CTE Full Review

PALO VERDE COLLEGE

FALL 2013- SPRING 2016
BUSINESS MANAGEMENT - EXECUTIVE SUMMARY

The Business Division is committed and dedicated to the discovery, development, application of knowledge in the academic and professional learning environment. Our mission is to provide the highest quality program to students by addressing and preparing them for a diverse population and to build a stronger global economy. The Business Division is committed to preparing students to assume roles in leadership, responsibility, and service to society. Other acquired skills include decision-making, planning, organizing, and day-to-day business operations. The Division will enhance its course offering and consistently review for changes as recommended by the Business Advisory and other constituent groups as a means for continued improvement. The Business Division will continue to offer valuable learning mechanics that are designed to help students better understand the functions and application of business, management, economics, and the accounting discipline.

Michael Gaubeca: ACC, BUS, MGMT & ECO Professor	Michael Gaubeca Signature	12/6/16 Date
Sarah Frid BUS & MARKETING Professor	Sarah Frid Signature	12-6-16 Date
Brian Thiebaux BUSINESS Professor	 Signature	12-16-16 Date
Peter A. Martinez BUS, MGMT, ACC Prof. Department Chair	 Signature	12-6-2016 Date

TABLE OF CONTENTS

PURPOSE OF THE PROGRAM – PAGE 3

Program continues to offer degrees and certificates in business and management to help students upgrade skills, enhance opportunities for successful employment and apply toward transfer.

POPULATION SERVED – PAGE 4

The Division serves a diverse population as a whole. And the faculty will continue to expand a number of face to face class offerings, expand a number of online courses, and have a two year plan to follow.

ACCOMPLISHMENTS ACHIEVING GOALS – PAGE 5

Program achieved its goals with developing SLO's and updating all of its course offerings on continuous basis.

DEMAND FOR PROGRAM – PAGE 7

Projections show long-term trends with Remarkable positive results for college graduates.

EXTERNAL ISSUES, STRENGTHS, WEAKNESSES – PAGE 9

Strong enrollment and certificate completions; skilled and experienced faculty. Weaknesses: Reliance on incarcerated students for majority of enrollments.

CURRICULUM HISTORY – PAGE 9

All of the business, economics, accounting, and management courses have been offered successfully at least once during the preceding six semesters.

COURSE SCHEDULING AND AVAILABILITY – PAGE 10

The program serves mostly incarcerated students constituting a heavy reliance on correspondence courses.

STUDENT LEARNING OUTCOMES – PAGE 10

Program faculty has identified SLOs in all courses, degrees and certificates, and regularly assesses SLOs.

COURSE CURRENCY – PAGE 14

All courses are updated and submitted to the Curriculum committee for final approval.

PROGRAM & COURSE COVERAGE – PAGE 14

Coverage of courses with full-time and adjunct faculty is adequate.

PROFESSIONAL DEVELOPMENT – PAGE 15

Full-time faculty stay current in their field through professional development activities.

COMPLETION & RETENTION – PAGE 19

Need to implement new strategy to address missing the institutional set standard for completions.

ENROLLMENT TRENDS – PAGE 24

All of the business and management courses continue to be popular.

QUALITY OF THIS PROGRAM – PAGE 26

Enrollment trends steadily increased in the prior three years in both correspondence and face-to-face sections.

FINANCIAL TRENDS – PAGE 27

The Business Division has seen a steady increase not only in its actuals year after year, but we have also seen proposed budgets aligning within the margins of its expenses.

REVENUES & EXPENSES – PAGE 28

The Business Division revenues continue to surpass expenses.

FACILITIES & EQUIPMENT – PAGE 32

Facilities are adequate in space, cleanliness, lighting and equipment.

TWO YEAR PLAN – PAGE 32

Enforce no-show and other processes to reduce the number of course grades of W. Continue job fair and promote the program with printed materials. Conduct annually reviews of the program, develop stronger working relationships with local business and the Business Advisory committee.

APPENDIX A: SUCCESSFUL COMPLETIONS CALCULATIONS – PAGE 35

Calculations showing how we interpreted missing the institutional goal and how to address the issue(s).

APPENDIX B: PROGRAM FLYERS – PAGE 43

Program requirements to pass out at events and to distribute at the prisons we serve.

CTE Full Review

PALO VERDE COLLEGE

BUSINESS MANAGEMENT

REPORTING FALL 2013 TO SPRING 2016

1. PURPOSE OF THE PROGRAM

"Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals." PVC Mission Statement 01/2016

a. Describe the purpose of program and its mission.

The Division is committed to achieving the core of its mission by offering courses in the subject areas of accounting, business, economics, and management that support the following programs:

- Associates of Science, Business Management
- Certificate of Achievement, Business Management
- Certificate of Career Preparation, Business Literacy
- Certificate of Career Preparation, Small Business Management
- Certificate of Career Preparation, Personal Finance

The business division is pleased with the number of course offerings and programs that help prepare students for careers in business, administration, education, government, management, and retail. The program focuses on helping students develop skills in planning, organizing, directing, and controlling the functions and processes of a firm or organization. The program covers management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

The division is aligned with the Palo Verde College Mission Statement. The degrees and certificates fulfill the primary mission of the college by offering opportunities for academic growth to a diverse group of students for today's job market. The high quality educational programs prepare students for the workforce and helps them find employment in entry level occupations needed in today's competitive global economy.

b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

In the last few years, the division has expanded services by adding a Certificate of Career Preparation in Personal Finance which will serve to help students to navigate through the real world of financial responsibilities. Additionally, we have added an Associate of Science for Transfer in Business Administration.

c. How does the program support the College Mission?

The Business Division's priority is to provide a quality level of education that is accessible, transforming lives, expanding employment opportunities, and enriching our communities. The Division is aligned with the mission of the college, providing learners to succeed in their quest to achieving their certificate, degree, or to transfer.

The job market outlook indicators tell us that occupations will steadily rise until the year 2022. Demands for operation managers, general operations, supervision, bookkeepers, accounts, auditing clerks, and sales will be among the many occupations that will promote opportunities for our students' well-being. In fact, the United States Department of Labor stated that the "Total employment in the U.S. economy is projected to grow by 15.6 million during the 2012–2022 decade to reach 161 million; this represents a 10.8-percent employment increase."

http://www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm

2. POPULATION(S) SERVED

a. Describe the populations served by the program, identifying special populations, if any.

The Business Management Program serves mostly correspondence students, but we do offer a few courses each term where there is enough community demand for a face to face course.

Inmate students are the largest constituency of the Business Management program. In fact, our college serves between 16-18 prisons around the state. The two largest enrollment numbers are located within our own region, Ironwood State Prison (ISP) and Chuckawalla Valley State Prison (CVSP). All inmates are enrolled through our program in a correspondence modality. Evidently, these specific students are attracted to our degrees and certificates because inmates are hopeful the programs will provide employment opportunities upon their release from prison. Since the initiation of the prison program, Palo Verde College has granted approximately 1,900 associates degrees and certificates to date.

The future of this program looks very promising. Different indicators tell us that the inmate education program will continue to grow because of the demands of the job market. It is essential to continue looking at new programs, online instruction, new subject courses, and a rigorous planning mechanism to enhance the needs of the communities and continue building on existing milestones with our inmate population.

b. Describe other populations that should be served by the program and identify plans for serving them in the future.

There is a significate imbalance in our program between community students and inmate students, and we do need to foster community students in the Business Management program. The division recognizes that simply launching more face to face courses is not the immediate answer. The initial plan to help grow interest in face to face classes is to continue to support community events, like an annual Job Fair, but also to support a new club on campus for Business students.

The feedback from the advisory committee for needs within the community tell us that their priorities are customer service, interviewing and resume preparation. So, by nurturing the students within the Business club and continuing to reach out to the community we can find the proper courses to meet their needs. We will have to continue to evaluate the feedback from both the students and the community to see if Business Management can fulfill those needs, or if new courses are warranted.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

a. Describe progress in achieving each goal outlined in the previous CTE Update, providing evidence documenting such achievements.

Goal	Action Taken
Continue division evaluations of the viability of all courses and programs.	Building a strong working relationship with the community to address needs by creating a curriculum that is aligned with most entry-level occupations. Introduction to Business addresses the importance of maintaining good customer service care and having high levels of customer service satisfaction.
Update all ACC, BUS, ECO, and MAN course outlines, as needed.	The department meets regularly to update all course outlines and ensure the information is distributed to the (TRC) Technical Review Committee, and then to the Curriculum Committee for final approval.
To continue to develop online instruction of BUS and MAN courses to expand the reach of the program.	We tried offering online courses, but have not been successful with classes making.
Develop stronger contacts with adjunct faculty by publicizing faculty and division meetings, as well as advisory group meetings.	The division chair is responsible for setting up agenda and minutes to keeping everyone informed within the department. The Chair also sets up conference calls with adjunct instructors to make sure documents, such as syllabi, evaluation material, SLOs, and other related material are submitted within the guidelines of the instruction office.

Goal	Action Taken
	Adjunct instructors are not obligated to attend meetings, but are aware of meeting dates and times, should they decide to participate.
Continue and expand student learning outcomes and assessments of all courses in the program.	All of the ACC, BUS, ECO, and MAN courses are updated regularly and are then placed on the Curriculum Committee agenda for final approval. The department makes a thorough review of all SLOs and updates them, as changes are needed.
Evaluate the continuing need for the AS degree in Business Management, in light of the recently-implemented Associate Science degree in Business Administration for Transfer.	The division regularly visits its degree and certificate programs to update and make changes as needed. The AS degree in Business Management continues to be a popular program among students. In the last three years, the division has granted the following associates degrees.
Evaluate all certificates in terms of need.	The Division has no need to bring any changes now. The department is rigorously marketing its program to increase the number of graduates in degrees and certificates. After a year, we will review enrollments, completion rates, persistence, and successful pass rates. We are certain students will continue seeking business degrees because these courses have immediate real-world applications in the workforce. And several students in the prison choose the business discipline to complete their educational goals.
Ensure consistent quality in course and program delivery of encouraging the participation of full-time faculty in the performance evaluations of part-time faculty teaching courses in the program.	Full time faculty have participated in evaluations of part-time faculty.
Continue the practice of evaluating course syllabi for quality, consistency and academic rigor.	As part of faculty evaluations, syllabi are reviewed.

b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.

No goals were modified.

4. DEMAND FOR THE PROGRAM

Is the demand for the program high, adequate, or low? Support your answer with labor market data, advisory input, etc.

As noted in the summary report that was released a year ago, data for this update was drawn from the California Employment Labor Market (EDD) information website, occupations projected to have the most job growth through 2022, both at the Riverside-San Bernardino Metropolitan Statistical Area (MSA) and California statewide levels: http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html\

Outlook Projections

Outlook projections for Riverside - San Bernardino counties show long-term trends with remarkable positive results for college graduates. The professional and technical services industry cluster is comprised of interrelated industries that include Management, Technical Consulting Services, Related Services, Tax Preparation, Bookkeeping, Payroll Services Advertising, Public Relations, and Related Services. According to labor market information listed below, the top five areas with the highest growth ranks are listed as follows:

Occupation Title	Projected Employment 2022
General and Operations Managers	22,770
First-line Supervisors of Retail Sales Workers	18,910
First-line Supervisors of Office & Administrative Support Workers	15,680
Bookkeeping, Accounting, and Auditing Clerks	14,890
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	13,200

As of 2016, students pursuing a degree in business, management, and/or accounting will continue to see a continuum of demands, at the regional and statewide levels. The Division will continue to provide the same level of quality of instruction to students with a diverse training in courses that include accounting, business, business mathematics, marketing, finance, management, and economics. This will enable students to apply for fundamental occupations in management and related occupations.

