

2020-2022 Business Instructional Program Review

LASSEN COMMUNITY COLLEGE

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2020-2022 Business Instructional Program Review

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Description/Evaluation:

The Lassen Community College Business Department is committed to building quality transfer and career technical education (CTE) programs that respond to the needs of the state, region, and local labor markets. Through connections to the business community, agency partnerships, and an industry advisory, the Department continues to develop programs and curriculum that deliver real word application in high placement, in-demand jobs with equity at the heart.

Upon completion of an associate degree or certificate, the student will be prepared for a wide range of entry-level positions, have greater skills that lend themselves to promotional potential, and / or be ready to successfully transfer to a four-year educational institution. Students can also acquire the fundamental knowledge required to start their own businesses.

The Department's mission is to serve our learning communities' needs for post-secondary business education through quality programs that prepare students for academic and career technical success. The goals of the Department align and support one or more of the Institutional Strategic Goals.

Business Department Goals

1. Provide quality business curriculum and programs of instruction grounded in industry standards and practice that prepare students to be effective in the current business environment.
2. Produce program completers who demonstrate the analytical, interpersonal, technological, and communication skills needed in their respective area of study.
3. Maximize access to all business programs through the utilization of a variety of delivery modes, institutional support services, and community relationships.
4. Ensure program connections are in place with program stakeholders to support continuous program improvement and strategic direction.
5. Actively participate in long-range planning efforts and initiatives of the institution.

Institutional Strategic Goals

	Student Success	Learning Opportunities	Resource Management	Organizational Effectiveness
1		X		
2	X			
3			X	
4		X		
5	X			X

The Business Department Program consists of courses in the accounting, introduction to business, business law, economics, computer science, computer applications, and small business management. The program includes the Associate of Science in Business for Transfer, Associate of Arts for Economics for Transfer, the Certificate of Achievement in Small Business Management.

All Program Student Learning Outcomes link to the Institutional Student Learning Outcomes in one or more ways. Presented are the Institutional Level Student Learning Outcomes and their connection to the Program Level Student Learning Outcomes.

Institutional Student Learning Outcomes:

1. Communication - Ability to listen and read with comprehension and the ability to write and speak effectively.
2. Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.
3. Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.
4. Personal/Interpersonal Responsibility - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Program SLO to Institutional SLO Mapping:

Associates of Science in Business for Transfer

		Institutional Level SLO			
		1	2	3	4
Program	1	X	X		
Level	2	X			X
SLO	3			X	X

Associates of Arts in Economics for Transfer

		Institutional Level SLO			
		1	2	3	4
Program	1		X		X
Level	2		X	X	X
SLO	3	X			X
	4		X		

Certificate of Achievement in Small Business Management

		Institutional Level SLO			
		1	2	3	4
Program	1		X		
Level	2	X		X	
SLO	3		X		X
	4		X		
	5		X	X	

The Department's mission, goals, and student learning outcomes directly support and align with the broader institutional mission, strategic goals, and SLO's. The Department's faculty believe the current course and program SLO's are, themselves, working and effective in measuring the desired outcomes in its programs. Since the last program review, no changes have been made to the individual SLO's. We will be taking a deeper look into the individual SLO's over the next two years before our next instructional program review. Below you can see the alignment and success of the Business Department with the districts goals. You will see that the Department overwhelmingly achieves the student learning outcomes PSLO's, GESLO's, and ISLO's as well as the Districts Strategic goals. The Department will continue to fine tune delivery and curriculum to meet these criteria and continue to support the knowledge growth of students within the business program.

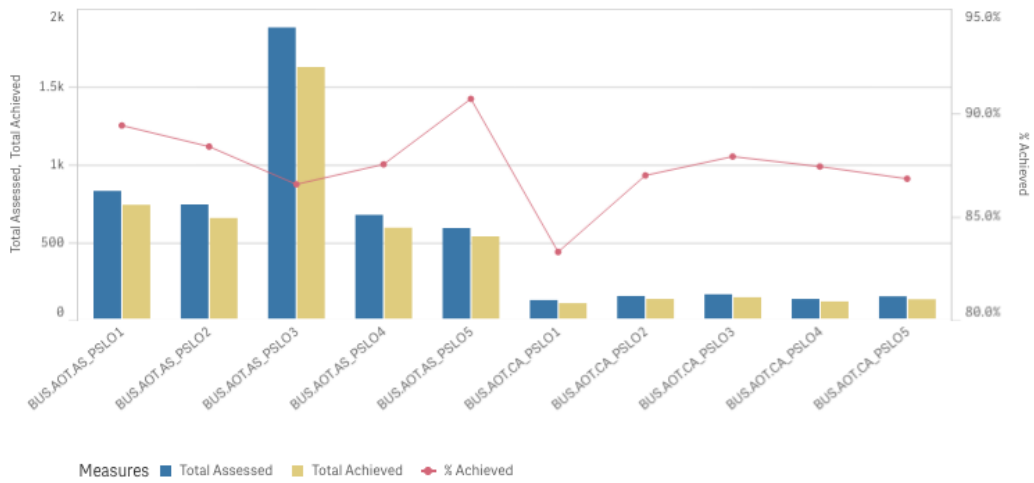
PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		19,364	16,594	86.4%
BUS.AOT.AS_PSLO1	Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or	820	732	89.3%
BUS.AOT.AS_PSLO2	Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.	734	648	88.3%
BUS.AOT.AS_PSLO3	Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.	1,872	1,618	86.4%
BUS.AOT.AS_PSLO4	Apply reasoning to determine ethical behavior in office situations.	668	584	87.4%
BUS.AOT.AS_PSLO5	Demonstrate skill at solving unstructured office-related problems.	583	528	90.6%
BUS.AOT.CA_PSLO1	Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or	119	99	83.2%
BUS.AOT.CA_PSLO2	Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.	145	126	86.9%
BUS.AOT.CA_PSLO3	Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds	156	137	87.8%
BUS.AOT.CA_PSLO4	Apply reasoning to determine ethical behavior in office situations.	126	110	87.3%
BUS.AOT.CA_PSLO5	Demonstrate skill at solving unstructured office-related problems.	143	124	86.7%
BUS.AS-T_PSLO1	Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts)	1,464	1,275	87.1%
BUS.AS-T_PSLO2	Apply business concepts to marketing, management, finance, accounting, and information technology.	3,020	2,519	83.4%
BUS.AS-T_PSLO3	Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.	848	737	86.9%
BUS.SBM.CA_PSLO1	Demonstrate an understanding of contemporary business principles, practices and organizational structures	775	670	86.5%
BUS.SBM.CA_PSLO2	Write, proofread and revise common business communications	206	176	85.4%
BUS.SBM.CA_PSLO3	Define common business terms, ideas, phrases and integrity as it applies to business stakeholders	549	483	88.0%
BUS.SBM.CA_PSLO4	Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business	441	369	83.7%
BUS.SBM.CA_PSLO5	Identify human resource issues and their economic costs and benefits	752	642	85.4%
ECON.AA-T_PSLO1	Apply economics reasoning to real life situations using economic concepts such as scarcity, marginal utility, and opportunity costs	1,203	1,056	87.8%
ECON.AA-T_PSLO2	Use analytical techniques to measure conditions related to the individual, business firms, and macro-economic systems	2,505	2,020	80.6%
ECON.AA-T_PSLO3	Explain the role that households, business organizations, governments, and the international sector play in free markets, command economics, and mixed economics	1,357	1,190	87.7%
ECON.AA-T_PSLO4	Evaluate the objectives, limitations, and mechanics of common regulation, monetary policy, and fiscal policy	878	751	85.5%

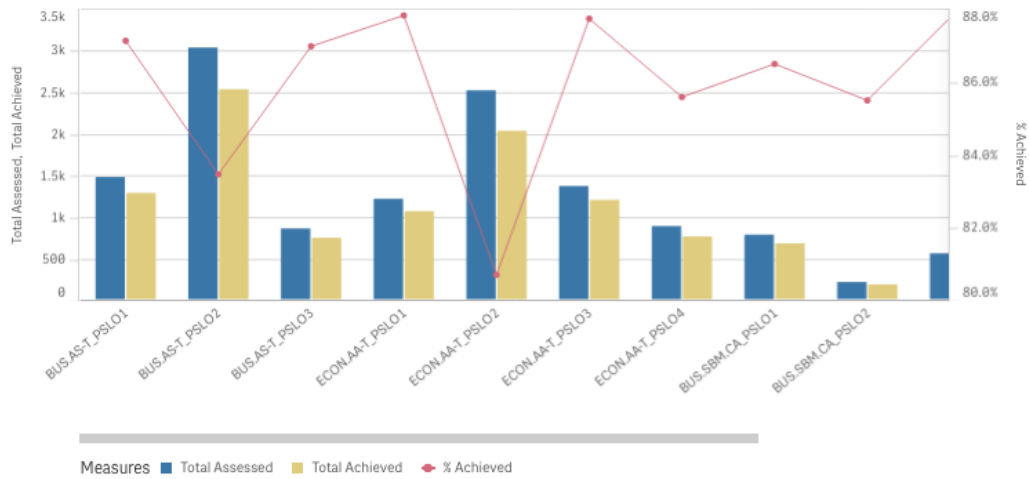
BUS Program PSLO's

Learning Outcomes Assessment Results



BUS Program PSLO's (BUS.AOT.AS and BUS.AOT.CA)

Learning Outcomes Assessment Results



BUS Program PSLO's (BUS.AS-T, ECON.AA-T, and BUS.SBM.CA)



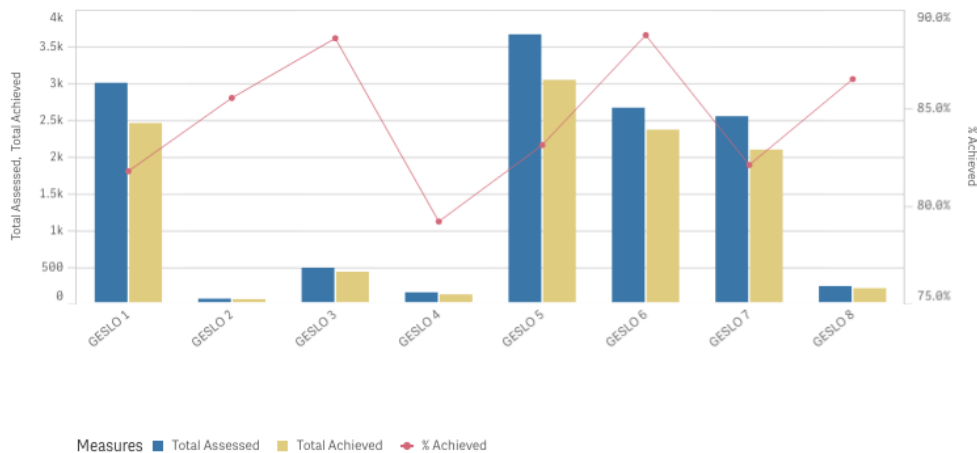
GENERAL EDUCATION STUDENT LEARNING OUTCOMES (GESLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		12,699	10,653	84.3%
GESLO 1	Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior sci-	2,991	2,443	81.7%
GESLO 2	Explain and analyze relationships between science and other human activities.	48	41	85.4%
GESLO 3	Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to un-	469	415	88.5%
GESLO 4	Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cul-	134	106	79.1%
GESLO 5	Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organiza-	3,651	3,030	83.0%
GESLO 6	Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically ac-	2,651	2,350	88.6%
GESLO 7	Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.	2,535	2,078	82.0%
GESLO 8	Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical	220	190	86.4%

BUS Program Alignment with and Contribution to GESLO's

Learning Outcomes Assessment Results



BUS Program Alignment with and Contribution to GESLO's

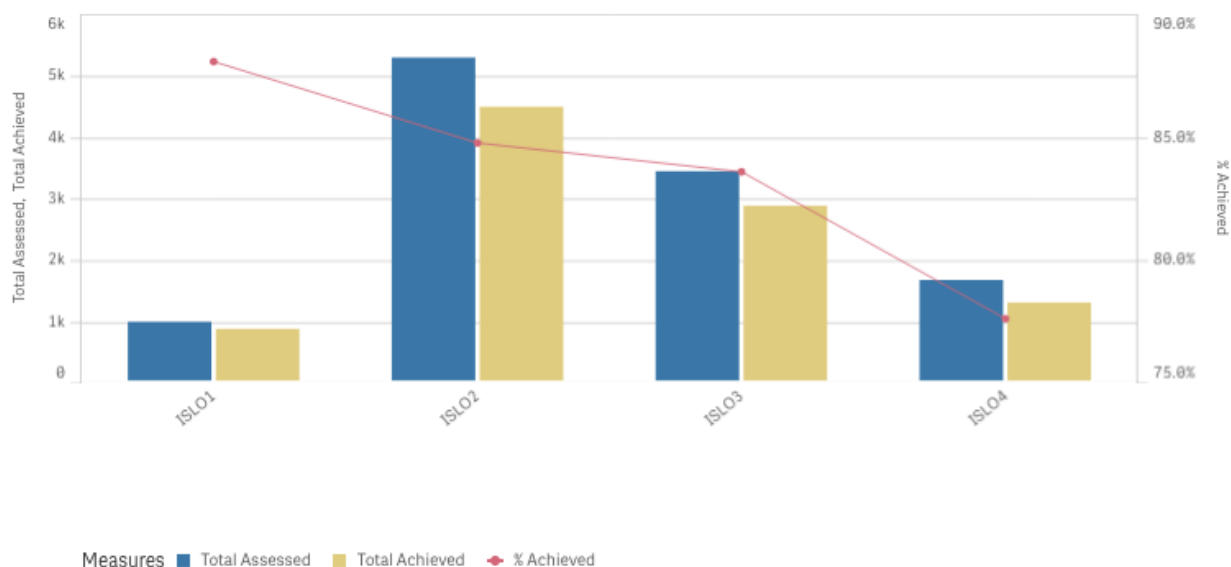
INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		11,280	9,425	83.4%
ISLO1	Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	956	841	88.0%
ISLO2	Critical Thinking: Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate	5,271	4,463	84.7%
ISLO3	Lifelong Learning: Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or	3,414	2,851	83.5%
ISLO4	Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to ap-	1,639	1,270	77.5%

