CTE Full Review

PALO VERDE COLLEGE

FALL 2013- SPRING 2016
BUSINESS ADMINISTRATION- EXECUTIVE SUMMARY

The Business Divisions AST in Business Administration for Transfer prepares students for transfer to four-year institutions to continue their studies in business and helps them acquire career skills in leadership, decision-making, planning, organizing and day-to-day business operations. Division faculty members continuously examine program curricula in consultation with the division's Business Advisory Committee to ensure that the program meets the evolving needs of students and stays current with the changing demands of business.

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	Brian Thiebaux Signature	12-16-16 Date
Peter A. Martinez BUS, MGMT, ACC Prof. Department Chair	Peter A. Martinez Signature	12-6-2016 Date

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CTE Full Review

PALO VERDE COLLEGE

BUSINESS ADMINISTRATION

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 AS Business Administration program.

The AST in Business Administration for Transfer offers students many opportunities that are consistent with the College's mission, including personal and professional growth, transfer to a four-year institution for further study in business and the chance for career advancement in various occupations requiring business and technology skills.

The AST in Business Administration for Transfer is designed for students seeking a broad background in liberal arts and sciences, plus training and education in business and technology. The degree is an ideal choice for students who wish to transfer to a California State University or University of California campus, since they can satisfy general education requirements and focus on transferable coursework in business and technology.

Along the same process, students' have the option of following the IGETC format. Intersegmental General Education Transfer Curriculum (*IGETC*) was designed to concert with the UC and CSU systems to create a set of general education courses that would be accepted at both institutions, so that students who have not made a final decision about where to *transfer* would be able to have one list of courses to follow, instead of two.

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.

The Business Division has added a new course to its list of business courses. Business Ethics (BUS 210) is now a CSU transferable course. This course is not part of the requirements for the major, but it is suggested for students seeking a career in finance or accounting. The course can also be used as an elective. For those students seeking to pursue an Accounting degree, they are now required by the California Board of Accountancy to take up to 10 semester units of "***Ethics***" before obtaining their CPA license. This course will work towards the California state requirement for accountancy.
http://www.dca.ca.gov/cba/communications-and-outreach/2017/011817_nr.pdf

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.

Job market trends indicate that occupations in business and technology will steadily rise through 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.

Most of the students enrolled in courses leading to the AST in Business Administration for Transfer are correspondence students, but the college does offer face-to-face course sections each term in order to provide students with learning and scheduling options other than correspondence.

Inmate students are the largest constituency of the AST in Business Administration for Transfer program. In fact, our college serves between 16-18 prisons around the state. The two largest enrollment numbers come from institutions within our own district, namely, Ironwood State Prison (ISP) and Chuckawalla Valley State Prison (CVSP).

Community students and incarcerated students, alike, enroll in our programs for two key reasons: the strong prospects of securing employment with business and technology skills and the opportunity to transfer to four-year colleges and universities for continuing study.

The future of this program looks very promising. Job market indicators tell us that that there will be continuing need for graduates with business and technology skills.

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

There is a significant enrollment imbalance in our program between community students and inmate students. Business Division faculty recognize the need to foster community students in the Business and Technology program. The division recognizes that simply launching more face-to-face courses is not the only answer. Accordingly, the business faculty want to encourage more community students to enroll in our program, and has sponsored community events, such as the annual Job Fair, and student organizations including a newly formed Entrepreneur's Club for business students.

Recommendations from the Business Advisory Committee tell us that their priorities are customer service, interviewing skills and resume preparation. By working with students through the Entrepreneur's Club and continuing to reach out to the community, we expect to acquire new ideas to incorporate into our existing courses or to develop into new courses.

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 Technical Review Committee (TRC), 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

Goal	Action Taken
	to make sure documents, such as syllabi, evaluation material, SLOs, and other related material are submitted within the guidelines of the instruction office. 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. Both the AS degree in Business Management and the AA degree Business and Technology continue to be popular programs among students. The AST Business for transfer have granted 1 degree in each of the proceeding years.
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

The job outlook in the Riverside County - San Bernardino County area shows encouraging, long-term employment trend for college graduates. The professional and technical services industry cluster, a portion of which is shown in the following table, 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

Students pursuing a degree in business, management, or accounting should see continuing employment opportunities in the two-county area. Accordingly, the Business Division will continue to provide students with quality instruction in accounting, business, business mathematics, marketing, finance, management, economics and computer technology.

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.

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.

Strengths include:

There is evidence of continuing enrollment growth in all business and management courses.

The AA in business and technology prepares graduates with marketable skills to compete for jobs.

Graduates will have completed general education requirements for transfer to four-year schools.

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

Weakness:

The program relies heavily on enrollments of incarcerated students and needs to attract more community students.

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.