Business degree holders can choose from a variety of possible career paths, starting with business training programs in major companies. Related fields to business majors include analysts, managers, and consultants. Some business graduates go into human resources or sales. Many of these graduates will work in marketing and public relations. The common ground we are seeing here is that there is a wide range of employment opportunities to our college graduates.

The long-term prospects for business majors are positive, according to the U.S. Bureau of Labor Statistics. With above-average salaries and solid benefit packages, the business graduates can expect to follow a career with an upward trajectory. The study above also acknowledges that

entry-level programs that train and prepare recent graduates often look to business majors to fill their ranks. And the further up the ladder business graduates climb, the more opportunities they will find as they grow into their field.

Employment Development Department		2012-2022 Occupational Employment Projections Labor Market Information Division Riverside-San Bernardino Counties Published December 2014								
SOC Code*	Occupational Title	Estimated Employment 2012**	Proj. Employ 2022		Average Annual Job Openings		2014 First Quarter Wages	Education and Training Levels		
				New Jobs [2]	Replacement Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Work Experience	On-the-Job Training
11-1021	General and Operations Managers	18,570	22,770	420	347	767	$43.75	$90,991	<5 years	None
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	4,720	5,770	106	103	209	N/A	N/A		
11-2011	Advertising and Promotions Managers	220	290	6	7	13	$33.70	$70,095	<5 years	None
11-2021	Marketing Managers	880	1,110	24	19	43	$56.54	$117,601	≥5 years	None
11-2022	Sales Managers	3,400	4,100	70	73	143	$47.31	$98,407	<5 years	None
11-3000	Operations Specialties Managers	10,970	12,770	180	207	387	N/A	N/A		
41-1011	First-Line Supervisors of Retail Sales Workers	16,560	18,910	235	360	595	$18.94	$39,397	<5 years	None
43-1011	First-Line Supervisors of Office and Administrative Support Workers	13,090	15,680	259	311	570	$23.49	$48,857	<5 years	None
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	10,570	13,200	263	206	469	$25.65	$53,346	None	MT OJT
43-3031	Bookkeeping, Accounting, and Auditing Clerks	12,390	14,890	250	114	364	$18.06	$37,566	None	MT OJT
13-2011	Accountants and Auditors	7,230	8,880	165	214	379	$29.94	$62,286	None	None

5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

a. Cite relevant legislation, Chancellor's Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

There are no mitigating factors.

b. List and comment on the major strengths of the program.

The division continues to experience increased enrollments in accounting, business and management courses, attributable to the growth of the number of incarcerated students taking College courses via distance education. The college is currently serving 16 prisons, thus, the volume has respectively followed along the same trends.

c. List and comment on the major weaknesses of the program.

The division continues to validate that an enrollment base for our communities should be a focus point, so it would be less dependent on enrollments of incarcerated students. This matter should be discussed with Enrollment Management and the Strategic Planning Committee in conjunction with Business Division.

6. CURRICULUM HISTORY

a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

Degrees/Certificates	Courses
AS, Business Management	ACC 101, 102 BUS 115, 105, 206 ECO 105, 106 MAN 105, 106, 107, 145
Certificate of Achievement, Business Management	ACC 101, 102 BUS 101, 105, 115, 135, 201, 202 CIS 120 ECO 105, 106 MAN 105, 107, 145 PSY 145
Certificate of Career Prep, Business Literacy	ACC 100 BUS 101, 105 CIS 101 MAT 82
Certificate of Career Preparation-Personal Finance	BUS 103, 105 MAN 205

b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.

N/A

7. COURSE SCHEDULING AND AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

The division continues to offer business, management and accounting courses in all modalities; face-to-face, ITV, correspondence and online to suit the evolving needs of students taking these courses. Incarcerated students represent 75% of our enrollment numbers, a preponderance of these sections are offered in correspondence mode to accommodate both inmates and community students. Face-to-face instruction classes are offered to students in Needles via ITV and/or classes are offered on site. More face-to-face classes are also being offered during the day and evening, unlike in past years. Online sections are offered, but have not been successfully offered.

8. STUDENT LEARNING OUTCOMES (SLO)

SLO QUANTITATIVE DATA

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1 in the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 For BUSINESS MANAGEMENT		
Acquired fundamental grounding in communication, critical thinking, scientific inquiry, and quantitative reasoning, the arts, literature and humanities, social, political and economic institutions, and self-development.		
Course IDs within the Program that map to PLO#1	**% Successful Students 2014-2015**	**% Successful Students 2015-2016**
ACC 100	79%	77%
ACC 101	84%	72%
ACC 102	83%	87%
BUS 101	47%	71%
***BUS 103**	No Data	79%
BUS 105	73%	74%
BUS 115	97%	No Data
BUS 135	71%	70%
***BUS 201**	No Data	89%
BUS 202	44%	49%
BUS 206	22%	52%
CIS 101	86%	91%
ECO 105	91%	97%
ECO 106	94%	82%
***MAN 105**	No Data	81%

MAN 106	40%	70%
MAN 107	81%	79%
MAN 145	77%	79%
***MAN 205**	96%	No Data
MAT 082	27%	40%
***PSY 145**	95%	No Data
Average % of Successful Students by Year	**72%**	**74%**

***Not offered or data not found in the SLO share folder.**

Average Percentage Program Learning Outcome #2 For BUSINESS MANAGEMENT		
Acquired fundamental knowledge of the operations of business organizations.		
Course IDs within the Program that map to PLO#1	**% Successful Students 2014-15**	**% Successful Students 2015-16**
ACC 100	79%	77%
ACC 101	84%	72%
ACC 102	83%	87%
BUS 101	47%	71%
BUS 103	No Data	79%
BUS 105	73%	74%
BUS 115	97%	No Data
BUS 135	71%	70%
BUS 201	No Data	89%
BUS 202	44%	49%
BUS 206	22%	52%
CIS 101	86%	91%
ECO 105	91%	97%
ECO 106	94%	82%
MAN 105	No Data	81%
MAN 106	40%	70%
MAN 107	81%	79%
MAN 145	77%	79%
MAN 205	96%	No Data
Average % of Successful Students by Year	**72%**	**76%**

From the each of the tables above enter the "AVERAGE % of Successful Students by Year" in the appropriate box below.

Average Percentage for all Program Learning Outcomes For BUSINESS MANAGEMENT		
PROGRAM LEARNING OUTCOME	*% Successful Students 2014-15*	*% Successful Students 2015-16*
PLO #1	**72%**	**74%**
PLO #2	**72%**	**76%**
Average % of Successful Students by Year	**72%**	**75%**

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since your last program review. These action plans should be in identified in the Program Level CLO Worksheets.

The following table shows courses with identified gaps in success rates.

Assoc PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
1 & 2	**BUS 101**	Low achievement on CLOs	**Increase review of the topics prior to exams; alter exam to be more clear**	**Textbook & publisher resources**	**24 percentage point increase in achievement**	**14-15 15-16**
1 & 2	**BUS 202**	Written expression is difficult for students; issues with writing without copying; problematic CLO	**Provide more practice with writing. Change one of the CLOs.**	**Textbook & publisher resources**	**5 percentage point increase in achievement**	**14-15 15-16**
1 & 2	**BUS 206**	Low achievement on CLOs	**Revise length of assessment**	**Instructor**	**30 percentage point increase in achievement**	**14-15**
1 & 2	**MAN 106**	Low achievement on CLOs	**Change assessment tool**	**Instructor**	**30 percentage point increase in achievement**	**14-15**
1	**MAT 82**	Low achievement on CLOs	**Provide extra practice**	**Instructor**	**13 percentage point increase in achievement**	**14-15**

a. **List courses for which CLOs have not been assessed. Provide an explanation why assessment of these CLOs have not been performed.**
All courses have been assessed.

b. **Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.**
BUS 202 – Business Communications CLO was approved in 2015-16. Business Communications has not been taught face to face for over five years, only correspondence. Nonetheless, one of the CLOs was "Speak 5 minutes before an audience" which is impossible to assess and evaluate via correspondence. The CLO was amended to "Identify seven writing weaknesses and provide appropriate edits to enhance the professionalism of the sample document."

c. Provide specific examples of course improvements resulting from the assessment of course SLOs.

The instructors are communicating with one another a lot more about course content and evaluation methods. We find value in aligning our benchmarks as a division in order to more effectively reflect on the achievement of our collective students. This has resulted in improved development of assessment tools, finding a better organization for the course, and an emphasis on building understanding throughout the term from the lower Bloom's taxonomy to the higher levels.

d. Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.

As a division, we improved program performance by incorporating reference materials, detailed progress reports and increased writing assignments. We improved overall by 3 percentage points. The data clearly indicates the program success rate has improved over the two-year period.

e. Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).

Term	Course	Modalities	CLO Achievement
Fall 2015	ACC 100	Correspondence Face to Face	No differences in achievement.
Spring 2016	ACC 101	Correspondence Face to Face	Correspondence had 78% meet the benchmark. Face to face had 86% meet the benchmark.
Fall 2015	BUS 101	Correspondence Face to Face	No differences in achievement.
Spring 2016	BUS 135	Correspondence Face to Face	Correspondence had 72% meet the benchmark. Face to face had 67% meet the benchmark.

9. COURSE CURRENCY

a. List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.

All courses are updated.

Courses in the Program	Date Reviewed/Approved By Curriculum Committee
ACC 100	12/14
ACC 101	5/13
ACC 102	5/13
BUS 101	12/14
BUS 103	2/14
BUS 105	12/14
BUS 115	12/14

Courses in the Program	Date Reviewed/Approved By Curriculum Committee
BUS 135	4/14
BUS 201	12/14
BUS 202	10/15
BUS 206	12/14
CIS 101	5/14
ECO 105	4/14
ECO 106	4/16
MAN 105	12/14
MAN 106	4/13
MAN 107	12/14
MAN 145	12/14
MAN 205	2/14
MAT 082	3/15
PSY 145	11/14

b. Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.

Everything is up to date and current in accordance with the Curriculum Committee.

10. PROGRAM AND COURSE COVERAGE

a. List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
ACC-100			Taught by Both
ACC-101	Yes		
ACC-102	Yes		
BUS-101			Taught by Both
BUS-103			Taught by Both
BUS-105			Taught by Both
BUS-115			Taught by Both
BUS-135	Yes		
BUS-201		Yes	
BUS-202			Taught by Both
BUS-206			Taught by Both
BUS-221	Yes		
CIS-101			Taught by Both
ECO-105	Yes		
ECO-106	Yes		
MAN-105			Taught by Both
MAN-106			Taught by Both
MAN-107			Taught by Both
MAN-145			Taught by Both
MAN-205	Yes		
MAT-082	Yes		

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
PSY-145	Yes		

b. Explain how effectively the program is served with the current coverage.
There is no deficiency in course coverage.

c. Describe plans to correct deficiencies, if any, in course and program coverage.
The Division has no deficiencies, thus there are no plans to make any changes.

