

# 2016-2020 Business Instructional Program Review

**LASSEN COMMUNITY COLLEGE** Hasib

Azhand & Andrew Rupley

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# 2016-2020 Business Instructional Program Review

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## 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.

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, small business management, and office technology disciplines. The program includes the Associate of Science in Business for Transfer, Associate of Arts for Economics for Transfer, Associate of Science in Administrative Office Technician, Associate of Science in Accounting, Certificate of Achievement in Administrative Office Technician, and 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 Science in Accounting

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

Associate of Science / Certificate in Office Administrative Assistant

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

Over the last four years, the Department's course offerings have been impacted by face-to-face incarcerated instruction. These courses are 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.

This program continues to grow year-over-year and as of spring 2020 is serving students in four yards. The face-to-face program now has a designated area of instruction at HDSP with three classrooms in A-Yard. The program also shares two classrooms each of C & D Yards at HDSP as well as shares two classrooms at CCC. 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.

**Planning Agenda:**

None

**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.

**Awards by Type and Academic Year**

Award Type ▼	Academic Year ▼			
	2015	2016	2017	2018
AA Economics for Transfer CSU	-	1	-	1
AS Business Administration for Transfer	2	-	-	-
AS Business Administration for Transfer-CSU	1	6	9	17
AS Business Administration for Transfer-IGETC	2	2	8	1
AS Accounting	1	2	-	1

Over the last four years, the Department has helped students earn 54 terminal and transferable degrees. The main degree students seek to earn is the AD-T in business administration, which accounts for 88% of all business degrees earned. One of the issues with the numbers provided in this section is the lack of ability to pull out the on-campus students from the students in the incarcerated setting. This affects our ability in the department to speak to the programs growth and effectiveness at the program level and site locations. One other area of question is with the local certificates. The Office of Instruction has not provided the data for the local certificates earned over the last four years. It is important to get this data in a disaggregated form so we can assess the different program offerings and completions of on-campus students and incarcerated students. There are two certificates that have been offered over the last four years. Those certificates are the Certificate of Accomplishment in Entrepreneurship and the Certificate of Achievement in Small Business Management. Data is still needed in this area to make informed decisions on degrees and certificates.

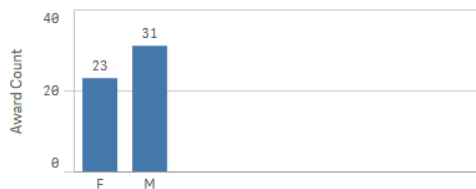


Awards by Academic Year and Ethnicity

Award Type	Ethnicity	Academic Year			
		2015	2016	2017	2018
<b>AA-T</b>		-	1	-	1
	White	-	1	-	1
<b>AS</b>		1	2	-	1
	White	-	1	-	1
	Two or More Races	-	1	-	-
	Pacific Islander	1	-	-	-
<b>AS-T</b>		5	8	17	18
	White	3	6	9	10
	Hispanic	1	2	2	4
	Two or More Races	1	-	3	-
	Black or African American	-	-	2	2
	Pacific Islander	-	-	1	-
	Unknown/Non-Respondent	-	-	-	1
	Asian	-	-	-	1

The chart above shows the awards over the last four years based on ethnicity. The department can show that 41% 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. This shows the diversity of our student base within the program. 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. More data is needed in order to inform the department of how our sites are performing. We need to know which individual's on-campus and which individual's off-campus are earning our degrees. In addition, we need more information from the Office of Instruction on our certification awards. This information is needed to better address the application, promotion, and viability of our certifications.

Awards By Gender

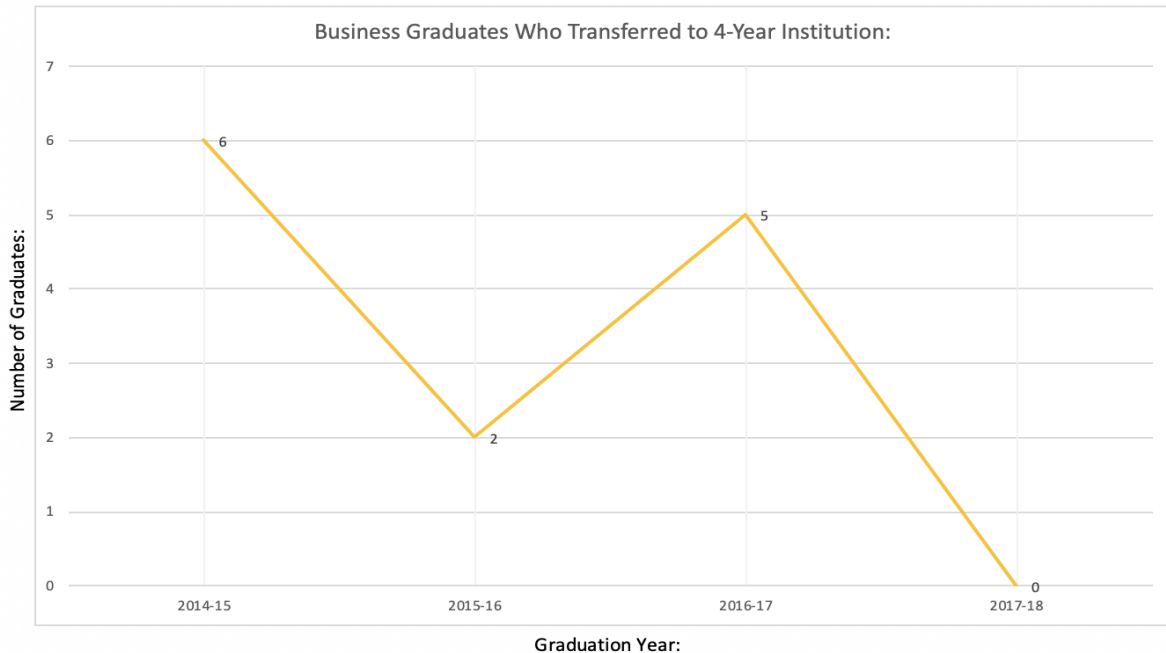


Total Awards

54

Over the last four years, the Department has helped students earn 54 terminal and transferable degrees. The main degree students seek to earn is the AD-T in business administration, which accounts for 88% of all business degrees earned. Out of the 54 awards, the department has seen 43% of the awards being earned by female students. This is important because it helps us see that we are not only diverse with respect to ethnic identity, but it also shows we are diverse with the individuals seeking a business degree. It is

still important to understand how our incarcerated students perform regarding our awards of degrees and having that information would better help the department make decisions regarding degree and certificate offering. Therefore, we need to know out of the 54 degrees, how many students have earned a degree while being incarcerated.



Over the last four years, the department had a total of 13 transfers to four-year institutions. There are questions about the data provided. It seems as though there had been more transfers over the four years per student interaction before or during graduation. However, students may have changed course of action after discussions with faculty before/at/after graduation.

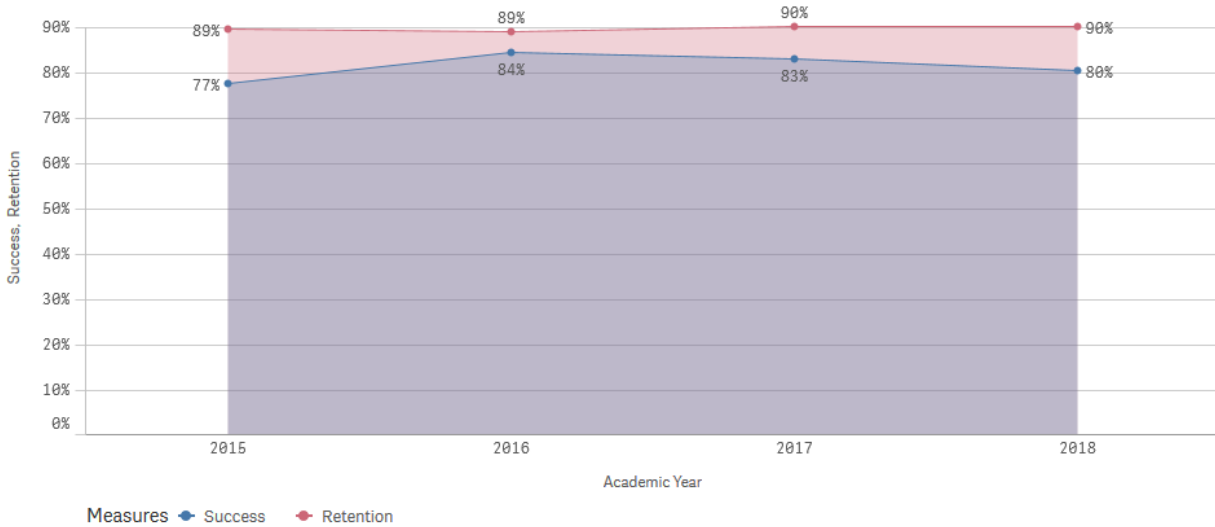
**Transfer Data for Business Graduates:**