BUS Program Alignment with and Contribution to ISLO's

Learning Outcomes Assessment Results



BUS Program Alignment with and Contribution to ISLO's

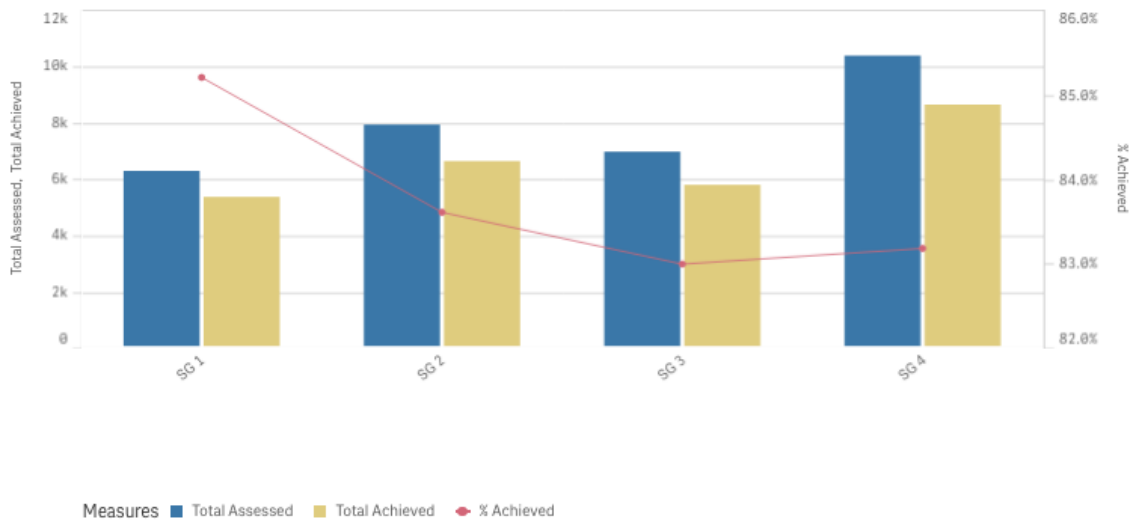
LCC STRATEGIC GOALS

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		31,327	26,195	83.7%
SG 1	Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning envi-	6,227	5,304	85.2%
SG 2	Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the	7,866	6,574	83.6%
SG 3	Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.	6,910	5,733	83.0%
SG 4	Student Success: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and	10,324	8,584	83.1%

BUS Program Alignment with LCC Strategic Goals

Learning Outcomes Assessment Results



BUS Program Alignment with and Contribution to LCC Strategic Goals

Over the last two years, the Department’s course offerings continue to be impacted by face-to-face incarcerated instruction, just as the previous last four years. These courses have been offered at two California Department of Corrections and Rehabilitation [CDCR] institutions. The CDCR and the California Community Colleges Chancellor’s Office [CCCCO] signed an agreement, made possible by the September 2014 passage of Senate Bill [SB]

1391, to expand and increase inmate access to community college courses that will lead to degrees, certificates or will transfer to a four-year university.

Lassen College was one of the four institutions chosen under the Institutional Effectiveness Partnership Initiative [IEPI], and has partnered with CDCR. The goal of this initiative was to help advance California Community Colleges' institutional effectiveness, and in the process significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to serve students effectively. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

The thirty-five state prisons in California have 135,000 prisoners on any given day. The 58 county jail systems have 83,000 inmates on any given day. On any given day, there are approximately 42,000 inmates on parole and fifty-eight departments giving supervision to 400,000 parolees. The majority of this population will be released into a community within a close distance to a community college. The re-incarceration rate of parolees is almost 8 out of 10. Incarcerated people who participate in prison education programs are 43 percent less likely to recidivate than those who do not. In addition, these programs offer a 400 percent return on investment over three years for taxpayers, or \$5 saved for every \$1 spent. Furthermore, facilities with college programs report fewer conduct issues and less violence, making the prison safer for staff and incarcerated people alike [USDE, Jan. 2016]. The total population of High Desert State Prison [HDSP] is just under 3,600 and California Correctional Center [CCC] is just under 4,000.

The Business program has been significantly negatively impacted due to administration changing directions with degree offerings to this student population. The previous IPR stated, "There are signs of increased stability in the program as well as consistency in sequencing of courses that will lead to completion rates. This infusion of the Departments programs into the CDCR institutions will require additional program resources discussed under appropriate sections within this IPR". Since August of 2021, the program has been wound-up and the push to get current students to complete degrees and stop new students from starting the business degree. The students are now in their completion sequence, however, more courses will need to be delivered going into Fall of 2022 and also Spring of 2023.

Planning Agenda:

Student completion of degrees is required. Students will need to finish their degrees of the 2022/2023 academic year.

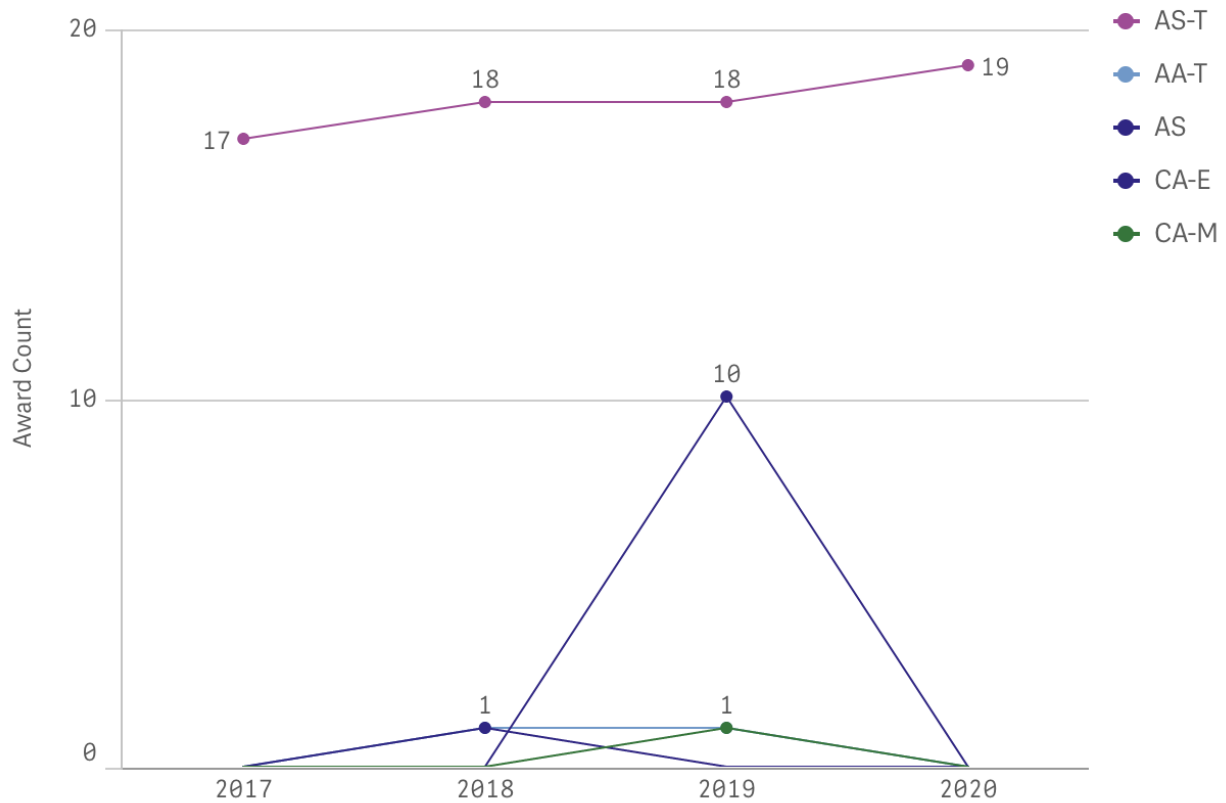
II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

Within this section of the Instruction Program Review is an in-depth evaluation of the Departments student outcomes. These outcomes are imperative for evaluation of the program, degrees/certs, courses, and instructor/student ability to teach and achieve the expected outcome. Charts and graphs are used to visually showcase the content and a brief discussion of the data is below in the given chart/graph.

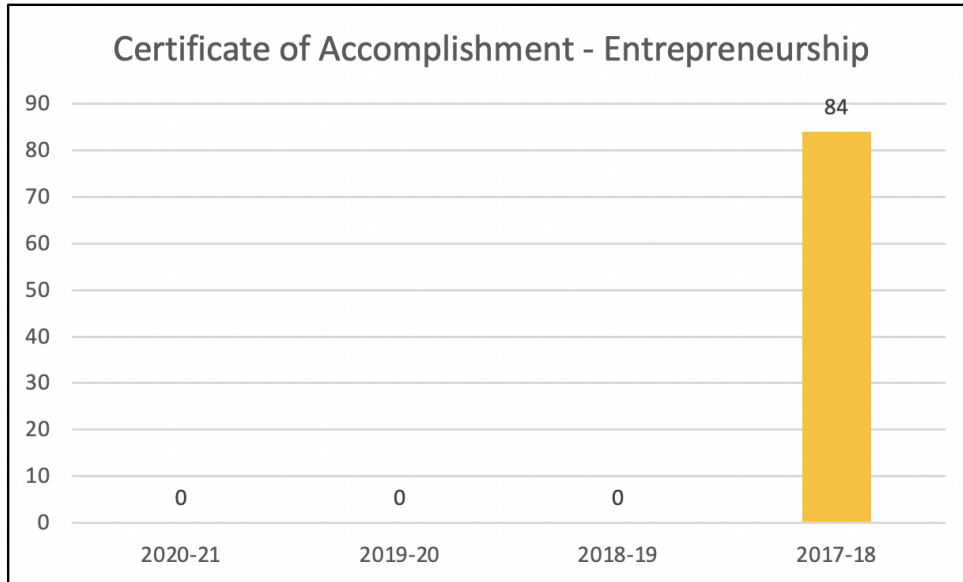
Degrees and Certificates Awarded By Academic Year



Over the last four years, the Department has helped students earn 84 terminal and transferable degrees. This is 30 more than previously reported for a four-year period. The main degree students seek to earn is the AD-T in business administration, which accounts for 86% of all business degrees earned.

Certificates of Completion and Accomplishment - Business

Certificates Title	2020-21	2019-20	2018-19	2017-18
Entrepreneurship	0	0	0	84



The chart above is a great example of the amount of work that has gone into the business program over the last 6 years. This chart is being presented for the first time in the Business IPR as it did not exist. The number of certificates is directly correlated to the certificate in entrepreneurship. This offering was highly effective and engaged students in the incarcerated setting for their first interaction of post-secondary education in a face-to-face modality. The certificate was eliminated by administration to increase the student's enrollment into the associates for transfer in business administration.

Awards by Academic Year and Ethnicity

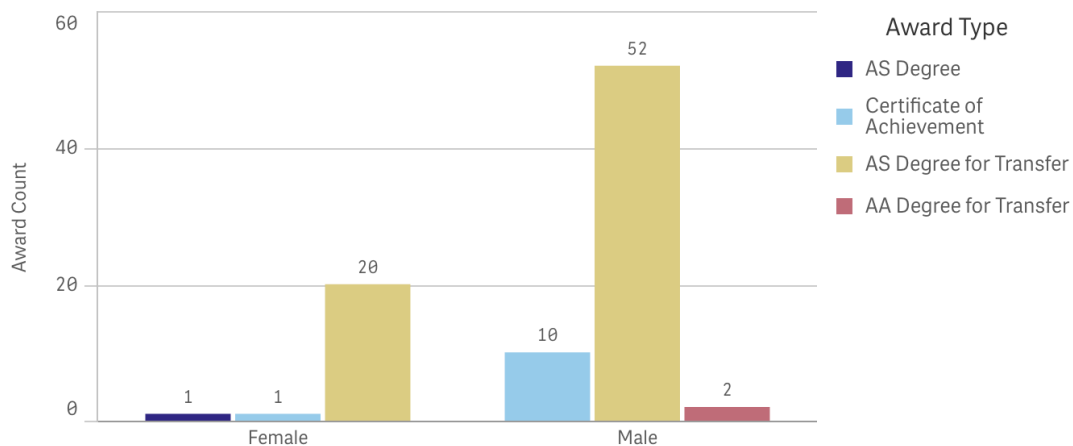
Award Type ▾	Ethnicity ▾	Academic Year ▾			
		2017	2018	2019	2020
AA Degree for Transfer		-	1	1	-
White		-	1	1	-
AS Degree		-	1	-	-
White		-	1	-	-
AS Degree for Transfer		17	18	18	19
White		9	10	7	13
Hispanic		2	4	7	3
Black or African American		2	2	4	1
Two or More Races		3	-	-	1
Unknown/Non-Respondent		-	1	-	-
Pacific Islander		1	-	-	-
American Indian/Alaskan		-	-	-	1
Asian		-	1	-	-
Certificate of Achievement		-	-	11	-
White		-	-	5	-
Hispanic		-	-	2	-
Black or African American		-	-	3	-
American Indian/Alaskan		-	-	1	-

The chart above shows the awards over the last four years based on ethnicity. The department can show that 55% of all degrees awarded were earned by individuals that identify by either two or more races, Pacific Islander, Hispanic, Black/African American, Asian, or unknown/non-respondent, which is 14% higher than last reported. This shows the diversity of our student base within the program as well as the growth toward more diverse backgrounds. We can also see from the data, that the majority of degrees earned are transferable degrees and not our terminal degrees. This helps us see that the individuals within the program are choosing the transferable route rather than seeking a local degree, which may not directly relate to students transferring after completing the degree.

