

Instructional Program Review

Program: Business

Academic Year: 2023

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Executive Summary

The Lassen College Business Department offers three programs (AS Business Transfer, AA Economics Transfer, and Small Business Management Certificate). These programs are a culmination of 10 courses designed and sequenced to allow students to succeed in their business goals.

Due to COVID 19 the Business Department experienced challenges in growth and retention. In addition, the turnover in the business department faculty created a delay in recovery. Post-COVID, there has been a steady increase in students returning to both online and in person classes. The demand for the business program is still high and with a recent recruitment process/search underway will ensure a return to the previous program numbers.

Going forward, with the addition of a new full-time faculty member and support from part-time instructors, the Lassen College Business Program Courses will be fully operational for Fall 2024 and Spring 2025. This renewed energy and commitment are expected to drive forward the department's success, improving enrollment numbers and Student Learning Outcome (SLO) fulfillment as faculty composition stabilizes and the program continues to adapt to the evolving educational landscape.

SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

The Lassen Community College Business Program offers a comprehensive curriculum tailored to equip students with fundamental and advanced business skills. This program is structured to address the educational needs of a diverse range of students, from those aiming for immediate employment to those planning to transfer to higher education institutions for advanced degrees.

Available degrees:

- Associate in Science Degree in Business Administration for Transfer
- Certificate of Accomplishment in Entrepreneurship
- Associate in Arts for Transfer in Economics

The business programs prepare students for various roles across multiple sectors. Graduates can pursue careers as independent owner-operators, bank employees, clerks, data-entry specialists, receptionists, retail or industrial salespeople, word processors, business administrators, bookkeepers, payroll specialists, auditors, budget analysts, tax preparers, human resource professionals, management consultants, or administrative assistants. Additionally, the AS in Business and the AA in Econ degrees serve as a platform for students planning to transfer to a four-year institution to continue their education in business-related fields.

Curriculum:

Students in the program will study a range of subjects, including:

- Economics
- Accounting
- Small Business Management and Mathematics
- Organization and Supervision of Office Activities
- Business Communication
- General Business/Office Procedures

Faculty Members in the Program:

The program boasts a small but dedicated faculty with qualifications in various aspects of business and administrative education. These professionals bring real-world experience and academic credentials to the classroom, enhancing the learning experience by combining theory with practical application.

Objectives for the Business Programs:

As a Business major in our programs at LCC, the student will:

1. Demonstrate an understanding of contemporary business principles and practices.
2. Identify the common barriers and requirements of a new small business startup.
3. Recall the best practices for business communication while recognizing the importance of non-verbal cues, effective listening and workforce diversity

4. Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business.
5. Understand the value of cultural diversity and inclusion in the workforce.
6. Describe business cycles and the nature of aggregate demand and supply.
7. Describe the accounting cycle from analysis and capture of economic business activities to the preparation of the four primary financial statements.

Program Student Learning Outcomes:

Upon completion of the Associate in Science Degree in Business Administration for Transfer, the student will be able to:

1. Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological forces (Internet, digital media, e-marketing) Competition (ability of small businesses to compete across borders) Regulatory forces (laws influencing companies and consumers).
2. Apply business concepts to marketing, management, finance, accounting, and information technology.
3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.

Upon completion of the Associate in Arts Degree in Economics for Transfer, the student will be able to:

1. Apply economics reasoning to real life situations using economic concepts such as scarcity, marginal utility, and opportunity costs
2. Use analytical techniques to measure conditions related to the individual, business firms, and macro-economic systems
3. Explain the role that households, business organizations, governments, and the international sector play in free markets, command economics, and mixed economics.
4. Evaluate the objectives, limitations, and mechanics of common regulation, monetary policy, and fiscal policy

Upon completion of the Certificate in Small Business Management, the student will be able to:

1. Demonstrate an understanding of contemporary business principles, practices and organizational structures
2. Write, proofread and revise common business communications
3. Define common business terms, ideas, phrases and integrity as it applies to business stakeholders
4. Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. Business
5. Identify human resource issues and their economic costs and benefits

Mission:

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates,

and economic and workforce development. The College serves and supports diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective, and economic potential.

Strategic Goals (Institutional Student Learning Outcomes):

The Business Program addresses the institutional learning outcomes by developing students' communication skills, critical thinking, lifelong learning habits, and personal/interpersonal responsibility. Through coursework and collaborative projects, students enhance their ability to communicate, write, and engage in critical analysis and problem-solving, preparing them for both personal and professional success.

The Lassen Community College Business Program aligns well with LCC's strategic plan, particularly with regard to the institution's mission and strategic goals:

1. Institutional Effectiveness:

The Business Program contributes to LCC's goal of institutional effectiveness by adopting integrated planning and providing quality instruction. By maintaining updated curricula that meet industry standards and adapting to changing economic conditions, the program demonstrates LCC's commitment to leadership, accountability, and responsible stewardship of public resources.

2. Learning Opportunities:

The program supports LCC's second strategic goal by offering a variety of rigorous academic programs. With degrees and certificates that cater to different student needs, including transfer to four-year institutions and preparation for immediate employment, the program ensures a wide range of learning opportunities. The inclusion of different modalities of delivery, such as online and hybrid classes, caters to the diverse needs of students and aligns with the goal of expanding student access with an equity mindset.

3. Resource Management:

Through efficient use of human, physical, and technological resources, the Business Program contributes to the college's resource management objectives. By utilizing qualified instructors and up-to-date technological resources, the program ensures that fiscal stability is maintained while supporting an effective learning environment.

4. Student Success:

The program directly contributes to student success by offering comprehensive support services, such as career counseling and academic advising. By preparing students for successful transfers, employment, and lifelong learning, the program embodies the college's commitment to minimizing barriers and enhancing opportunities for student achievement.

Business Program Values Alignment:

- Student Success: The Business Program is intentionally tailored to the needs of students and the current workforce, preparing them for both academic transfer and prospective employment. This highlights LCC's commitment to student success and learning.

- **Educational Excellence:** The program's commitment to quality educational delivery (online and in person) is facilitated by experienced instructors using new methodologies, modern technology, and supporting resources/departments that align with LCC's value of educational excellence.
- **Honesty/Integrity:** Utilizing measurable and transparent assessment processes, as well as collaborative projects, the program fosters an environment of trust, accountability, and sustainability.
- **Dignity & Respect:** The diverse student body, and a supporting educational environment, fosters programs where all students are respected and encouraged to share ideas.

Changes to the Program since last review:

- New faculty recruitment
- Removal of CIS course (computer course)
- Review of AA Econ Transfer degree
- Alignment of courses to CID
- Free Online Educational Resources (textbooks, materials, resources)
- Availability of course offerings.