11. PROFESSIONAL DEVELOPMENT

a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years, and explain how such activities benefited the program and supported and facilitated student learning outcomes.

Brian Thiebaux

2016-17

Team Member, Visiting Accreditation Team, Alan Hancock College, Sept. 25-29, 2016, Santa Maria, CA, to enhance skills and knowledge in new accreditation standards with direct benefit to PVC

ACCJC Team Member Training, August 31, 2016, Los Angeles, to enhance skills and knowledge in new accreditation Standards with direct benefit to PVC

Enrolled in THA 191, PVC, Rehearsal and Performance in Production, Fall Semester 2016, participating in play production to enhance cultural arts program at PVC

CCCCO, Woodland, CA, Training in public safety curriculum development, July 22, 2016, benefitting PVC's development of the Fire Science Technology program

2015-16

Canvas Training Webinar, April 20, 2016, to gain skills in learning to use Canvas

Team Member, Visiting Comprehensive Accreditation Team, Southwestern College, Sept. 27-October 1, 2015, Chula Vista, CA, to enhance skills and knowledge in accreditation standards with direct benefit to PVC

ACCJC Team Member Training, September 2, 2015, Los Angeles, to enhance skills and knowledge in new accreditation Standards with direct benefit to PVC

2014-2015
IEPI Standards Workshop, College of the Canyons, March 27, 2015, gaining understanding of institution-set standards for PVC for compliance with CCCCO requirements

Team Member, Special Visiting Accreditation Team, City College of San Francisco, September 16-20, 2014, San Francisco, CA, to enhance skills and knowledge in accreditation standards in the special circumstances of City College of San Francisco, with direct benefit to PVC

ACCJC Team Member Special Training, October 16, 2014, Los Angeles, to enhance skills and knowledge in accreditation specifically for City College of San Francisco, with direct benefit to PVC

3SP and Equity Plan Training, CCCCO, Sacramento, September 14-16, 2014, to gather information and guidance for writing the 3SP and Equity plans for PVC

2013-2014
Time was devoted to preparing the self-evaluation report for accreditation and preparing for the team visit.

2012-2013
SLO Training, College of the Desert, Fall 2012, to assist PVC in SLO development

Pre-Accreditation Comprehensive Visit Training, College of the Desert, Fall 2012, to assist PVC in preparing for the March 2014 Comprehensive Accreditation Team Visit

Sarah Frid

Sarah hasn't participated in any professional development aside from college-sponsored events (institute day, flex days, sexual harassment, etc.). So while she has had ample training on campus policies and procedures, there exists a large gap in networking within the business educator realm in terms of curriculum, CTE components, and the like. She has recently become a member of the CBEA (California Business Educators Association) which provides a myriad of benefits such as: workshops and conferences, mentor/mentee opportunities, legislative updates, train for new technologies, curriculum examples, and updates and problem-solving opportunities.

Sarah would like to delve into gender issues that have been plaguing the business world. The PVC business division would benefit from addressing this timely topic across our programs. Ultimately, a cross-over course between business, sociology and/or psychology could work to benefit each department.

Michael Gaubeca

In September of 2012 he attended the Entrepreneurship in Education conference in Fresno, California. One of the guest speakers was Michelle Marquez, Director of the Center for Excellence at Fresno. Some of her research revealed that about 66% of California's community colleges offered at least one course in Entrepreneurship and that 61% of them claimed to have Entrepreneurship programs, mostly certificates. Another speaker, Carolyn Johnson of College of Alameda, discussed her college's 9-unit Certificate of Proficiency in Small Business Administration consisting of the following three courses: Introduction to Business, Small Business Management, and Communication Skills for Technicians.

With these discussions in mind I proposed (and it was later adopted) a Certificate of Career Preparation in Small Business Management for PVC with the following four courses: Introduction to Accounting (ACC100), Business Mathematics (BUS105) or math department equivalent, Small Business Management (MAN107), and Small Business Finance (BUS115), for a total of 13/14 units. Similar to Alameda's the certificate was not designated an "entrepreneurship" certificate because such programs usually require a student practicum (actually starting a small business in the community), which is currently not feasible among our predominantly correspondence students.

In August of 2013 I attended the California Financial Literacy Conference for Educators in Los Angeles, California (and later in May of 2016 in San Diego, California). The California Society of CPA has partnered with other organizations in a coalition that is dedicated to the goal of improving the financial literacy of California's youth (which has been deteriorating at an alarming rate).

I subsequently proposed (and it was later accepted) a course in Personal Finance (BUS103) here at PVC, which has now been successfully offered twice (Fall 2015 and Fall 2016). Additionally, a 9-unit Certificate of Career Preparation in Personal Finance was later adopted consisting of the following three courses: Personal Finance (BUS103), Business Mathematics (BUS105) and Investments (MAN205).

The new course in Personal Finance and the two certificates have enhanced the Business Divisions offerings at PVC and have contributed to the further education of our students.

Peter Martinez

Since 2011, Peter has taken his own initiative to seek personal growth. Due to the limitations at the college to attend conferences and events around the state. He has gained valuable traits from industries that has helped him bring back those experiences to the classroom. Currently, Peter serves on two organizations that directly helps him with sharpening his skills in the business world and stay up-to-date with trends with regulatory agencies and its changes.

The first professional growth listing is with the City of El Centro. Since 2011, Peter has been serving as a Personnel Appeal Board Member. Duties include overseeing hearings and reviewing rules and regulations as they pertain to specific employee and department policies. The value he has gained from this is knowledge of knowing how management, government operations, and regulations are structured. Essentially, allowing him to create a learning mechanism for students in the classroom. Most importantly, what kind of mind set is needed for these types of employment opportunities.

The second organization is with "Sun Community Fed Credit Union." For the past two (2014-present) years, Peter has been a member of the supervisory team for the (bank) credit union. Along with 4 other supervisors, he reviews the banks internal audits and approves or denies outcomes based on financial evidence provided by department managers. As a supervisor, he also reviews employee accommodations, disciplinary actions taken against employees and makes a determination whether the action was granted appropriately or inappropriately. Each measure is reviewed for "due process rights" and follow ups are regularly made to give both sides outcome responses. Along with these responsibilities, he also participates in regulatory agency trainings. These trainings are provided to keep the supervisory group abreast to banking regulations and institutional changes made from the state and federal levels.

As to campus growth, Peter has also participated in the development of a new course BUS 210- Business Ethics. His experience and exposure to real world circumstances has allowed him to create new avenues for student success. Since 2014, he has served as a division chair for the Business Division. During his tenure, he developed and drafted the CTE two-year report and took leadership in the development of the first ever community job fair for the City of Blythe. Along with these duties, he has increased the participation of more business leaders in the "Business Advisory" Committee—members include from sectors involving city government, business leaders, county and city representatives, non-profit organizations, and business majors contributed to the making of the Advisory platform.

Last, Peter has also participated on campus to institute day, flex days, and the most recent sexual harassment training the college instituted for all staff and faculty.

b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

Sarah is the only member of the division that has unmet professional needs. She is seeking training and guidance on facilitating meaningful program-wide improvements like evaluating textbooks with equity in mind, improving all courses to not just touch on diversity, but claim it as a cornerstone, and develop a course or courses that specifically delve into the gender and minority issues with business.

12. STUDENT SUCCESSFUL COMPLETION & RETENTION

Note: the Program Review Committee will research the required completion and retention data and provide it to program faculty members for their review and analysis for this report. **Completion** is defined as number of grades of A,B,C,CR divided by A,B,C,D,F,CR,NC,W,MW, IP. **Retention** is defined as number of grades of A,B,C,D,F,CR,NC, MW, IP divided by A,B,C,D,F,CR,NC,W,MW, IP

a. Assess semester-by-semester course completion performance in each course in the program over the preceding six (6) semesters and compare those rates with the Institutional Set standards.

Division faculty are concerned about the number of BUS and MAN courses that fall below the institutional-set course completion rate of 70.6% during the three-year period under review. Faculty attempted to discern reasons for the comparatively low completion rates by researching supplemental data, including completion rates section-by-section and by delivery mode. Faculty also analyzed no-show data in a further attempt to identify patterns that could explain the low rates.

When comparing data from "successful" courses—that is, courses whose completion rates were 70.6% or higher—to courses with rates below 70.6%, there appeared to be a pattern of a low number of no-shows for low-performing courses coupled with a large number of grades of W for those same courses. Successful courses tended to have few grades of W, by comparison. Time did not permit an analysis of no-shows for successful courses, but the assumption is that some instructors are diligent in issuing no-shows early in the semester, resulting in fewer Ws and, thus, higher completion rates. (Appendix A1-A10 is in reference to this analysis)

Along those lines, some faculty stated in division meetings that they typically do not issue no-shows because the no-show deadline occurs too early in the semester to determine if a student should be dropped. Faculty recognize that this practice—not issuing no-shows and thus dropping students—may be resulting in a high number of Ws, and, thus, lower completion rates.

Division faculty agree that this is a problem requiring ongoing monitoring, and has set as one of its goals the task of improving completion rates by enforcing no-show rules more rigorously and by continuing to identify, and act on, other causes of the low completion rates.

The Current Institutional Set Standard is: 70.6%

ACADEMIC YEAR 2013-14					
	Online Completion Rate	**Correspondence Completion Rate**	**Face to Face Completion Rate**	**Fall Completion Rate**	**Spring Completion Rate**
ACC-100		65%	67%	64%	67%
ACC-101		59%		52%	71%

ACADEMIC YEAR 2013-14					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
ACC-102		80%			80%
BUS-101		44%	50%	48%	41%
BUS-103					
BUS-105		46%	60%	46%	47%
BUS-115					
BUS-135		45%		61%	31%
BUS-201					
BUS-202		56%		78%	41%
BUS-206		53%		54%	53%
BUS-221					
CIS-101					
ECO-105		56%		57%	55%
ECO-106		92%			92%
MAN-105		76%		65%	91%
MAN-106		42%		73%	22%
MAN-107		72%			72%
MAN-145		50%		67%	33%
MAN-205					
MAT-082			26%		26%
PSY-145		88%		85%	90%

ACADEMIC YEAR 2014-15					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
ACC-100		57%	50%	60%	54%
ACC-101		73%		77%	68%
ACC-102		82%			82%
BUS-101		39%	39%	43%	36%
BUS-103					
BUS-105		52%		53%	51%
BUS-115		100%			100%
BUS-135		51%	70%	58%	47%
BUS-201					
BUS-202		43%		46%	41%
BUS-206		37%		55%	20%
BUS-221		40%			40%
CIS-101		69%		77%	63%
ECO-105		83%			83%
ECO-106		82%		82%	
MAN-105		79%			79%
MAN-106		48%		44%	56%
MAN-107		51%		58%	42%
MAN-145		45%		59%	26%

ACADEMIC YEAR 2014-15					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
MAN-205		89%			89%
MAT-082			33%	35%	30%
PSY-145		93%			93%

ACADEMIC YEAR 2015-16					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
ACC-100		48%	47%	46%	50%
ACC-101		51%	90%	50%	63%
ACC-102		78%			78%
BUS-101		50%	44%	46%	53%
BUS-103		30%		30%	
BUS-105		59%		55%	62%
BUS-115					
BUS-135		47%	55%	48%	47%
BUS-201		57%		57%	
BUS-202		48%		51%	43%
BUS-206		45%		33%	56%
BUS-221					
CIS-101	81%	71%	55%	67%	74%
ECO-105		81%			81%
ECO-106		71%		71%	
MAN-105		67%		67%	67%
MAN-106		46%		35%	56%
MAN-107		55%		63%	51%
MAN-145		57%		48%	69%
MAN-205					
MAT-082			57%	45%	72%
PSY-145					

b. Assess semester-by-semester course retention performance in each course in the program over the preceding six (6) semesters.