	LCC Award:	Transferred to:	School Funding/Type:	Subsequent Awards Received:
2016-17	AAT-Business Admin	Midland University	Private; 4-Year	NA
2016-17	AAT-Business Admin	Great Lakes Christian College	Private; 4-Year	NA
2016-17	AAT-Business Admin	University of Nevada at Reno	Public; 4-Year	NA
2016-17	AAT-Business Admin	California State University-East Bay	Public; 4-Year	NA
2016-17	AAT-Business Admin	University of Providence	Private; 4-Year	NA
2015-16	AAT-Business Admin	Montana Tech of the University of Montana	Public; 4-Year	NA
2015-16	AAT-Business Admin	Mid America Christian University	Private; 4-Year	Bachelor of Business Administration - Accounting and Ethics
2014-15	AAT-Business Admin	Simpson University	Private; 4-Year	Bachelor of Arts in Business Administration
2014-15	AAT-Business and Commerce	UC Davis	Public; 4-Year	NA
2014-15	AST-Business Admin	Southern Oregon University	Public; 4-Year	B.S. in Business Administration
	AS - Accounting			
	AS - Business Office Admin Assistant			
	CA - Business Office Admin Assistant			
2014-15	AAT-Business Admin	Rogers State University	Public; 4-Year	NA
2014-15	AAT-Business and Commerce	Chico State University	Public; 4-Year	B.S. in Business Administration, Marketing
2014-15	AAT-Business and Commerce	U.C San Diego	Public; 4-Year	NA

The transfers over the last four years to four-year institutions were mainly to public schools at 62% where only 38% of students sought out private universities. A few of the students

that proceeded to attend private university were student-athletes. 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 earning the AA-T in business and then seeking to earn a business degree when it is declared. However, we do see that the majority of our transfers either did not declare a major or our institution was not able to gather the data. We have an issue with the data being reported because we see that we do not have a degree in business and commerce.

**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. The outcomes for student success have outperformed other departments on campus. Having this high of a success rate helps students finish degrees and certificates quicker. The retention rate is also high compared to other departments. On average, the department has maintained a 90% rate over the last four years. This also means that students are transitioning toward their degree or certificated. Unfortunately, we are not able to assess how the student success and retention is impacted by the multiple sites that are served by the department. The department serves on-campus, three yards at one facility, and one yard at another facility. It is important to gather this data and speak upon the data to best serve students at all locations.

Census and Last-Day Enrollments by Course and Semester

Course	Academic Year and Semester																								Course Totals	
	2015 Enrollments						2016 Enrollments						2017 Enrollments						2018 Enrollments							
	Fall		SU		SP		FA		SU		SP		FA		SU		SP		FA		SU		SP			
Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	Census	Last-Day	
AGR-1	-	-	-	-	-	-	24	21	-	-	-	-	-	-	-	-	-	16	16	-	-	-	-	-	40	37
AGR-2	-	-	-	-	15	15	-	-	-	-	-	-	-	-	-	-	23	23	-	-	-	-	-	-	38	38
AGR-3	-	-	-	-	-	-	-	-	-	-	-	7	7	-	-	-	-	-	-	-	-	-	-	-	7	7
BUS-10	-	-	-	-	-	-	6	6	-	-	-	-	68	21	-	-	-	-	19	8	-	-	81	18	174	53
BUS-18	-	-	-	-	-	-	7	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7
BUS-19	-	-	-	-	-	-	-	-	-	-	6	6	3	3	-	-	-	-	-	-	-	-	-	-	9	9
BUS-1A	27	24	-	-	-	-	29	28	-	-	-	-	31	31	-	-	39	17	37	17	-	-	-	-	163	117
BUS-1B	-	-	-	-	9	9	-	-	-	-	26	24	-	-	-	-	23	23	19	9	-	-	25	13	102	77
BUS-1C	-	-	-	-	-	-	-	-	-	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-	3	3
BUS-2	53	26	-	-	-	-	52	25	-	-	71	22	44	22	-	-	39	12	71	16	-	-	-	-	330	122
BUS-22	31	29	-	-	-	-	45	21	-	-	18	18	25	25	-	-	40	11	53	16	-	-	-	-	212	121
BUS-25	-	-	-	-	9	6	-	-	-	-	15	14	69	20	-	-	18	14	13	11	-	-	94	15	218	80
BUS-27	-	-	-	-	37	12	43	16	-	-	23	23	-	-	-	-	22	21	5	5	7	7	20	20	157	104
BUS-34A	-	-	-	-	7	7	-	-	-	-	-	-	-	-	-	-	8	8	-	-	-	-	-	-	15	15
BUS-34B	-	-	-	-	9	8	-	-	-	-	-	-	-	-	-	-	6	6	-	-	-	-	-	-	15	14
BUS-49	3	2	-	-	8	4	1	1	1	1	1	1	3	2	-	-	5	4	2	2	-	-	1	-	25	17
BUS-49A	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
BUS-75	-	-	-	-	48	20	90	18	-	-	38	18	50	17	-	-	39	13	-	-	-	-	-	-	265	84
BUS-76	-	-	-	-	47	20	42	16	-	-	88	20	77	17	-	-	61	16	-	-	-	-	-	-	315	88
BUS-77	-	-	-	-	-	-	72	15	-	-	88	20	76	17	-	-	61	16	-	-	-	-	-	-	297	67
BUS-78	-	-	-	-	-	-	72	15	-	-	88	20	77	16	-	-	61	16	-	-	-	-	-	-	298	67
BUS-79	-	-	-	-	-	-	121	17	-	-	39	18	50	17	-	-	38	13	-	-	-	-	-	-	248	64
CA-150	9	9	-	-	14	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	23
CA-31	10	7	-	-	-	-	-	-	-	-	9	9	-	-	-	-	-	-	-	-	-	-	-	-	19	16
CA-32	-	-	-	-	5	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	4
CA-55	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	-	-	-	-	-	-	-	5	5
CA-56	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	8	-	-	-	-	-	-	-	8	8
COT-50	7	6	-	-	-	-	8	8	-	-	-	-	6	4	-	-	-	-	-	-	-	-	-	-	21	18
COT-52	-	-	-	-	-	-	6	5	-	-	-	-	5	5	-	-	-	-	-	-	-	-	-	-	11	10
CS-1	8	7	-	-	-	-	6	6	-	-	-	-	7	6	-	-	-	-	-	-	-	-	-	-	21	19
ECON-10	42	19	-	-	-	-	48	23	-	-	-	-	67	16	-	-	-	-	81	25	-	-	30	26	268	109
ECON-11	-	-	-	-	27	25	-	-	-	-	64	20	-	-	-	-	94	21	13	10	-	-	69	16	267	92
CARS-151	-	-	-	-	21	11	-	-	-	-	10	10	8	8	5	5	3	3	31	16	5	5	10	10	93	67
CARS-153	20	20	-	-	-	-	8	8	-	-	-	-	-	-	-	-	9	5	14	14	-	-	29	15	80	61
HO-71	10	10	-	-	-	-	-	-	-	-	-	-	3	3	-	-	-	-	-	-	16	15	-	-	29	28
FS-91	-	-	-	-	-	-	-	-	-	-	5	5	-	-	-	-	-	-	-	-	-	-	-	-	5	5
Semester Totals	220	159	1	1	256	154	680	256	1	1	592	250	676	254	18	18	589	241	374	164	28	27	359	133	3794	1657

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, there were a total of 1657 courses completed out of the 3794 attempts after census. This means that a student attempting a course after census date had a 43% chance of completing the course. Essentially, the student made it to the third week of the course and then did not complete the course. However, the data is very questionable as one of the faculty members verified, with just one section offered, that there were more students that finished the course after the census date. It seems as though the data being represented by the “census” column may actually be enrolled rather than students that made it to the census date or completed the course. This must be checked by the Office of Instruction.

