

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: Business

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

- 1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

The Business Department did an extensive review of the curriculum. Through the review process, several courses and programs that were no longer industry relevant were removed. The department also added an entrepreneurship course, which can be used with the existing AST so that students can transfer to Fresno State University Entrepreneurship program. However, the course is also open to all LMC students. In addition, the department revised the BUS185 computerized accounting course to be more industry relevant.

- 1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

The Business Department is exploring ways to address the needs of the LMC students including job readiness education opportunities and small business education.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

- 2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

(NOTE COUSES *IN ITALICS* ARE NOT OUR DEPARTMENT'S COURSES)

AST BUSINESS ADMINISTRATION				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	<i>BUS-059 (3) OR BUS-109 (3) OR COMSC-040 (4) MATH-034 (4)</i>	<i>BUS-294 (3) MATH-037 (4)</i>	<i>BUS-186 (4) ECON-010 (3)</i>	<i>BUS-187 (4) ECON-011 (3)</i>
AS ACCOUNTING & CERTIFICATE ACCOUNTING				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	<i>BUS-109 (3) BUS-186 (4)</i>	<i>BUS-018 (3) BUS-187 (4)</i>	<i>BUS-185 (3) BUS ELEC (3)</i>	<i>BUS ELEC (3)</i>
AS SMALL BUSINESS OPERATIONS & CERTIFICATE SMALL BUSINESS OPERATIONS				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	<i>BUS-027 (3) BUS-035 (3)</i>	<i>BUS-186 (4) MANGT-075 (3)</i>	<i>BUS ELECTIVE (9)</i>	<i>BUS ELECTIVES (9)</i>

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future. N/A

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it? N/A

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
BUS-018	2 sections	2 sections	2 sections	2 sections
BUS-019	1 section	1 section	1 section	1 section
BUS-027	2 sections	2 sections	2 sections	2 sections
BUS-036	2 sections	2 sections	2 sections	2 sections
BUS-035A	1 section	1 section	1 section	1 section
BUS-035C	1 section	1 section	1 section	1 section
BUS-052	1 section	1 section	1 section	1 section
BUS-059	2 sections	2 sections	2 sections	2 sections
BUS-109	5 sections	5 sections	5 sections	5 sections
BUS-160	1 section	1 section	1 section	1 section
BUS-185	1 section	1 section	1 section	1 section
BUS-186	4 sections	4 sections	4 sections	4 sections
BUS-187	2 sections	2 sections	2 sections	2 sections
Rationale for any Major Changes				
<p>Adding BUS019 (Intermediate Excel) and BUS036 (MS Office II) for workplace readiness certificates such as the Business Information Professional (BIP). Adding BUS052 (Introduction to Entrepreneurship).</p>				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
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COOR To Do	Who is doing	When
BUS-035A	Courtney Knauer	Fall 2017- Online supplement also
BUS-035B	Courtney Knauer	Fall 2017- Online supplement also
BUS-035C	Courtney Knauer	Fall 2017- Online supplement also

BUS-091	Tawny Beal	Spring 2018
BUS-092	Courtney Knauer	Spring 2018
BUS-093	Courtney Knauer	Spring 2018
BUS-095	Tawny Beal	Fall 2019
BUS-096	Tawny Beal	Spring 2018

4.2. Course Offerings/Content

<p>How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?</p>	<p>The Business Department did an extensive evaluation of course offerings, met with advisory individuals, and made changes including the deletion of over 15 courses that were no longer relevant for the students and industries we serve. The changes included the deletion of the Real-estate program, Legal Secretary program, Office Administration program, and some skills certificates and individual courses. We also added a new course in Entrepreneurship and we are working to create a Business Information Professional certificate. BSU185 was adjusted to add QuickBooks as the primary accounting program utilized during the class.</p>
<p>How have these changes enhanced your program?</p>	<p>The course deletions allowed us to remove unneeded courses and programs that were not serving our student’s needs. These changes put us in position to begin planning for new courses and programs that are better aimed at helping our students to prepare for business ownership and gaining employment. Planning is underway now for the addition of Business Information Professional (BIP) certificates. The addition of the Entrepreneurship course specifically will allow students to transfer directly to Fresno State University’s Entrepreneurship program. The addition of the course also positions the department to explore additional offerings in small business management and entrepreneurship, as well as explore how these programs can help students in other LMC programs such as automotive, child care, art, etc.</p>

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	Additional courses will be needed in the areas of workplace skills for a technological, and the business environment in order to prepare students for entry level business positions. Entrepreneurship certification courses.
What significant changes to existing course content would need to be made to support the new degree or certificate?	Modification to MS Office courses are beginning to support the Business Information Professional certificate.

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

Business/Management Advisory- All Programs-

Monday, May 8, 2017 from 3:30 PM to 5:30 PM

Los Medanos College - 2700 East Leland Road - Room CO-420 - Pittsburg, CA 94565

Advisory Board meeting to explore industry needs and relevancy of current courses and programs.

Name	Company Name	Title
Noreen James	Streets of Brentwood	Senior Marketing Manager
Michael E. Jones	Streets of Brentwood	General Manager
Julie Neward	Somersville Towne Center	General Manager
Marianne Smith	USS-POSCO	Director of HR
Ryan Brown	The Alarm Guys	Owner/GM
Chris Moreno	State Farm	Owner
Chris Hetrick	Macy's	VP-Store Manager, Antioch Macy's, Inc.