Awards by Academic Year and Gender

Gender ▼	Award Type ▼	Academic Year ▼			
		2017	2018	2019	2020
Female		5	8	2	7
	AS Degree	-	1	-	-
	Certificate of Achievement	-	-	1	-
	AS Degree for Transfer	5	7	1	7
Male		12	12	28	12
	Certificate of Achievement	-	-	10	-
	AS Degree for Transfer	12	11	17	12
	AA Degree for Transfer	-	1	1	-

Awards by Award Type and Student Gender



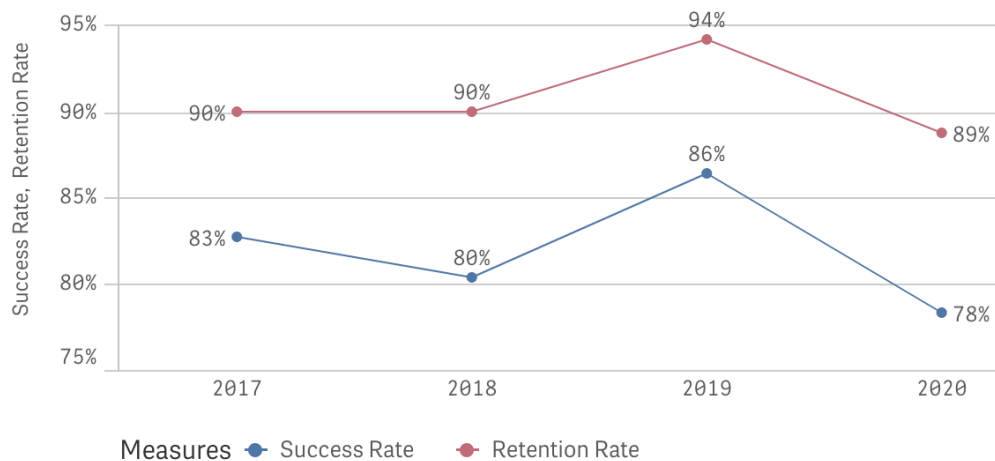
Over the last four years, the Department has helped students earn 86 terminal and transferable degrees as well as certifications. The main degree students seek to earn is the AD-T in business administration, which accounts for 96% of all business degrees earned. Out of the 75 awards, the department has seen 26% of the awards being earned by female students. This percentage has decreased from when last reported, however, the total number of awards has increased. This has changed our stats slightly by the number of students served, however, the Department will need to consider ways of reaching non-male students.

A total of 35 Program Graduates have transferred to 4-Year schools since Academic Year 2015-16.
Of those program graduates, 15 students have subsequently earned the following degrees:

Graduation Year:	Type of Degree:	Major:	College/University:	State:
2018-19	BACHELOR OF ARTS	BUSINESS ADMINISTRATION	SIMPSON UNIVERSITY	CA
2019-20	BACHELOR OF ARTS	LIBERAL STD: GEN ONLINE (BA)	CALIFORNIA STATE UNIVERSITY - CHICO	CA
2020-21	BACHELOR OF ARTS	SOCIAL WORK	HUMBOLDT STATE UNIVERSITY	CA
2020-21	BACHELOR OF SCIENCE	BUSINESS ADMINISTRATION	SOUTHERN OREGON UNIVERSITY	OR
2020-21	BACHELOR OF SCIENCE	BUS ADMIN: MANAGEMENT (BS)	CALIFORNIA STATE UNIVERSITY - CHICO	CA
2020-21	BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	GENERAL BUSINESS	UNIVERSITY OF NEVADA-RENO	NV
2020-21	BACHELOR OF SCIENCE	BUSINESS ADMINISTRATION- MANAGEMENT OPTION	ROGERS STATE UNIVERSITY	OK
2020-21	BACHELOR OF BUSINESS ADMIN	BUSINESS ADMINISTRATION	UNIVERSITY OF NEW MEXICO	NM
2020-21	BACHELOR OF SCIENCE	BUSINESS & INFORMATION TECH	MONTANA TECHNOLOGICAL UNIVERSITY	MT
2020-21	BACHELOR OF BUSINESS ADM	BUSINESS ADMINISTRATION AND ETHICS	MID AMERICA CHRISTIAN UNIVERSITY	OK
2020-21	ASSOCIATE OF SCIENCE	ASSOCIATE OF SCIENCE	ADAMS STATE UNIVERSITY	CO
2020-21	BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	MANAGEMENT	UNIVERSITY OF NEVADA-RENO	NV
2020-21	BACHELOR OF BUSINESS ADMIN.	MANAGEMENT	OKLAHOMA BAPTIST UNIVERSITY	OK
2020-21	BACHELOR OF SCIENCE	BUSINESS ADMINISTRATION	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	CA
2020-21	BACHELOR OF SCIENCE	BUS ADMIN: MANAGEMENT (BS)	CALIFORNIA STATE UNIVERSITY - CHICO	CA

The transfers over the last four years to four-year institutions were mixed between private and public schools. It could be assumed a number of the transfer outs were due to student-athletes continuing their education after graduating from LCC. It also appears that many students transfer out of state. This is not abnormal as student-athletes tend to transfer out of community colleges to private schools for scholarships to continue their athletic dreams. This information also shows that our students are continuing their degree plan in business. We see that 80% of our students earned a bachelor degree within the business umbrella and that only 20% had transitioned into a different academic department.

Student Success and Retention



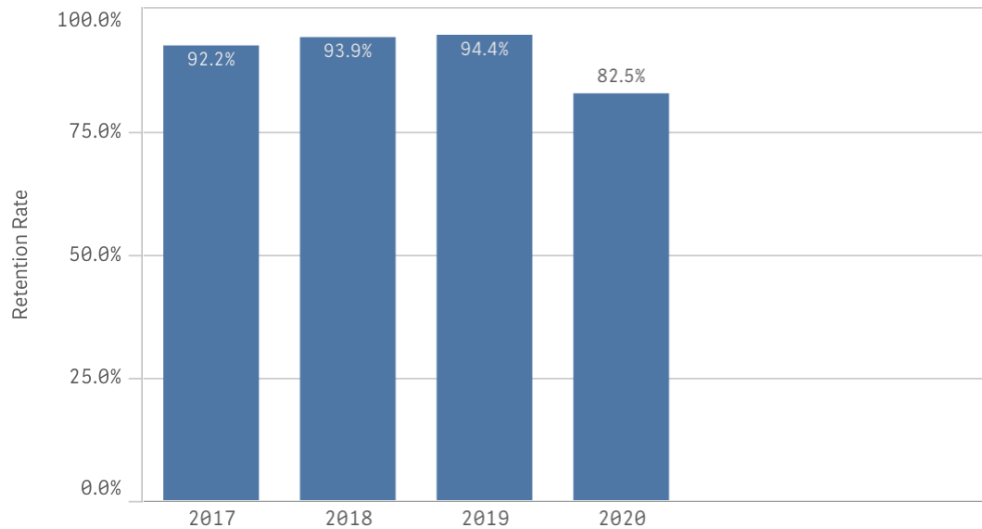
The student success and retention over the last four years is very positive. The department and students in the courses have performed well with almost attaining 100% of an 80% or greater success and retention rate. The 2020 year only missed this mark by two percentage points. These outcomes are impressive on many levels, not just in the business department as a program, but also on a state level. We were one percentage point away from maintaining our 90% or better retention level. This means over the last 8 years we only

missed having a 90% or better retention level one time, which happened to fall during COVID. This holds true to our success rates as well over the last 8 years. Having this high of a success rate helps students finish degrees and certificates quicker. This also means that students are transitioning toward their degree or certificated.

Retention by Academic Year (EOPS)

EOPS ▼	Academic Year ▼			
	2017	2018	2019	2020
EOPS Eligible	92.2%	93.9%	94.4%	82.5%

Retention by Academic Year (EOPS)

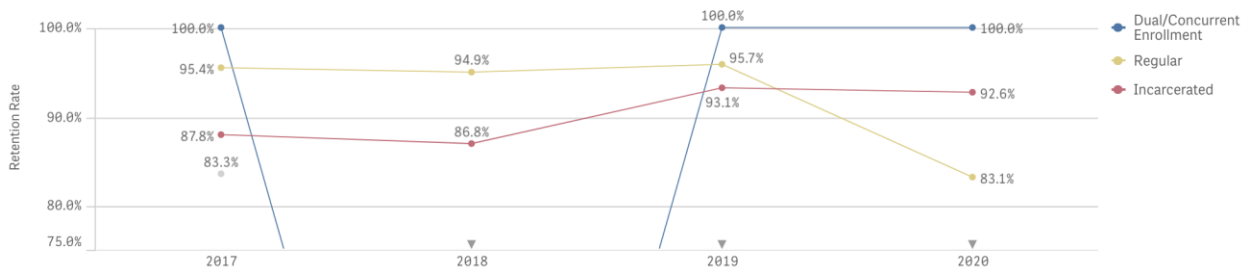


There are a few special programs at LCC to help students succeed. The EOPS is one of those programs that is helping student earn their degrees and certificates in the Business program. The chart above shows that the retention of students within the business program that also utilize the EOPS program is over 80% for all years and over 90% for three of those four years. This shows us that the programs are important and may have more influence in our student being retained in the program as well as at the LCC.

Retention Rates by Student Type

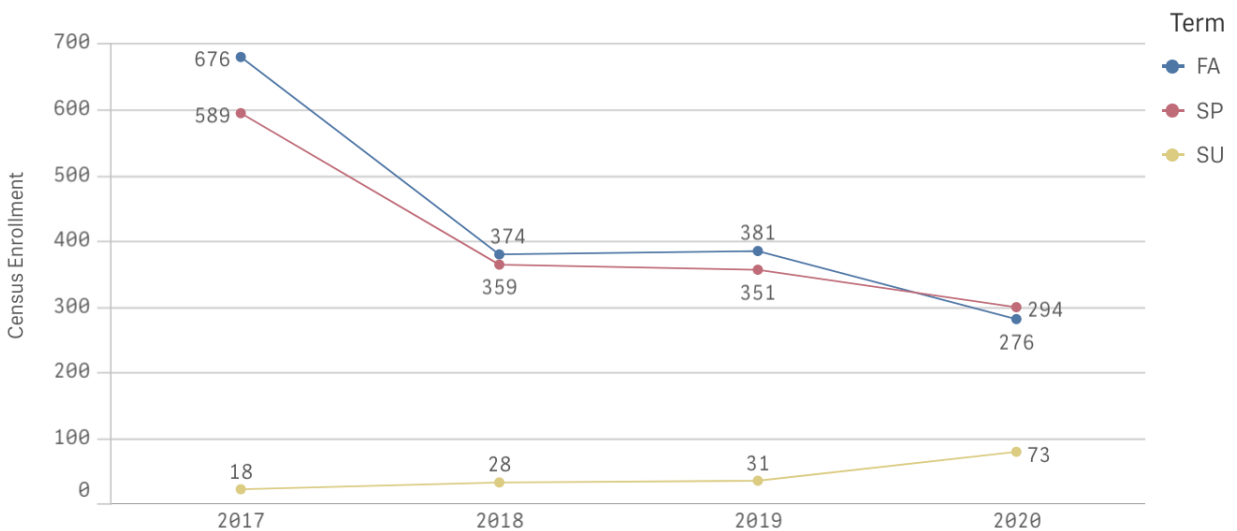
Student Type	2017		2018			2019			2020			
	FA	SU	FA	SU	SP	FA	SU	SP	FA	SU	SP	
	Incarcerated	89.3%	-	86.1%	86.2%	-	87.2%	90.1%	-	96.4%	94.2%	89.6%
Regular	96.5%	100.0%	93.7%	94.8%	95.7%	94.9%	97.1%	100.0%	93.4%	79.9%	-	87.0%
Dual/Concurrent Enrollment	100.0%	-	100.0%	-	-	0.0%	-	100.0%	100.0%	100.0%	-	100.0%