Student Achievement and Learning Outcomes Trends and Patterns in Student Achievement Course Success Rates

Course Success Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Business Overall Success Rate	87%	78%	81%	81%
Lassen College Success Rate	80%	77%	78%	77%
Course-Level				
AGR-1		82%		83%
AGR-2	88%		96%	
AGR-3	100%		75%	
BUS-10	66%			
BUS-1A	93%	71%	75%	83%
BUS-1B	93%	85%	81%	85%
BUS-2	84%	82%	75%	71%
BUS-22	93%	71%	71%	79%
BUS-25	80%	70%	67%	100%
BUS-27	91%	87%	74%	75%
BUS-49	100%		100%	100%
CS-1	60%	95%		
ECON-10	91%	63%	87%	94%
ECON-11	83%	86%	88%	67%
HO-71	75%			100%
Modality				
C - Correspondence	87%	74%	80%	
F - Face-to-Face	89%	83%	89%	83%

H - Hybrid	79%	82%	75%	89%
N - Internet	80%	75%	82%	74%

Course Success Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Business Overall Success Rate	87%	78%	81%	81%
Lassen College Success Rate	80%	77%	78%	77%
Gender				
Female	80%	75%	80%	78%
Male	88%	79%	81%	83%
Unreported				67%
Ethnicity				
American Indian or AK Native	84%	64%	74%	83%
Asian	90%	80%	100%	73%
Black or African American	83%	70%	77%	76%
Filipino	78%	67%	100%	100%
Hispanic or Latinx	88%	81%	79%	72%
Pacific Islander or HI Native	93%	60%	33%	0%
Unreported	83%	69%	89%	83%
White	88%	82%	82%	85%
Age Group				
17 and Younger	94%	63%	100%	100%
18 to 24	82%	77%	80%	81%
25 to 49	89%	78%	80%	78%
50 and Older	82%	92%	90%	67%
Unreported	100%	100%	100%	

Program-Level Success Rates:

The Business program overall success rate has experienced a decline from 87% in 2019-20 to 78% in 2020-21, followed by stabilization at 81% in the subsequent years. This suggests initial challenges possibly due to the COVID-19 pandemic, with subsequent recovery. Compared to the Lassen College Success Rate, the Business Program generally performed better or on par, indicating that the program is strong relative to the college average.

Course-Level Success Rates:

- BUS-49, AGR-3 (in 2019-20), and HO-71 (in 2022-23) show exceptionally high success rates (100%), indicating strengths or possibly less challenging curriculum.
- BUS-10 (Managing Diversity and Human Resources) reflects lower success rates in certain years, suggesting a potential area for review and improvement.
- Notably improved outcomes are seen in courses like BUS-25 (Small Business Management) and ECON-10 (Macroeconomics) from 2020-21 to 2022-23, which may indicate successful curriculum adjustments or improved teaching strategies.

Modality:

- Face-to-Face and Hybrid modalities show fluctuations but generally maintain strong success rates, with Hybrid showing significant improvement in 2022-23.
- The online modality shows a slight decline over time, which might warrant a review of online teaching practices or student support services.

Gender:

- Male students generally show higher success rates than female students, with both groups seeing a slight decline or fluctuation over the period. Strategies to support female students might need to be enhanced.
- The 'Unreported' category in 2022-23 shows significantly lower success rates, which could be an area of concern or indicate data collection issues.

Ethnicity:

Hispanic or Latinx students show a decline in success rate over the years, suggesting the need for targeted support.

Age Group:

- The 17 and Younger group shows perfect success rates in the last two years, indicating effective engagement with younger students.
- The 50 and Older group shows a notable decline in the latest year, suggesting potential challenges faced by older students in the program.
- The core age groups (18 to 24, and 25 to 49) maintain relatively stable success rates, with slight fluctuations.

Overall Evaluation:

The Lassen College Business Program shows resilience and areas of strength, particularly in specific courses and demographics. However, there are clear areas for improvement, particularly in supporting certain ethnic groups, older students, and adapting to the challenges of online learning.

The program's alignment with strategic goals, particularly regarding educational access, quality, and student success, is evident. However, targeted interventions to support underperforming groups, meet DEIA objectives, and address course-specific challenges could enhance overall effectiveness and alignment with the college's mission and strategic goals.

Course Retention Rates

Course Retention Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Business Overall Retention Rate	94%	89%	94%	96%
Lassen College Retention Rate	91%	88%	89%	89%
Course-Level				
AGR-1		100%		94%
AGR-2	88%		100%	
AGR-3	100%		94%	
BUS-10	93%			
BUS-1A	95%	79%	97%	91%
BUS-1B	98%	89%	97%	100%
BUS-2	92%	96%	95%	94%
BUS-22	97%	85%	84%	93%
BUS-25	87%	83%	100%	100%
BUS-27	98%	90%	95%	100%
BUS-49	100%		100%	100%
CS-1	100%	95%		
ECON-10	98%	86%	97%	97%
ECON-11	93%	93%	92%	97%
HO-71	83%			100%
Modality				
C - Correspondence	92%	88%	93%	
F - Face-to-Face	94%	94%	98%	94%
H - Hybrid	93%	100%	93%	96%
N - Internet	96%	82%	96%	99%

Course Retention Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Business Overall Retention Rate	94%	89%	94%	96%
Lassen College Retention Rate	91%	88%	89%	89%
Gender				
Female	95%	81%	98%	92%
Male	94%	91%	93%	98%
Unreported				100%
Ethnicity				
American Indian or AK Native	100%	71%	100%	100%
Asian	90%	95%	100%	100%
Black or African American	91%	87%	93%	100%
Filipino	78%	100%	100%	100%
Hispanic or Latinx	95%	91%	93%	84%
Pacific Islander or HI Native	93%	80%	33%	100%
Unreported	96%	69%	100%	100%
White	95%	89%	95%	97%
Age Group				
17 and Younger	100%	100%	100%	100%
18 to 24	96%	84%	95%	98%
25 to 49	93%	90%	94%	89%
50 and Older	91%	92%	90%	100%
Unreported	100%	100%	100%	

Program-Level Retention Rates:

- The Business Program overall retention rate has shown an improvement over the sample time period, moving from 94% in 2019-20 to 96% in 2022-23, with a slight decline in 2020-21. This indicates a strong recovery and improvement in keeping students engaged in the program.
- The Business Program consistently outperforms the Lassen College Retention Rate, indicating effective retention strategies within the business program.

Course-Level Retention Rates:

- Many business courses show high retention rates, often surpassing the 90% mark, which is indicative of strong course engagement and effectiveness.
- Specific courses, like BUS-1B, BUS-49, and BUS-25, have shown particularly outstanding retention rates, reaching 100% in the latest year, showcasing exemplary performance.
- A notable improvement is seen in BUS-1A, moving from a lower retention rate of 79% in 2020-21 to 91% in 2022-23, indicating successful interventions or enhancements in this course.

Modality:

- All modalities maintain high retention rates, with online courses showing significant improvement from 82% in 2020-21 to 99% in 2022-23, which is noteworthy given the challenges associated with online learning.
- The Hybrid and Face-to-Face modalities show consistent performance, contributing positively to the overall program retention.

Gender:

- Retention rates among male students have increased notably, from 94% in 2019-20 to 98% in 2022-23. Female students also show improvement over time, though there is still room for enhancement, especially when compared to their male counterparts.
- The 'Unreported' category in 2022-23 showing 100% is interesting but may reflect small sample sizes or data collection anomalies.

Ethnicity:

- There are significant variations in retention rates among different ethnic groups, with notable improvements in several categories, such as Black or African American, and Pacific Islander or HI Native, which have reached 100% in 2022-23.
- Hispanic or Latinx students show a decline in the latest year, suggesting the need for targeted support to improve retention within this group.

Age Group:

- The 17 and Younger age group maintains a perfect retention rate, reflecting strong engagement among younger students.
- The 25 to 49 age group shows a slight decline in retention rates, suggesting possible challenges that might need addressing.
- The 50 and Older group shows a remarkable recovery to 100% in 2022-23, indicating effective outreach or support strategies for older students.

Overall Evaluation:

The Lassen College Business Program is showing strong and improving retention rates, generally outperforming the overall college rates. This is indicative of effective engagement, support strategies, and program quality. Areas for improvement could include targeted support for female and Hispanic or Latinx students, along with continued enhancements in online learning environments to maintain the recent surge in retention rates. The data suggests effective adaptation and response to potential challenges, especially given the improvement in online course retention rates. Further analysis could help understand the specific strategies contributing to these improvements and how they can be applied across other dimensions needing support.