Program of Study

Associate of Science in Business Administration for Transfer

Required Core: 27 units

Course	Title	Units
ACC 101	Principles of ACC I	4
ACC 102	Principles of ACC II	4
ECO 105	Principles of Macro	3
ECO 106	Principles of Micro	3
BUS 135	Business Law	3
PSY 155	Intro to Statistics w/lab	3
CIS 101	Intro to Computers	3
BUS 101	Intro to Business	3
Total Units for the Major:		**26-27**

General Education Requirements:
CSU-GE Breadth or IGETC 34-39 units

Requirements for the Major:
PVC's core program requirements vary between 18-27 units

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.

All the courses in the degree plan have been successful. All the courses have been offered at least once in the academic year. In short, no courses will need to be removed from the program.

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. Incarcerated students represent 75% of our enrollment numbers, a preponderance of these sections is 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 have been offered, but, to date, they have not acquired sufficient enrollments to allow them to be taught.

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 Administration		
Acquire 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 101	84%	72%
ACC 102	83%	87%
BUS 101	47%	71%
BUS 135	71%	70%
CIS 101	86%	91%
BIO 100	No data	47%
BIO 101	No data	76%
BUS 101	47%	71%
BUS 135	71%	70%
CIS 101	86%	91%
ECO 105	91%	97%
ECO 106	94%	82%
MAT 106	76%	No data
MAT 110	83%	No data

MAT 210	No data	93%
Average % of Successful Students by Year	**76%**	**78%**

Average Percentage Program Learning Outcome #2 For Business Administration		
Demonstrate understanding of various business functions, practices and related theories and be able to integrate this functional knowledge in order to address global market practices.		
Course IDs within the Program that map to PLO#1	**% Successful Students 2014-15**	**% Successful Students 2015-16**
ACC 101	84%	72%
ACC 102	83%	87%
BUS 101	47%	71%
BUS 135	71%	70%
CIS 101	86%	91%
ECO 105	91%	97%
ECO 106	94%	82%
Average % of Successful Students by Year	**79%**	**81%**

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	**79%**	**81%**
PLO #2	**79%**	**81%**
Average % of Successful Students by Year	**79%**	**81%**

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**

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.

Business Division faculty examined student learning outcome achievement in those course sections that were offered in correspondence and face-to-face in the same semesters (see table, above). Faculty found some differences in achievement in Spring 2016 with higher face-to-face achievement for ACC 101, and higher correspondence achievement in BUS 135. There was no difference in achievement between correspondence and face-to-face sections in Fall 2015 for ACC 100 and BUS 101. From this, business faculty concluded but there was no consistent pattern of difference in SLO achievement in these two modes of delivery.

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 135	4/14
CIS 101	5/14
ECO 105	4/14
ECO 106	4/16

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		
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		

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

c. Describe plans to correct deficiencies, if any, in course and program coverage.
Courses offered in the AST Business Administration for Transfer program are adequately covered by full-time and part-time faculty.

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 has not participated in any professional development aside from college-sponsored events (institute day, flex days, sexual harassment, etc.). Therefore, 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 crossover 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 collaborated 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 mindset 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 four 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 that will require ongoing monitoring, and has set as one of its goals for 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.

Along the same lines, the Business Division analyzed additional data that was provided to the department from courses in the Arts, Biology, CIS, and Math. Data does not seem to tell us any different from that already seen in the business discipline. Standards for the most part fall below the 70.6% institutional levels. The only courses in these subject areas that appeared to close the gap standards was in the face-to-face modality for Math 110 and 106, as well as in BIO 100 and BIO 101;Intro to Biology Lab. The remaining areas online, correspondence, for the subject areas for the Arts and CIS had a significant low performance indicator.

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%
ACC-102		80%			80%
ART-120			75%		75%
ART-125		46%	89%	64%	
BIO-100	48%	54%	44%	54%	49%
BIO-101			73%	75%	71%
BIO-110					
BUS-101		44%	50%	48%	41%
BUS-135		45%		61%	31%
CIS-101		43%	43%	43%	43%
ECO-105		56%		57%	55%
ECO-106		92%			92%
MAT-106			73%	79%	67%
MAT-110	29%	77%	60%	60%	61%
MAT-210					
MAT-220					

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%

ACADEMIC YEAR 2014-15					
	Online Completion Rate	Correspondence Completion Rate	Face to Face Completion Rate	Fall Completion Rate	Spring Completion Rate
ACC-101		73%		77%	68%
ACC-102		82%			82%
ART-120					
ART-125		36%	73%		47%
BIO-100	52%	35%	57%	47%	40%
BIO-101			78%	72%	83%
BIO-110					
BUS-101		39%	39%	43%	36%
BUS-135		51%	70%	58%	47%
CIS-101		43%		43%	43%
ECO-105		83%			83%
ECO-106		82%		82%	
MAT-106		74%	87%	79%	85%
MAT-110	31%	74%	39%	43%	68%
MAT-210					
MAT-220					