With the data provided, we can see in 2015 that the students had a 66% chance of finishing their course while in 2016 there was a 40% chance and in 2017 there was a 41% chance and by 2018 we see a 43% chance of completing. One of the leading reasons, which can only be assumed due to lacking data, is that the influx of serving the incarcerated students has led to a huge increase in the percentage of students not completing the course. There are multiple factors that led to incarcerated students not finishing their courses, such as lowering points leading to transfer to other institutions, the student taking too many courses and not being able to maintain the academic rigor as a returning student, the student

deciding to keep correspondence and not stay in face-to-face courses, as well as the student not wanting to continue taking courses. However, there is no way of making true recommendations on incarcerated student completion without further research. In addition, it is not possible to make educated decisions on all courses due to the multiple variables impacting the data without ability to disaggregate.

### **Planning Agenda:**

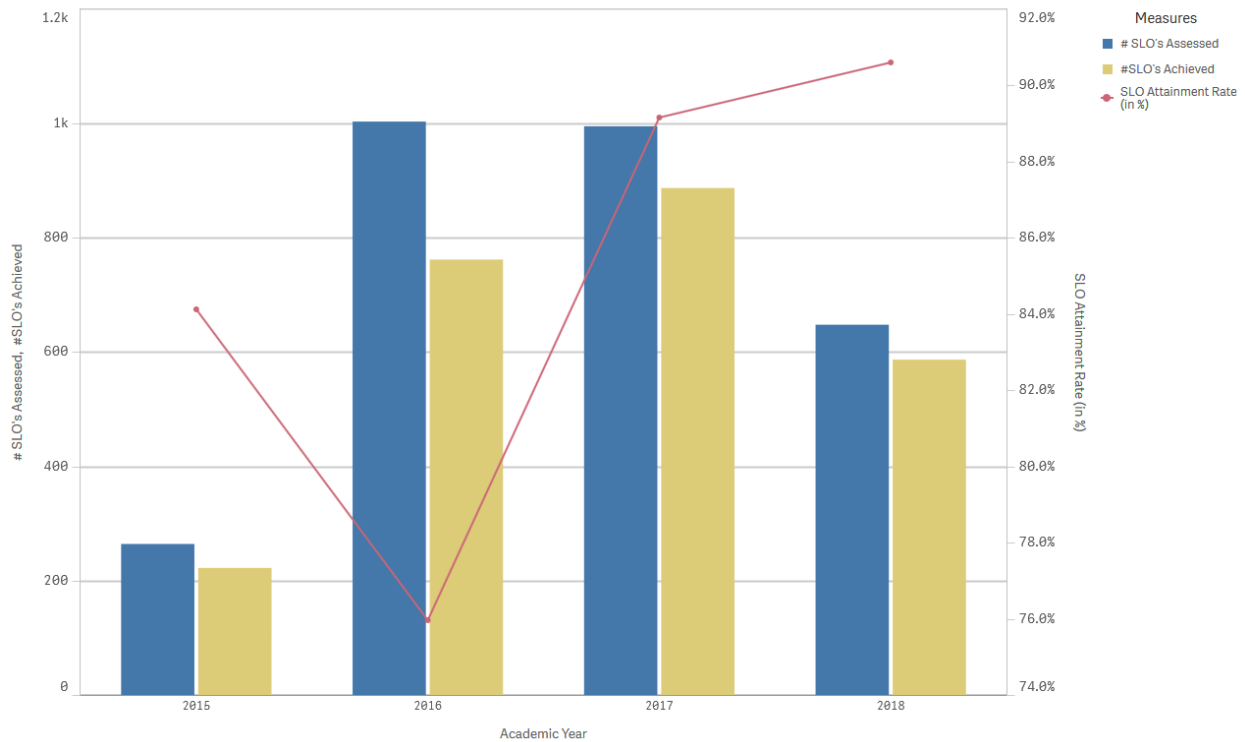
The students and faculty have worked hard over the last four years and it is apparent within the data. However, we will need further disaggregated information going forward to make more informed decisions. The management of the incarcerated program has been an issue in the last four years and the enrollment and course offering must be managed more closely. It is recommended that the district create a position that is able to act as a liaison between faculty, classified, student services, office of instruction, and the two face-to-face incarcerated institutions. It is also recommended that the department work with the career and transfer center to develop a transfer culture to four-year institutions.

### **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 2016 it is clear that there has been great improvement when it comes to the area of Student Learning Objectives. As you can see, in 2015, about 250 students were assessed and the attainment rate was about 77%. In 2016, 1000 students were assessed and the attainment rate was about 85%. In 2017, 1000 students were assessed and the attainment rate was about 87%. In 2018, about 650 students were assessed and the attainment rate was about 83%. The last three years are impressive as the student achievement has exceeded 80% year-over-year while also quadrupling total assessed students within the department. As you can see, there was a significant increase in the number of students assessed and SLO attainment rate from 2015 to 2018. The reason for this is that more face-to-face course sections were offered and more instructors were hired. More face-to-face business courses were offered to incarcerated students at the Correctional Institutions over this time period. The increase and decrease over the four years is directly related to the number of face-to-face courses at the incarcerated institutions.

Based on these findings, it is clear that face-to-face instruction at the Correctional Institutions allow the program to thrive. More students are being assessed and more students are achieving the student learning outcomes. The needs of the community are being met as well because efforts are being made to lower recidivism rates amongst California's incarcerated population. There is a significant demand for face-to-face courses at the Correctional Institutions. So continuing to move this direction helps the campus, students, and community.

### **Planning Agenda:**

The students are achieving their student learning outcomes at a higher rate over the last three years compared to 2016. 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 that the SLO data must be disaggregated more in order to make more informed decisions. This means we need to have data by site location as well as by gender and ethnicity.

### **C. Student Evaluation Summary**

The anonymous surveys were distributed by faculty since the last Instructional Program Review. The Office of Instruction and Effectiveness had not provided the data. This means we are not able to elaborate on what the students had expressed about the programming or delivery of the business department.

#### **Description/Evaluation:**

N/A

### **Planning Agenda:**

The department needs the data in order to make recommendations as well as a plan to improve on the data if needed.

## **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 – Accounting
- Associate of Science - Office Administrative Assistant
- Certificate of Achievement – Office Administrative Assistant
- Certificate of Achievement – Small Business Management

The Department's 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 following occupational outlook information pertaining to each program of study was retrieved January, 2020 from <http://www.bls.gov/ooh/home.htm> [Bureau of Labor Statistics, U.S. Department of Labor, 2019 Occupational Outlook Handbook, 2019] or from <http://coeccc.net/Search.aspx?id=2471> [Centers of Excellence for Labor Market Research].

### **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 and remains the Departments face-to-face incarcerated, on campus, and online core program.

#### 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
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. There has been two individuals that have earned the degree over the last four years.

**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 in Science [AS] in Accounting**

The Associate of Science degree in Accounting supports the student who seek to enter into the bookkeeping and accounting clerk occupational categories in addition to the student wishing to transfer into a four-year accounting program. Typical job duties in the occupational clerk categories include full-charge bookkeeping to area specific accounting responsibilities necessary to support larger financial recordkeeping and decision-making. Examples include, updating and maintaining accounting records, posting of transactions, account reconciliation, general ledger maintenance, coding and data entry, transaction processing, and customer/vendor relations.