Awards

Degree and Certificates	2018-19	2019-20	2020-21	2021-22
Business Degrees Awarded	16	21	10	26
Lassen College Degrees Awarded	260	340	297	321
Business Certificates Awarded	13	2		6
Lassen College Certificates Awarded	128	162	107	137
Degree or Certificate Program				
AS Business Administration for Transfer	1	1		
AS Business Administration for Transfer-CSU	15	20	10	26
AS Business Administration for Transfer-IGETC	2	2		6
Cert. of Achievement Small Business Management	11			

Business Degrees Awarded:

There's variability in the number of business degrees awarded annually. The increase from 16 in 2018-19 to 26 in 2021-22, despite a dip in 2020-21, indicates recovery and growth, likely due to a rebound from COVID-19 impacts.

Side-by-Side Comparison to Lassen College Degrees Awarded:

The college has seen an overall increase in degrees awarded, with a peak in 2019-20, a drop in 2020-21 (again, possibly due to COVID-19 impacts), and a recovery in 2021-22. The Business Program's contribution to the total degrees awarded has been fluctuating but generally shows an upward trend, particularly since 2021-22. An additional variable could also be contributed to the inconsistent faculty position/opening and lack of program champion.

Business Certificates Awarded:

There's a been significant drop in certificates, from 13 in 2018-19 to 2 in 2019-20, and a slight recovery to 6 in 2021-22. The drop could reflect program changes, student interest shifts, or other factors.

Lassen College Certificates Awarded:

This data demonstrates a variability similar to the degrees awarded, with an overall upward trend from 2018-19 to 2021-22. The Business Program's contribution to total certificates has notably decreased since the last IPR review. The is expected to increase with the new full time faculty position in the business department.

Degree or Certificate Program Specifics:

- **AS Business Administration for Transfer-CSU:**

This program appears to be the primary contributor to the Business degrees awarded, indicating strong performance, particularly in recovering from the 2020-21 dip.

- **AS Business Administration for Transfer-IGETC:**

A notable increase in 2021-22 is reflected, which might indicate an enhanced focus on this pathway or increased student interest.

- **Certificate of Achievement in Small Business Management:**

All awards were in 2018-19, with no subsequent activity since the last IPR period, may indicate the program's discontinuation or a need for reevaluation based on student demand.

Evaluation and Implications:

Overall, Lassen College's Business Program has shown resilience and growth, particularly in the context of degrees awarded. The fluctuation in certificate awards, particularly the drop in the Business Program's contributions, might indicate areas needing investigation or revitalization, especially given the potential importance of certificates for quick workforce reentry. Faculty and the administration at LCC may further analyze the factors contributing to these trends, including student feedback, employment

outcomes, and market demand, to continue enhancing the program's relevance and appeal.

Considering the broader college context, the Business Program's contributions to the overall degree and certificate numbers show significant impact, particularly in degree awards. Strategies to understand and capitalize on this success could benefit the student population at-large.

Achievement

Analysis of the Lassen College Business Program, based on course success rates, retention rates, degrees and certificates awarded, reveals both significant accomplishments and areas where achievement gaps may be addressed.

Accomplishments:

- **Strong Recovery and Growth in Degrees Awarded:** The Business Program demonstrated remarkable resilience, with a notable increase in business degrees awarded, particularly rebounding to 26 in 2021-22 from a low of 10 in 2020-21. This suggests effective strategies in program marketing, curriculum relevance, or student support services, aligning with industry demands and student career aspirations.
- **High Course Success and Retention Rates:** Across the board, the program maintained commendable course success and retention rates, with several courses showcasing exceptional figures (e.g., BUS-49, BUS-25, ECON-10) and modalities like Internet showing improvement in retention to 99% in 2022-23. These metrics underscore the program's ability to engage and sustain student interest and learning outcomes effectively.
- **Adaptability in Program Delivery:** The shift to and enhancement of online learning, as indicated by the improvement in Internet modality retention rates, highlight the program's adaptability. This flexibility is crucial in meeting diverse student needs, especially in a rural setting, and in response to the pandemic's challenges.

Achievement Gaps:

- **Fluctuations in Certificate Awards:** The significant drop in business certificates awarded from 13 in 2018-19 to 2 in 2019-20, with a slight recovery to 6 in 2021-22, points to potential achievement gaps. This trend suggests a need to reevaluate the certificate offerings for relevance, marketing, and alignment with student and market needs.
- **Equity in Success Rates:** While the program generally shows high success rates, a closer analysis reveals variability among different demographic groups. For instance, Hispanic or Latinx students showed a decline in success rates, and Pacific Islander or HI Native students experienced a drastic drop to 0% success in 2022-23. These disparities indicate gaps that may be bridged with targeted support and interventions.
- **Course-Level Variability:** Certain courses exhibited lower success rates at times (e.g., BUS-10, CS-1), suggesting room for curricular improvements, pedagogical adjustments, or enhanced student support services in those specific areas.

Strategies for Improvement:

- **Enhanced Support for Underrepresented Groups:** Implementing targeted support services, such as tutoring, mentoring, and culturally responsive pedagogy, could help close the achievement gaps observed among different demographic groups.
- **Increased Focus on Online Learning Excellence:** Continuing to invest in and refine online learning platforms and pedagogies can further enhance retention and success rates in this modality, making education more accessible and effective for a broader student base.
- **Data-Driven Decision Making:** Utilizing data analytics to understand the drivers behind course and program success, as well as areas of underperformance, can guide strategic improvements and interventions.

Equity**1. Addressing Ethnic Equity Gaps:**

The data indicated varying success rates among different ethnic groups, with Hispanic or Latinx students showing a notable decline in success rates over the years. To address this, the program can implement culturally responsive teaching practices, which include integrating multicultural materials and perspectives into the curriculum and providing professional development for faculty on cultural competency. Establishing partnerships with community organizations that serve these populations can also enhance support and engagement. Furthermore, creating mentorship programs that pair students with mentors from similar backgrounds can provide additional support and guidance.

2. Gender Equity in Course Success Rates:

Female students have exhibited lower success rates compared to their male counterparts in certain years. Addressing this gap requires a multi-faceted approach: conducting focus groups or surveys to understand the barriers female students face, offering targeted workshops or seminars on topics such as confidence building and negotiation skills, and establishing a support network or club for women in business. Additionally, highlighting successful female role models in the business field can inspire and motivate female students.

3. Online Learning Disparities:

While there has been an improvement in retention rates for online learning modalities, success rates have shown fluctuations. To address equity gaps in online learning, the program should consider providing digital literacy training for students less familiar with online platforms, offering online orientation sessions to help students understand how to navigate and succeed in online courses, and increasing virtual office hours and real-time feedback opportunities to ensure students feel supported and connected.

4. Certificate Completion Rates:

The decline in business certificate completions suggests an equity gap in program completion, particularly affecting students who may rely on shorter, more vocational pathways to the workforce. To counteract this, the program could offer more flexible scheduling options, create clearer pathways and step-by-step guides to certificate completion, and establish a certificate advisory service to help students understand their options and the steps needed to achieve their goals.

Implementation and Monitoring:

Going forward, it is essential to establish clear metrics for success and to regularly monitor and evaluate the effectiveness of these strategies through data analysis and student feedback. Regularly updating the college community about progress in addressing these equity gaps can also foster a culture of inclusivity and continuous improvement.

By concentrating efforts on these specific equity gaps and continuously evaluating the impact of implemented strategies, the Lassen Community College Business Program can make significant strides toward creating a more equitable and successful environment for all its students.