While there is no institutional set standard for retention, division faculty note that retention rates for program courses are high compared to completion rates because of the inclusion of grades of D, F, and NP—in addition to grades of A, B, C, and P—in the numerator of the formula. The formula excludes grades of W on the assumption that a student would not be counted as having been "retained" if the student dropped the course late in the term. In light of our analysis of successful completion rates, above, and our belief that the high incidents of grades of W are causing low retention rates, exclusion of the grade of W in the retention formula would further explain why our retention rates are comparatively high.

ACADEMIC YEAR 2013-14					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
ACC-100		85%	92%	83%	87%
ACC-101		68%		59%	86%
ACC-102		95%			95%
BUS-101		70%	67%	74%	65%
BUS-103					
BUS-105		69%	60%	61%	75%
BUS-115					
BUS-135		84%		91%	78%
BUS-201					
BUS-202		84%		91%	79%
BUS-206		84%		83%	84%
BUS-221					
CIS-101					
ECO-105		73%		61%	91%
ECO-106		100%			100%
MAN-105		87%		81%	96%
MAN-106		62%		83%	49%
MAN-107		83%			83%
MAN-145		67%		72%	61%
MAN-205					
MAT-082			83%		83%
PSY-145		94%		92%	95%

ACADEMIC YEAR 2014-15					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
ACC-100		84%	75%	84%	84%
ACC-101		82%		87%	74%
ACC-102		88%			88%
BUS-101		70%	78%	69%	72%
BUS-103					
BUS-105		87%		84%	89%
BUS-115		100%			100%
BUS-135		85%	80%	88%	80%
BUS-201					
BUS-202		80%		78%	80%
BUS-206		64%		69%	59%
BUS-221		60%			60%
CIS-101		86%		85%	87%
ECO-105		93%			93%
ECO-106		87%		87%	

ACADEMIC YEAR 2014-15					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
MAN-105		82%			82%
MAN-106		72%		65%	85%
MAN-107		77%		76%	79%
MAN-145		76%		81%	70%
MAN-205		89%			89%
MAT-082			80%	83%	77%
PSY-145		93%			93%

ACADEMIC YEAR 2015-16					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
ACC-100				68%	77%
ACC-101		72%	74%	70%	77%
ACC-102		69%	100%		78%
BUS-101		78%		73%	84%
BUS-103		78%	81%	48%	
BUS-105		48%		85%	87%
BUS-115		86%			
BUS-135				68%	88%
BUS-201		76%	82%	100%	
BUS-202		100%		83%	78%
BUS-206		81%		78%	77%
BUS-221		78%			
CIS-101				84%	90%
ECO-105	88%	87%	85%		81%
ECO-106		81%		89%	
MAN-105		89%		79%	87%
MAN-106		84%		67%	75%
MAN-107		71%		75%	79%
MAN-145		78%		90%	75%
MAN-205		84%			
MAT-082				84%	88%
PSY-145			86%		

c. Based on the number of annual awards over the preceding three (3) years, assess trends in the number of program certificates and degrees awarded.

Name of Award	2013-14	2014-15	2015-16
Associate of Science, Business Management	14	14	11
Certificate of Achievement, Business Management	5	5	8
Certificate of Preparation, Business Management	-	2	9
Certificate of Preparation, Business Literacy	41	48	31
Certificate of Preparation, Business Studies	2	1	3

13. ENROLLMENT TRENDS

Note: the Program Review Committee will research the required enrollment data and provide it to program faculty members for their review and analysis for this report.

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends based on modality as well.

The following table summarizes enrollment trends and clearly shows that program enrollments have steadily risen in the preceding three years in both correspondence and face-to-face sections.

ACADEMIC YEAR 2013-14					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
ACC-100		130	12	64	78
ACC-101		41		27	14
ACC-102		20			20
BUS-101		288	12	150	150
BUS-103					
BUS-105		133	10	67	76
BUS-115					
BUS-135		95		46	49
BUS-201					
BUS-202		57		23	34
BUS-206		73		41	32
BUS-221					
CIS-101					
ECO-105		79		46	33
ECO-106		13			13
MAN-105		54		31	23
MAN-106		79		30	49
MAN-107		18			18

ACADEMIC YEAR 2013-14					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
MAN-145		36		18	18
MAN-205					
MAT-082			35		35
PSY-145		33		13	20

ACADEMIC YEAR 2014-15					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
ACC-100		146	12	67	91
ACC-101		49		30	19
ACC-102		17			17
BUS-101		241	18	124	135
BUS-103					
BUS-105		142		70	72
BUS-115		12			12
BUS-135		104	10	59	55
BUS-201					
BUS-202		88		37	51
BUS-206		100		49	51
BUS-221		10			10
CIS-101		287		122	165
ECO-105		30			30
ECO-106		39		39	
MAN-105		28			28
MAN-106		100		66	34
MAN-107		57		33	24
MAN-145		55		32	23
MAN-205		9			9
MAT-082			92	48	44
PSY-145		14			14

ACADEMIC YEAR 2015-16					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
ACC-100		212	19	125	106
ACC-101		45	10	20	35
ACC-102		9			9
BUS-101		306	16	163	159
BUS-103		23		23	
BUS-105		181		80	101
BUS-115					
BUS-135		119	11	73	57
BUS-201		7		7	
BUS-202		84		47	37

ACADEMIC YEAR 2015-16					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
BUS-206		121		55	66
BUS-221					
CIS-101	16	326	20	171	191
ECO-105		26			26
ECO-106		28		28	
MAN-105		70		24	46
MAN-106		94		46	48
MAN-107		67		24	43
MAN-145		37		21	16
MAN-205					
MAT-082			56	31	25
PSY-145					

SUMMARY OF ENROLLMENT			
MODALITY	2013-14	2014-15	2015-16
Correspondence	1,149	1528	1755
Face-to-Face	69	132	132
Grand Total	1,218	1660	1887

14. QUALITY OF THIS PROGRAM

List core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, and refer back your responses in sections 5 – 13 to give a complete analysis of the quality of this program.

All faculty members in the Business Division are very qualified skillful in their respective areas. All of the full-time instructors have at minimum of a Master's Degree in Business Administration. And one individual with a doctoral degree in Economics. In addition, Dr. Gaubeca reaches out to the community annually to provide tax assistance to a non-profit organization to the Volunteer Income Tax Assistance members (VITA) local residence in Blythe.

Business division has taken significant steps to improving its relationship with community business, both in the private and public sector. As of recent years, the division has stepped its working relationship with the Employment Development Department (EDD), City of Blythe, Blythe Chamber of Commerce, many service providers, and with non-profit organizations to put a pulse on the needs of our community.

With respect to Course Outlines of Record (CORs) they are updated and constantly reviewed and edited for changes as needed. The division is making sure its textbooks are up-to-date and SLOs are measuring the principal areas that will help identify student success. In addition, adjunct faculty are part of our growing activities; they provide feedback and/or provide us input. The division makes it a point to having open communication with its part-time faculty.

Additionally, over the past three years the students in the program have earned a total of 155 degrees and certificates, enrollment for courses for each year have totaled between 1218-1903, and the program has seen a 3% average increase of PLO success from 2014-15 to 2015-16.

15. FINANCIAL TRENDS

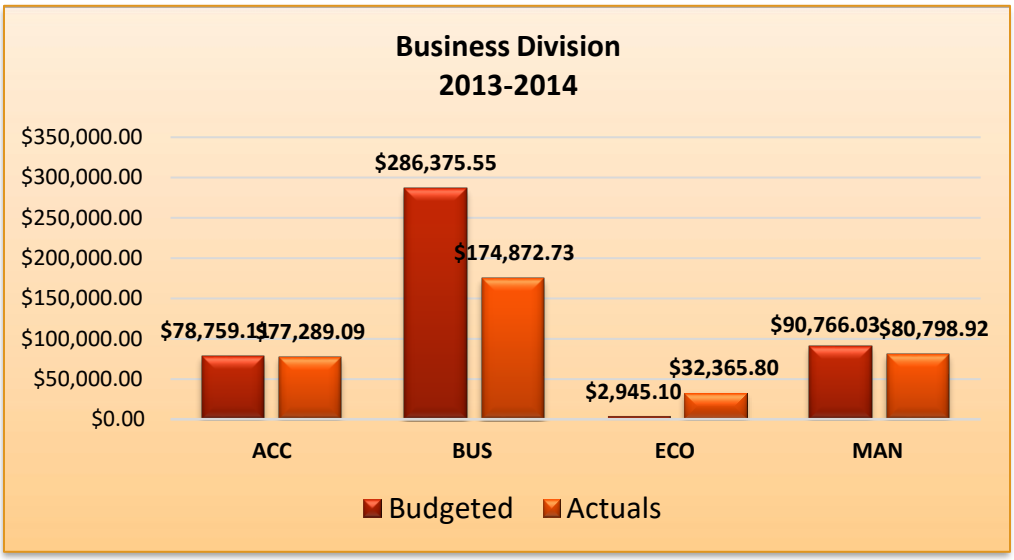
Comment on annual budgeted-vs.-actual program expenditures for each of the preceding five (5) years as to personnel salaries, benefits, supplies, contract services, capital outlay and other expenditures. Explain deviations from budget exceeding 10% of any line item. Describe plans for future budget changes.

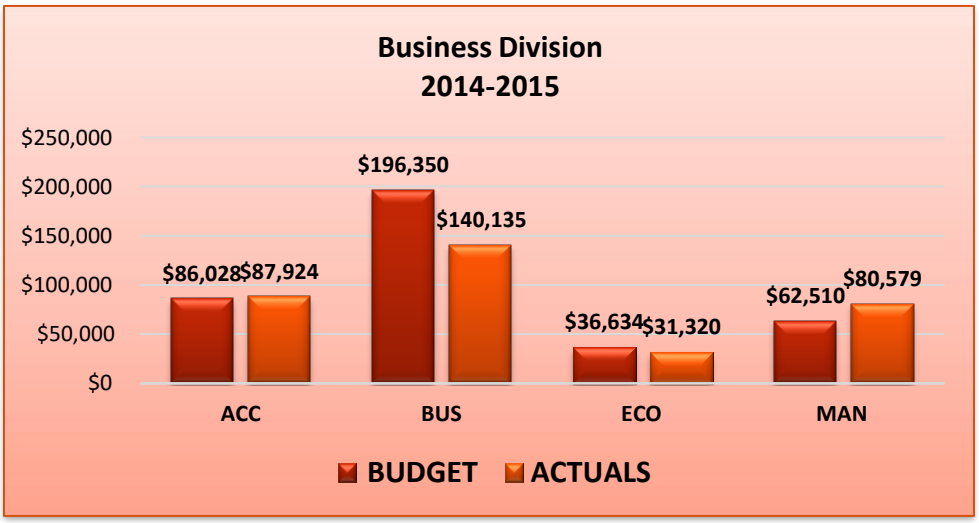
The Business Division has seen a steady increase in its actual expenses year after year, but with proposed budgets increasing as well. The Business discipline is a popular program, inmates look out for the accounting classes, management courses, business classes, and economic courses. Some, if not most, of these classes have more than one section per subject. Trends seem to tell us that we will continue to see high enrollments from the prisons because of the need to fill many occupations from the baby boomer generation filing for retirement. The enrollment trends tell us that we been growing approximately 13% over a two-year period, while the proposed budget has aligned with the growth expectations.