Wolfgang Croskey	Croskey Real Estate & Mngmnt.	Owner
Kolette Simonton	City Of Pittsburg	Senior Administrative Analyst, Economic Dev.
Dwayne Dalman	City of Oakley	Economic Development Manager
Oscar Dominguez	CCC County WDB	CCC SBDC Manager
Natalie Hannum	LMC	Dean, WED and CTE
David Wahl	LMC	Director WED
Tara Sanders	LMC	Community Partnerships Liaison
Penny Wilkins	LMC	Business Faculty
Tawny Beal	LMC	Business Faculty
Theodora Adkins	LMC	Business Faculty

Addition industry advice was gathered from the following:

March & May 2017

Accounting

Conversations with Robert Half and Associates, as well as Adjunct Accounting Faculty working in the private and public sectors of accounting (Richard Tomilinson and Michael Shieh) to verify industry applicability and student jobs for those gaining the current accounting certificate and degree.

February 20, 2015

Legal Secretary

Exploration of qualifications, internships, high school partnerships, and 5-year employment outlook projection for legal.

martin@rivertownlegal.com; susanceballos@antioch.k12.ca.us; briankofford@antioch.k12.ca.us; Hlester3@aol.com; awulff@kirkland.com; diane@dlcconsultingsrvcs.com; bmartinez@mofo.com; Steverussell45@gmail.com; steve@rebuildingamericausa.com; sarah@sarahdavisfamilylaw.com; Rita Low

November 7, 2014 and ongoing email communications with the WAFC through 2016.

2014 Fall Retail Management Advisory Meeting

Exploration of the WAFC Retail Management certifications and industry requirements.

CGA - Brianne Page

C&S Wholesale - Michael Golub, Laurence Kincaid

Coca-Cola - Kimi Nishio, Bobby Brown, Michelle Turula

F4L/Foods Co - Mike Servold, Raylene Gamboa, Sherry Hughes, Sharon Matsuo

Raley's - Kyle Kontos

Safeway Corp - Madeleine Adkins

Safeway Nor Cal - Kelli Guardanapo, Catie Zavala

Save Mart - Lisa Boyce, Leah Licea

Smart & Final - Mellonie Celestine, Angelina Gonzalez, David Crookston, Dankia Price

Unified Grocers - Ida Hailstone

WAFC - Cherie Phipps

American River - Ron Morris

CC San Fran - Carole Meagher

Fresno - Gayla Jurevich

Las Positas - Lisa Weaver

Los Medanos - Theodora Adkins, Penny Wilkins

Modesto - Linda Kropp, Nancy Sill

San Joaquin Delta - Andrzej Kobylanski

Yuba - Edward Davis

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

The courses not assessed were some of the 1.5 and .5-unit courses. These courses were not done so that the faculty could spend time on more in-depth assessment and analysis of 3 and 4-unit courses and get the department on cycle with assessments.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

N/A

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning? Changes to include more demographic data in relation to assessments.

Assessments will continue to evolve to best represent our student population. Alignment with a more balanced assessment approach (completing a certain number of course assessments per semester) will also be utilized.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

- Assessment allowed the department to see how/where we might incorporate more supporting Text Resources
- Assessment showed a need for QuickBooks content, which was added to BUS185.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

Student age and ethnic demographics have shifted with more students coming from younger and diverse populations. Some of these populations may gravitate towards multimedia and hands on learning methods, as well as technology driven classes. Increasing opportunities for students to engage in these areas could improve student proficiency.

7.2.2. What was the biggest challenge in conducting program level assessment?
The biggest challenge is that we currently do not have a capstone course.

7.2.3. What resource needs, if any, were identified in your program level assessment? N/A

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low-income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	78.8% (FA16) 81.4% (SP17)	85.0% (FA16) 84.6% (SP17)	86.9% (FA16) 83.9% (SP17)
Success Rate (program/discipline)	66.8% (FA16) 65.4% (SP17)	72.6% (FA16) 72.5% (SP17)	74.5% (FA16) 71.6% (SP17)

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

We currently have a low success rate for African American students. We also have a gap in other areas for completion versus success.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low-income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

We will explore opportunities to increase one on one student contact, personal counseling, financial counseling, academic counseling, and faculty training covering implicit bias to better serve the populations.

9. Goals

9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

<p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p>	<p>Evaluated curriculum and deleted non-relevant courses. Evaluated curriculum and deleted non-relevant programs. Explore small business management and entrepreneurship directions. Explore new industry skills certification opportunities.</p>
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p>N/A</p>

9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p>

	<p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
<p>Goal 1: Explore opportunities to establish more student engagement opportunities collegewide.</p>	<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p>	<p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p>
<p>Goal 2: Explore entrepreneurship certificate pathways with other LMC department:</p> <ul style="list-style-type: none"> • Music • Art • Childcare • Automotive • Travel • Management 	<p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p>	<p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p>

<p>Goal 3: Explore opportunities to reduce unsuccessful student completions.</p>	<p>1. Increase equitable student engagement, learning, and success.</p>	<p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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OPTIONAL

9.3 Resource needs to meet five-year goals

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input checked="" type="checkbox"/> Operations (Fund 11) <input checked="" type="checkbox"/> Other <input type="text"/>	
Justification:			

Expansion of course offerings and certificates.

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Goal 3.	#1
Department/Unit Name	Resource Type
Business Department	<input checked="" type="checkbox"/> Conference/Meeting <input checked="" type="checkbox"/> Materials/Supplies <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense

Faculty training to address various areas such as working with diverse students, student learning, technology, etc.	
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Justification:

Ongoing education for faculty so that they may address student needs and increase student success.