Some individuals need only a high school education to begin work in these areas; however, these entry level workers typically find themselves in the lower paying data entry and transaction processing type positions. As they gain experience, it is common for these employees to promote within the company into positions of greater responsibility and skill levels. Here an employee might work themselves into a larger scope of work, such as a junior accountant role or an auditing support position. However, companies are increasingly requiring some post-secondary education in these types of positions. An associate degree in accounting is commonly listed as the educational level sought by employers' in these job announcements. Workers in this occupation have a wide range of tasks. Some in this occupation are full-charge bookkeeping clerks who maintain an entire organization's books. Others are accounting clerks who handle specific tasks. These clerks use basic mathematics (adding, subtracting) throughout the day. As organizations continue to computerize their financial records, many bookkeeping, accounting, and auditing clerks use specialized accounting software, spreadsheets, and databases. Most clerks now enter information from receipts or bills into computers, and the information is then stored electronically. They must be comfortable using computers to record and calculate data.

Technology is transforming the traditional roles of the accounting field. As better, more integrated, software and information systems emerge, accountants will be valued more for their ability to think critically about computer based information processing and less for their ability to manage the traditional paper based recordkeeping systems and data entry abilities.

Often, responsibilities vary by level of experience. Entry-level accounting clerks may enter (post) details of transactions (including date, type, and amount), add up accounts, and determine interest charges. They also may monitor loans and accounts to ensure that payments are up to date. More advanced accounting clerks may add up and balance billing vouchers, ensure that account data is complete and accurate, and code documents according to an organization's procedures. This degree is also used by transfer students to gain a deeper understanding of accounting before transferring into a four-year accounting program major.

Employment of accountants and auditors is projected to grow 6 percent from 2018 to 2028, about as fast as the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records.

Demand for bookkeeping is tied particularly to the growth of small businesses, which tend to hire bookkeepers rather than accountants due to their relatively lower cost. Therefore, economic growth should create some openings for bookkeepers to keep these organizations' financial records.

Employment of accountants and auditors is expected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. Globalization, a growing overall economy, and an increasingly complex tax and regulatory environment are expected to lead to strong demand for accountants and auditors. Stricter laws and regulations, particularly in the financial sector, will likely increase the demand for accounting services as organizations seek to comply with new standards. Additionally, tighter lending standards are expected to increase the importance of audits, as this is a key way for organizations to demonstrate their creditworthiness.

The median annual wage for accountants and auditors was \$70,500 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 \$43,650, and the highest 10 percent earned more than \$122,840.

### **Program Plan and Curriculum: AS in Accounting**

Total Core Courses: 31 units		
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Course Number	Course Title	Fall	Spring
BUS 1A	Accounting Principles – Financial	4.0	
BUS 1B	Accounting Principles – Managerial		4.0
BUS 2	Introduction to Business	3.0	
BUS 10	Human Resource Management	3.0	
BUS 22	Business Law	3.0	
BUS 25	Small Business Management		3.0
CA 31	Computer Applications I	2.0	
ECON 10	Macro-economics	3.0	
ECON 11	Micro-economics		3.0
MATH 40	Elementary Statistics		3.0
	Total	18.0	13.0

Required Electives: 11 units			
Course Number	Course Title	Fall	Spring
BUS 1C	Federal Income Tax		3.0
BUS 13	Basic Accounting	3.0	
BUS 18	Records Management	3.0	
BUS 19	Office Procedures		3.0
BUS 27	Business Communications		3.0
BUS 34A	Microsoft Word, Beginning	3.0	
BUS 34B	Microsoft Word, Advanced		3.0
BUS 49	Business Work Experience	1-8	1-8
CA 32	Computer Applications II		2.0
CA 54	Basic Computer Maintenance	2.0	
CA 55	Using a Word Processor	0.5	
CA 56	Using a Spreadsheet		0.5
CA 57	Using a Database	0.5	
CA 59	Microsoft Windows		2.0
	Total	12.0	16.5

The AS in Accounting is one of the non-transferable degrees offered by the department. There has been three individuals that have earned the degree over the last four years. This degree has the ability to help a person enter the field directly while earning a fair wage. Some of the courses within this degree are shared by the other degrees offered within the program and have the ability to count as elective units toward other degrees. There has been issues with this degree due to lack of course offerings as well as not being an accepted degree for transfer. This means some of the courses taken within the degree are

not accepted as transfer units toward a bachelor degree. However, the degree could be rewritten to have more alignment for transferability.

**Planning Agenda:**

This degree is in need of a revitalization, which was put off since the last IPR. This degree needs to be rewritten and completed by April of 2021. The data provided shows need in the work force as well as a decent living wage.

**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 as 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
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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	Human Resource Management	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 is one of the possible degrees offered by the department. Over the last four 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.

**Planning Agenda:**

There have been struggles with offering and possibility of completion of this degree due to cancelation of courses from low enrollment (less than 10 students) as well as enough faculty to meet department instructional demands. The department needs one more full time faculty to meet demand for instruction. The degree also needs an update due to the cancellation and removal of BUS 50 & 51 as well as the 70 series courses. The degree was rewritten in 2015 and relaunched without success, therefore, it is recommended that the certification be rewritten and revitalized to better meet the needs of the local industry while a discontinuance of the degree.



## 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:

There have been struggles with the offering and possibility of completion of this certificate due to cancelation of courses from low enrollment (less than 10 students) as well as enough faculty to meet department instructional demands. It is recommended that this certificate be rewritten to better meet the needs of local industry and possibly becoming a certificate that may be earned within one semester.

### 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	Human Resource Management	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. No students have received the certificate yet as it is in its infancy. 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.

**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 had substantial updates since the last instructional program review:

- BUS 10                    Human Resource Management
- BUS 22                    Business Law
- 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 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
CS 1	Computer Literacy
ECON 10	Macro-Economics
ECON 11	Micro-Economics

The BUS 10: Human Resource Management course was rewritten to include significant implications toward diversity and inclusion. Through this rewrite, this course, if accepted by the Chancellor's office, will be qualified to suffice for the Ethnic Diversity course offered by LCC. The BUS 22 course was rewritten to match the C-ID course outline of record. The previous course outline of record was significantly more rigorous and essentially acted as a 100-200 level combo. The 70's series courses had the recommended preparation removed from the course outlines and were also moved to inactivation. These courses did not meet the needs of the community, however, was used in the incarcerated system as prep courses before taking transferable level courses. This process has been eliminated, which leads to lack of demand for the courses. The CA courses above were new courses that were created for the AOT degree. However, these courses have not been in demand and continue to get canceled due to low enrollment or not offered due to lack adjunct availability. The CS-1 course was rewritten to include Business as a discipline to instruct the course. This opens up opportunity to recruit students interested in computer literacy into the business program. The ECON 10: Macro-economics and ECON 11: Micro-economics were rewrote to align with the C-ID descriptor.

The following courses had minor updates since the last instructional program review:

BUS 1A	Financial Accounting
BUS 1B	Managerial Accounting
BUS 2	Introduction to Business
BUS 13	Basic Accounting
BUS 27	Business Communications
BUS 49	Business Work Experience
BUS 84	Business Mathematics
CA 31	Computer Applications I

The BUS 1A: Financial Accounting and the BUS 1B: Managerial accounting had minor updates with removing correspondence as a delivery method and adding hybrid as a delivery method. The faculty, as a whole, felt as though these courses are too complex and complicated to deliver through this learning modality. This decision was based on the premise of student learning outcome success. The BUS 2: Introduction to Business and BUS 27: Business Communications had an addition of hybrid as a delivery method. This decision

was based on increasing enrollment based upon a more flexible schedule for students. BUS 49: Business Work Experience had a change to accommodate AB 705 as well as an update to the book. BUS 13: Basic accounting was reaffirmed. The BUS 84: Business Mathematics was reaffirmed and is being discussed as a course that may need to be inactivated.