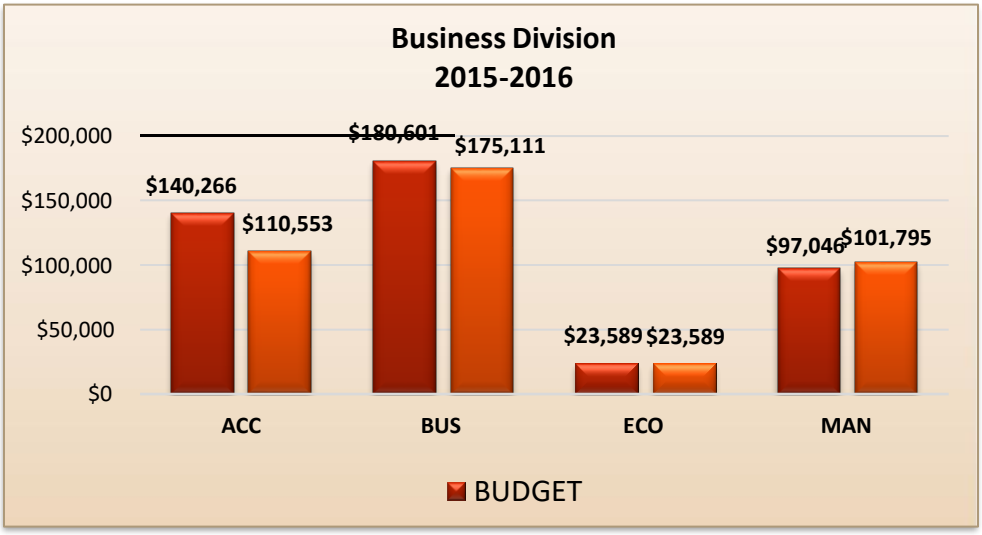
As to the plans for the future, the Business Division meets with the Budgeting Committee on a yearly basis to analyze the needs of the department to plan for supplies, equipment, trainings, conferences, Advisory Meeting costs, and classroom modules, as well as meeting the need to cover salaries for both part-time and full-time faculty. The department has been operating with the bare bottom, leaving very little for anything else other than what is authorized and approved for operations for the year. As the college continues to grow, we will also see the volume of enrollments increase. The popularity of these courses and programs will continue to be in demand, as long as, the market continues to follow the same path.

2013-14	Salaries	Benefits	Budgeted	Expenses	% -/+
ACC	$63,626.15	$13,662.94	**$78,759.11**	**$77,289.09**	**1.9%**
BUS	$144,398.34	$30,474.39	**$286,375.55**	**$174,872.73**	**38.9%**
ECO	$23,829.40	$8,536.40	**$2,945.00**	**$32,365.80**	**(999%)**
MAN	$60,978.69	$19,820.23	**$90,766.03**	**$80,798.92**	**11.1%**
2014-15	**Salaries**	**Benefits**	**Budgeted**	**Total**	**% -/+**
ACC	$71,298.48	$15,162.84	**$86,028.45**	**$86,461.32**	**(.5%)**
BUS	$109,695.78	$30,953.06	**$196,349.77**	**$140,648.84**	**28.4%**
ECO	$24,497.25	$6,823.04	**$36,634.21**	**$31,320.29**	**14.5%**
MAN	$66,438.57	$20,835.07	**$62,510.00**	**$87,273.64**	**(39.6%)**

2015-16	Salaries	Benefits	Budgeted	Total	% -/+
ACC	$92,180.96	$23,209.88	**$140,266.31**	**$115,390.84**	**18%**
BUS	$127,827.66	$47,237.92	**$180,601.01**	**$175,371.89**	**2.9%**
ECO	$16,716.20	$7,142.89	**$23,589.09**	**$23,859.09**	**(1.1%)**
MAN	$75,268.89	$21,679.60	**$97,046.96**	**$96,957.17**	**.09%**



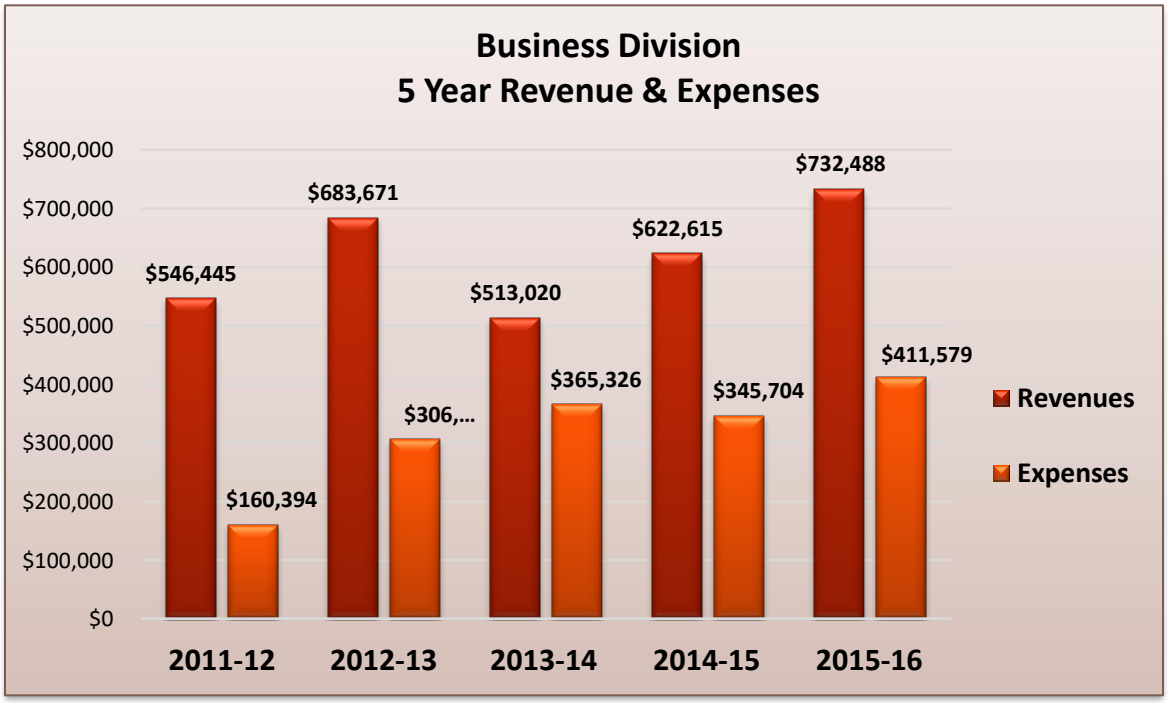




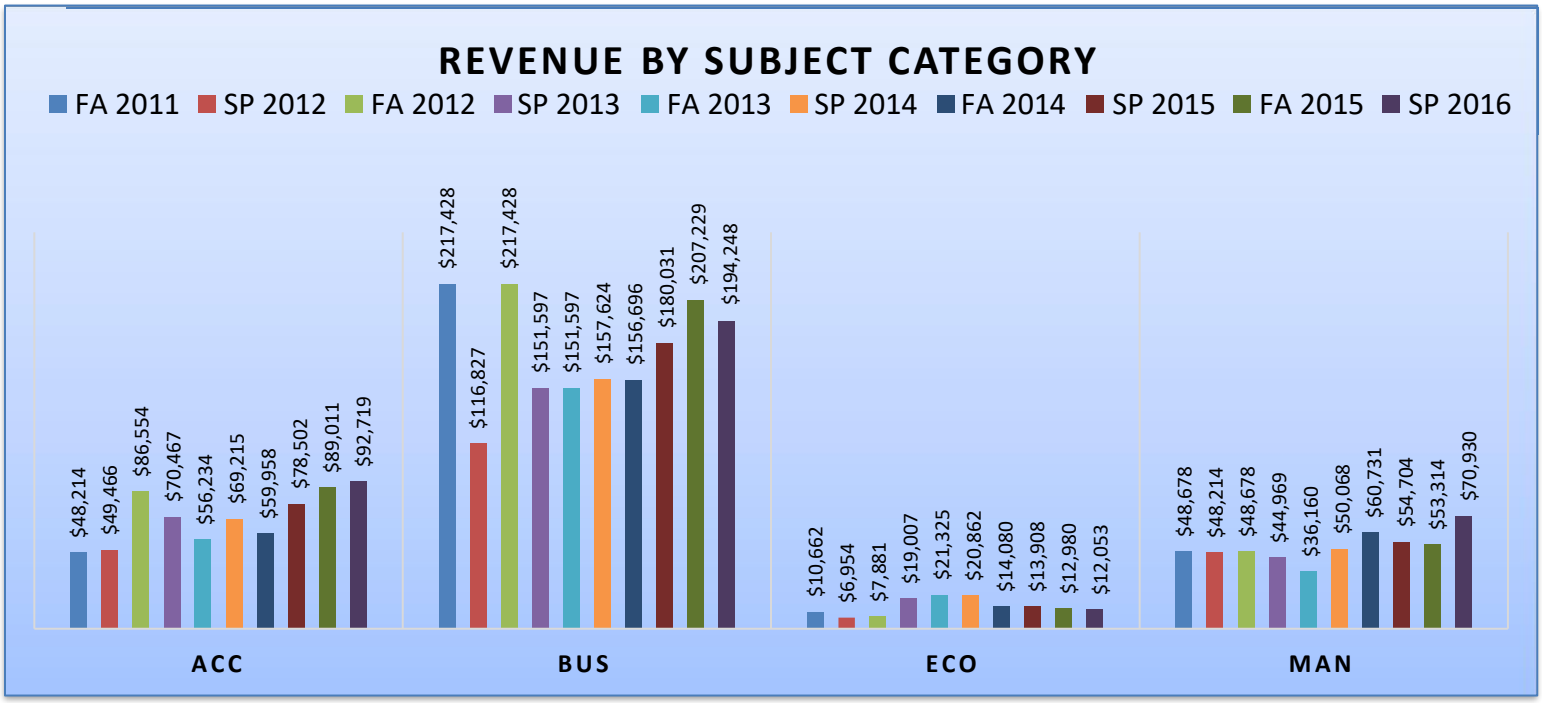
16. REVENUE AND EXPENSES

a. State the revenue of the program (using FTE data, grants, and anything else) for the preceding two academic years.

As seen in the chart listed below, "5 Year Revenue & Expenses" the division is evidently generating more than its fair share of profits for the college. The Business Division continues to be a popular program, and we certainly believe that our revenues will continue to surpass expenses, as long as demands in various occupations already discussed in this report continue to grow as predicted in various market projections. Thus, the ratio of revenues over expenses is almost 2:1 or maintaining a steady 43.8% surplus for the college.