Student Learning Outcomes

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. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment withing five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (i.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.
- Consider the impact or influence of the assessment results at the program level.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

Course Assessed	Recommendations for Improvement
AGR-1: Agricultural Accounting	N/A
AGR-2: Agricultural Economics	N/A
AGR-3: Intro to Agriculture Business	N/A
BUS-1A: Acct Principles-Financial	SLOs aligned with updated State requirements, Apr 2024
BUS-1B: Acct Principles-Managerial	SLOs aligned with updated State requirements, Apr 2024
BUS-1B: Acct Principles-Managerial	SLOs aligned with updated State requirements, Apr 2024
BUS-2: Introduction to Business	SLOs aligned with updated State requirements, Apr 2024
BUS-10: Managing Diversity and Hr	SLOs aligned with updated State requirements, Apr 2024
BUS-22: Business Law	SLOs aligned with updated State requirements, Apr 2024
BUS-25: Small Business Management	SLOs aligned with updated State requirements, Apr 2024
BUS-27: Business Communications	SLOs aligned with updated State requirements, Apr 2024

BUS-49: Business Work Exp	N/A
BUS-84: Business Mathematics	N/A
CS-1: Computer Literacy	This course has been recommended for inactivation.
ECON-10: Macroeconomics	N/A
ECON-11: Microeconomics	N/A
HO-71: Medical Assist Administrative	N/A

C-ID Review and Transferability

Course Assessed	Last Offered	Last Revision	Transfers to UC	Transfers to CSU	C-ID
AGR-1: Agricultural Accounting	Fall 2023	Spring 2022	N	Y	AG-AB 128
AGR-2: Agricultural Economics	Spring 2022	Fall 2020	Y	Y	AG-AB 124
AGR-3: Intro to Agriculture Business	Fall 2022	Spring 2024	Y	Y	AG-AB 104
BUS-1A: Acct Principles-Financial	Spring 2024	Spring 2024	Y	Y	ACCT 110
BUS-1B: Acct Principles-Managerial	Fall 2023	Spring 2024	Y	Y	ACCT 120
BUS-2: Introduction to Business					
BUS-10: Managing Diversity and Hr	Fall 2023	Spring 2024	Y	Y	GEN ED
BUS-22: Business Law	Fall 2023	Spring 2024	Y	Y	BUS 125
BUS-25: Small Business Management	Spring 2024	Spring 2024	N	Y	N/A
BUS-27: Business Communications					
BUS-49: Business Work Exp	Spring 2024	Spring 2019	N	Y	N/A
BUS-84: Business Mathematics	Fall 2023	Spring 2024	N	N	N/A
CS-1: Computer Literacy	Spring 2021	N/A	N	N	N/A
ECON-10: Macroeconomics	Fall 2023	Spring 2023	Y	Y	ECON 202
ECON-11: Microeconomics	Spring 2024	Spring 2023	Y	Y	ECON 201
HO-71: Medical Assist Administrative	Spring 2024	Fall 2022	N	N	N/A

Enrollment Management

Enrollment Management	2019-20	2020-21	2021-22	2022-23
Business Enrollment Overall	703	587	593	225
Lassen College Census Enrollment	14,318	12,243	11,847	11,195
Business Full-Time Equivalent Students (FTES)	78.7	65.7	62.9	25.4
Lassen College Full-Time Equivalent Students (FTES)	1,538.3	1,283.8	1,200.6	1,153.9
Business Number of Sections				
Lassen College Number of Sections	851	758	818	769
Business Fill Rate	51%	66%	60%	59%
Lassen College Fill Rate	50%	52%	48%	51%
Business Full-Time Equivalent Faculty (FTEF)	4.5	2.9	2.9	1.4
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	70.7	74.5	72.4
Business FTES/FTEF	17.6	22.5	21.9	18.7
Lassen College FTES/FTEF	20.1	19.0	17.1	16.6

Context and Leadership Changes:

The Lassen College Business Program experienced leadership challenges that have been addressed by the departure of the previous department head. This decisive action has paved the way for new leadership and is expected to foster a more conducive learning environment, thereby enhancing program outcomes and student satisfaction.

Enrollment Trends:

- **Business Enrollment:** There has been a noticeable decline in business enrollment from 703 to 225 over the observed period. This decline is reflective of broader trends but was particularly significant within the Business Program. Part of this is due to the elimination of the Business degree program offered to incarcerated students due to changes in state standards.
- **Lassen College Overall Enrollment:** Mirrors the downward trend, though less pronounced, dropping from 14,318 to 11,195, indicating a college-wide challenge but with a less steep decline compared to the business-specific figures.

Full-Time Equivalent Students (FTES):

- **Business FTES:** Has decreased from 78.7 to 25.4, signifying a reduction in enrolled student hours within the Business Program, aligned with the drop in overall enrollment.
- **Lassen College FTES:** Also shows a decrease but maintains a steadier rate, suggesting that the Business Program has been affected more significantly than the college as a whole.

Instructional Capacity:

- **Number of Sections and Fill Rate:** While specific data for Business Number of Sections is not provided, the overall decrease in sections college-wide and the Business Program's fill rate indicate a response to changing enrollment data while maintaining a competitive fill rate compared to the broader college.

- **Full-Time Equivalent Faculty (FTEF):** There has been a reduction in FTEF in the Business Program more markedly than in the entire college, affecting the teacher-to-student ratio but also reflecting the enrollment declines.

Productivity and Efficiency:

- **FTES/FTEF Ratio:** Despite enrollment challenges, the Business Program's FTES/FTEF ratio remains competitive, suggesting efficient use of faculty resources. This efficiency is critical for rebounding and future growth.

Community Demand and Program Outlook:

Despite recent enrollment declines, there remains a strong community demand for business education, driven by the need for business skills in the local economy and evolving job markets. The college has struggled to meet this demand due to internal challenges and broader enrollment trends. However, with the recent leadership changes and strategic adjustments, there is optimism for a significant rebound in enrollment and program engagement.

The college's proactive measures, including addressing leadership issues and adapting program offerings to meet community needs, are expected to revitalize the Business Program in years to come. These changes, combined with an ongoing demand for business skills in the region, set a positive trajectory for the program's future, anticipating an upswing in enrollment and a closer alignment with community and industry needs.

Enrollment	2019-20	2020-21	2021-22	2022-23
Program-Level				
Business Enrollment Overall	703	587	593	225
Enrollment	2019-20	2020-21	2021-22	2022-23
Course-Level				
AGR-1		11		18
AGR-2	17		23	
AGR-3	12		16	
BUS-10	29			
BUS-1A	80	84	68	24
BUS-1B	58	65	36	20
BUS-2	155	73	59	35
BUS-22	102	62	93	29
BUS-25	16	23	9	4
BUS-27	48	52	43	20
BUS-49	5		1	1
CS-1	17	19		
ECON-10	44	76	167	36
ECON-11	108	122	78	30
HO-71	12			8
Modality				
C - Correspondence	52	103	373	
F - Face-to-Face	453	247	46	128

H - Hybrid	33	11	61	27
N - Internet	165	226	113	70

Enrollment	2019-20	2020-21	2021-22	2022-23
Program-Level				
Business Enrollment Overall	703	587	593	225
Gender				
Female	131	122	94	89
Male	572	465	499	133
Unreported				3
Ethnicity-Race-Ancestry				
American Indian or AK Native	32	14	27	12
Asian	21	20	14	11
Black or African American	109	103	69	21
Filipino	9	6	2	3
Hispanic or Latinx	189	165	198	32
Pacific Islander or HI Native	15	5	3	2
Unreported	23	13	18	26
White	305	261	262	118
Age Group				
17 and Younger	16	8	4	5
18 to 24	227	169	188	172
25 to 49	434	369	371	45
50 and Older	22	36	29	3
Unreported	4	5	1	

Overall Trends in Program-Level Enrollment:

The Business Program has experienced a notable decline in overall enrollment, particularly among male and Hispanic or Latinx students, which aligns with the college's identified DEIA (Diversity, Equity, Inclusion, and Accessibility) targets. The significant decrease in male enrollment is partially attributed to the incarcerated population, where there is also a high proportion of Hispanic students. Given the trends, focusing on enhancing and expanding the correspondence education offerings could address these equity gaps. By improving and tailoring correspondence courses to better meet the needs and circumstances of incarcerated students, Lassen College can potentially reverse the declining enrollment trend and make strides in its DEIA objectives.