The following courses had no changes since the last instructional program review:

BUS1C	Federal Income Tax
BUS 18	Records Management
BUS 19	Office Administration
BUS 25	Small Business Management
BUS 34A	Microsoft Word, Beginning
BUS 34B	Microsoft Word, Advanced
CA 32	Computer Applications II
CA 55	Using a Word Processor
CA 56	Using a Spreadsheet
CA 150	Computer Skills for Senior Adults
COT 50	Keyboarding, Level 1
COT 52	Keyboarding, Level 2
COT 59	Business Machines: 10 Key

These courses were not reaffirmed or addressed since the last IPR. The CA 32, CA 55, CA 56, COT 50, COT 52, COT 59, BUS 34A, BUS 34B, and BUS 19 are courses which are wrapped into the Office Administrative Assistant degree, Administrative Office Technician degree, as well as the Accounting degree. These courses need to be offered on special circumstances in order to help student completions.

### **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 hybrid. This allows us to reach special populations that are outside of our region, but still offers the ability for students to meet in person one time per week to meet the course requirements. We continue to offer our courses through online delivery and we are seeing increase enrollments, which indicates that by accommodating the students schedule we are finding an alignment with supply of courses and demand for courses. The department must evaluate the low enrolled courses and low enrolled degrees for inactivity.

### **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 until the system is updated over the next (20/21) academic year. 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			ltm 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:

The BUS 10: Human Resource Management course, has been submitted to meet general education requirements during the 2019/2020 academic year to meet the requirements of ethnic studies for area D of CSU and area 4 for IGETC. This course may be offered going into the 21/22 academic year with this standing.

### III. Scheduling and Enrollment Patterns

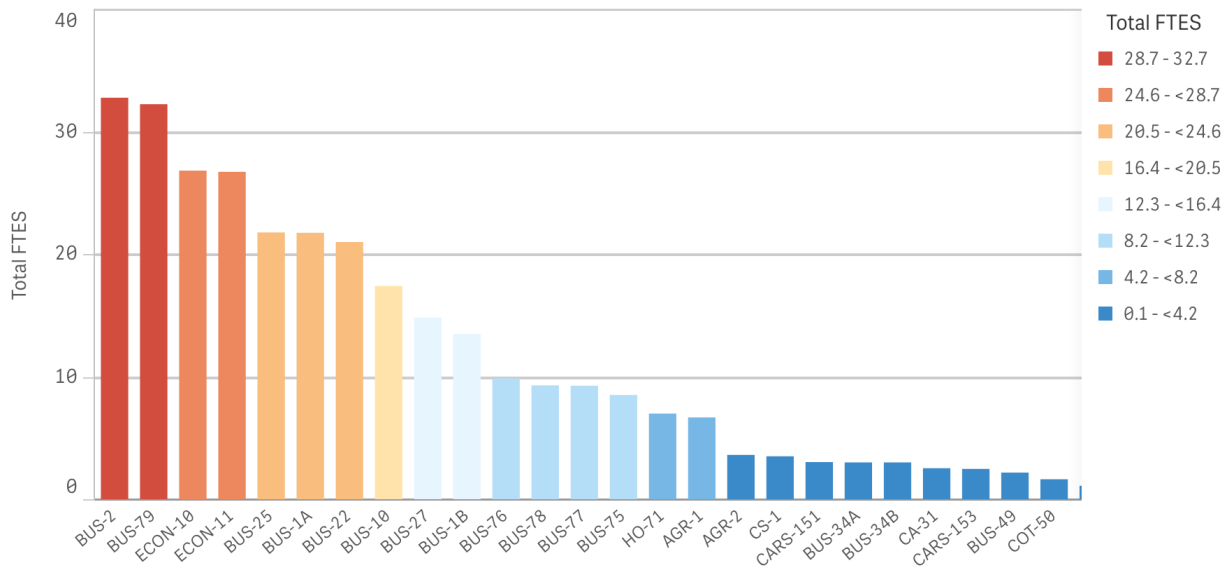
### Description/Evaluation:

The scheduling and enrollment patterns have changed since the last IPR in 2016. These changes have been due to entering into the face-to-face incarcerated instruction modality. This change has impacted delivery of instruction with scheduling and has significantly increased enrollment. This impact has not directly impacted delivery of instruction on campus, however, has significantly impacted the department as a whole.

For on campus students, we have not deviated from any course offering or scheduling plans. The courses have been offered, for the vast majority, as stated in the course outline of record and per two year plan. However, there was a slight change in the 2016/2017 academic year. In 2016, we offered a few on campus night courses. The courses offered were BUS 2 (Introduction to Business), BUS 22 (Business Law), BUS 10 (Human Resource Management), and BUS 25 (Small Business Management). The BUS 2, BUS 22, and BUS 25 were successful during the night and each had over 20 students. However, BUS 10 was not as successful and had less than 10 students. Since the 2016/2017 year we have not offered any night courses and have transitioned to online and hybrid courses. Returning to offering courses during the night may open the possibility of returning students to earn our degrees and certificates at a higher rate.

In spring of 2016, the department started offering courses to incarcerated students. The Entrepreneurship course offerings for the certificate were the first courses offered to the incarcerated students. These offerings will be discussed later in this section. The two year plan has changed three times over the last four years for the face-to-face incarcerated student population. In addition, the course offerings differed from the course outlines of record due to management and administration direction. Therefore, the incarcerated student face-to-face scheduling and enrollment has transformed multiple times over the last four years causing longer waits for degree/certificate completion. During this time, faculty intervened to create a new two year plan that would help keep students on a path for earlier degree/certificate completion. The counseling department has also been involved with the process and a two and three year plan are in the works for the incarcerated student population.

**FTES by Course**



As you can see, BUS-2, ECON-10, ECON-11, BUS-25, BUS-22, BUS-1A, BUS-10, BUS-27, and BUS-1B generated the most FTES. This is because these are the core classes required to get a degree in business at the college as well as courses that help fulfill elective requirements. The ECON 10 & 11 courses are among the top due to the applicability to business as well as the social science requirement for any correspondence degrees. These classes are also transferrable to UC and CSU as core or elective units. The BUS-79 course had high FTES because it was a lab class and is a part of the Entrepreneurship certificate. This course is required in the sequence as well as BUS 75, BUS 76, BUS 77, BUS 78 for the Entrepreneurship certificate. This is a 6 unit cert that was mandatory for all incarcerated students until the 2018 academic year. This is why they generated as much FTES for the department even though they are lower unit courses. The classes generating the least FTES, courses AGR-1 through COT-50, were related to the Office Administrative Assistant degree/cert as well as the other degrees/certs offered by the department. The courses that align with this degree/cert and the other degrees offered by the department have not been offered per course outline of record or two year plan which have negatively affected possible FTES. It is important for us to consider these components when evaluating FTES generation based by courses.

**FTES by Modality**

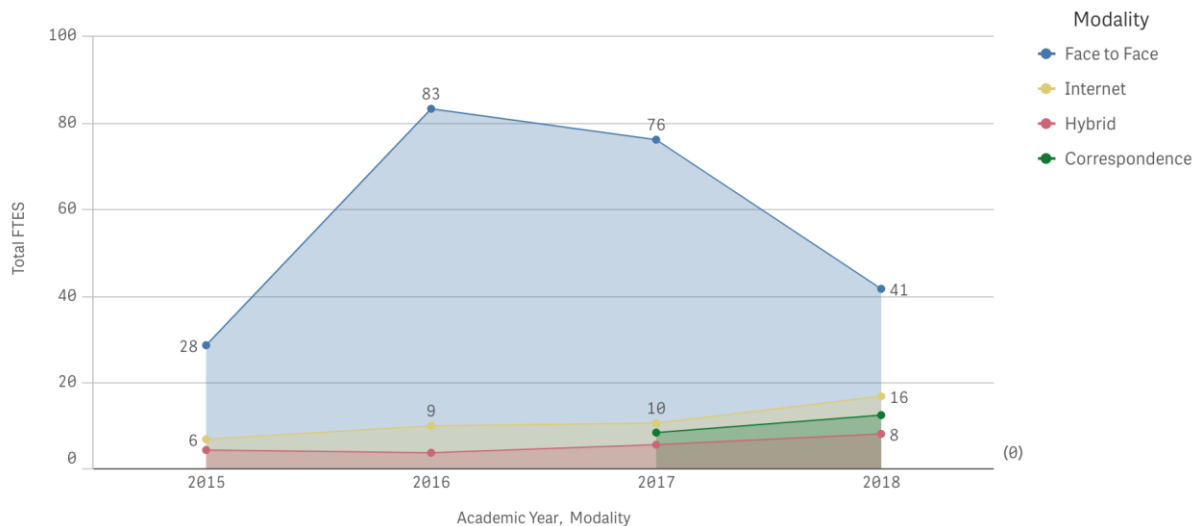
Modality	Academic Year and Semester															
	2015				2016				2017				2018			
	Totals	FA	SU	SP	Totals	FA	SU	SP	Totals	FA	SU	SP	Totals	FA	SU	SP
Face to Face	28	17	0	11	83	50	-	32	76	41	0	34	41	19	0	23
Correspondence	-	-	-	-	-	-	-	-	8	3	-	5	12	7	-	5
Internet	6	4	-	3	9	6	-	4	10	6	-	4	16	11	1	5
Hybrid	4	-	-	4	3	0	0	3	5	1	1	3	8	0	5	2