FTES Revenue By Term/Subject					
	ACC	BUS	ECO	MAN	Grand Total
2011FA	$ 48,214.40	$ 217,428.40	$ 10,662.80	$ 48,678.00	**$ 324,983.60**
2012SP	$ 49,466.12	$ 116,827.20	$ 6,954.00	$ 48,214.40	**$ 221,461.72**
2012FA	$ 86,554.12	$ 217,428.40	$ 7,881.20	$ 48,678.00	**$ 360,541.72**
2013SP	$ 70,467.20	$ 188,685.20	$ 19,007.60	$ 44,969.20	**$ 323,129.20**
2013FA	$ 56,234.68	$ 151,597.20	$ 21,325.60	$ 36,160.80	**$ 265,318.28**
2014SP	$ 69,215.48	$ 157,624.00	$ 20,862.00	$ 50,068.80	**$ 297,770.28**
2014FA	$ 59,958.93	$ 156,696.80	$ 18,080.40	$ 60,731.60	**$ 295,467.73**
2015FA	$ 89,011.19	$ 207,229.20	$ 12,980.80	$ 53,314.00	**$ 362,535.19**
2015SP	$ 78,502.92	$ 180,031.33	$ 13,908.00	$ 54,704.80	**$ 327,147.05**
2016SP	$ 92,719.99	$ 194,248.40	$ 12,053.60	$ 70,930.80	**$ 369,952.79**
Grand Total	**$ 700,345.03**	**$ 1,787,796.13**	**$ 143,716.00**	**$ 516,450.40**	**$ 3,148,307.56**



b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

With the exception to ECO 2013-2014 and MAN 2014-2015, expenses for the Business Division are within the proposed budgeting expectations. For three years, the division has relatively done exceptionally well not going over its proposed allocation. As to the two areas mentioned above, the business office either did not budget or budgeted very little allocations at the start of the year. It is why we have a large over-drawn category for these two areas. Since than the business office has created two new separate

allocation accounts to cover expenditures for "Over-load" and "Adjunct" costs should the need arise during academic year. This new accounts will help offset any over-drawn expenditures in the future.

It is also worth noting, the Business Division's expenses for each of the years being reported above includes nothing else other than salaries and health & welfare benefits. For the exception to 2015-2016 the division has been granted additional allocations to cover conference training, classroom resources, Advisory meeting expenses, and other purchase needs to help strengthen instructional activities for the year.

2013-14	Salaries	Benefits	Supplies	Contracts	Capital	Budgeted	Expenses	% -/+
ACC	$63,626.15	$13,662.94	n/a	n/a	n/a	$78,759.11	$77,289.09	1.9%
BUS	$144,398.34	$30,474.39	n/a	n/a	n/a	$286,375.55	$174,872.73	38.9%
ECO	$23,829.40	$8,536.40	n/a	n/a	n/a	$2,945.00	$32,365.80	(999%)
MAN	$60,978.69	$19,820.23	n/a	n/a	n/a	$90,766.03	$80,798.92	11.1%
2014-15	**Salaries**	**Benefits**	**Supplies**	**Contracts**	**Capital**	**Budgeted**	**Total**	**% -/+**
ACC	$71,298.48	$15,162.84	n/a	n/a	n/a	$86,028.45	$86,461.32	(.5%)
BUS	$109,695.78	$30,953.06	n/a	n/a	n/a	$196,349.77	$140,648.84	28.4%
ECO	$24,497.25	$6,823.04	n/a	n/a	n/a	$36,634.21	$31,320.29	14.5%
MAN	$66,438.57	$20,835.07	n/a	n/a	n/a	$62,510.00	$87,273.64	(39.6%)
2015-16	**Salaries**	**Benefits**	**Supplies**	**Contracts**	**Capital**	**Budgeted**	**Total**	**% -/+**
ACC	$92,180.96	$23,209.88	n/a	n/a	n/a	$140,266.31	$115,390.84	18%
BUS	$127,827.66	$47,237.92	$306.31	n/a	n/a	$180,601.01	$175,371.89	2.9%
ECO	$16,716.20	$7,142.89	n/a	n/a	n/a	$23,589.09	$23,859.09	(1.1%)
MAN	$75,268.89	$21,679.60	$8.68	n/a	n/a	$97,046.96	$96,957.17	.09%

c. State the dollar value of in-kind contributions of time and/or resources during the preceding two academic years.

No in-kind contributions to report.

17. FACILITIES AND EQUIPMENT

a. Are current facilities, such as classrooms, offices and equipment adequate to support the program? Explain.

Yes, the IT department have either repaired or replaced technology items in most of the classrooms. In addition, printers and copiers are being replaced as of 2016-2017 school year.

b. Describe plans for future changes in facilities or equipment that would better support the program.

No plans at this time.

18. TWO YEAR PLAN

a. List recommendations, project future trends, personnel and equipment needs, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.

1. Enforce no-show and other processes to reduce the number of course grades of W and, hopefully, increase success rates. Revisit data in two years. Success will be determined by completion rates closer to the institutional set standard.
2. Host Job Fair event on an annual basis. Conduct event annually. Success indicated by attendance numbers, both by employers and students, and by evaluation by attendees and division faculty.
3. Promote program with printed materials. Conduct annually. Success indicated by continuing enrollment growth, evaluated in two years.
4. Develop stronger relationships with local employers and include them on the Business Advisory committee. Conduct annually. Success indicated by attendance at Business Advisory meetings, evaluation by division faculty.
5. Increase enrollment. Evaluate enrollment every two years. Success indicated by continuing increases in course enrollments.

b. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.

Program Goal	Institutional Goal/Objective
1. Enforce no-show and other processes to reduce the number of course grades of W and, hopefully, increase success rates. Revisit data in two years. Success will be determined by completion rates closer to the institutional set standard.	INITIATIVE 1: INSTRUCTIONAL PROGRAMS and STUDENT SUCCESS Goal: Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement.
2. Host Job Fair event on an annual basis. Conduct event annually. Success indicated by attendance numbers, both by employers and students, and by evaluation by attendees and division faculty.	INITIATIVE 1: INSTRUCTIONAL PROGRAMS and STUDENT SUCCESS Goal: Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.5 Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary.

Program Goal	Institutional Goal/Objective
3. Promote program with printed materials. Conduct annually. Success indicated by continuing enrollment growth, evaluated in two years.	INITIATIVE 1: INSTRUCTIONAL PROGRAMS and STUDENT SUCCESS Goal: Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.8 Continuously monitor enrollment patterns and trends in order offer optimally scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery.
4. Develop stronger relationships with local employers and include them on the Business Advisory committee. Conduct annually. Success indicated by attendance at Business Advisory meetings, evaluation by division faculty.	INITIATIVE 1: INSTRUCTIONAL PROGRAMS and STUDENT SUCCESS Goal: Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.5 Continuously assess student learning and support needs, as well as community needs, and make improvements to College educational and support services as necessary.
5. Increase enrollment. Evaluate enrollment every two years. Success indicated by continuing increases in course enrollments.	INITIATIVE 1: INSTRUCTIONAL PROGRAMS and STUDENT SUCCESS Goal: Deliver and continuously improve upon quality educational programs, emphasizing student learning leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement. Objective 1.8 Continuously monitor enrollment patterns and trends in order offer optimally scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery.

APPENDIX A- SUCCESSFUL COMPLETIONS CALCULATIONS

ACC 100 Successful Completions			Benchmark
13-14	14-15	15-16	
65.5%	57%	48%	70.60",1

Class Size

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-100	01	12	24	12	27	19	29
	02	26	27	27	32	29	24
	03	26	27	15	32	30	25
	04			13		30	28
	05					17	
Total		64	78	67	91	125	106

Class Size		# of successIll students needed to meet standard (70.6%)
Median	26.5	19
Mean	24.13636364	17
Mode	27	19

Student Gap to Success
(# c:J students add'lstudent needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-100	01	1	-2	3	2	5	2
	02	0	2	0	8	5	6
	03	5	5	3	7	15	5
	04			4		6	10
	05					4	
Grand Total		6	5	10	17	35	23

Student Gap per Section		Student Gap per Tenn	
Median	4.5	Median	13.5
Mean	4.363636364	Mean	16
Mode	5	Mode	#NtA

Percent of'W's in the section

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-100	01	8%	13%	25%	15%	26%	21%
	02	15%	7%	4%	19%	28%	29%
	03	23%	19%	13%	16%	53%	24%
	04			38%		17%	18%
	05					35%	
SumW's		11	10	11	15	40	24
Total #of students		64	78	67	91	125	106
%ofW's		17%	13%	16%	16%	32%	23%

Percent of "Ws per Section		Percent of'W's per Tenn	
Median	19%	Median	17%
Mean	21%	Mean	20%
Mode	#N/A	Mode	#N!A

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-100	01	2	3	1	1	1	2
	02	3	0	1	0	0	3
	03	0	0	8	0	0	0
	04			2		0	0
	05					0	
No Show Total		5	3	12	1	1	5

ACC 101 Successful Completions			Benchmark
13-14	14-15	15-16	
59.0%	73%	57%	70.60%

Class Size

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-101	01	27		30			10
	02		14		19	20	25
Total		27	14	30	19	20	35

Class Size		# of successful students needed to meet standard (70.6%)
Median	20	15
Mean	20.71429	15
Mode	#N/A	n/a

Student Gap to Success
(#of students add 1 student needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-101	1	6		-1			-1
	02		0		1	5	5
ACC-101 Total		6	0	-1	1	5	

Student Gap per Section		Student Gap per Term	
Median		Median	2.5
Mean	2.14	Mean	2.5
Mode	-1	Mode	n/a

Percent of "W"s in the section

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-101	01	41%		13%			0%
	02		14%		26%	30%	36%
Sum W's		11	2	4	5	6	9
Total # of students		27	14	30	19	20	35
%of W's		41%	14%	13%	26%	30%	26%

Percent of "W"s per Section		Percent of "W"s per Term	
Median	26%	Median	26%
Mean	23%	Mean	25%
Mode	#N/A	Mode	#N/A

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-101	01						
	02						
No Show Total		0	0	0	0	0	0

BUS 101 Successful Completions			Benchmark
13-14	14-15	15-16	
44.5%	40%	50%	70.60%

Class Size

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS-101	01	25	12	28		16	23
	02	26	21	26	24		20
	03	26	21	26	21	25	17
	04	38	25	19	30	14	24
	05	35	26		10	14	
	06		18	17	31	25	27
	07		27	8	19	19	25
	08					25	23
	09					25	
Total # of Students		150	150	124	135	163	159

Oass Size

		#of successful students needed to meet standard (70.6%)
Median	24	17
Mean	22.58974	16
Mode	25	18

Student Gap to Success
(# of students add'l student needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS-101	01	11	3	9		5	3
	02	16	-1	8	5		4
	03	0	9	9	6	4	2
	04	7	14	3	12	7	-1
	OS	2	14		6	2	
	06		-3	8	13	9	12
	07		11	1	8	2	6
	08					8	7
	09					6	
BUS-101 Total		36	47	38	50	43	33

Student Gap per Section

Median	6
Mean	6.333333
Mode	9

Student Gap per Term

Median	40.5
Mean	41.16667
Mode	#N/A

Percent of "W"s in the section

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS-101	01	44%	33%	32%		19%	9%
	02	7/o	10%	38%	25%		15%
	03	8%	52%	38%	19%	20%	12%
	04	8%	48%	16%	17%	36%	13%
	05	11%	50%		30%	36%	
	06		11%	29%	42%	32%	19%
	07		30%	13%	37%	11%	20%
	08					36%	30%
	'09					28%	
Sum Ws		39	52	38	38	44	27
Total # of students		150	150	124	135	163	159
% of W's		26%	35%	31%	28%	27%	17%