Course-Level Enrollment Trends:

- Specific courses show varying trends: For example, ECON-10 spiked significantly in 2021-22 but then dropped, indicating fluctuating interest or external influences on course demand.
- Generally, there's a decline in enrollment across most courses from 2019-20 to 2022-23, reflecting the overall program trend.

Modality and Correspondence Education:

- Correspondence (C), predominantly serving incarcerated students, shows a notable increase in 2021-22 but no data is available for 2022-23. This spike could be due to increased outreach or programming within correctional facilities, notably impacting the Hispanic student demographic, which constitutes a significant portion of incarcerated learners.
- Face-to-Face (F) and Internet (N) modalities experienced declines, with Face-to-Face taking a steep downturn in 2021-22, likely due to COVID-19 impacts, followed by a partial recovery.
- Hybrid (H) courses maintain a lower, more stable enrollment, with a slight increase in 2021-22.

Demographic Trends:

- A considerable decrease in male enrollment aligns with overall trends but is more pronounced, moving from 572 in 2019-20 to 133 in 2022-23. Female enrollment declines less dramatically, suggesting differential impacts or decisions based on gender.
- Ethnicity data indicates significant drops across all groups, particularly among Hispanic or Latinx students, who, despite a peak in 2021-22, experience a steep decline in 2022-23. This drop is concerning, especially given the mentioned high proportion of Hispanic incarcerated students and the spike in correspondence education in 2021-22.
- Age demographics show a drastic reduction in the 25 to 49 category, from 434 in 2019-20 to 45 in 2022-23, highlighting a significant shift or loss in this traditionally robust student segment.

Analysis and Implications:

The general decline in business program enrollment calls for a review of program offerings, recruitment, and retention strategies. The significant drop, especially in traditional, face-to-face settings, underscores the need for adaptive strategies post-COVID-19 and enhanced online or hybrid offerings.

The spike and subsequent lack of data for correspondence students in the latest year warrant attention, especially considering the impact on Hispanic incarcerated students. This modality presents an opportunity for targeted growth and support, aligning with community needs and college diversity goals.

The demographic shifts, notably the steep decline in Hispanic or Latinx and male students, suggest a need for targeted outreach and support to address specific barriers these groups may face.

The overall trend indicates an opportunity to reassess and realign the Business Program's offerings and strategies with community demands, focusing on flexibility, accessibility, and targeted support, especially for underrepresented or declining student segments.

In conclusion, addressing these equity gaps requires comprehensive strategies, including enhancing online and hybrid education, expanding and supporting correspondence education, and implementing targeted recruitment and retention efforts aimed at the most affected demographic groups. The Business Program's trajectory, while currently facing challenges, holds potential for significant rebound and growth with focused, strategic interventions.

Curriculum
Degrees and/or Certificates

Degree or Certificate Title	Award Type	Term of Last Revision
AS Business Administration for Transfer 2.0	AS-T	Spring 2022
AS Business Administration for Transfer 2.0-CSU	AS-T	Spring 2022
AS Business Administration for Transfer 2.0-IGETC	AS-T	Spring 2022
AS Business Administration for Transfer	AS-T	Spring 2022
AS Business Administration for Transfer-Cor	AS-T	Spring 2022
AS Business Administration for Transfer-CSU	AS-T	Spring 2022
AS Business Administration for Transfer-IGETC	AS-T	Spring 2022
Cert. of Achievement Small Business Management	CA-M	Spring 2022

Courses

The Business Program has undertaken a comprehensive curriculum review since the last program assessment, adhering to institutional requirements that mandate the submission of a Revision to Existing Course Form to the Curriculum/Academic Standards Committee every five years. This review process has led to significant updates across the program, with a notable shift towards Open Educational Resources (OERs), enhancing accessibility and reducing costs for students. The program has successfully updated nearly all courses with OER.

All course Student Learning Outcomes (SLOs) and descriptions have been meticulously aligned with state standards, marking a major accomplishment in standardization and ensuring compliance with educational benchmarks. This alignment is anticipated to streamline the approval process for the updated curriculum, set to launch in Fall 2024.

Additionally, as part of this comprehensive review, all program certificates, degrees, Program SLO (PSLO) maps, and SLO maps were evaluated and revised where necessary. This includes the reviewing and updating of advising plans, ensuring that all curriculum components are current and in line with both institutional and academic standards. Following committee action on the revisions, a summary Instructional Program Curriculum Review Form will be finalized and incorporated into the program review documentation, signifying the completion of this rigorous curriculum overhaul. These changes reflect the program's commitment to continuous improvement, relevance, and alignment with educational and industry standards.

Course	Last Offered	Term of Last Revision
AGR-1: Agricultural Accounting	Fall 22	Spring 22
AGR-2: Agricultural Economics	Spring 22	Spring 22
AGR-3: Intro to Agriculture Business	Fall 23	Spring 23
BUS-1A: Acct Principles-Financial	Fall 23	Spring 23
BUS-1B: Acct Principles-Managerial	Spring 24	Spring 24
BUS-2: Introduction to Business	Fall 23	Spring 24
BUS-10: Managing Diversity and HR	Fall 23	Spring 24
BUS-22: Business Law	Fall 23	Spring 24
BUS-25: Small Business Management	Spring 24	Spring 24
BUS-27: Business Communications	Spring 24	Spring 24

BUS-49: Business Work Exp	Spring 24	N/A
BUS-84: Business Mathematics	Fall 23	Spring 24
CS-1: Computer Literacy	Spring 21	N/A
ECON-10: Macroeconomics	Fall 23	Spring 23
ECON-11: Microeconomics	Spring 24	Spring 23
HO-71: Medical Assist Administrative	Spring 24	Fall 22

Articulation/Integration of Curriculum

Course	Transfers to:	C-ID
AGR-1: Agricultural Accounting	CSU	Spring 22
AGR-2: Agricultural Economics	CSU/UC	C-ID AG-AB 124
AGR-3: Intro to Agriculture Business	CSU/UC	AG-AB 104
BUS-1A: Acct Principles-Financial	CSU/UC	C-ID ACCT 110
BUS-1B: Acct Principles-Managerial	Spring 24	Spring 24
BUS-2: Introduction to Business	Fall 23	Spring 24
BUS-10: Managing Diversity and Hr	Fall 23	Spring 24
BUS-22: Business Law	Fall 23	Spring 24
BUS-25: Small Business Management	Spring 24	Spring 24
BUS-27: Business Communications	Spring 24	Spring 24
BUS-49: Business Work Exp	Spring 24	N/A
BUS-84: Business Mathematics	Fall 23	Spring 24
CS-1: Computer Literacy	Spring 21	N/A
ECON-10: Macroeconomics	Fall 23	Spring 23
ECON-11: Microeconomics	Spring 24	Spring 23
HO-71: Medical Assist Administrative	Spring 24	Fall 22

In 2024 the Business Program conducted a thorough review of its curriculum to ensure alignment with state standards and the requirements of four-year institutions. This was achieved by updating all business courses to match the latest Common Course Identifier (C-ID) revisions. The aim is to facilitate smoother transfer processes for students moving to four-year universities, particularly within the University of California and California State University systems. Additionally, the unit requirements for courses at Lassen have been revised to correspond with those at four-year institutions, ensuring that credits earned at LCC are transferable and applicable towards students' continued education. The updated courses and unit requirements have been submitted to the Curriculum/Academic Standards Committee for approval, positioning Lassen students for a seamless transition to further education and success in their academic journeys.

External Compliance

No external compliance issues were identified during this review. No action recommended.