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%
ART-120					
ART-125		33%	67%	39%	39%
BIO-100	65%	33%	67%	48%	36%
BIO-101			71%	76%	64%
BIO-110					
BUS-101		50%	44%	46%	53%
BUS-135		47%	55%	48%	47%
CIS-101	43%	43%	43%	43%	43%
ECO-105		81%			81%
ECO-106		71%		71%	
MAT-106			94%		94%
MAT-110	13%	73%	57%	57%	67%
MAT-210		69%		69%	
MAT-220		43%			43%

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.

With respect to general education requirements for Option B or Option C, students enrolled in these courses did not appear to be much off from those courses in the Business discipline. The formula for elective and GE excludes grades of "W" on the same assumption that a student would not be counted as having been "retained," if the student dropped the course late in the term. Our analysis only tells us the exclusion of the grade of "W" under the "Retention" formula allows for higher index numbers over its comparisons to completion rates.

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%
ART-120			100%		100%
ART-125		69%	89%	77%	
BIO-100	82%	84%	78%	80%	85%
BIO-101			90%	88%	94%
BIO-110					
BUS-101		70%	67%	74%	65%
BUS-135		84%		91%	78%
CIS-101		71%	71%	71%	71%
ECO-105		73%		61%	91%
ECO-106		100%			100%
MAT-106			88%	93%	83%
MAT-110	75%	88%	80%	86%	80%
MAT-210					
MAT-220					

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%

ACADEMIC YEAR 2014-15					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
ACC-102		88%			
ART-120					69%
ART-125		64%	82%	76%	73%
BIO-100	82%	68%	85%	83%	94%
BIO-101			89%		
BIO-110					
BUS-101		70%	78%	69%	72%
BUS-135		85%	80%	88%	80%
CIS-101		71%		71%	71%
ECO-105		93%			93%
ECO-106		87%		87%	
MAT-106		89%	97%	93%	95%
MAT-110	62%	80%	78%	68%	81%
MAT-210					
MAT-220					

ACADEMIC YEAR 2015-16					
	Online Retention Rate	Correspondence Retention Rate	Face to Face Retention Rate	Fall Retention Rate	Spring Retention Rate
ACC-100		72%	74%	68%	77%
ACC-101		69%	100%	70%	77%
ACC-102		78%			78%
ART-120					
ART-125		60%	78%	64%	61%
BIO-100	80%	68%	88%	75%	70%
BIO-101			90%	100%	79%
BIO-110					
BUS-101		48%	81%	73%	84%
BUS-135		76%	82%	68%	88%
CIS-101	71%	71%	71%	71%	71%
ECO-105		81%			81%
ECO-106		89%		89%	
MAT-106			100%		100%
MAT-110	63%	88%	73%	82%	79%
MAT-210		77%		77%	
MAT-220		71%			71%

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	Total

AS-T Business Administration for Transfer	1	1	-	2

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.

SUMMARY OF ENROLLMENT			
MODALITY	**2013-14**	**2014-15**	**2015-16**
Correspondence	1149	1528	1755
Face-to-Face	69	132	132
Grand Total	**1218**	**1660**	**1887**

Enrollments for general education courses (*Arts, BIO, CIS, and Math*) have also steadily grown in volume over the years. This trend is attributable to a number of prison sites being served by Palo Verde College. Elective courses such as CIS have a greater number of subject areas being offered to students, but it appears that most of lower level courses are not making due to low enrollments.

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
ART-120			20		20
ART-125		13	9	22	
BIO-100	56	161	32	120	129
BIO-101			49	32	17
BIO-110					
BUS-101		288	12	150	150
BUS-135		95		46	49
CIS-101		14	7	14	7
ECO-105		79		46	33
ECO-106		13			13
MAN-105		54		31	23
MAN-106		79		30	49
MAN-107		18			18
MAN-145		36		18	18

ACADEMIC YEAR 2013-14					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
MAN-205					
MAT-106			26	14	12
MAT-110	24	48	15	43	44
MAT-210					
MAT-220					

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
ART-120					
ART-125		25	11		36
BIO-100	66	145	47	114	144
BIO-101			36	18	18
BIO-110					
BUS-101		241	18	124	135
BUS-135		104	10	59	55
ECO-105		30			30
ECO-106		39		39	
MAT-106		19	30	29	20
MAT-110	26	50	18	47	47
MAT-210					
MAT-220					

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
ART-120					
ART-125		42	9	28	23
BIO-100	40	209	33	143	139
BIO-101			31	17	14
BIO-110					
BUS-101		306	16	163	159
BUS-135		119	11	73	57
CIS-101	7	14	7	7	21
ECO-105		26			26
ECO-106		28		28	
MAT-106			18		18

ACADEMIC YEAR 2015-16					
	Online Enrollment	Correspondence Enrollment	Face to Face Enrollment	Fall Enrollment	Spring Enrollment
MAT-110	8	48	30	44	42
MAT-210		13		13	
MAT-220		7			7

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 highly qualified 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 businesses, both in the private and public sectors. This working relationship is reflected in such collaborative as classroom presentations, annual job fair, and annual Business Advisory meeting.