As one can see, the modality with the highest FTES generation is face-to-face. The face-to-face modality has been increasing since 2016 because of offering face-to-face courses at the Correctional Institutions. It is not possible to deliver through internet or through hybrid at



the current state within the institutions. It is important to work toward another possible way of delivering courses at the institutions through another modality outside of correspondence and through some sort of hybrid modality. There has also been an increase over the past four years of overall FTES generated by hybrid, internet, and correspondence modalities due to the fact we are looking to serve our on-campus and off-campus students with distance learning opportunities. The department has noticed that demand for hybrid and internet courses has increased over the years and have been working to meet the need of the students. The correspondence increased over the last two years due to delivering the ECON 10 & 11 courses through mail because it helps fulfill the correspondence degree as well as helps meet the social science needs for students in the incarcerated setting over the entire state.

FTES by Modality and Academic Year



The graph above showcases the FTES generation by modality. The face-to-face FTES generation will drop as the other modalities increase. This is typical as the students are taking the courses through other modalities of learning. In order to meet the student needs as well as maximize instructor capacity, the department decided to offer the ECON 10 & 11 courses through correspondence which means those students didn't need the course face-to-face. The on campus students have also transitioned to other modalities of learning for various reasons which will also decrease the number of FTES generated by the face-to-face modality. The mismanagement of course offerings, over the 2018 academic year, in the incarcerated setting had a negative impact on the FTES generation for the department. It is important to assure that students are receiving the services needed in order to earn their respective degree.

### FTES by Course and Academic Year

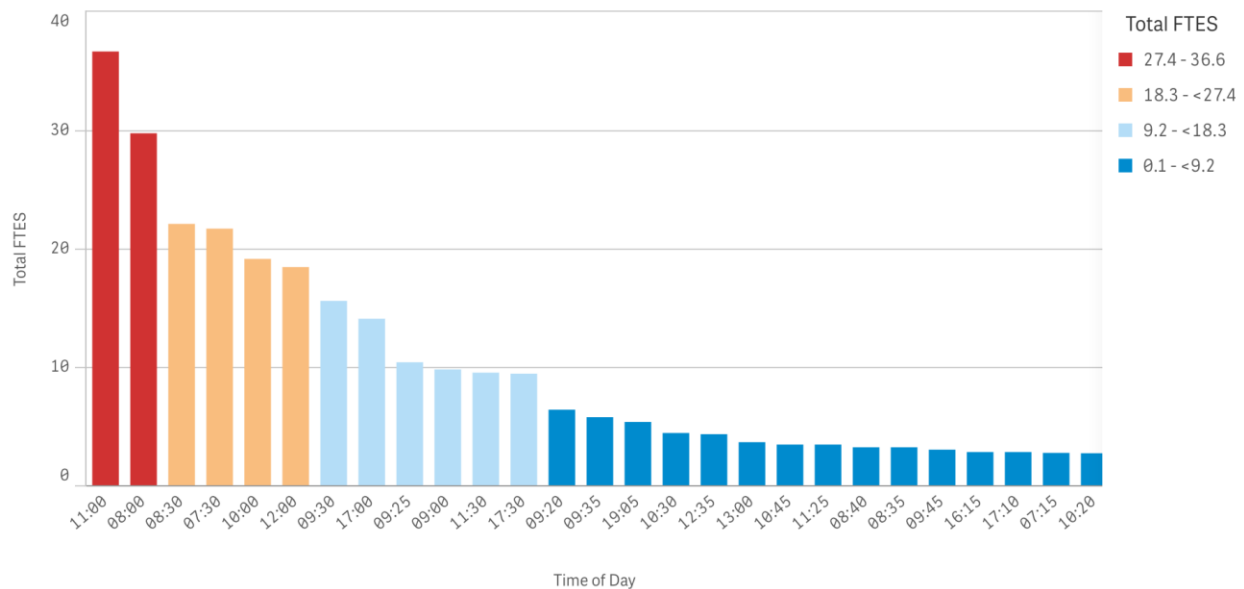
Course	Academic Year and Semester																Totals
	2015				2016				2017				2018				
	Totals	FA	SU	SP	Totals	FA	SU	SP	Totals	FA	SU	SP	Totals	FA	SU	SP	
AGR-1	-	-	-	-	4.0	4.0	-	-	-	-	-	-	2.7	2.7	-	-	6.7
AGR-2	1.3	-	-	1.3	-	-	-	-	2.3	-	-	2.3	-	-	-	-	3.6
AGR-3	-	-	-	-	-	-	-	-	0.7	0.7	-	-	-	-	-	-	0.7
BUS-10	-	-	-	-	0.6	0.6	-	-	6.8	6.8	-	-	10.0	1.9	-	8.1	17.4
BUS-18	-	-	-	-	0.7	0.7	-	-	-	-	-	-	-	-	-	-	0.7
BUS-19	-	-	-	-	0.6	-	-	0.6	0.3	0.3	-	-	-	-	-	-	0.9
BUS-1A	3.6	3.6	-	-	3.9	3.9	-	-	9.3	4.1	-	5.2	4.9	4.9	-	-	21.7
BUS-1B	1.2	-	-	1.2	3.5	-	-	3.5	3.0	-	-	3.0	5.9	2.5	-	3.3	13.5
BUS-1C	-	-	-	-	0.3	-	-	0.3	-	-	-	-	-	-	-	-	0.3
BUS-2	5.3	5.3	-	-	12.0	5.2	-	6.8	8.3	4.4	-	3.9	7.1	7.1	-	-	32.7
BUS-22	3.1	3.1	-	-	6.1	4.5	-	1.6	6.5	2.5	-	4.0	5.3	5.3	-	-	21.0
BUS-25	0.9	-	-	0.9	1.5	-	-	1.5	8.7	6.9	-	1.8	10.7	1.3	-	9.4	21.8
BUS-27	2.8	-	-	2.8	6.6	4.3	-	2.3	2.2	-	-	2.2	3.2	0.5	0.7	2.0	14.8
BUS-34A	1.4	-	-	1.4	-	-	-	-	1.6	-	-	1.6	-	-	-	-	3.0
BUS-34B	1.8	-	-	1.8	-	-	-	-	1.2	-	-	1.2	-	-	-	-	3.0
BUS-49	0.9	0.2	-	0.7	0.5	0.3	0.0	0.2	0.5	0.2	-	0.3	0.2	0.2	-	0.0	2.2
BUS-49A	0.1	-	0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	0.1
BUS-75	1.6	-	-	1.6	4.2	3.0	-	1.2	2.7	1.5	-	1.2	-	-	-	-	8.5
BUS-76	1.6	-	-	1.6	4.1	1.4	-	2.7	4.2	2.3	-	1.9	-	-	-	-	9.9
BUS-77	-	-	-	-	5.1	2.4	-	2.7	4.2	2.3	-	1.9	-	-	-	-	9.3
BUS-78	-	-	-	-	5.1	2.4	-	2.7	4.2	2.3	-	1.9	-	-	-	-	9.3
BUS-79	-	-	-	-	21.1	16.1	-	5.0	11.1	6.4	-	4.7	-	-	-	-	32.2
CA-150	0.4	0.0	-	0.4	-	-	-	-	-	-	-	-	-	-	-	-	0.4
CA-31	1.3	1.3	-	-	1.2	-	-	1.2	-	-	-	-	-	-	-	-	2.5
CA-32	0.7	-	-	0.7	-	-	-	-	-	-	-	-	-	-	-	-	0.7
CA-55	-	-	-	-	-	-	-	-	0.2	-	0.2	-	-	-	-	-	0.2
CA-56	-	-	-	-	-	-	-	-	0.3	-	0.3	-	-	-	-	-	0.3
COT-50	0.2	0.2	-	-	0.8	0.8	-	-	0.6	0.6	-	-	-	-	-	-	1.6
COT-52	-	-	-	-	0.6	0.6	-	-	0.5	0.5	-	-	-	-	-	-	1.1
CS-1	1.3	1.3	-	-	1.0	1.0	-	-	1.2	1.2	-	-	-	-	-	-	3.5
ECON-10	4.2	4.2	-	-	4.8	4.8	-	-	6.7	6.7	-	-	11.1	8.1	-	3.0	26.8
ECON-11	2.7	-	-	2.7	6.4	-	-	6.4	9.4	-	-	9.4	8.2	1.3	-	6.9	26.7
CARS-151	0.6	-	-	0.6	0.4	-	-	0.4	0.7	0.4	0.3	0.1	1.3	0.9	0.1	0.4	3.0
CARS-153	0.7	0.7	-	-	0.4	0.4	-	-	0.3	-	-	0.3	1.1	0.3	-	0.8	2.5
HO-71	0.6	0.6	-	-	-	-	-	-	1.0	1.0	-	-	5.3	-	5.3	-	7.0
FS-91	-	-	-	-	0.2	-	-	0.2	-	-	-	-	-	-	-	-	0.2
<b>Totals</b>	<b>38.4</b>	<b>20.7</b>	<b>0.1</b>	<b>17.6</b>	<b>95.5</b>	<b>56.3</b>	<b>0.0</b>	<b>39.2</b>	<b>98.7</b>	<b>51.2</b>	<b>0.8</b>	<b>46.7</b>	<b>77.1</b>	<b>37.1</b>	<b>6.1</b>	<b>33.9</b>	<b>309.7</b>

