

LMC Program Review Year 3 Update 2019-2020

Instructional Unit Name: BUSINESS

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan](#) (CCCD Strategic Plan) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3 Update* includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)

Provide an update to the department’s 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)

Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)

Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)

Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)

Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	Item 3. Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	Item 4. Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	Item 1. Provide an update to the department’s 2017-18 CPR

November 1 – November 27	Item 2. Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the <i>Vision for Success</i> indicators.
February 1 – February 8	Item 5. Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

No changes.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

Overall, course enrolment and productivity are fairly good expect for the ½ credit classes. These classes meet on only two Saturdays.

1.b.2. What does the data suggest in terms of future needs/directions?

Possible considerations could be increasing college wide marketing efforts, expanding content and making the classes more units (1 or 1.5 units), and/or taking the classes to an online format to increase student attendance opportunities.

1c. Provide a brief update of your program’s goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Explore opportunities to establish more student engagement opportunities collegewide.	No progress.	...	None assigned.
Goal 2:	No progress.	...	None assigned.

<p>Explore entrepreneurship certificate pathways with other LMC department:</p> <ul style="list-style-type: none"> - Music - Art - Childcare - Automotive - Travel - Management 			
<p>Goal 3: Explore opportunities to reduce unsuccessful student completions.</p>	<p>In progress.</p>	<p>Individually, each faculty member is using assessments to adjust class content to improve student success and completion.</p> <p>Content in online delivery, hybrid delivery, and face to face delivery have also been compared to evaluate student success and adjust delivery methods.</p>	<p>Ongoing.</p>

For CTE programs only:

1c. Community and Labor Market Needs (Link Ed Code [78016](#), Title 5, [51022](#))

The Occupation Overview Emsi Q3 2019 Data Set (excerpt below) indicates a decrease of 8% in Executive Secretaries and Executive Administrative Assistants positions, which aligns with the reduction of enrollment in those areas and the elimination of the Business Departments of the secretarial and office administration offerings. The highest projected increase is in tax prepares with a projected 8% increase, which aligns with the strong accounting class enrollments. First-Line Supervisors of Office and Administrative Support workers is projected to increase 2%. However, industry discussions lend to the idea that these positions often go beyond the basic office administration expectations of the past to include more decision making and critical thinking. Bookkeeping, Accounting, Auditing Clerks, and Time keeping is projected to increase 1%, which again supports the strong enrollments in accounting classes.

Occupation	2019 Jobs	2024 Jobs	Change	% Change
Tax Preparers (13-2082)	991	1,067	76	8%
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	12,341	12,626	285	2%
Bookkeeping, Accounting, and Auditing Clerks (433031)	14,073	14,182	109	1%
Payroll and Timekeeping Clerks (43-3051)	1,567	1,583	16	1%
Executive Secretaries and Executive Administrative Assistants (43-6011)	6,414	5,915	-499	-8%

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

Advisory Board Meeting January 2019: Industry Led Discussion

Attendees: Theodora Adkins, Nicole Almassey, Tawny Beal, Dwayne Dalman, Oscar Dominquez, Nikki Moultrie, Kwame Reed, Kiran Taunk, David Wahl, Penny Wilkins,

Advisory Board Meeting January 2020: Industry Led Discussion

Meeting canceled due to lack of industry interest.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Action steps to reach new numbers below include marketing the programs within the college and to the local community. Actions for course success include evaluating assessment outcomes and adjusting as needed to increase student success.

<i>Degree Program</i>	<i>Degree</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2021-2022</i>	<i>Action Steps</i>	<i>Timeline</i>	<i>Responsible Parties</i>	<i>Notes</i>
<i>Business - Accounting</i>	AS	15	15	17	18	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to	Ongoing.	Faculty	

						apply before college deadlines.			
<i>Business - Accounting</i>	<i>Certificate of Achievement</i>	5	13	10	6	See Above	Ongoing.	Faculty	
<i>Business - Small Business Operations</i>	AS	5	8	5	6	See Above	Ongoing.	Faculty	
<i>Business - Small Business Operations</i>	<i>Certificate of Achievement</i>	2	8	3	2.4	See Above	Ongoing.	Faculty	
<i>Business Administration for Transfer</i>	AST	62	93	85	74.4	See Above	Ongoing.	Faculty	
<i>Business - Office Administration</i>	AS	6	5	1	0				<i>No Longer Offered</i>
<i>Business - Office Administration</i>	<i>Certificate of Achievement</i>	3	4	1	0				<i>No Longer Offered</i>
<i>Business - Retail Management</i>	<i>Certificate of Achievement</i>		1		0				<i>No Longer Offered</i>

Program/ Discipline	Actual Course Success Rate					College Goal	Recommendation 1: Program Course Success Goal	Recommendation 2: Program Course Success Goal
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021			
BUS	72.2%	69.8%	68.8%				75.4%	74.2%

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

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The college is recommending a 2-4% success rate increase in one area, but we can do all three areas.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	5% increase.	Possible action steps include: 1- inviting Student Services, Tutoring, and Financial Aid to speak in the classrooms during the first few weeks of each term 2- Taking students to tour tutoring center. 3- Taking students to tour library services. 4- Providing students information about supporting	Ongoing	All Faculty	

		<p>programs in the community, and those directly on campus such as Umjoja, Puente, A2Mend, EPOS, O textbook, etc.</p>			
Low Income	5% increase.	See Above	Ongoing	All Faculty	
Foster Youth	5% increase.	See Above	Ongoing	All Faculty	

3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Academic Year:	Course No*	Not Completed
2017-18	BUS-035B	not being offered
2017-18	BUS-051	deleted class
2017-18	BUS-055	deleted class
2017-18	BUS-080	deleted class
2018-19	BUS-086	deleted class
2017-18	BUS-089	deleted class
2017-18	BUS-090	deleted class
2018-19	BUS-181	not being offered
2019-20	BUS-058	not being offered

Academic Year:	Course No*	Pending Completion
2019-20	BUS-018	Spring 2020
2019-20	BUS-059	Beal Fall 2019
2019-20	BUS-035	Fall 2020
2019-20	BUS-187	Wilkins Spring 2020
2020-21	BUS-027	Wilkins Spring 2020
2020-21	BUS-091	Beal Spring 2020
2020-21	BUS-092	Fall 2020
2020-21	BUS-093	Spring 2020
2020-21	BUS-095	Fall 2020

2020-21	BUS-096	Fall 2020
2020-21	BUS-294	Fall 2020
2020-21	MANGT-060	Spring 2020
2020-21	MANGT-065	Spring 2020
2020-21	MANGT-075	Fall 2020

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?
CSLOs were adjusted as needed once assessments were conducted and findings analyzed. Ongoing review of assessment and student success occurring in each class taught.

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.)

Course		Faculty Responsible for COOR Update	
BUS	52	Introduction to Entrepreneurship	Assessment Completed. Will review Fresno State requirements and update as needed. Penny Wilkins or Janith Norman.

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

N/A

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

<u>Faculty/Staff Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Operating Resource Request	
<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
<input type="checkbox"/> Classified <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time
Department/Unit Name	
<input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	
Est. Expense	
General Description	Est. Expense
Justification:	
Justification:	