Retention Rates by Student Type



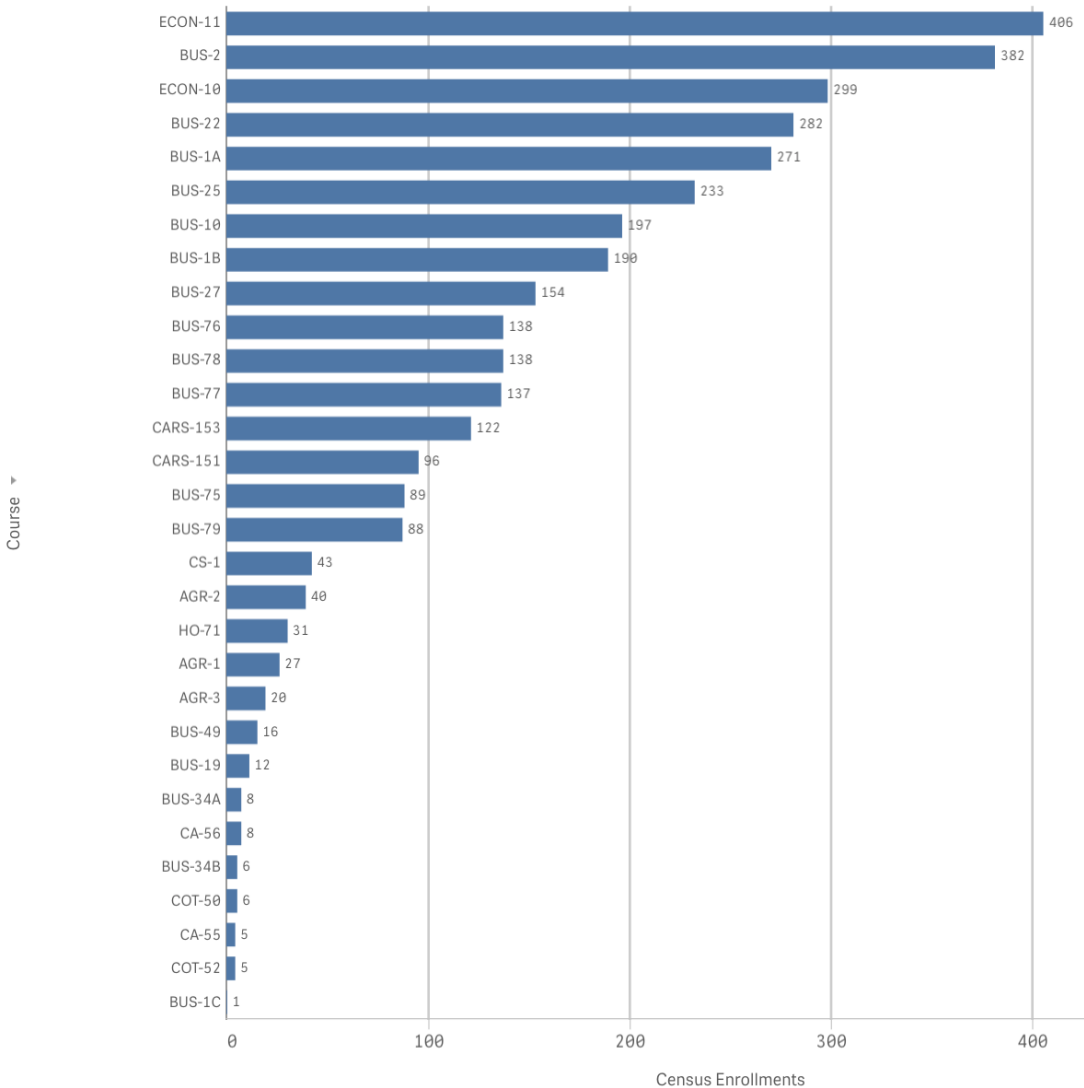
Student retention based on student type is also important because we can better discern how to provide services to special populations. It appears that our dual/concurrent enrolled students are the most highly retained and followed by the regular students and finalizing with our incarcerated students. The numbers that seem to be most outlying is the drop in retention of our regular students in 2020, which is not abnormal considering the impact of COVID on our student base. Even considering this fact, the overall retention numbers are above a typical department.

Census Enrollment by Term



The chart above is important to discuss in-depth. This is the number of students enrolled in the course that had persisted to the census date and also had completed the course by attending up to the last date of the course. Over the last four years, with the data provided, we see a decline in total number of students attempting courses and making it past the census date. The total number of students in have dropped significantly from 1,283 to 643 in the four-year period. There are a few reasons for this. One, is that the business program being delivered at the incarcerated setting has been wound-up. This was a significant part of the business program. Second, COVID has had an impact on student enrollment and retention. These two situations are detrimental to the program. The only other data point to mention is the sharp increase in student offerings in the summer. This was due to multiple courses being offered out of sequence to increase incarcerated student completion rates in the business degree.

Census Enrollments by Course

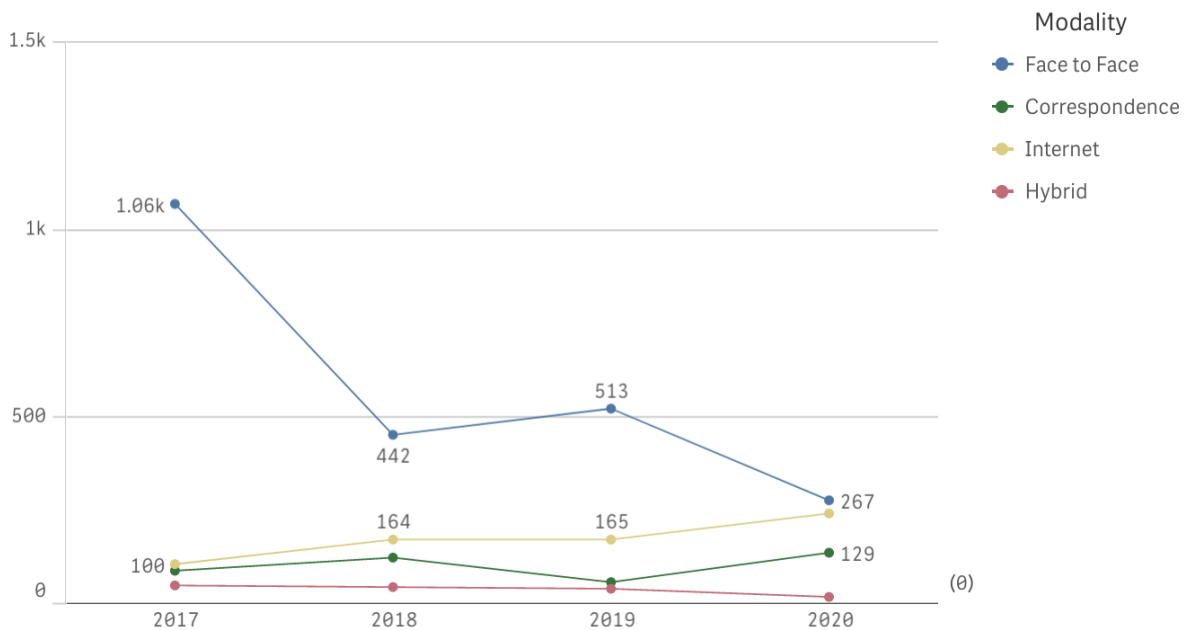


The census by course is a great chart that shows the breakdown between courses that students have enrolled in the most as well persisted to census. Two of the top five courses are economics. This is important because these two courses were offered through correspondence to incarcerated students as a social science. This helps students that are enrolled in multiple degree paths, not just the business program. However, these courses were recently removed from the correspondence offerings. The business department made recommendations to retain the courses in correspondence because students were enrolling in and being successful with the course. The decision was still made to remove the course from the offerings.

Census Enrollments by Modality and Academic Year

Modality	Academic Year		Semester		2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	
	Face to Face	584	5	473	192	5	245	267	11	235	102	-	165			
Correspondence	26	-	54	69	-	47	29	-	23	38	73	18				
Internet	57	-	43	111	7	46	77	20	68	125	-	111				
Hybrid	9	13	19	2	16	21	8	-	25	11	-	-				

Census Enrollments by Modality and Academic Year



The delivery of instruction has been impacted over the last couple years by COVID and the previously mentioned decrease in business offerings for incarcerated students. The slight

increase in the online and correspondence is the adjustment to help students finish their degrees and overcome the obstacles in completing their degrees. The modality moving forward still looks to be hybrid mixed with in-person instruction.

Planning Agenda:

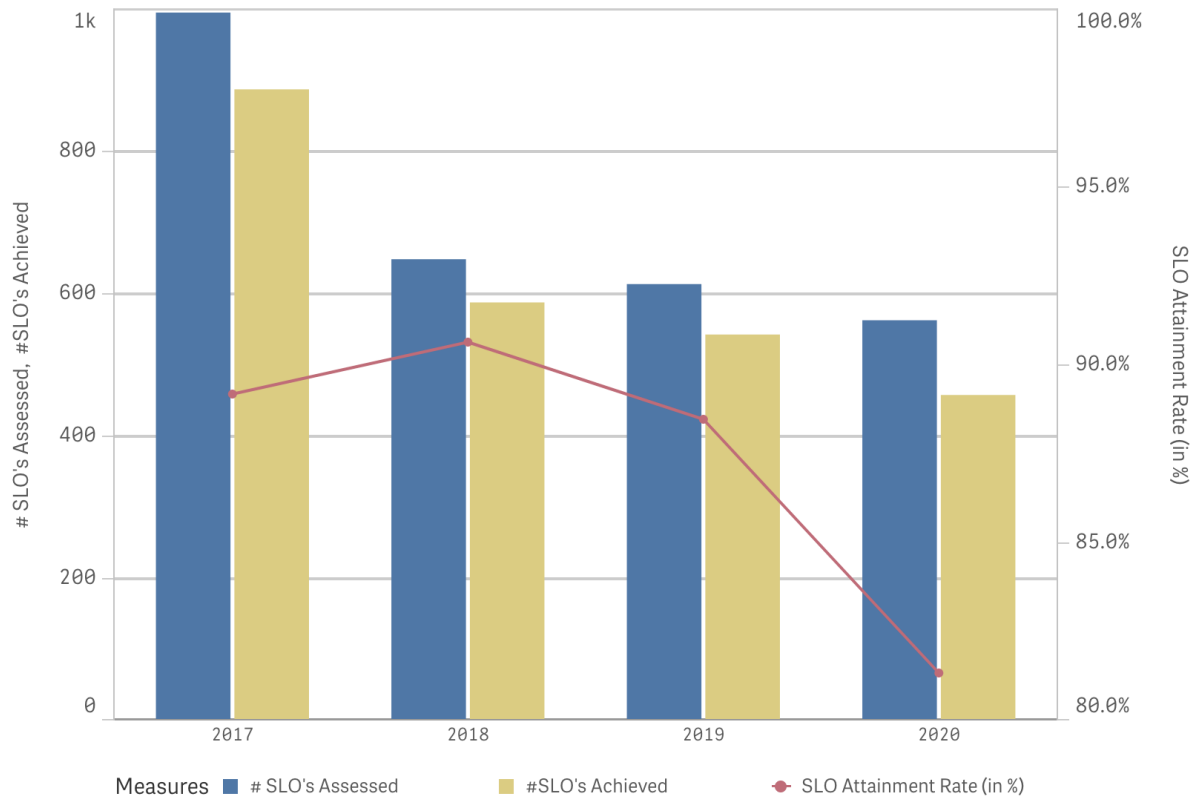
The students and faculty have worked hard over the last four years and it is apparent within the data. The instruction modality fluctuated throughout the four years due to COVID and the decrease in the business offerings at locations. The data presents a positive impact from special programs. It is recommended that the special programs at LCC work with the business department and vis-a-versa. This will increase the possibility of students being retained in the program as well as more likely to succeed. It is also recommended the business program be revitalized for face-to-face instruction for the incarcerated students.

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. The Department has actively engaged in course SLO assessment and continues to support SLO assessment at all levels. All course and programs within the Department have developed SLO's and have been mapped to the District's institutional SLO's.

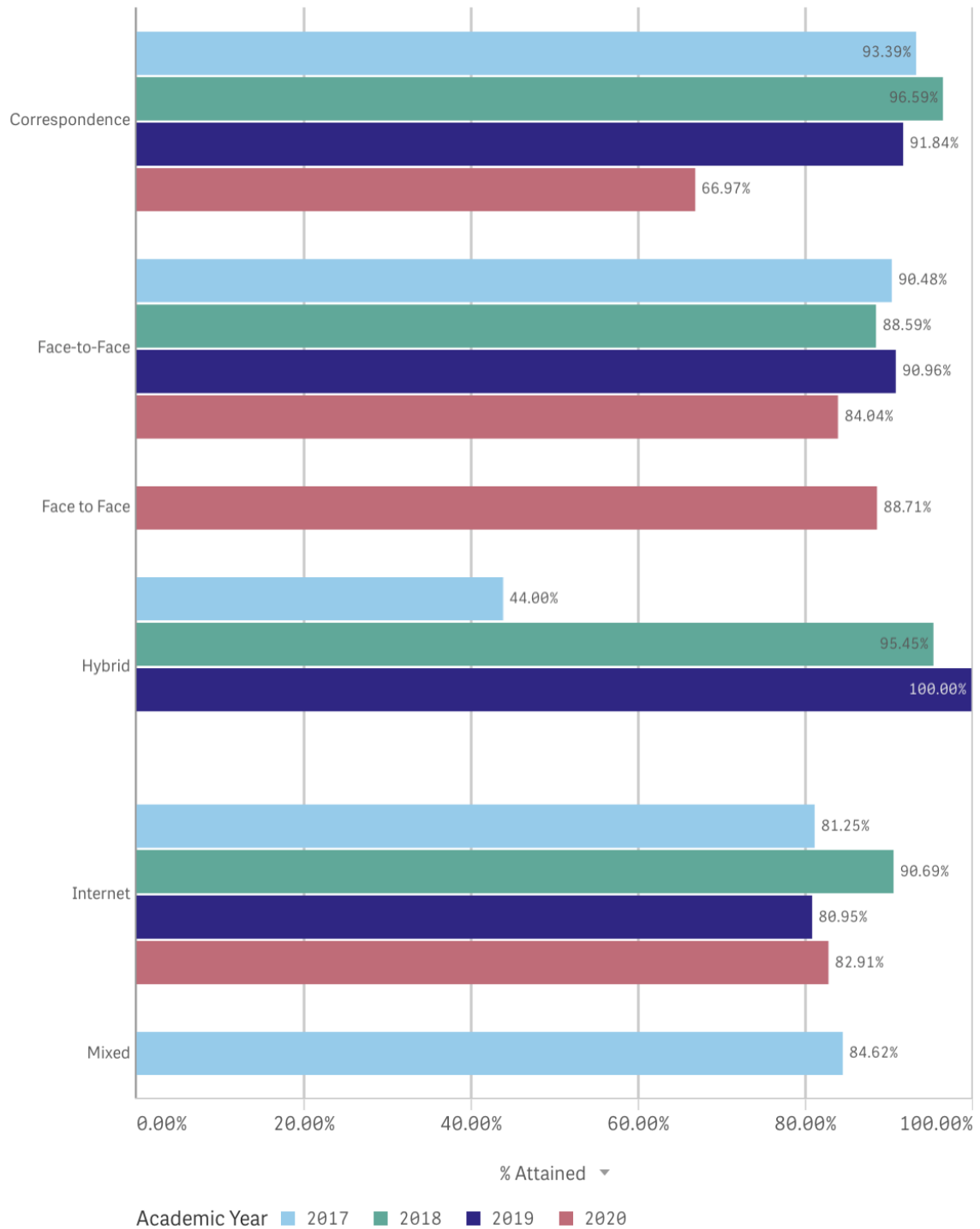
Description/Evaluation:

Number of SLO's Assessed and Achieved, with SLO Attainment Rate (%)



Since 2017 it is clear that there has been a negative impact to the area of Student Learning Objectives. One noticeable impact is the number of students being assessed in their student learning outcomes. This is due to the wind-up of the business program in the incarcerated setting as well as the impact of COVID. The second noticeable impact was on the SLO attainment by students. This can be impacted as a percentage because the sample size has decreased, which makes the percentages harder to attain. However, it would be hard to assume that the decrease in sample size is the only confounding impact. It would be easy to assume that the impact of COVID and students being forced into correspondence from the incarcerated setting as well as the face-to-face students being forced into all online courses has negatively impacted the students SLO attainment.