External Analysis: Job Market Assessment

[The Far North Report on the Business and Entrepreneurship Sector](#) outlines that there is expected to be a 3% job growth in the sector over the next five years, with over 6,300 annual job openings. Middle-skill jobs, which require education beyond high school but less than a bachelor's degree, are highlighted as

significant for the region's economic vitality. The sector currently comprises 6% of Far North's employment, with administrative and support services, along with professional, scientific, and technical services leading in employment subsectors.

Priority occupations include general and operations managers, bookkeeping, accounting, and auditing clerks, and customer service representatives, among others. Many of these occupations require education levels ranging from a high school diploma to a bachelor's degree, with varying growth projections and annual openings.

The report also notes that online job postings in the region indicate a high demand for customer service representatives and sales representatives, with specialized skills in customer relationship management, marketing, and administrative support being particularly valued. Education levels in job postings vary, but a significant portion does not specify a preferred level, highlighting an opportunity for entry-level workforce entry.

Lassen Community College will continue to align its business program to meet these trends by enhancing curriculum focus on the identified high-demand areas and required skills, particularly in administrative and support services. Additionally, considering the emphasis on middle-skill jobs, LCC could expand and promote its certificate and associate degree offerings that align with these areas. Strengthening partnerships with local businesses for internships, workshops, and job placement could also support students' transition into the workforce. Furthermore, enhancing support services, particularly for diverse students, to include mentorship programs, career counseling, and tailored academic support could aid in student success and program alignment with market needs.

Simultaneously, there is a profound and growing global shift to remote and gig work for those with business skills. Lassen Community College will focus on capitalizing on these trends and growing student demand for professional development, through additional strategic actions:

- **Curriculum Adaptation:** Partner with CIS to enhance the curriculum to include topics on digital literacy, remote work protocols, AI applications in the business landscape, and entrepreneurship tailored to the gig economy.
- **Skill Development:** Develop targeted programs focused on the specific skills required for successful engagement in remote and gig work environments, such as digital communication, project management, and time management.
- **Industry Collaboration:** Strengthen partnerships with local businesses and tech companies to offer students internships and project-based learning opportunities, especially in AI-enhanced and gig economy roles, facilitating real-world experience in remote work settings.
- **Resource Accessibility:** Ensure students have access to the necessary tools and technology to engage in remote work and gig jobs, addressing potential digital divide issues. This includes providing training on how to effectively use remote work software and platforms.
- **Entrepreneurial Support:** Introduce and expand courses and workshops focusing on entrepreneurship, freelancing, and self-employment, covering aspects such as legal requirements, financial management, and marketing strategies specific to the remote/gig economy.
- **Career Services Enhancement:** Expand the college's career services to better support students in navigating the gig economy and securing remote work, including assistance with building online profiles and leveraging gig economy platforms.
- **Inclusivity and Flexibility:** Incorporate training on cultural competence and inclusivity in remote

work settings. Offer flexible learning options, such as online and hybrid courses, to mimic and prepare students for the realities of remote work environments.

By implementing these strategies, LCC can better align its business program with current market trends and regional needs. Also, it is essential to address the growing interest in remote administrative/digital work and the gig economy. This strategic shift would not only meet the unmet demand areas for students but also enhance their prospects for success in diverse and evolving job markets.

Program Planning and Communication Strategies

The Business faculty and administrators at Lassen College employ a variety of communication methods and interaction strategies to discuss program-level planning, curriculum, Student Learning Outcomes (SLOs), Program SLOs (PSLOs), equity, student achievement, and institutional performance data, as well as to enhance student success and equity:

- **Regular Meetings:** Regularly scheduled meetings are held for faculty and administrators to discuss and review program planning, curriculum updates, and SLO/PSLO progress. These meetings ensure ongoing dialogue and collaboration focused on program improvement and alignment with student needs.
- **Workshops and Training Sessions:** Special workshops and training sessions are organized to address specific areas such as equity, innovative teaching methods, and data analysis. These sessions aim to build capacity among faculty and administrators and to integrate best practices into program delivery.
- **Data-Driven Decision Making:** The program utilizes institutional performance data and student achievement metrics to inform discussions and planning. This approach ensures that decisions are based on evidence and focused on improving student outcomes and closing equity gaps.
- **Online Platforms and Tools:** Digital communication tools and platforms, such as learning management systems and online forums, facilitate continuous dialogue among faculty and administrators. These platforms allow for sharing resources, updates, and best practices, as well as for discussing student progress and curriculum improvements.
- **Committee Involvement:** Faculty and administrators participate in various committees focused on curriculum, equity, and student success. These committees provide structured opportunities to discuss and address program-level and institution-wide issues.
- **Feedback Loops:** Mechanisms for collecting and incorporating feedback from students, alumni, and industry partners into program planning and curriculum development are established. This includes surveys, advisory board meetings, and focus groups, ensuring that multiple perspectives are considered in decision-making processes.
- **Professional Development:** Encouraging and supporting faculty and administrators in professional development opportunities related to teaching, equity, and assessment practices. This includes attendance at conferences, participation in webinars, and engagement in peer learning communities.
- **Collaboration with Industry and Community:** Engaging with local businesses, industry experts, and community organizations to ensure that the program meets current market demands and supports economic development. This collaboration also helps in identifying potential areas for program growth, such as remote work skills and AI-enhanced job roles.
- **Equity and Inclusion Initiatives:** Specific strategies and initiatives are in place to address equity and inclusion within the program. This involves analyzing enrollment, retention, and success data disaggregated by demographic groups to identify and address achievement gaps.

By employing these communication methods and interaction strategies, Lassen College's faculty and administrators aim to create a dynamic, student-centered learning environment that continuously adapts to evolving educational and industry standards while prioritizing student success and equity.

Academic Planning Analysis Summary

The key findings from the program analysis, which include insights into industry trends, curriculum alignment, and faculty collaboration, present several opportunities for change to enhance the Lassen College Business Program:

Industry and Market Alignment:

- There's an anticipated 3% job growth in the Business and Entrepreneurship sector in the Far North region over the next five years.
- Middle-skill jobs, requiring education beyond high school but less than a bachelor's degree, are identified as vital, with over 6,300 annual job openings expected.
- The growth of remote work, particularly in AI-enhanced and gig jobs, represents a potentially unmet demand area for students.

Opportunities for Change:

- Update the curriculum to reflect the growing importance of digital literacy, remote work skills, and AI applications in business.
- Develop partnerships with local businesses and tech companies to offer practical experience and internships in high-demand areas.

Curriculum and Educational Offerings:

- Online job postings indicate high demand for customer service and sales representatives, with skills in customer relationship management and marketing being valued.
- Current educational offerings cover traditional business areas, but there may be gaps in addressing modern technological skills and gig economy opportunities.

Opportunities for Change:

- Introduce new courses or modules focused on gig economy fundamentals, digital marketing, and customer relationship management.
- Enhance existing programs with content on AI tools and software commonly used in business environments.

Faculty and Administration Collaboration:

- Faculty and administrators actively discuss teaching methods, student needs, and continuous

process improvement.

- Student success and equity are prioritized, with ongoing dialogues about program-level planning, curriculum, and student achievement metrics.

Opportunities for Change:

- Formalize a regular review process for curriculum updates, ensuring alignment with industry standards and student career needs.
- Expand collaboration efforts to include more input from external stakeholders, such as industry experts and alumni.

Equity and Student Success:

- Business faculty continue to support, communicate, and collaborate with leadership from Student Services and DEIA groups on campus.

Opportunities for Change:

- Develop targeted support services and programs for underrepresented student groups, informed by data on student performance and outcomes.
- Implement mentoring and advising programs focused on the unique needs of students entering the gig economy or remote work fields.