The duration of the courses that have so far met the most FTES for the business department are the courses that meet 2 days per week. This is impacted by the course offerings from the incarcerated setting as the courses have been offered on either Monday/Wednesday or Tuesday/Thursday. For non-lab classes, each class duration is one hour and fifteen minutes which is also impacted by the incarcerated setting. The traditional semester model has worked best in generating the most FTES in the past four years.

We have been able to offer necessary business courses in different modalities to meet student needs and demands. As a department, we have also discontinued courses that have not met the needs of students. One example, is the deactivation of the 70's series courses for the Entrepreneurship certificate as the numbers have been artificially inflated

due to them being mandatory and not actually based upon student need or want. Instead, we have made changes over the years and have offered courses that meet the needs of both on-campus and incarcerated students and have ensured that more sections of these courses are offered when necessary. We will continue to evaluate courses and make changes to courses material and make recommendations to the district on section and time offerings.

FTES by Time of Day



The FTES generation by time of day has been, just like all other key performance indicators, by the incarcerated instruction. There are four mandatory times that we must follow in order to meet the needs of HDSP and CCC. One yard at HDSP mandates that the courses are taught from 7:30 am to 2:00 pm. Two yards at HDSP mandate that the courses are taught from 2:30 pm – 6:30 pm and one yard at CCC mandates courses be taught from 5:00 pm – 8:00 pm. The on campus offerings have typically been offered in the morning and early afternoons to meet the needs of the student-athlete population and the other traditional students on campus. With this being said, the majority of the department FTES has been generated before noon. However, there are possible offerings that may better serve the entire on campus population, such as returning students.

The current scheduling and student enrollment has been tailored to meet the macro needs of the student population while also considering the number of faculty we have within the department. There should be exploration in delivering night courses that better consider non-traditional students. In addition, the student learning outcomes as it is related to the hybrid modality suggest that we explore possible hybrid courses that have a component of the course offered during the night. Furthermore, we need better research that is disaggregated with student learning outcome by site and modality combined. More precise

data will provide needed information that can increase our student outcomes as well as increase FTES.

### 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 caddies for the incarcerated system. These are owned by the district and we need to have maintain the computers, chargers, and projectors. One caddy is three years old the other two are two years old. There should be \$5,000 per year set aside for maintenance and replacement per year. The computer lab, located in CA 123A, was updated in the 2018/2019 academic year. We are no longer on the dell wyse system. This has improved instruction as well as cleared up the student work space. The faculty are in need of updates on their LCC laptops and all may need new computers by 2022.

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.

The computer lab, located in CA 123A, is in good condition. This lab should suffice for the next two year. The three year old rolling laptop caddy at HDSP is in need of a cleaning. Some computers need new batteries as the old batteries do not hold a charge. The two year old caddy at HDSP and the caddy at CCC need to be cleaned and have the batteries evaluated.

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.

Since the business program carries the majority of the teaching load at HDSP and CCC, we will continue to need equipment such as rolling caddy's for instructors and instructional assistants. Our instructional assistants will also continue to need use of district vehicles for transportation.

### **Planning Agenda:**

The laptop caddies at HDSP and CCC will need to be cleaned and maintained yearly. The business lab located at CA 123A will need yearly evaluation by the IT department for updates.

### **V: Outside Compliance Issues (if appropriate for program)**

#### **Description:**

The business department operates in four special areas. These areas are Alpha, Charley, and Delta yards at High Desert State Prison as well as Lassen yard at California Correctional Center. In order for faculty to teach at these locations, faculty are required to complete multiple trainings such as key holder, custody training, and non-custody training for volunteers. The faculty must also attain a state ID by the end of the first year.

#### **Evaluation:**

The training has been sporadic over the last four years. The types of training have changed as well. This means it is difficult to understand which trainings are required, when the trainings must be completed, how often the trainings need to be completed, and if these trainings will continue to count toward flex training or should be considered outside job scope trainings which should be compensated.

#### **Planning Agenda:**

The Office of Instruction needs to work with HDSP/CCC to create a training schedule which includes training dates, times, requirements, expectations, and general guidance for faculty and non-faculty.

## **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 remove the 70's series courses and Entrepreneurship Certificate
2. Faculty need to rewrite the Office Administration Certificate
3. Faculty need to discontinue the Office Administration Degree
4. Faculty need to rewrite the Accounting degree
5. Faculty need to evaluate every course SLO

### **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
1	Full-time faculty	Fall 2020	Unknown	Higher student completion

**Prioritized Recommendation for Inclusion in Student Services Master Plan**  
Business IPR 2017-2020

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 2017-2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3	Data accuracy/relevance	2020/2021 Academic Year	Unknown	More accurate and informative IPR

## Section Two: Human Resource Planning

### I. Program Staffing

**Description/Evaluation:**

As of spring 2020, there are two full-time faculty members in the department. In the beginning of the 2019/2020 academic year there were four full-time faculty members.

However, two of the full-time faculty members in this academic year took positions as administrators. This means that the two full-time faculty are assigned to all five service locations at LCC main campus, HDSP A-yard, HDSP C-yard, HDSP D-yard, and CCC Lassen Yard. There is immediate need for one more full-time faculty member, based on course demand, going into the 2020/2021 academic year. Should the programs and courses grow, an additional instructor for all locations will be required. The department has communicated to administration the need for an immediate instructor to fill demand for the 2020/2021 academic year.

Since the last program review, adjunct instructors have not been utilized at a rate to maximize their capacity. The department has started to utilize these adjunct instructors due to the administrative moves of the two full-time instructors. The department now has a steady flow of adjunct instructors that can teach economics, small business management, business law, office technology, computer science and marketing. However, there is need for office technology, computer science, and marketing. However, there is need for adjuncts capable of teaching accounting, human relations, business communications, and introduction to business.