SLOs by Modality, Academic Year and Semester



The SLO data provided shows very similar attributes as the before discussed charts. However, we are able to look at the outcomes per the modality. When sub aggregated we still see a very high achievement overall. The last year of correspondence delivery was

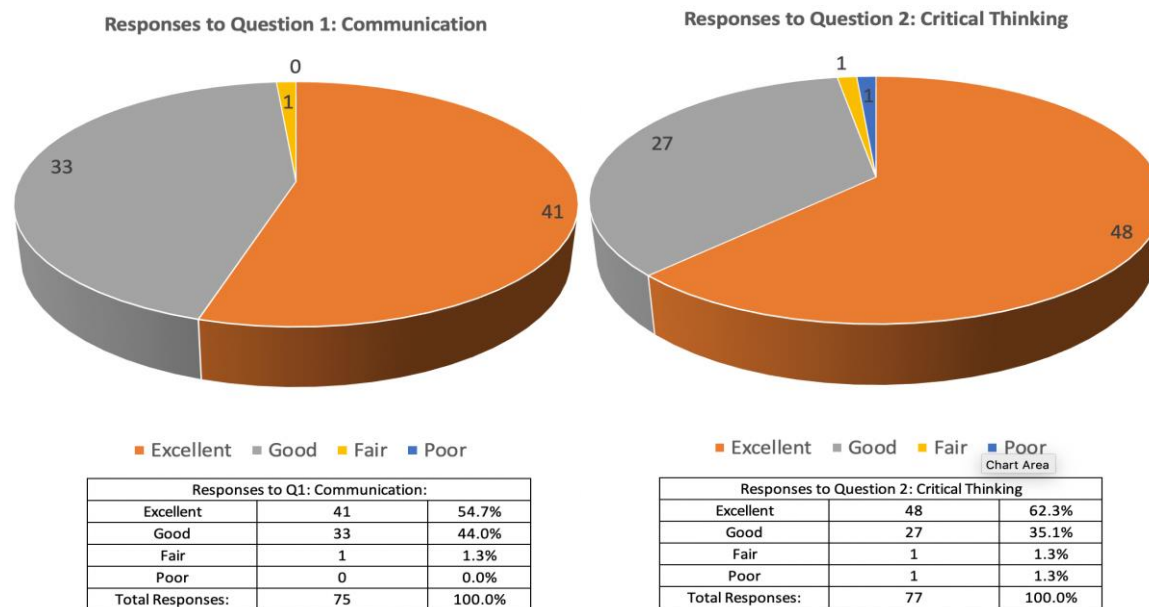
substantially lower than the previous years. One reason may be because the students taking these courses were taking more rigorous courses, such as Accounting, which is very difficult in a face-to-face setting, let alone through the mail. The students also received more courses through correspondence because of COVID and also had to push for more courses because of the wrap-up of the business program. Hybrid courses are showing a large increase of outcomes over the last four years while internet and face-to-face are holding flat. These are all great indicators for keeping hybrid courses and face-to-face.

Planning Agenda:

The students are achieving their student learning outcomes at a higher rate over the time period presented. It is recommended to continue to utilize the current student learning outcomes as well as continue to inform faculty of performing this much needed process. The department also believes the face-to-face, internet, hybrid, and the correspondence courses (not to include accounting) should be continued per the student learning outcome data.

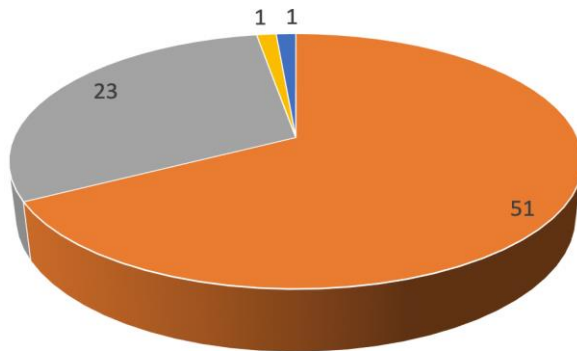
C. Student Evaluation Summary

The qualitative and quantitative data for the department are presented below. This is the first year that the data was provided to the business department and is overall very positive.



The graphs above present that the graduated students, out of the business program, feel to be overwhelmingly excellent/good in communication and critical thinking. We can assume this is positively impacted based upon the business program, faculty, and curriculum.

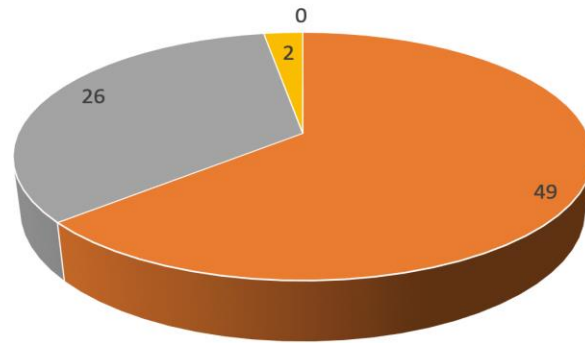
Responses to Question 3: Life Long Learning



■ Excellent ■ Good ■ Fair ■ Poor

Responses to Question 3: Life Long Learning		
Excellent	51	67.1%
Good	23	30.3%
Fair	1	1.3%
Poor	1	1.3%
Total Responses:	76	100.0%

Responses to Question 4: Personal/Interpersonal Responsibility



■ Excellent ■ Good ■ Fair ■ Poor

Responses to Question 4: Personal/Interpersonal Responsibility		
Excellent	49	63.6%
Good	26	33.8%
Fair	2	2.6%
Poor	0	0.0%
Total Responses:	77	100.0%

The graphs above present data from the graduating students that they overwhelmingly feel the business program has helped to provide life-long learning and personal/interpersonal responsibility growth. This is further support for the business program as a whole for student success.

Responses related to Faculty/Staff:

Allison Sommerville.
Garrett Taylor is the best staff
strong staff
Student support from faculty and staff who truly care for their
The staff is very understanding and very helpful
The staff's willingness to help you achieve
Very friendly staff and teachers
counselors, teachers
EOPS Counselors
In the classroom with some of the best teachers
Most of the teachers and staff members. I only had one or two bad experiences
My instructors were invested in my success
Amazing student services & staff

Responses related to Instruction:

History classes and sports
Online classes (X3 Responses)
Lots of classes offered with knowledgeable instructors
Engagement in Student Relations
Smaller classrooms
Nursing Program
Ability for 1 on 1 instruction
Public speaking
Being a community college with smaller classes its nice having an easier
Being individualized with small numbers in classes

Responses related to Student Support:

Ability for students and teachers to communicate because of small
Students Support system
Understanding and supportive
willingness to work with you
Excellent student outreach support

Responses related to the LCC Culture and Environment:

Welcoming environment
Everything is great I have enjoyed getting my degree here!
versatile, good investment
Flexibility
Inclusive to everyone
Being inclusive
class accommodations
Close to home
Programs and assistance for challenged/disadvantaged students

Responses related to "Communication":

Great communication with students
Teacher communication with students
communication is prompt
Communication skills
communication, nursing skills
organization and communication skills

"Community"-Related Responses:

Small understanding community. Always see people you know.
The community
The community in it
The community outreach, professors, and programs to help
Smaller community makes it easier to communicate

Other Responses:

I'm a quick learner
Teaching
Writing, Reading
Advocating for myself
Ability to adapt
Ability to challenge myself, and ready for the world.

Responses Related to Instruction:

no online stuff for sciences
Vary the times and days classes are offered
RN Bridge Program
More online
More online options
in online learning don't have discussion posts
Night accounting classes
Night time micro
night time microbiology
math class
Maybe online nursing classes for people who have to work full time
It was good expand you online classes.

Responses Related to Faculty & Staff:

Teachers to be checking in with students more who are online
Staff/teachers in Math/Science building need to be kinder/more understanding to students
some teachers are not very flexible
non-biased teachers
Wish Patrick Walton was still here

Responses Related to Technology:

Technology support
Technology update
Canvas support

Responses Related to the Café /Bookstore:

better food
Open café again. I know COVID but that would have been great
Please sell feminine hygiene products at student store AND/OR include feminine hygiene products in the restrooms to purchase. It is very inconvenient to leave campus when items should be available at the student store!

Responses Related to Communication:

Students who are having a hard time need to be heard and not brought down
Communicating, socializing
communication between faculty and students
communication needs work
communication to students, organizational abilities need to improve
better communication with students about resources
Put out information in a timely manner

Responses Related to Athletics:

More sports - football
Coaches for sports team

Responses Related to Facilities:

newer facilities
Facilities updates to old buildings - heat/AC; Additional health care degrees & certificates
Open all facilities and resources. Impossible to get a hold of anyone.

Other Responses:

Administrative operations, planning
None. I thought my experience was best as it could be.

Responses Related to Student Serves & Residence Hall:

more student resources
transfer college options/knowledge
Maintain what you are currently doing for student support services and administrative operations. Improve the dorms.
Better graduation organization. upgrade science
Better support in the DSPS office (the person working in there doesn't always help students, students come second to her personal life), Better instructor interaction with online classes (answering students questions instead of brushing them off & helping when the online classes

Description/Evaluation:

The program is benefiting students and helping students meet life-long learning and personal growth. The data overwhelmingly supports the need for a business program and the positive influence it has had on students. The special programs have helped the students be successful in the business program and it would be beneficial to all to continue to grow the business program.

Planning Agenda:

The department has performed well base on the data provided. It can be forwarded that the program was a positive impact on the students that have graduated. The data also supports the need for a robust business program due to the positive impact on student success.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

During the review period, the Department had six active programs of study [defined as an organized sequence of courses leading to a defined objective such as a degree, certificate, diploma, license, or transfer to another institution of higher education]. The six programs are as follows:

- Associate of Science – Business Administration for Transfer
- Associate of Art – Economics for Transfer
- Associate of Science - Office Administrative Assistant
- Certificate of Achievement – Small Business Management

The Departments faculty help support other non-business programs by providing instructional services in Humanities, General Education, and Agriculture areas. The Department's economics and law courses fulfill vocational, transfer, and non-transfer degree General Education requirements in the Area B: Social and Behavioral Science. In addition, the Certificate of Accomplishment in Agribusiness has been primarily taught by the Departments faculty; however, is assessed and reported through the Agricultural Department's Instructional Program Review and not included here.

The Associate in Science in Business Administration for Transfer

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU or UC campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.

The following are required for all AA-T and AS-T degrees:

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. [While a minimum of 2.0 is required for admission, some majors may require a higher GPA].
3. Completion of a minimum of 18 semester units with a “C” or better [or a “P” if the course is taken on a “pass-no pass basis”] in all courses required as a part of an AA-T or AS-T major as identified by the college catalog. (Title 5 § 55063)

On March 13, 2012, the AS-T in Business was approved by the District Board of Trustees effective fall 2012. Students who pursue this program are available to choose from a wide variety of occupational categories. Generally speaking, and upon graduating with a four-year degree, graduates seek employment in one of the functional areas of business as first-line or middle managers. Newly hired four-year degree graduates find themselves participating in the directing, controlling, leading, and planning of the day-to-day operations of the organization. While the job possibilities are too broad to discuss here, they will generally require technical, conceptual, analytical, and leadership skills. Most graduates are required

to prove some competency in their specialization, have the ability to think in abstract terms, and solve complex issues surrounding their area of expertise.

The occupations served by the AS-T in Business would typically fall into SOC major group codes 11-000 and 13-000. Nationwide, the job growth in these areas are expected to be about as fast as or much faster than average occupations. In many of the occupational categories, the projected growth through 2022 is expected to far outstrip the availability of qualified workers.

Median wages at a national level for the major occupational groups range from approximately \$50,000-\$88,000 respectfully per year for business and financial industries (USBLS 19) and \$48,000-\$142,000 per year for management positions (USBLS 19). In the North Far North region (Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou and Trinity counties), the Centers of Excellence estimates 204 annual openings in business and finance during 2017-2022 with a 3% increase over 5 years. The management sector is projected to have 270 annual openings during this same time period with a 3% increase over 5 years.

