCCESS RATES ARE STABLE YEAR OVER YEAR = 12%**

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, 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes X No

SUMMARY TABLE for BUSN/NBUS Program(s)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Seats	2,428	2,595	2,972	2,260	2,303	2,656
Success Rate	72.5%	73.9%	80.0%	76.4%	76.8%	76.5%
Set Standard	72.3%	72.3%	72.3%	72.3%	72.3%	72.3%

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

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- 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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

- [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes_ X___ No___

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
 - PSLO: Upon completion of the AS-T in Business Administration, students are able to explain the functions of all business operations and identify the resources needed in each area.
 - Rationale: This PSLO was selected because it has a broad scope and effects lots of functional areas in business operations.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - 90 %

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
 - PSLO Results: MASTERY & ABOVE AV: 63%, AVERAGE: 7% , BELOW AVERAGE 2%, N/A 28%
The PSLO results were consistent with previous time periods. The overall success rate was 70% which is consistent with other CSLO'S.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
 - No Change

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.
 - Elumen functionality and better understandable reports

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
Will all courses be assessed by June 2026?
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](#).
2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. [Based on discussion with others in your area](#), what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. 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.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?