The department has one instructional support specialist III (ISS) that assists at HDSP. This position is critical to the function of delivering education in the incarcerated system. Due to the growth of the program over the last four years, we are in need of two additional instructional support specialists. There is need for an evening ISS that can assist at CCC Lassen yard and an afternoon ISS that can assist at HDSP C&D yards. The time the courses need to be offered, due to the time constraints of the yards, creates a situation where one additional ISS would not be able to meet the needs of CCC Lassen yard and HDSP C&D yards.

The department is also 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 is continuing to seek new individuals that are willing to aid the program with their knowledge, skills, and abilities.

Full-time Department Faculty:

Hasib Azhand  
Andrew Rupley

Part-time Department Faculty:

Joanna Beckman  
Kysandra Callison  
Kim Claine  
Maria Nye  
Natalie Nyman  
Dianna Winkler

### FTES by Faculty Type

Faculty Type	Academic Year and Semester																Totals
	2015				2016				2017				2018				
	Totals	FA	SU	SP	Totals	FA	SU	SP	Totals	FA	SU	SP	Totals	FA	SU	SP	
Full Time Regular	16.2	14.2	-	2.1	82.4	45.4	-	37.0	87.8	48.3	-	39.6	62.2	29.1	-	33.1	248.8
Full Time Overload	9.4	5.7	-	3.7	18.4	17.1	-	1.3	18.2	10.1	0.3	7.8	10.9	8.2	0.7	2.0	56.8
Adjunct Load	14.7	2.2	0.1	12.4	12.3	10.5	0.0	1.8	7.7	2.8	-	4.9	4.9	4.1	-	0.8	39.6
Adjunct Intersession	-	-	-	-	-	-	-	-	0.8	-	0.5	0.3	5.4	-	5.4	-	6.2
Contract Ed (No Load)	-	-	-	-	0.2	-	-	0.2	-	-	-	-	-	-	-	-	0.2

The chart above breaks down the FTES generation by each faculty type. The majority of the FTES generation over the last four years, which is 87%, was due to full-time faculty. One of the driving forces in this percentage is due to the incarcerated instruction. In addition, one of the issues has been increasing the adjunct pool. This has been a continuous issue because individuals teaching the core courses in the department must have a Master's in Business Administration or a like degree. There is not a large pool of individuals within the area that have earned an MBA as well as being open to teaching in the incarcerated setting. The majority of the adjuncts within the department have taught the CTE courses, such as the CA and COT courses and BUS 13, 18, 25 courses, through minimum qualifications. This issue is normal in the business environment due to the nature of being academic as well as CTE. The number of FTES being generated by adjunct is going to drastically change for the end of the 19/20 academic year as well as the entire 20/21 academic year. This will happen due to the full-time faculty decreasing from four faculty to two faculty and the adjunct utilization from one to five.

#### Planning Agenda:

The district must fly a one-year temporary full-time position before the start of the 2020/2021 academic year to meet demand at the incarcerated student demand coupled with time restraints. We do not have the current capacity to meet the needs for fall 2020. The department has enough workload to carry one full-time faculty member. The one-year temporary faculty member will continue to be needed moving forward due to our service locations and time restraints. We also need to advertise adjunct positions for general business courses such as introduction to business, accounting, human resource management, and business communications. We must support the HDSP C & D yards as well as CCC Lassen yard with additional ISS III classified employees.

## II. Professional Development

#### Description/Evaluation:

The full-time faculty, over the last four years, have meet all flex training obligations. However, the team of faculty have gained this training through multiple avenues, which helps keep the department diversified in specialty. One faculty member has been working on completing a Ph.D. in Organizational Leadership with a focus on student-athlete



perspectives on effective student support service programs as well as owning multiple businesses and attending multiple flex trainings while maintaining California Department of Corrections and Rehabilitation (CDCR) training over the last four years. One faculty has been diligent with attending TedX events, staying current on CDCR training, and running a personal business, which helps retention and application of business principles in a practical way. One faculty has attended expositions on business mastery, kept current on CDCR training, as well as running a personal business. In addition, this faculty member has continued education in economics with online courses as well as attending multiple flex trainings. The last faculty member has completed continuing education credits toward a CPA license, attended multiple on-campus flex events, and also has attended training on canvas application.

### **Planning Agenda:**

1. Need another full-time faculty member to support program offerings in all locations

### **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:

1. Hire full-time temporary business instructor
2. Hire 2 instructional support specialist III positions
3. Hire 3-5 adjunct business instructors for accounting, human relations, business communications, and introduction to business

#### **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 2017-2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Temporary Full-time Faculty	March 2020	Unknown	Meeting student capacity
3	Instructional Support Specialist 3	Summer 2020	Unknown	Increased retention/completion
3	Instructional Support Specialist 3	Summer 2020	Unknown	Increased retention/completion
4	Adjunct faculty	Continuous	Unknown	Increase availability of course offering

**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 123A. This classroom was updated in 2018 due to a flooding. There are storage items in the room that need to be removed because they obstruct the flow of traffic and the production fixtures secured on the ceiling and against the wall in the classroom need to be removed. The room also needs an emergency exit to be compliant. There is an additional classroom that is utilized when this 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 the primary location of the fire science department as well as the Instructional Support Specialist for the incarcerated program.

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

The department utilizes four classroom on alpha yard at HDSP. These classrooms are located in the vocational area and are in our operation from 7:30 am to 2:00 p.m. There is one classroom on charley and delta yard at HDSP that is utilized by the department that are in operation from 3:00 p.m. to 6:00 p.m. These rooms are completely renovated and kept up to standards by HDSP. These classrooms can hold from 26 students to 35 students. The department utilizes two classrooms at CCC on Lassen yard that are operated from 5:00 p.m. to 7:45 p.m. These classrooms are maintained by CCC and hold up to 30 students.

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.

There must be an emergency door for the CA 123A classroom. The previous program fixtures need to be removed in CA 123A and the storage material removed. The classroom remodel for CA 127 needs to be completed ASAP.

### Planning Agenda:

The priorities should be as follows:

1. Clean out storage items from CA 123A.
2. Build emergency exit.
3. Remove previous program fixtures from ceiling
4. New lights installed in classroom

## 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 2017-2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Clean our storage	April 2020	Unknown	ADA compliant

4	Build emergency exit	Summer 2020	Unknown	Federal/State compliant
3	Remove fixtures	Summer 2020	Unknown	Clean, neat, organized

## Section Four: Technology Planning

### I. Technology

#### Description/Evaluation:

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

The department has one business lab, which is located in CA 123A. This lab has 24 desktop computers. There is also one projector and one smart board. This lab will need continuous update for hardware and software. The department also has four instructor laptops. These laptops will continue to need software updates and should be on a replacement cycle which should be less than 8 years. The secondary classroom for business, CA 127, will also need maintenance to the projector and smart board over the years.

It should be noted that the business department does utilize CDCR flash drives for in-class presentations and videos. These are the property of CDCR and maintained by CDCR, however, they are imperative to instruct within a CDCR institution. The business department has also utilized the rolling laptop caddies located at HDSP and CCC, however, these are not at the sole use of the business department. This does mean that the function of the laptops, which are for student use as well as instructor use, are mandatory for instruction within the facilities. The projectors at CCC and HDSP are also mandatory for instruction and the business department uses these projectors daily.

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.

The following are the priority recommendations: Replacement of four instructor laptops. Cleaning and maintenance of rolling laptop caddies and computers. Software updates on instructor laptops. Continued maintenance of projectors at CCC, HDSP, CA 123A, CA 127. Continued maintenance of smart boards in CA 123 and CA 127. Continued maintenance and updates to desk top screens and keyboards.

### 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 2017-2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Replace four instructor laptops	November 2020	Unknown	Increased efficiency
3	Clean/Maintain rolling laptops	November 2020	Unknown	Extended life
4	Software updates on laptops	Ongoing	Unknown	Extended life and efficiency
4	Projector maintenance (CCC, HDSP & On-campus)	Ongoing	Unknown	Extended life
4	Smart board maintenance	Ongoing	Unknown	Extend life and student engagement
4	Desktop screens and keyboards	Ongoing	Unknown	Efficiency improvement