Program Plan and Curriculum: AS-T in Business Administration for Transfer

Total Core Courses: 12 units

Course Number	Course Title	Fall	Spring
ECON 10	Macro-economics	3.0	
ECON 11	Micro-economics		3.0
BUS 22	Business Law	3.0	
MATH 40	Elementary Statistics		3.0
BUS 1A	Accounting Principles – Financial	4.0	
BUS 1B	Accounting Principles – Managerial		4.0
	Total	10.0	10.0

Select two of the following as required electives:

Course Number	Course Title	Fall	Spring
BUS 2	Introduction to Business	3.0	
BUS 27	Business Communication		3.0
CS 1	Computer Literacy	3.0	
	Total	6.0	3.0

The AS-T in Business is currently one of two programs for business students seeking to transfer to a four-year institution. With the additional benefits mentioned previously, the AS-T has replaced the University Studies transfer degree in the 2015-16 academic year and became the most sought after business degree at Lassen College over the review period.

The program has been working successfully was the Departments face-to-face incarcerated, on campus, and online core program. The face-to-face incarcerated program has been wound-up at the direction of administration, therefore, this degree will be the main degree for online and on-campus students. This degree has also gone through a change since the last review. The TMC has changed, which was impacted by University direction. The changes have been made to align the degree with the TMC and the changes will be effective in the fall of 2022 going forward.

Planning Agenda:

This degree has continued to be the leading degree for the department in degrees earned as well as course attendance. It is recommended to continue to the degree in the business department offerings. It is believed that this program will continue to be the anchor degree within the department.

The Associate of Arts for Transfer [AA-T] in Economics

In early spring 2014 the Chancellors Office and Intersegmental Curriculum Workgroup made available new transfer model curriculum [TMC] creating a new pathway for students to pursue an AA-T in Economics for Transfer. The new program specific to economics affords students an opportunity to transfer to a CSU with priority admissions and guarantees identical to the AS-T in Business. The program was developed and approved locally by the LCC Board of Trustees and Academic Senate in the fall 2014. Approval at the Chancellor’s Office occurred the next spring with an effective program start in the fall 2016 term. Students who pursue this program can choose from a variety of occupational categories similar to those found and discussed under the AS-T for Business.

According to *The Balance Careers*, individuals earning a degree in Economics often enter fields such as market research, economic consulting, compensation and benefits, actuary (insurance/risk), and credit analyst. Market research, according to the Bureau of Labor Statistics, has estimated that the average salary is \$63,120 where the bottom 10% earn up to \$34,310 and the top 10% at least \$121,080 and the market will grow 23% from 2016 - 2026. Economic consulting has an average salary of \$73,090 where the bottom 10% earn up to \$50,000 and the top 10% earn at least \$108,000. Compensation and benefits managers, according to the BLS, typically earn an average of \$121,010 as of May 2018 where the bottom 10% earn up to \$70,560 and the top 10% earn at least \$205,470 with a 5% growth from 2016-2026. Actuaries, according to the BLS, earn on \$102,880 on average where the bottom 10% earn up to \$61,140 and the top 10% earn at least \$186,110 with a 22% expected growth. Credit analysts, according to the BLS, earn an average salary of \$82,300 as of May 2018 with the bottom 10% earning up to \$43,100 and top 10% earning at least \$137,610.

Two-year Program Plan and Curriculum: AS-T for Transfer in Economics

Total Core Courses: 14 units

Course Number	Course Title	Fall	Spring
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ECON 10	Macroeconomics	3.0	
ECON 11	Microeconomics		3.0
MATH 40	Elementary Statistics		3.0
MATH 1A	Analytical Geometry and Calculus I	5.0	
	Total	8.0	6.0

Required Electives: 6-9 units

Course Number	Course Title	Fall	Spring
ENGL 9	Critical Thinking and Composition	3.0	
MATH 1B	Analytical Geometry and Calculus II		5.0
BUS 1A	Accounting principles – Financial	3.0	
BUS 1B	Accounting Principles – Managerial		3.0
BUS 27	Business Communications		3.0
	Total	6.0	11.0

The AA-T in Economics is one of the transferable degrees offered by the department. This degree is one of the newer degrees within the department that is supported by common courses within the department. This means an individual may be able to accomplish an AA-T in Economics as well as an AS-T in Business Administration simultaneously. With this in mind, the degree can be supported by a fully-staffed department.

Planning Agenda:

The degree has little impact financially on the department and is one of the three transferable degrees offered. The majority of the courses are shared with the other transferable courses from other degrees within the department which makes it easier for students to change majors within the department. This degree is recommended for continuance as there has been a lack of advertisement of the degrees from the department and growth is possible.

The Associate of Science [AS] and Certificate of Achievement [COA] in Office Administrative Assistant

The Administrative Assistant programs in the Department are designed to define and develop knowledge, skills and attitudes needed by front office administration. The program offers preparation for first-time employment, re-entry, or career advancement. The student will study a variety of topics including computer skills, integrated office applications, organization and supervision of office activities, business communication, and office procedures.

Occupational categories targeted by this degree and certificate include administrative assistant and secretarial positions. While the job descriptions may vary depending on organizational structure and size, core responsibilities include activities such and

information management, office communications, office planning, and administrative scheduling.

Administrative assistants use a variety of office equipment, such as fax machines, photocopiers, scanners, videoconferencing and telephone systems. In addition, administrative assistants often use computers to do tasks previously handled by managers and professionals; they create spreadsheets, compose correspondence, manage databases, and create presentations, reports, and documents using desktop publishing software and digital graphics. They may also negotiate with vendors, maintain and examine leased equipment, purchase supplies, manage areas such as stockrooms or corporate libraries, and retrieve data from various sources.

At the same time, managers and professionals have assumed many tasks traditionally assigned to administrative assistants such as keyboarding and answering the telephone. Because administrative assistants do less dictation and word processing, they now have time to support more members of the executive staff. In a number of organizations, administrative assistants work in teams to work flexibly and share their expertise.

Administrative assistants should be proficient in typing and good at spelling, punctuation, grammar, and oral communication. Employers also look for good customer service and interpersonal skills because administrative assistants must be tactful in their dealings with people. Discretion, good judgment, organizational or management ability, initiative, and the ability to work independently are especially important for higher-level administrative positions. Changes in the office environment have increased the demand for administrative assistants who are adaptable and versatile.

High school graduates who have basic office skills may qualify for entry-level secretarial positions. They can acquire these skills in various ways. Training ranges from high school vocational education programs that teach office skills and typing to 1-year and 2-year programs in office administration offered by business and vocational-technical schools, and community colleges.

Employers of administrative assistants increasingly are seeking candidates with a college degree, as these assistants work closely with top executives. A degree related to the business or industry in which a person is seeking employment may provide the jobseeker with an advantage in the application process.

Overall employment of secretaries and administrative assistants is projected to decline 7 percent from 2018 to 2028. Employment of secretaries, except legal, medical, and executive—the largest occupation in this profile—is projected to decline 9 percent from 2018 to 2028. In some organizations, technology is expected to enable other staff to prepare their own documents without the assistance of secretaries.

The median annual wage for secretaries and administrative assistants was \$38,880 in May 2018. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$24,690, and the highest 10 percent earned more than \$64,230.

\$59,340 for executive administrative assistants

\$46,360 for legal administrative assistants

\$36,630 for medical administrative assistants

\$35,760 for secretaries, except legal, medical, and executive

Program Plan and Curriculum: Associate of Science – Administrative Office Technician

Required Core Courses: 23 units			
Course Number	Course Title	Fall	Spring
BUS 19	Office Administration	3.0	
CA 33	Word Processing Applications for Business	3.0	
BUS 84	Business Math	3.0	
COT 52	Keyboarding II	1.0	
CA 36	Email and Calendar Applications for Business	1.5	
BUS 13	Basic Accounting		3.0
BUS 27	Business Communications		3.0
CA 34	Spreadsheet Applications for Business		3.0
CA 35	Presentation Applications for Business		1.5
BUS 78	The Customer Service Advantage		1.0
	Total	11.5	11.5

Required Electives: 19 units

Course Number	Course Title	Units
BUS 1A	Accounting Principles – Financial	4.0
BUS 1B	Accounting Principles – Managerial	4.0
BUS 1C	Federal Income Tax	3.0
BUS 2	Introduction to Business	3.0
BUS 10	Managing Diversity and Human Resource	3.0
BUS 22	Business Law	3.0
BUS 25	Small Business Management	3.0
BUS 49	Business Cooperative Work Experience	1-8
BUS 50	Principles of Social Media Marketing	3.0
BUS 51	Introduction to Marketing	3.0
BUS 75	Planning and Launching a New Business Venture	1.0
BUS 76	Marketing the Small Business Venture	1.0

BUS 77	Financing the Small Business Venture	1.0
BUS 79	Computer Information Systems for Small Business Ventures	2.0
CS1	Computer Literacy	3.0
ECON 10	Macroeconomics	3.0
ECON 11	Microeconomics	3.0

The AS in Office Administration was one of the possible degrees offered by the department. Over the last six years one person has earned the degree. This individual also earned a degree in accounting and the AS-T in Business Administration. This degree was revitalized in 2015 and was not fully advertised to build interest in the program. Additionally, the courses were not offered based on the course outlines of record or based on the two-year plan. The department was not fully staffed for delivery on campus as well as not utilizing adjuncts to their full capacity. The certificate in Office Administration does have potential. There are two local institutions that continue to show demand for the program. This means that there is a possible solution to market needs by revitalizing the certificate rather than the degree. Since the last review, the AS in Office Administration was discontinued. The COA was identified as a possible rewrite to meet needs. This never came to fruition and was directed by administration that no new certificates should come from the department until the number of degree completions in the main degrees increased.

Planning Agenda:

Direction was given by administration that core degree completions should increase before rewriting any of the certificates within the Department.

Program Plan and Curriculum: Certificate of Achievement – Administrative Office Technician

Required Core Courses: 18 units

Course Number	Course Title	Fall	Spring
BUS 19	Office Administration	3.0	
CA 33	Word Processing Applications for Business	3.0	
BUS 84	Business Math	3.0	
COT 52	Keyboarding II	1.0	
CA 36	Email and Calendar Applications for Business	1.5	
BUS 27	Business Communications		3.0
BUS 78	The Customer Service Advantage		1.0
BUS 49	Business Work Experience		2.5
	Total	11.5	6.5

Planning Agenda:

Direction was given by administration that core degree completions should increase before rewriting any of the certificates within the Department.

The Certificate of Achievement [COA] in Small Business Management

The objective of the Small Business Management certification is to prepare students for entry level management positions as well as various small business ownership roles with foundation knowledge in human resources, laws/regulations, communication, structuring of organizations, and management techniques.

The Lassen Community College Business Program provides students with the opportunity to build a solid foundation in core business skills, accounting, and develop new skills designed to enhance their vocational future in a constantly changing society, and provide transfer opportunities for those seeking an advanced degree. The Certificate of Achievement in Small Business Management provides the knowledge and skills for students to be employed in entry level management positions and/or small business ownership. The student completing this certificate will have the basic knowledge of the stakeholder theory, legal implications in the business setting, structuring a small business, analyzing business documents, and contemporary U.S. business practices.

The cluster-occupational projections of northern California projects growth in employment of the agriculture, food, and beverage cluster as well as the business services cluster which comprises to be one of the largest employers in the region. The number and percentage of self-employed workers in middle-skill occupations by major occupational group in California for management occupations and business and financial operations occupations ranges from 6.5% to 53.5%. The five-year projections for occupation data for business and finance expect to see a 3% increase in the far north region and a 2%-6% increase in food service management, administrative service managers, industrial production managers, transportation/storage/distribution management, and other management occupations. Medium wages range from \$35,000-\$75,000 depending on the business sector for an individual completing the Certificate of Achievement in Small Business Management at Lassen College.

Program Plan and Curriculum: Certificate of Achievement – Small Business Management
 Required Core Courses: 15 units

Course Number	Course Title	Fall	Spring
BUS 2	Introduction to Business	3.0	
BUS 10	Managing Diversity and Human Resource	3.0	
BUS 22	Business Law	3.0	
BUS 25	Small Business Management		3.0
BUS 27	Business Communications		3.0
	Total	9.0	6.0

Planning Agenda:

This certificate is a new certificate. The certificate was taken through the local curriculum process as well as through the chancellor’s office and has been approved. This certificate has been offered since fall 2019. The certificate has seen some problems due to offering of

courses. One course in particular, BUS 10, was not allowed to be offered in Fall of 2021. This was the sequence, but was not allowed to be offered to students by direction of administration. The BUS 10 Course is important because it was rewritten to focus more on diversity and inclusion within the human resource practice. It is recommended that all courses be offered during the sequence at all site locations. This will increase the number of students earning the certificate for the workforce. This will also give students in the business department an opportunity to learn about diversity and inclusion in depth.

B. Courses

Description/Evaluation

All courses have been reviewed for a content and currency of academic text during the review period. No new courses have been created since the previous instructional program review.

The Department has completed a comprehensive review of all courses each year for updates on course objectives, course content, method of delivery/evaluation, and representative texts and supplies. This process allows us to keep our courses current to the demands of the local, regional, state, and national trends. This means we have a continuous improvement mindset where we evaluate the need for specific courses within our discipline.