Percent of "W"s per Section

Median	28%
Mean	27%
Mode	38%

Percent of "W"s per Term

Median	28%
Mean	27%
Mode	#N/A

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 101	'(n	0	1	0		0	4
	O2	0	4	0	4		8
	O3	0	0	0	3	0	6
	'04	0	0	9	0	8	2
	O5	0	0		3	10	
	O6		10	0	0	0	0
	O7		0	2	0	3	0
	Os					0	0
	'09					0	
No Show Total		0	15	11	10	21	20

BUS 105 Successful Completions			Benchmark
13-14	14-15	15-16	
46.5%	52%	59%	70.60%

Class Size

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BU5105	01	34	10	29	31		27
	02	33	27	28	22	28	28
	03		39	13		27	
	04				19	25	22
	05						24
Total		67	76	70	72	80	101

Class Size		# of successful students needed to meet standard (70.6%)
Median	27	20
Mean	25.88889	19
Mode	27	20

Student Gap to Success
(# of students add'l student needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BU5105	01	8	2	6	2		0
	02	10	3	4	7	1	0
	03		15	4		7	
	04				6	6	2
	05						8
Grand Total		18	20	14	15	14	10

Student Gap per Section		Student Gap per Term	
Median	5	Median	14.5
Mean	5.055556	Mean	15.16667
Mode	2	Mode	14

Percent of "W"s in the section

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BU5105	01	29%	40%	21%	6%		11%
	02	48%	19%	11%	9%	4%	0%
	03		26%	15%		15%	
	04				21%	28%	5%
	05						38%
Sum Ws		26	19	11	8	12	13
Total # of students		67	76	70	72	80	101
% of Ws		39%	25%	16%	11%	15%	13%

Percent of "W's per Section		Percent of "W's per Term	
Median	17%	Median	15%
Mean	19%	Mean	21%
Mode	#N/A	Mode	#N/A

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BU5105	01	0	1	0	0		1
	02	0	0	0	4	0	1
	03		0	3		0	
	04				4	2	6
	05						2
No Show Total		0	1		8	2	10

BUS 135 Suaxessful Completions			Benchmark
13-14	14-15	15-16	
45.0%	50%	**46%**	**70.60%**

Oass Stze

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 135	n1	23		26	10	26	11
	O2	23	25	24	25	23	25
	O3		24	9	20	24	21
Total		46	49	59	55	73	57

Class Stze		# of successi.JIstudents needed to meet standard (70.6%)
Medtan	23.5	17
Mean	21.1875	15
Mode	23	17

Student Gap to Success
(# of students add'l student needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 135	01	2		0	1	8	
	02	4	6	4	5	6	
	03		14	5	9	4	
Grand Total		6	20	9	IS	18	1

Student Gap per Sectt on		Student Gap perTenm	
Median	5	Median	14.5
Mean	5.125	Mean	13.66667
Mode	4	Mode	#N A

Percent of "W"s in the section

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 135	O1	0%		12%	20%	42%	18%
	O2	17%	16%	13%	12"6	26%	4%
	O3		29%	11%	30%	25%	19%
Sum *Ws*		4	11	7	11	23	7
Total# of students		46	49	59	55	73	57
%ofW's		9%	22%	12%	20%	32%	12%

Percent of "W"s per Sectton		Percent of "W"s per Tenm	
Median	18%	Median	16%
Mean	18%	Mean	18%
Mode	tiN/A	Mode	#N A

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 135	n1	5		2		0	2
	O2	4	1	4	3	0	2
	O3		4	2	2	0	7

BUS 202 Successful Completions

	13-14	14-15	15-16	Benchmark
	56	41	48%	70.60%

Class Size

		# of successful students needed to meet standard (70.6%)
Median	23	17
Mean	22.9	17
Mode	23	17

Class Size

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 202	nt	23		28	28		17
	n2		34		23	24	20
	n3			9		23	
Total		23	34	37	51	47	37

Student Gap to Success
(# of students add'l student needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 202	01	-1		4	6		5
	02		11		10	5	7
	03			6		5	
Grand Total		-1	11	10	16	10	12

Student Gap per Section

Median	5.5
Mean	5.8
Mode	5

Student Gap per Term

Median	10.5
Mean	9.666667
Mode	10

Percent of "W"s in the section

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 202	nt	9%		11%	18%		18%
	n2		21%		22%	17%	25%
	n3			56%		17%	
Sum Ws		2	7	8	10	8	8
Total # of students		23	34	37	51	47	37
%ofW's		9%	21%	22%	20%	17%	22%

Percent of "W"s per Section

Median	18%
Mean	21%
Mode	#N/A

Percent of "W"s per Term

Median	20%
Mean	18%
Mode	22%

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 202	nt	7		0	0		11
	02		0		0	3	5
	n3			0		5	
No Show Total		7	0	0	0	8	16

BUS 206 Sua:essful Completions			Benchmark
13-14	14-15	15-16	
53.0%	37%	45%	70.60%

Class S1ze

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 206	nt	25		26	26	34	22
	n2	16	32	23	25	21	27
	cl3						17
Total		41	32	49	51	55	66

Class Size		# of successful students needed to meet standard (70.6%)
Med1an	25	18
Mean	24.5	18
Mode	25	18

Student Gap to Success
(# of students addl student needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 206	01	2		1	13	12	1
	02	6	6	8	14	10	8
	03						3
Grand Total		8	6	9	27	22	12

Student Gap per Sect1on		Student Gap per Tenm	
Median	7	Median	10.5
Mean	7	Mean	14
Mode	1	Mode	#NA

Percent of "W"'s in the section

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 206	nt	16%		23%	46%	26%	18%
	O2	19%	16%	39%	36%	14%	30%
	cl3						18%
Sum *Ws*		7	5	15	21	12	15
Total# of students		41	32	49	51	55	66
%ofW's		17%	16%	31%	41%	22%	23%

Percent of "W's per Sect1on		Percent of "W's per Tenm	
Med1an	21%	Med1an	22%
Mean	25%	Mean	25%
Mode	tiN/A	Mode	#N A

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 206	nt	0		0	0	0	2
	n2	0	0	0	0	5	0
	n3						9
No Show Total		0	0	0	0	5	11

MAN 106 Sua:essful Completions			Benchmark
13-14	14-15	15-16	
42.0%	48%	46%	70.60%

Class Size

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 106	Ul	30	22	37	34	24	22
	n2		27	29		22	26
Total		30	49	66	34	46	48

Class S1ze		# of success ful student s needed to meet standard (70.6%)
Median	26.5	19
Mean	27.3	20
Mode	22	16

Student Gap to Success
(# of students add'l student needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 106	1	0	9	7	6	9	1
	02		16	12		8	6
MAN 106 Total		ol	2sl	19l	6l	17l	7

Student Gap per Section		Student Gap per Tenm	
Med1an	7.5	Median	12
Mean	7.40	Mean	12.33333
Mode	9	Mode	#N A

Percent of "W"'s in the sect1on

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 106	O1	17%	45%	32%	15%	38%	18%
	O2		56%	38%		27%	31%
Sum *Ws*		5	25	23	5	15	12
Total # of students		30	49	66	34	46	4B
%ofW's		17%	51%	35%	15%	33%	25%

Percent of "W's per Sect1on		Percent of "W's per Tenm	
Med1an	32%	Median	29%
Mean	32%	Mean	29%
Mode	tiN/A	Mode	#NA

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 106	Ul	6	4	0	0	2	5
	n2		0	0	0	5	4
No Show Total		6	4	0	0	7	9

MAN 107 Successful Completions			Benchmark
13-14	14-15	15-16	
72.0%	51%	55%	70.60"A

Class Size

Course	sec	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 107	'in	18	33	24	24	29
	O2					14
Total		18	33	24	24	43

Class Size		# of successful students needed to meet standard (70 6%)
Medran	24	17
Mean	23.66667	17
Mode	24	17

Student Gap to Success
(# of students add'l student needed to meet the standard)

Course	sec	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 107	P0]	0	5	7	2	7
	02					2
MAN 107Total		0	5	7	2	9

Student Gap per Sectron		Student Gap per Term	
Median	3.5	Medran	5
Mean	3.83	Mean	4.6
Mode	#N/A	Mode	#N/A

Percent of "W"s rn the sectron

Course	sec	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 107	01	17%	24%	21%	25%	24%
	O2					14%
Sum W's		3	8	5	6	9
Total# of students		18	33	24	24	43
%ofW's		17%	24%	21%	25%	21%

Percent of "W"s per Sectron		Percent of "W"s per Term	
Median	22%	Medran	21%
Mean	21%	Mean	22%
Mode	#N/A	Mode	#N/A

Number of Student s "No Showed"

Course	sec	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 107	O1	3	0	0	0	0
	O2					3
No Show Total		3	0	0	0	3

IVIAN145 Successful Completions			renchmark
13·14	14·15	15·16	
50.0%	45%	57%	70.6J

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
IVIAN 145	'in	18	18	23	23	21	16
	O2			9			
Total		18	18	32	23	21	16

		to meet standard (70 6%)
Median	18	13
Mean	18.28571	13
Mode	18	13

Student Gap to Success
(# of students add'l student needed to meet the standard)

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
IVIAN 145	1	1	7	4	11	5	1
	02			1			
IVIAN 145 Total		1	7	5	11	5	1

Student Gap per Sectron		Student Gap per Term	
Medran	4	Median	5
Mean	4.29	Mean	5
Mode	1	Mode	

Percent of "W"s in the section

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
IVIAN 145	'in	28%	39%	22%	30%	10%	25%
	'02			11%			
Sum Ws		5	7	6	7	2	4
Total# of students		18	18	32	23	21	16
%ofW's		28%	39%	19%	30%	10%	25%

Percent of "W"s per Sectron		Percent of "W"s per Term	
Medran	25%	Median	26%
Mean	23%	Mean	25%
Mode	tJN/A	Mode	#N/A

Number of Students "No Showed"

Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
IVIAN 145	'01	5	0	4	0	0	8
	'02			3			
No Show Total		5	0	7	0	0	8

APPENDIX B- PROGRAM FIYERS

Pp/q VmlcCoflcqc **A.S Business Manaaement**

AssqdqCr qfSdetg DatJ!C

Reauired Courses

COURSE	TITLE	UNITS
ACC 100	Basic Accounting (prerequisite for ACC 101)	4
*ACC 101	Principles of Accounting I	4
"ACC102	*Principles of Accounting II*	4 [or]
BUS 115	*Small Business Finance*	3
BUS 105	Business Mathematics	3
BUS 135	Business Law	3
ECO 105	Principles of Macroeconomics	3
ECO 106	Principles of Microeconomics	3
MAN105	Principles of Management & Organizations	3
MAN 106	Persmmel Management	3
MAN107	Small Business Management	3
MAN 145	Organizational Behavior	3 [or]
PSY 145	Human Relations	3
BUS 206	Marketing	3
Elective	********** Business [OR]Management Course [choose (1) one additional course from the list below]	3
BUS 101	*Intro to Business*	*3*
BUS 103	*Personal Finance*	*3*
BUS 201	*Principles of Oraanizational Leadership*	*3*
BUS202	*Business Communication*	*3*
BUS 206	*Marketinq*	*3*
BUS 210	*Business Ethics*	*3*
BUS 221	*Income Tax Procedures*	*4*
MAN 205	*Investments*	*3*
	TotalRequ1red Umts	37