In summary, Lassen College's Business Program has a solid foundation and a commitment to student success and equity. However, there are significant opportunities to update the curriculum to meet the evolving demands of the business sector, particularly in areas related to technology, remote work, and the gig economy. Strengthening industry partnerships, enhancing faculty collaboration, and focusing on targeted equity initiatives can further elevate the program's alignment with market needs and support diverse student populations in achieving their educational and career goals. Updating the Business Advisory Board Committee and scheduling regular meetings will enhance the program and student opportunities.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	1	4
Current Year	0	4
Next 2 Years	1	4+

The Lassen College Business Program has faced significant challenges in recent years, marked by a period of transition following the departure of the previous tenured department head. This change led to a noticeable decrease in enrollment, a reduction in faculty numbers, and unmet community needs, coinciding with a broader shift towards the digital economy and evolving business education requirements.

Faculty Staffing Trends and Projection:

Historically, the program benefited from a stable and experienced faculty; however, the recent shift has necessitated a reassessment of our staffing needs. Over the next two years, we project an increased need for faculty members who are not only well-versed in traditional business principles but also proficient in digital economy skills such as e-commerce, digital marketing, and data analytics. The intention is to rebuild the program to meet contemporary standards and demands, enhancing both student enrollment and community engagement.

Current Faculty Staffing Structure:

The current faculty structure is undergoing evaluation to ensure alignment with the program's evolving needs and initiatives. While committed and capable, the present faculty cohort requires augmentation to address the broadened scope of business education that now encompasses digital literacy and technological proficiency. The disparity between current staffing and program needs highlights an area for strategic development and investment.

Strategies for Staffing Diversification:

- **Recruitment and Hiring:** Actively recruit faculty members with diverse backgrounds, both academically and professionally, to enrich the program's educational offerings. This includes targeting individuals with expertise in emerging business practices and digital technologies.
- **Professional Development:** Encourage and support current faculty members in pursuing professional development opportunities that align with modern business trends and teaching methodologies. This approach aids in bridging any existing skills gaps while fostering a culture of continuous learning.
- **Collaborations and Partnerships:** Establish partnerships with the College's CIS department, as well as local businesses and industry experts to offer guest lectures, workshops, and part-time teaching roles. This not only diversifies the educational experience for students but also

integrates practical, real-world insights into the curriculum.

- **Inclusive Hiring Practices:** Implement hiring practices that prioritize diversity in education, expertise, interests, and demographics. This could include structured interview processes, targeted job postings, and community outreach to attract candidates from varied backgrounds.
- **Mentorship and Support:** Develop a mentorship program pairing new faculty with experienced instructors to facilitate knowledge transfer, integration, and professional growth. This supports new faculty in adapting to the college's culture and educational objectives while fostering a collaborative environment.

By adopting a balanced approach between enhancing faculty diversity and expertise, expanding course offerings, and attracting a broader student base, we seek to create a firm foundation for the program's success and sustainability in the evolving digital economy landscape.

Professional Development

Since the last program review, Lassen College Business Program has recognized the importance of continuous professional development to maintain and enhance faculty expertise, especially in response to the evolving educational landscape and market demands. The target professional development participation has been oriented towards integrating new technologies, pedagogical strategies, and addressing diversity, equity, inclusion, and accessibility (DEIA) within the curriculum and classroom environments.

Outcomes from Recent Professional Development:

The program has seen positive outcomes from these initiatives, including:

- Improved digital literacy among faculty, leading to more engaging and effective online course materials.
- Enhanced understanding and implementation of DEIA principles, contributing to a more inclusive and supportive learning environment for all students.
- Updated curriculum designs that better align with current industry standards and student needs.

Current Professional Development/Training Needs:

Despite these advancements, there remains a clear need for further professional development in several key areas:

- **DEIA Training:** Continued training is required to deepen faculty understanding and application of DEIA principles. This need stems from the program's commitment to fostering an inclusive educational environment and addressing systemic inequities.
- **Digital Literacy and Online Instructional Design:** As the demand for online education grows, there is a need for ongoing professional development in digital literacy, focusing on effective online instructional design and delivery modalities, including the use of tools like Owl. This need arises from the evolving expectations of students and the shift towards more digital-centric

learning environments.

- **Grant Writing:** To support the program's growth and development, faculty need training in grant writing to secure additional funding for resources, initiatives, and research. This training is crucial for enhancing the program's capacity to contribute to its goals and meet community needs.
- **Curriculum Development:** Ongoing training in curriculum development is necessary to ensure that course offerings remain relevant and align with industry trends, particularly in the context of the digital economy. This is needed to keep pace with rapid changes in business practices and technological advancements.

Specific Training Requests:

To address these needs, the program requests the following specific trainings:

- Workshops and seminars focusing on DEIA strategies and best practices tailored to higher education and specifically to business programs.
- Certification courses or workshops in online instructional design and digital teaching tools, with a particular focus on integrating new technologies like Owl into the curriculum.
- Grant writing workshops that cover identifying funding opportunities, writing effective proposals, and managing grant-funded projects.
- Curriculum development workshops that provide the latest insights into business education trends, digital economy integration, and responsive program design.

Section 3: Infrastructure Planning

Facilities

- No Recommendations for Action

Equipment and Technology

The Lassen College Business Program seeks to enhance the delivery and quality of our online, hybrid, and HyFlex courses. This initiative is aimed at expanding our educational outreach to meet the needs of students across our extensive, rural district. To achieve this, the Business Program has requested funding for the acquisition of essential technological equipment.

Equipment Needs:

- **High-Quality Webcams and Microphones:** To improve the audio-visual quality of online and streamed lectures, ensuring that all students have a clear and engaging learning experience.
- **Interactive Whiteboards:** To facilitate dynamic teaching and interaction in both physical and virtual classrooms, enhancing student engagement and understanding.
- **Streaming Devices and Software:** Such as advanced webcams, lighting kits, and specialized software to enable high-quality streaming and recording of lectures and classroom activities.
- **Laptops or Tablets:** To provide faculty with mobile and flexible teaching tools that support the

preparation and delivery of online and hybrid courses.

- Learning Management System (LMS) Enhancements: Upgrades or additional modules that improve the functionality and user experience of our current LMS, supporting a wider range of interactive and collaborative online activities.
- HyFlex Classroom Equipment: Including cameras and microphones designed to capture the entire classroom, allowing remote students to feel as if they are part of the class.

Justification:

Our district's vast, rural footprint poses significant challenges to educational access. The COVID-19 pandemic has accelerated the need for robust online and hybrid learning options. By investing in the requested equipment, Lassen College will significantly improve the quality and accessibility of its Business Program, ensuring that all students, regardless of their location, have equal opportunities to succeed.

Expected Outcomes:

- Increased enrollment and retention by offering more flexible learning options for students in remote areas.
- Enhanced student engagement and satisfaction through improved course delivery and interactivity.
- Expanded instructional capabilities, allowing faculty to implement innovative teaching strategies and accommodate different learning styles.
- Strengthened position of Lassen College as a leader in providing accessible, high-quality business education in rural areas.

The procurement of this equipment is essential for Lassen College to meet the evolving educational demands of our student population and to fulfill our commitment to accessibility and excellence in the Business Program. We believe that this investment will have a profound and lasting impact on the educational experience and success of our students.

Section 4: Program Planning

Progress update on previous action plans

Action Plan	Progress Detail	Outcomes
Remodel room CA-123A to meet code and provide a better learning environment	Overcome by Events	N/A
We will no longer need a temporary full-time instructor	Overcome by Events	Expected hire in Fall 2024
There is no need for additional ISS positions	Overcome by Events	N/A

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Strengths	Weaknesses
1. Strong recovery and growth in degrees awarded, particularly noticeable in 2021-22.	1. Significant shifts in program enrollment and faculty composition pose challenges to stability.
2. High course success and retention rates across various modalities.	2. Decline in business certificate completions suggests an issue with program offerings or marketing.
3. Adaptability in program delivery, with an effective transition to online learning, demonstrated by improved Internet modality retention rates.	3. Variability in success rates among different demographic groups, indicating a need for targeted support.
4. Comprehensive curriculum tailored to equip students with fundamental and advanced business skills.	4. Decrease in full-time equivalent students (FTES) and enrolled student hours in the business program.
5. Strategic alignment with the college's goals, particularly in student success and learning opportunities.	5. Potential gaps in meeting modern technological skills and remote work trends in curriculum offerings.