The following courses have been inactivated based on direction of administration due to no longer offered:

BUS1C	Federal Income Tax
BUS 13	Basic Accounting
BUS 18	Records Management
BUS 19	Office Administration
BUS 34A	Microsoft Word, Beginning
BUS 34B	Microsoft Word, Advanced
BUS 75	Planning and Launching the New Business Ventures
BUS 76	Marketing the Small Business Ventures
BUS 77	Financing the Small Business Ventures
BUS 78	The Customer Service Advantage
BUS 79	Computer Information Systems for Small Business Ventures
CA 31	Computer Applications I
CA 32	Computer Applications II
CA 55	Using a Word Processor
CA 56	Using a Spreadsheet
CA 150	Computer Skills for Senior Adults
CA 52	Word Processing Applications for Business
CA 53	Spreadsheet Applications for Business
CA 58	Presentation Applications for Business
CA 60	Email and Calendar Applications for Business
COT 50	Keyboarding, Level 1
COT 52	Keyboarding, Level 2
COT 59	Business Machines: 10 Key

The following courses had minor updates since the last instructional program review and will be retained for future offering:

BUS 1A	Financial Accounting
BUS 1B	Managerial Accounting
BUS 2	Introduction to Business
BUS 10	Managing Diversity and Human Resource
BUS 22	Business Law
BUS 25	Small Business Management
BUS 27	Business Communications
BUS 49	Business Work Experience
BUS 84	Business Mathematics

Planning Agenda:

Currently, the transferable degree courses are performing best for the department. The terminal degrees are not performing as well and cause issues with filling the courses that align with those degrees. When courses are offered and they do not meet the requirements of the office of instruction or are not required for a student to graduate they are canceled because of low enrollment. The courses offered in the business department have been moved more toward online. This allows us to reach special populations that are outside of our region, but current decisions by administration have moved the classes all toward face-to-face. We have tried to continue to offer our courses through online and hybrid delivery, which did show some retention of students during COVID and indicates that by accommodating the students schedule we are finding an alignment with supply of courses and demand for courses. The recommendation would be to offer courses and allow the program to build programs. The current direction has decimated the business program.

C. Articulation/Integration of Curriculum

Description/Evaluation:

This section contains a general look and discussion on the course curriculum offered by the Business Department. The courses are explained based upon general acceptance of the courses by institutions as well as transfer and articulation with the systems for California’s colleges and universities. There is also a chart explaining any institutions that we may have direct agreements. The chart directly below shows the courses that are offered from the business department that are currently either CSU transferable, UC transferable, C-ID, or Non-Transferable (NT).

Course	CSU	UC	C-ID	NT
BUS 1A	X	X	X	
BUS 1B	X	X	X	
BUS 1C	X			
BUS 2	X	X	X	
BUS 10	X			
BUS 13	X			

BUS 18	X			
BUS 19	X			
BUS 22	X	X	X	
BUS 25	X			
BUS 27	X	X	X	
BUS 34A	X			
BUS 34B	X			
BUS 49	X			
BUS 75				X
BUS 76				X
BUS 77				X
BUS 78				X
BUS 79				X
BUS 84				X
CA 31	X	X		
CA 32	X			
CA 52				X
CA 53				X
CA 55				X
CA 56				X
CA 58				X
CA 60				X
CA 150				X
COT 50				X
COT 52				X
COT 59				X
CS 1	X	X		
ECON 10	X	X	X	
ECON 11	X	X	X	

Articulation agreements are another important component of the department curriculum. The chart above shows a macro picture of the courses offered by the department and the general transferability to other institutions and the level of transferability, however, there are agreements directly with other institutions which contribute to the level of acceptance from the CSU and UC system. Below you will see some of the agreements with other institutions broke down by individual course offering from the department. This chart is the most comprehensive chart we have to speak upon. One important piece of information is to site the chart above when reading the chart below because the C-ID courses will be accepted at UC/CSU based upon these courses meeting stringent requirements from the university system.

Lassen Community College Courses										
Agreement	Bus 1A	Bus 1B	Bus 2	Bus 13	Bus 22	Bus 25	Bus 27	CS 1	Econ 10	Econ 11
Cal Poly Pomona	Acc 2070	ACC 2080			FRL 2013				EC 2202	EC 2201
Cal Poly SLO	Bus 214	Bus 215			Bus 207				Econ 222	Econ 221
CSU Bakersfield								Cmps 120	Econ 202	Econ 201
CSU Channel Islands	Acct 210	Acct 220			Bus 110		Comm 225	Comp 101/110 (110 for LS majors only)	Econ 111	Econ 110
CSU Chico	Acct 201	Acct 202	Badm 101	Abus 261	Blaw 203			Comp 101/BSIS 105 or 111	Econ 102	Econ 103
CSU Dominguez Hills	Acc 230	Acc 231			Law 240				Eco 211	Eco 210

CSU East Bay	Acct 2251	Acct 2253			Acct 2701			Itm 1270	Econ 2302	Econ 2301
CSU Fresno	Acct 4A	Acct 4B			BA 18					
CSU Fullerton			Buad 210							
CSU Long Beach	Acct 201	Acct 202			Blaw 220				Econ 100	Econ 101
CSU Los Angeles	Acct 202A				Fin 2050			CS 160	Econ 2020	Econ 2010
CSU Monterey Bay	Bus 203	Bus 205			Bus 206			Bus 299	Bus 201	Bus 202
CSU Northridge	Acct 220	Acct 230	Bus 104		Blaw 108		Engl 205	Comp 100	Econ 161	Econ 160
CSU Sacramento	Accy 1	Accy 2			Mgmt 10				Econ 1A	Econ 1B
CSU San Bernardino	Acct 211	Acct 212	Mgmt 100		Mgmt 230			CSCI 121, 123, 127/INF 102& 103	Econ 202	Econ 200
CSU Stanislaus	Acc 2110	Acc 2130			Blw 2060				Econ 2500	Econ 2510
Humboldt State	BA 250	BA 252			BA 210		BA 212/JMC 232	CS 110	Econ 201	Econ 200
San Diego State	Acctg 210	Acctg 202			Fin 240		Ids 290		Econ 101	Econ 102
San Francisco State	Acct 100	Acct 101							Econ 102	Econ 101
San Jose State	Bus 20	Bus 021	BUS3 10		BUS 80	BUS 10			Econ 1A	Econ 1B
Sonoma State	Bus 230A	Bus 230B			Bus 225			Bus 219	Econ 204	Econ 205
UC Berkeley	met		UGBA 10						Econ 1	Econ 1
UC Davis	Mgmt 11A	Mgmt 11B			AGRESEC 18			Eng CS 15	Econ 1B	Econ 1A
UC Irvine	Econ 25/Mgmt 30A	Mgmt 30B	Mgmt 1					ICSU 10A	Econ 20B	Econ 20A
UCLA	Mgmt 1A	Mgmt 1B							Econ 2	Econ 1
UC Merced	Econ 6A	Econ 7	Econ 5						Econ 1	Econ 1
UC Riverside	Bus 20	Bus 21	Bus 10					CS 8	Econ 2	Econ 3
UC San Diego	Mgt 4/Econ 4							Cogs 3	Econ 3	Econ 1
UC Santa Barbara	Econ 3A/3B	Econ 3B							Econ 2	Econ 1
UC Santa Cruz	Econ 10A	Econ 10B						CSE 2	Econ 2	Econ 1

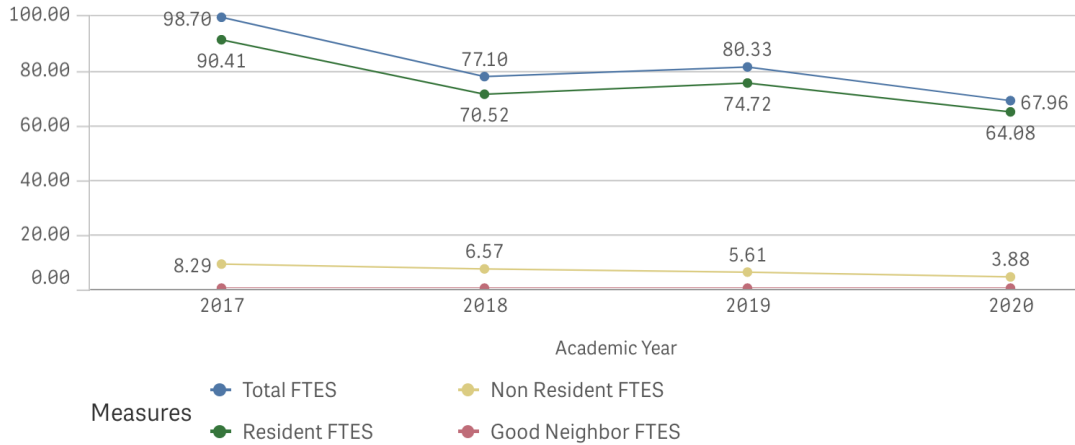
Planning Agenda:

III. Scheduling and Enrollment Patterns

Description/Evaluation:

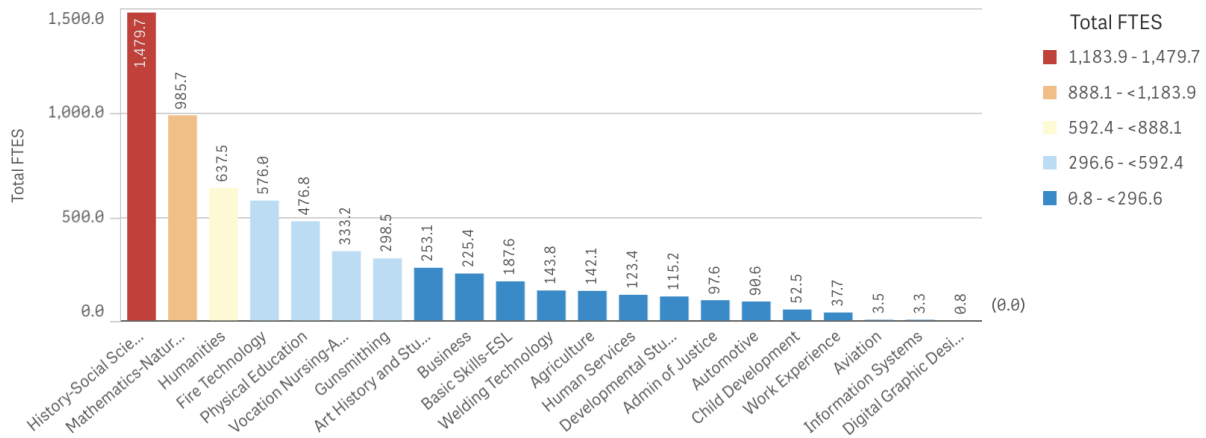
The scheduling and enrollment patterns have changed since the last IPR. These changes have been due to winding-up the face-to-face incarcerated instruction modality. This change has impacted delivery of instruction with scheduling and has significantly decreased enrollment. This impact has not directly impacted delivery of instruction on campus, however, has significantly impacted the department as a whole. The impacts of COVID have also directly impacted the delivery and scheduling of courses since Spring of 2020.

FTES by Academic Year



As you can see from the chart above, the enrollment in the program has been slightly decreasing over the last four years. This is across the board and is not dependent upon on student group. The Good Neighbor agreement is an outdated program that has not been offered in years. This should be removed from our systems.

FTES by Program

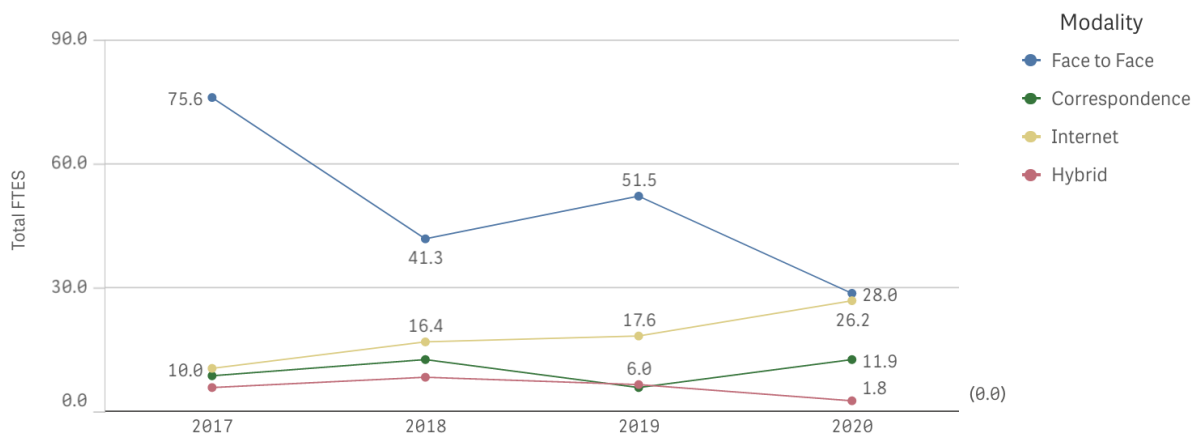


The business department is the 4th largest CTE program at the college and the 9th largest out of all programs. This is impressive because all business program offerings are not considered mandatory such as History/Social Sciences, Mathematics/Natural Science, humanities, or Art History. However, our program does offer courses that can meet some of those transfer criteria, such as degree electives.