Option A- AS General Education Degree Requirement:This is not a transferable degree
Conmmnications (6 units minimum in English and Oral communication, and 3 units from group B)
Natural Sciences: (3 units minimum include lab)
Mathematics: (3-4 units)
Humanities (3 units minimum)
Social Sciences Area A (3 units minimum) & Area B (3 units minimum)
Life Long Understanding & Self Development: (tninimum of 3 units)

The Core Courses requires a completion of 60 units for the A.S. Degree in Business Management and the General Education Requirements (Option A) listed in the catalog. [*ACC *101 has prerequisite of ACC 100 and ACC 102 has prerequisite of ACC 101. This is not on Education Plan; work with a Counselor.]*

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Business Manaaement Certificate ofAchievement

COURSE	TITLE	UNITS
ACC 100	Basic Accounting (prerequisite for 101)	4
*ACC 101	Principles of Accounting I	4
*ACC 102	Principles of Accounting II	4
BUS 135	Business Law	3
BUS202	Business Communication	3
ECO 106	Principles of Microeconomics	3
MAN 105	Principles of Management & Organizations	3
MAN 106	Personnel Management	3
MAN 107	Small Business Management	3

Business Management Electives--

	Choose a minimum of 6 units from the list below	UNITS
BUS 101	Introduction to Business	3
BUS 105	Business Math	3
BUS 115	Small Business Finance	3
BUS 201	Principles of Organizational Leadership	3
BUS 210	Business Ethics	3
ECO 105	Principles of Macroeconomics	3
MAN 145	Organizational Behavior	3
PSY 145	Human Relations	3
	Total Requtred	*Umts 36*

'ACC 101 has prerequisite of ACC 100 andACC 102 has prerequisite of ACC 101. Thisis not an Education Plan; work with a Counselor.

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Business Weracv
Certificate of Career Pceoaratioa

COURSES	TITLE	UNITS
ACC 100	Basic Accounting	4
BUS 101	Introduction to Business	3
MAT082	Arithmetic Fundamentals w/lab	4 [or]
BUS 105	Business Mathematics	3
CIS 101	Introduction to Computers & Information Systems	3
	Total Requtred	*Umts 13-14*

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Small susiness Manaaement
Certificate of Career Preoaratioa

COURSES	TITLE	UNITS
MAN 107	Small Business Management	3
ACC 100	Basic Accounting	4
BUS 115	Small Business Finance	3
BUS 135	Business Law	3
BUS 206	Marketing	3
	Total Required	*Units 16*

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Personal Finance
Certificate of Cqceer PreQQration

COURSES	TITLE	UNITS
BUS 103	Personal Finance	3
BUS 105	Business Mathematics	3
MAN 205	Investments	3

Total Required Units 9

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A.S AssOCiate of Science in Business Admjnjstrafion for Transfer

Program of study -option B

Associate of Arts Degrees General Education CSU-GE BREADTH

The CSU-GE pattern is a set of courses approved to meet lower division general education requirements at the California State University system.

Communications in the English Language & Critical Thinking	9 units
Scientific inquiry & Quantitative Bl, B2, & B3 *(Lab will be required in Bl or 82)*	9 units
Arts, Literature, Philosophy & Foreign Language *(Cl & Cl min of 1 course for each area)*	9 units
Social, Political & Economic institutions & Behavior Historical Background	9 units
Life Long Understanding & Self Development	3 units

39umts

COURSES	*TITLE*	*UNITS*
ACC 100	*Basic Accountinz (prerequisite for ACe101)*	4
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
ECO 106	Principles ofl'vficroeconomics	3
ECO 105	Principles of l\1acroeconomics	3
BUS 135	Business Law	3
MAT 106	*Intra to Statistics with Lab*	*4 [or]*
PSY 155	*Intra to Statistical*	3
CIS 101	Intro to Computers	3
BUS 101	Intro to Business	3

Total units for the Major 30-31 Units

Students need to satisfy the CSU graduation requirement through course work listed below:

HIS 130 or HIS 140	3
POS 145	3

This is not an Educational Plan, students are encouraged to work with a counselor to customize plan. 60 units is required for the degree.

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A.S As5oclate Of Science in Business Administration for Transfer

Program of study -option C

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (/GETC)

IGETC (usually pronounced "eye-GET-see'was developed in concert witlz tlze UC and CSU systems to create a set of general education courses that would be accepted at botlz institutions, so tlzat students who have not made afmal decision about where to transfer would be able to lzave one list of courses tofollow, instead o two.

English Communication (required 1course ea. from Group A,B,C)	CSU 3 Courses required
English Communication (required for group A & B)	UC 2 Courses Required
Mathematical Concepts & Quantitative	1Course
Arts and Humanities	3 Courses Required
Social and Behavioral Sciences	3 Courses Required
Physical and Biological Sciences *(include a lab)*	2 Courses Required
Language Other than English *(UC only)*	*See Program of Study*

COURSES	*TITLE*	*UNITS*
ACC 100		4
ACC 101		4
ACC 102		4
ECO 106		3
ECO 105	Princi les ofMacroeconomics	3
BUS 135	Business Law	3
MAT 106	Intro to Statistics with Lab	*4 or*
PSY 155	Intra to Statistical	3
CIS 101	Intra to Com uters	3
BUS 101	Intra to Business	3

Total units for the Major 30-31 Units

Students need to satisfy the CSU graduation requirement through course work listed below:

History 130 or History 140	3
Political Science 145	3

This is not an Educational plan,students are encouraged to work with a counselor to customize plan. 60 units is required for the degree.

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WfCtJ EtrMJbtp&

BUSINESS4 TECHNOLOGY

Associate of Arts Degrees General Education CSU-GE BREADTH

CSU Transfer
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Communications in the English Language & Critical Thinking	9 units
Scientific inquiry & Quantitative (include lab)	9 units
Arts, Literature, Philosophy & Foreign Language	9 units
Social Political & Economic institutions & Behavior Historical Background	9 units
Life Long Understanding & Self Development	3 units

Business & Technology Emphasis {18 Units)

Course	Title	Units	Course	Title	Units
ACC 100	Basic Accountinr	4	CIS 131	Animation Principles and Production I	3
ACC 101	Principles of Accounting I	4	CIS 132	Animation Principles and Production II	3
ACC 102	Principles of Accounting II	4	CIS 133	Advanced 3D Computer Animation	3
ART 120	Basic Paintinq Desiqn & Color	3	CIS 150	Windows	3
ART 125	Basic Drawing & Composition	3	CIS 155	Managing Operation Systems	3
BIO 100	Intra to Biology	4	CIS 170	Computer Maintenance	3
BIO 101	Intra to Biologq Lab	1	CIS 175	Computer Help Desk Support	3
BIO 110	Basics of Biology	4	CIS 248	Systems Analysis and Design	3
BUS 101	Intra to Business	3	CIS 260	Desktop Publishing	3
BUS 103	Personal Finance	3	CIS 265	Adobe Photoshop	3
BUS 105	Business Mathematics	3	ECO 105	Principles of Macroeconomics	3
BUS 115	Small Business Finance	3	ECO 106	Principles of Microeconomics	3
BUS 135	Business Law	3	MAN 105	Principles of Manar ement & Orr anizations	3
BUS 201	Principles of Organizational Leadership	3	MAN 106	Personnel Management	3
BUS 202	Business Communication	3	MAN 107	Small Business Manaqement	3
BUS 206	Marketing	3	MAN 145	Organizational Behavior	3
BUS 210	Business Ethics	3	MAN 205	Investments	3
BUS 221	Income Tax Procedures	4	MAT 106	Intra to Statistics w Lab	4
CIS 101	Intra to Computers & Information Systems	3	MAT 110	College Algebra	4
CIS 102	Personal Computer Applications	3	MAT210	Pre-calculus	5
CIS 123	Web Pare Desirn UsinrHTML	3	MAT220	Calculus I	5
CIS 130	Introduction to 3D Computer Animation	3			

Elect1ves may be necessary to total60 overall umts requ red for the Assoc1ate Degree. Students are encouraged to see a counselor for the development of an educational plan. [Students must complete at least two courses in ACC, BUS or MAN and at least two courses in CIS. At least one business course is required for this emphasis. For depth of study, two or more courses in one discipline is required.]

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A.A AssOCiate ofArts Dearee In Ubera/ Studies

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BUSINESS4 TEOI/NOLOGY

Associate of Arts, Liberal Studies with an emphasis in

IGETC 39 units

UC Transfer sis'te

English Communication	CSU 3 Courses required
English Communication	UC 2 Courses Required
MathematicalConcepts & Quantitative	1 Course
Arts and Humanities	3 Courses Required
Social and BehavioralSciences	3 Courses Required
Physical and Biological Sciences (include lab)	2 Courses Required
Language Other than English *(UC only)*	*See Program of Study*

Business & Technology Emphasis {18 Units)

Course	Title	Units	Course	Title	Units
ACC 100	Basic Accounting	4	CIS 131	Animation Principles and Production I	3
ACC 101	Principles of Accountinq I	4	CIS 132	Animation Principles and Production II	3
ACC 102	Principles of Accounting II	4	CIS 133	Advanced 3D Computer Animation	3
ART 120	Basic Painting Design & Color	3	CIS 150	Windows	3
ART 125	Basic Drawing & Composition	3	CIS 155	Managing Operation Systems	3
BIO 100	Intro to Biology	4	CIS 170	Computer Maintenance	3
BIO 101	Intra to Biology Lab	1	CIS 175	Computer Help Desk Support	3
BIO 110	Basics of Biology	4	CIS 248	Systems Analysis and Desiqn	3
BUS 101	Intra to Business	3	CIS 260	Desktop Publishing	3
BUS 103	Personal Finance	3	CIS 265	Adobe Photoshop	3
BUS 105	Business Mathematics	3	ECO 105	Principles of Macroeconomics	3
BUS 115	Small Business Finance	3	ECO 106	Principles of Microeconomics	3
BUS 135	Business Law	3	MAN 105	Principles of Manaqement & Orqanizations	3
BUS 201	Principles of Organizational Leadership	3	MAN 106	Personnel Management	3
BUS 202	Business Communication	3	MAN 107	Small Business Management	3
BUS 206	Marketinq	3	MAN 145	Orqanizational Behavior	3
BUS 210	Business Ethics	3	MAN 205	Investments	3
BUS 221	Income Tax Procedures	4	MAT 106	Intro to Statistics w Lab	4
CIS 101	Intro to Computers & Information Systems	3	MAT 110	Colleqe Alqebra	4
CIS 102	Personal Computer Applications	3	MAT210	Pre-calculus	5
CIS 123	Web Page Design Using HTML	3	MAT220	Calculus I	5
CIS 130	Introduction to 3D Computer Animation	3			

Electives may be necessary to total 60 overall umts requ1red for the Associate Degree. Students are encouraged to see a counselor for the development of an Educational Plan. {Students must complete at least two courses in ACC, BUS or MAN and at least two courses in CIS. At least one business course is required for this emphasis. For depth of study, two or more courses in one discipline is required.]