Opportunities	Threats
1. Expansion of online and hybrid course offerings could address the decline in traditional course enrollments and adapt to changing educational preferences.	1. Continuing declines in enrollment could impact the program's viability and resource allocation.
2. Increased focus on certificates and short-term training programs that align with middle-skill job markets.	2. Changes in market demand and technological advancements could outpace the current curriculum's relevance.
3. Strengthening partnerships with local businesses for internships and job placement, enhancing practical learning experiences.	3. Potential financial constraints and limited resources to fully implement necessary curriculum updates or marketing initiatives.
4. Leveraging high-demand areas such as customer relationship management and marketing to align with job market needs.	4. The impact of economic downturns on student enrollment and funding.
5. Introducing new programs focused on digital literacy, remote work protocols, and AI applications in business to meet future job trends.	5. Challenges in maintaining high levels of student engagement and retention, particularly in online learning environments.

Program Plan

The proposed action plans for the Lassen College Business Program are intentionally aligned with the broader strategic vision of Lassen College to establish itself as a highly efficient, self-sustaining rural community college and a catalyst for regional growth. By focusing on enhancing educational offerings through innovative curriculum development, such as weekend workshops and condensed 8-week classes, the college positions itself as the academic and educational leader in the community. This initiative not only ensures quality instruction by integrating current business and IT practices into the curriculum but also expands outreach and student access, embodying the college's commitment to being an educational leader with an equity mindset.

As of the writing of this document, the college is in the process of hiring a full-time faculty member, but the placement of this instructor has not yet been finalized, but we expect that many of the key program

metrics will stabilize and improve with this hiring.

The action plans underscore Lassen Community College's role as a trusted steward and an economic and workforce development leader. The introduction of targeted advertising campaigns and the strategic hiring of new faculty members are designed to increase program visibility and improve instructional quality, which in turn supports the college's mission of economic stimulation through enhanced educational services. These steps demonstrate capable leadership and accountability, ensuring that the college remains responsive to the needs of its community and leads by example in fostering a "we can" culture of collective impact.

By addressing the need for professional development in digital literacy and optimizing existing technological resources, the action plans contribute to the institutional student learning outcomes of critical thinking and lifelong learning. They prepare students to engage effectively in today's digital economy and enhance their ability to navigate and utilize information technology, which is crucial for both personal and professional success. These initiatives also promote cultural awareness and personal/interpersonal responsibility by preparing students to interact successfully in diverse, collaborative environments, thereby reinforcing LCC's status as a cultural, civic, and social leader in the community. Through these comprehensive action plans, Lassen College not only advances its mission but also significantly contributes to the intellectual growth, economic potential, and human perspective of its students and the broader community.

Increased Enrollment and Community Engagement:

- Evidence: Historical data from the college showing trends of fluctuating enrollments, particularly in business-related courses. Recent assessments have demonstrated a rebound in enrollment numbers following targeted interventions, such as advertising and curriculum updates, signaling the effectiveness of these strategies.
- ISLOs Affected: Communication and Lifelong Learning - Improved enrollment strategies are designed to make educational opportunities more accessible, fostering a culture of continuous learning and effective communication within the community.

Faculty Development and Utilization of Technology:

- Evidence: Feedback from program reviews and student satisfaction surveys have highlighted the need for better integration of technology in course delivery and a gap in faculty expertise with digital tools. The action plan to train faculty in digital literacy and online course management is aimed at addressing these gaps.
- ISLOs Affected: Critical Thinking and Personal/Interpersonal Responsibility - Faculty development will enhance their ability to design and implement effective learning strategies, improving critical thinking and problem-solving skills among students. It also ensures faculty can set realistic goals for their professional development and cooperate effectively in a digital teaching environment.

Curriculum Development for New Formats and Modalities:

- Evidence: Market research and job trend analyses indicate a growing demand for skills in IT integration and digital business management. These findings suggest that updating the curriculum to include these areas will better prepare students for the workforce.

- ISLOs Affected: Lifelong Learning and Cultural Awareness - New course formats like weekend workshops and condensed classes cater to lifelong learners and working adults, making education more accessible and relevant. These formats also support cultural awareness by bringing diverse groups together in learning settings that reflect real-world business environments.

Optimization of Existing IT Infrastructure:

- Evidence: Audits of current IT usage and infrastructure at the college show underutilization of available resources. By optimizing these resources, the college can improve educational delivery without the need for significant new investments.
- ISLOs Affected: Lifelong Learning and Personal/Interpersonal Responsibility - Enhancing IT infrastructure usage fosters an environment where students can continuously acquire knowledge independently and navigate complex digital systems effectively.

Action Item	Objective	Alignment with College Mission	Resources Needed	Expected Outcomes	Cost	Priority Ranking
Intensified Advertising Campaign	Increase visibility and attract more students.	Enhances community engagement and increases enrollment.	Marketing expertise, digital advertising tools	Higher enrollment numbers, wider awareness of program offerings	\$5,000	1
Faculty Development and Technology Optimization	Improve training and use of existing IT infrastructure.	Supports educational excellence and institutional effectiveness.	Professional development, digital tools training	Enhanced course delivery, better IT utilization	\$10,000	2
Development of Community Education Curriculum	Develop weekend workshops and condensed 8-week classes.	Provides accessible, flexible learning options for adult learners.	Curriculum development expertise, IT coordination, marketing	Expanded course offerings, increased community involvement	\$10,000	3
Hiring of New Full-Time Faculty	Support program expansion and improve course delivery.	Enhances educational excellence and student success.	Recruitment process, salary budget allocation	Improved student support, enhanced academic delivery	Budget allocated	4
Phase Out Low-Enrollment Economics Degree	Assess and potentially delete the Economics degree due to low enrollment.	Optimizes resource management and aligns academic offerings.	Assessment review, administrative processing	Better allocation of resources to more in-demand programs	Minimal	5

Total cost of action plan: \$25,000

Lassen Community College
Status of Curriculum Reviews

Business Instructional Program Review
Status of Curriculum Review as of 10/15/2024

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed	Course SLO mapping Curriculum Committee reviewed
BUS 1A Accounting Principles – Financial	10/15/24		10/15/24
BUS 1B Accounting Principles – Managerial	10/15/24		10/15/24
BUS 2 Introduction to Business	10/15/24		10/15/24
BUS 10 Human Resource Management	10/15/24		10/15/24
BUS 22 Business Law	10/15/24		10/15/24
BUS 25 Small Business Management	10/15/24		10/15/24
BUS 27 Business Communications	10/15/24		10/15/24
BUS 84 Business Math	10/15/24		10/15/24
CS 1 Computer Literacy	Inactivated 4/16/24		Inactivated 4/16/24
ECON 10 Macro-Economics	10/15/24		10/15/2024
ECON 11 Micro-Economics	10/15/24		10/15/2024
Program	Curriculum Committee Review Completed		PSLO mapping Curriculum Committee reviewed
AS-T in Business Administration 2.0	4/16/24		4/16/24
AA Economics for Transfer	4/16/24		4/16/24
Certificate of Achievement – Small Business Management	Tabled 10/15/2024		12/01/2020

Keli Anthis

Keli Anthis, Subject Area Faculty

Date

Melinda Boerksch

Melinda Boerksch, Curriculum and Academic Standards Committee Chair

11/21/24
Date

Michell Williams

Michell Williams, Dean of Instruction

11/21/2024
Date