FTES by Modality and Academic Year

Modality	Academic Year		Semester		2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	
	Face to Face	41.4	0.3	33.9	18.7	0.1	22.6	27.2	0.1	24.1	11.4	-	16.6			
Correspondence	2.6	-	5.4	7.1	-	4.7	2.9	-	2.3	4.5	5.6	1.8				
Internet	5.7	-	4.3	11.1	0.7	4.6	7.7	2.0	7.9	13.4	-	12.8				
Hybrid	1.5	0.5	3.1	0.2	5.3	2.0	2.1	-	3.9	1.8	-	-				

FTES by Modality and Academic Year

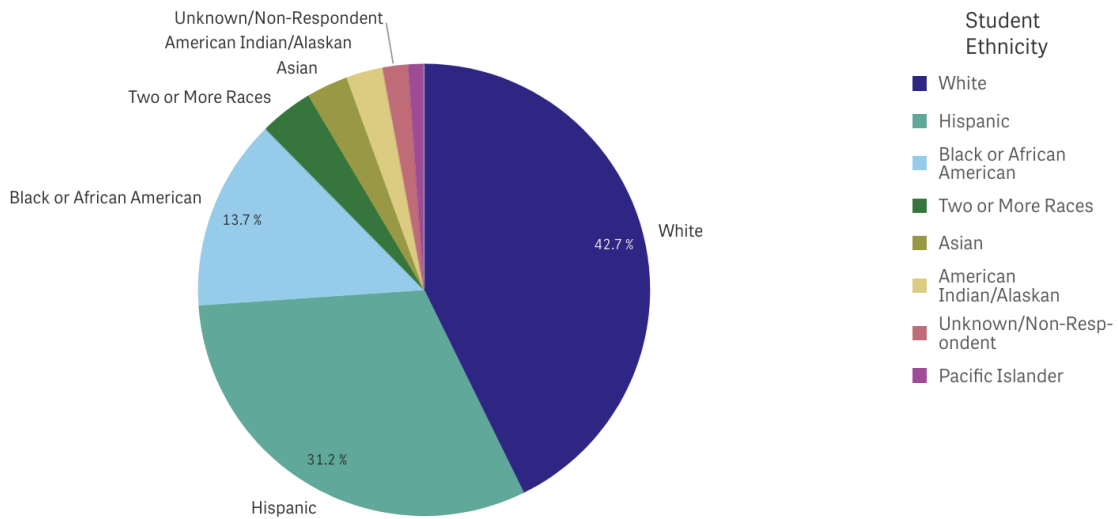


The trend in the chart above shows some redundancies mentioned previously in the IPR. This is why there is an increase in correspondence and internet in the last academic year and decrease in the face-to-face modalities.

FTES by Student Ethnicity

Ethnicity	Academic Year		Semester		2017				2018			2019			2020
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA		
	White	24.2	0.4	19.4	18.1	4.6	13.7	16.1	1.1	14.9	13.1				
Hispanic	15.1	0.2	14.9	9.6	0.3	11.0	12.6	0.5	12.9	10.1					
Black or African American	6.4	0.1	6.9	5.0	0.3	4.6	5.6	-	4.8	3.9					
Two or More Races	1.8	0.0	2.1	1.5	0.3	1.3	1.6	0.4	1.5	1.2					
Asian	0.7	0.0	1.0	1.8	0.0	1.4	1.2	-	1.1	1.3					
American Indian/Alaskan	1.0	-	1.1	0.3	0.4	0.8	1.6	-	1.7	0.7					
Unknown/Non-Respondent	0.9	-	0.5	0.2	-	0.4	1.1	0.1	1.2	0.8					
Pacific Islander	1.2	-	0.7	0.5	-	0.8	0.1	-	0.1	0.0					

FTES by Student Ethnicity



The chart above is encouraging. The program is showing service in multiple cultural and ethnic backgrounds. This does make sense as business in the language of the world. The FTES has dropped over the IPR period, however, some of the reasons have been expressed previously in this IPR.

Evaluation:

The Department has provided courses across multiple ethnic backgrounds while also providing offerings to different genders. The Department has faced adversity beyond its control that has negatively affected the Department and students having access to the transferable business degree.

Planning Agenda:

1. Explore more night courses
2. Explore the possibility of hybrid courses that include night face-to-face

3. Explore the possibility of expanded hours at incarcerated sites

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule
There are three rolling laptop cadies for the incarcerated system. These are owned by the district and we need to have maintain the computers, chargers, and projectors. This is the sole responsibility of the district and need to be addressed. One faculty member is in need of an updated LCC laptop.
2. Identify any existing equipment maintenance/service agreements
Unknown
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
None
4. Evaluate the effectiveness of and need for additional maintenance/service agreements.
None
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.
None

Planning Agenda:

None

V: Outside Compliance Issues (if appropriate for program)

Description:

None

Evaluation:

None

Planning Agenda:

None

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

1. Faculty need to clean up any curriculum changes going into the new academic year with the new AS-T that is now CID aligned
2. Faculty will need to continue to advance and evolve their online instruction

B. Prioritized Recommendations for Inclusion in the Planning Process

Prioritized Recommendations for Inclusion in Education Master Plan

Business IPR 2017-2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

Prioritized Recommendation for Inclusion in Student Services Master Plan

Business IPR 2020-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Business IPR 2020-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

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Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

As of spring 2022, there are three full-time faculty members in the department. Since the last program review, adjunct instructors were not been utilized at a rate to maximize their capacity. The department has started to utilize these adjunct instructors due to one instructor being on leave. The department now has a steady flow of adjunct instructors and enough full-time faculty to fill needs to teach economics, small business management, business law, office technology, computer science and marketing. However, many courses have been removed from delivery and has caused decreased workload in the department.

The department use to have one instructional support specialist III (ISS) that assisted at HDSP. This position was re-categorized and shifted out of the business department through direction of administration. The incarcerated program needs ISS support but will no longer be needed for the business department.

The department is supported with strategic direction and industry standard guidance through the voluntary time and resource contributions of business professionals through the Business Advisory Board. The department list has been realigned with the AP and was blessed by the LCC Board of Trustees in February.

Full-time Department Faculty:

Hasib Azhand
 Andrew Rupley
 Garrett Taylor

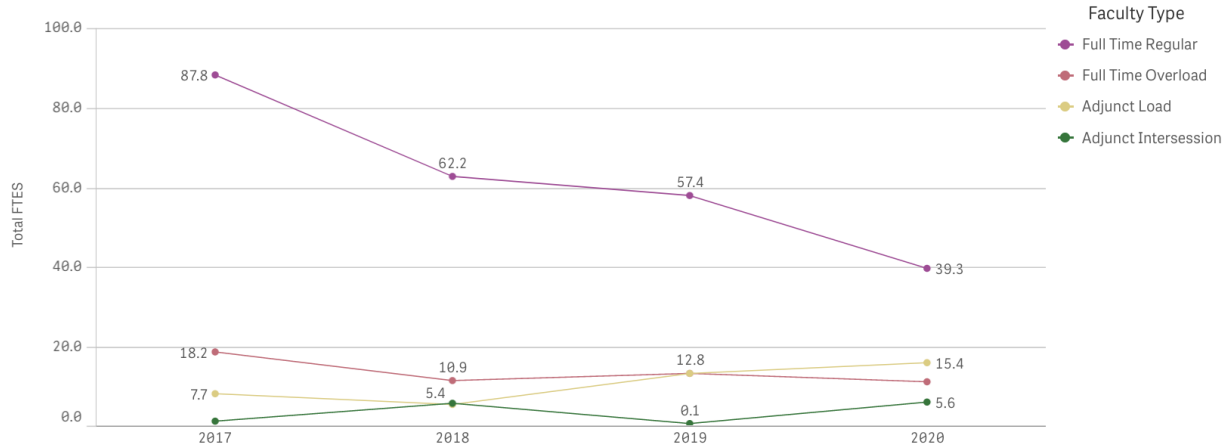
Part-time Department Faculty:

Joanna Beckman
 Kysandra Callison
 Kim Claine
 Anthony Lane
 Natalie Nyman

FTES by Faculty Type

Faculty Type	Academic Year		Semester		2017			2018			2019			2020		
	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	FA	SU	SP	
	Full Time Regular	48.3	-	39.6	29.1	-	33.1	33.6	-	23.8	16.6	-	22.7			
Full Time Overload	10.1	0.3	7.8	8.2	0.7	2.0	3.5	2.0	7.4	2.9	-	7.8				
Adjunct Load	2.8	-	4.9	4.1	-	0.8	2.9	-	9.9	11.6	-	3.7				
Adjunct Intersession	-	0.5	0.3	-	5.4	-	-	0.1	-	-	5.6	-				

FTES by Faculty Type



The chart above breaks down the FTES generation by each faculty type. The majority of the FTES generation over the last four years, was due to full-time faculty. The total FTES has decreased for the reasons mentioned above in the IPR.

Planning Agenda:

None

II. Professional Development

Description/Evaluation:

The three faculty, over the last two years, have meet all flex training obligations.

Planning Agenda:

1. None

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

The following is the recommended order by importance and need:

None

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan Business IPR 2020-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

The business department has one dedicated classroom to deliver instruction. This classroom is located in the creative arts building and is located at CA 116. This classroom received an update in 2021 due to an annual update from the Business department. There is an additional classroom which was utilized when the class size

is above 25 students, which is CA 127. This classroom is currently undergoing renovation due to mold. The classroom is usable, however, is not complete in renovation. The location of these classrooms are beneficial because the business faculty offices are centrally located. The business department, previous to 2016, utilized the CA 123 room as a club/organization room as well as a primary resource room for business student's research, personal development, studying, printing, and secondary lab. This room has since been repurposed to storage.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

N/A

3. Describe any facilities needs identified by assessments of student learning outcomes

N/A

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

The business courses have been relocated in the Spring of 2022 because of a burst pipe in the nursing classroom. The nursing classes were moved into the current business classroom and the business courses moved to the Vocational Tech building across campus.

Planning Agenda:

Move business courses back to the business classroom when nursing classroom is fixed.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

n/a

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan

Business IPR 2020-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

Section Four: Technology Planning

I. Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

The new classroom is what is needed going forward. Also, keep the faculty laptops up to date.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

None.

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Business IPR 2020-2022

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	None			

**Lassen Community College
Status of Curriculum Reviews**

**Business Instructional Program Review
Status of Curriculum Review as of April 5, 2022**

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed	Course SLO mapping Curriculum Committee reviewed
BUS 1A Accounting Principles – Financial	04/05/2022		12/01/2020
BUS 1B Accounting Principles – Managerial	04/05/2022		12/01/2020
BUS 1C Federal Income Tax	04/05/2022 Inactivated		12/01/2020
BUS 2 Introduction to Business	10/19/2021		12/01/2020
BUS 10 Human Resource Management	10/19/2021		12/01/2020
BUS 13 Basic Accounting	04/05/2022 Inactivated		12/01/2020
BUS 18 Records Management	04/05/2022 Inactivated		12/01/2020
BUS 19 Office Procedures	04/05/2022 Inactivated		12/01/2020
BUS 22 Business Law	10/19/2021		12/01/2020
BUS 25 Small Business Management	10/19/2021		12/01/2020
BUS 27 Business Communications	10/19/2021		12/01/2020
BUS 34A Microsoft Word, Beginning	04/05/2022 inactivated		12/01/2020
BUS 34B Microsoft Word, Advanced	04/05/2022 inactivated		12/01/2020
BUS 75- Planning Launching a New Business Venture	04/05/2022 Inactivated		
BUS 76 - Marketing the Small Business Venture	04/05/2022 Inactivated		2/15/2022
BUS 77 - Financing the Small Business Venture	04/05/2022 Inactivated		2/15/2022
BUS 78 – The Customer Service Advantage	04/05/2022 Inactivated		2/15/2022
BUS 79 – Computer Information systems for Small Business Ventures	04/05/2022 Inactivated		2/15/2022
BUS 84 Business Math	03/1/2022		2/15/2022
CA 31 Computer Applications I	04/05/2022 Inactivated		12/01/2020

**Lassen Community College
Status of Curriculum Reviews**

CA 32 Computer Applications II	04/05/2022 Inactivated		12/01/2020
CA 52 Word Processing Applications for Business	04/05/2022 Inactivated		05/25/2021
CA 53 Spreadsheet Applications for Business	04/05/2022 Inactivated		2/15/2022
CA 55 Using a Word Processor	04/05/2022 Inactivated		12/01/2020
CA 56 Using a Spreadsheet	04/05/2022 Inactivated		12/01/2020
CA 58 Presentation Applications for Business	04/05/2022 Inactivated		2/15/2022
CA 60 Email and Calendar Applications for Business	04/05/2022 Inactivated		5/25/2021
CA 150 Computer Skills for Senior Adults	04/05/2022 Inactivated		12/01/2020
CS 1 Computer Literacy	10/19/2021		12/01/2020
COT 50 Keyboarding, Level 1	04/05/2022 Inactivated		12/01/2020
COT 52 Keyboarding, Level 2	04/05/2022 Inactivated		12/01/2020
COT 59 Business Machines: 10 Key	04/05/2022 Inactivated		12/01/2020
ECON 10 Macro-Economics	04/05/2022		5/18/2021
ECON 11 Micro-Economics	04/05/2022		5/18/2021
Program	Curriculum Committee Review Completed		PSLO mapping Curriculum Committee reviewed
AS-T in Business Administration	02/15/2022		03/01/2022
AS Accounting	Inactivated 09/15/2020		
AA Economics for Transfer	04/05/2022		12/01/2020
AS Administrative Office Technician	Inactivated 09/15/2020		
Certificate of Achievement–Administrative Office Technician	Inactivated 10/19/2021		
Certificate of Achievement – Small Business Management	04/05/2022		12/01/2020

Garrett Taylor, Subject Area Faculty Date

Andrew Rupley 04/25/2022

Andrew Rupley, Subject Area Faculty Date

Hasib Azhand 4/26/2022

Hasib Azhand, Subject Area Faculty Date

Chad Lewis 4/20/22

Chad Lewis, Curriculum and Academic Standards Committee Chair Date

Michelle Williams 4/20/2022

Michelle Williams, Interim Dean of Instruction Date