With respect to Course Outlines of Record (CORs) they are updated, 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.

Enrollment for courses for each year have totaled between 1,218 and 1,903 students, 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 in our courses because of the need to fill many occupations from the

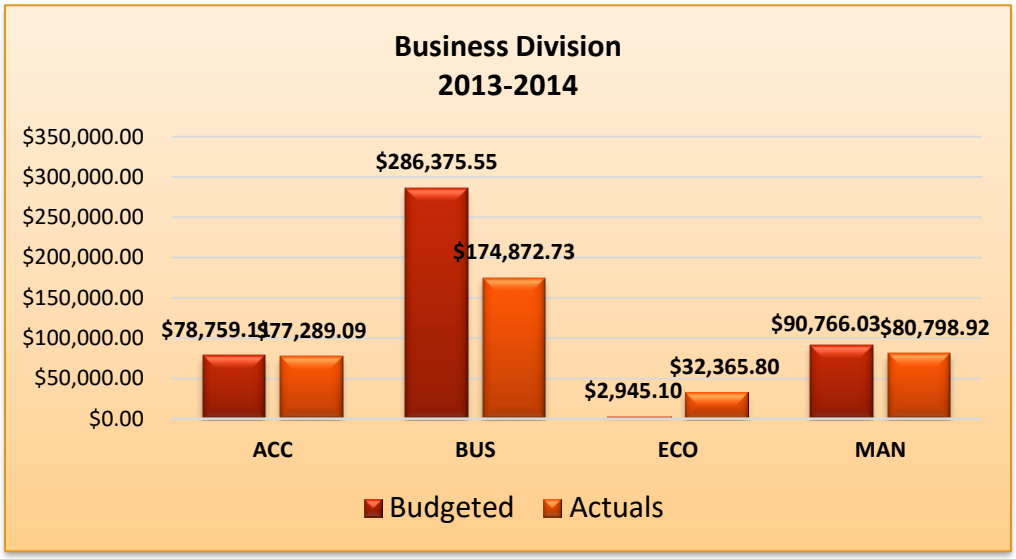
baby boomer generation filing for retirement. The enrollment trends tell us that we been growing approximately 13% over a two-year period, while the proposed budget has aligned with the growth expectations.

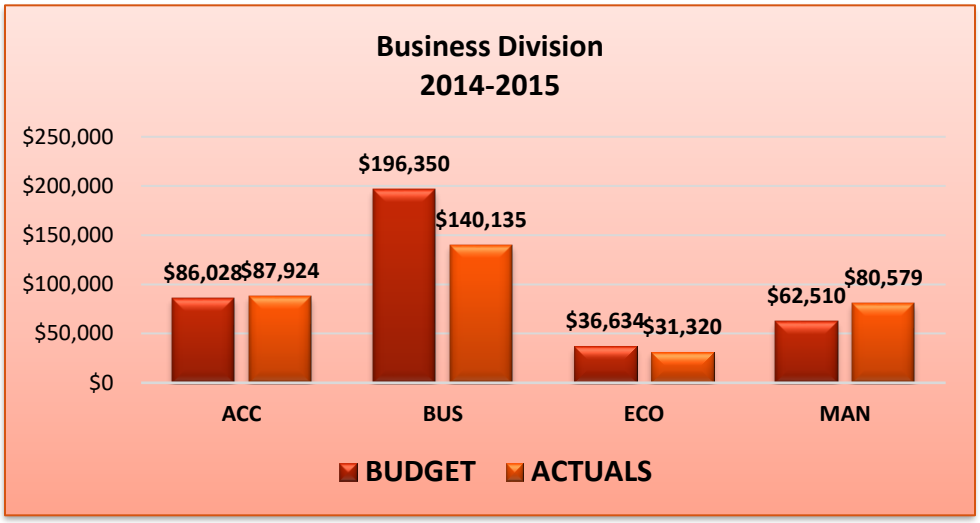
As to the plans for the future, the Business Division meets with the Budgeting Committee on a yearly basis to analyze the needs of the department to plan for supplies, equipment, trainings, conferences, Advisory Meeting costs, and classroom modules, as well as meeting the need to cover salaries for both 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.

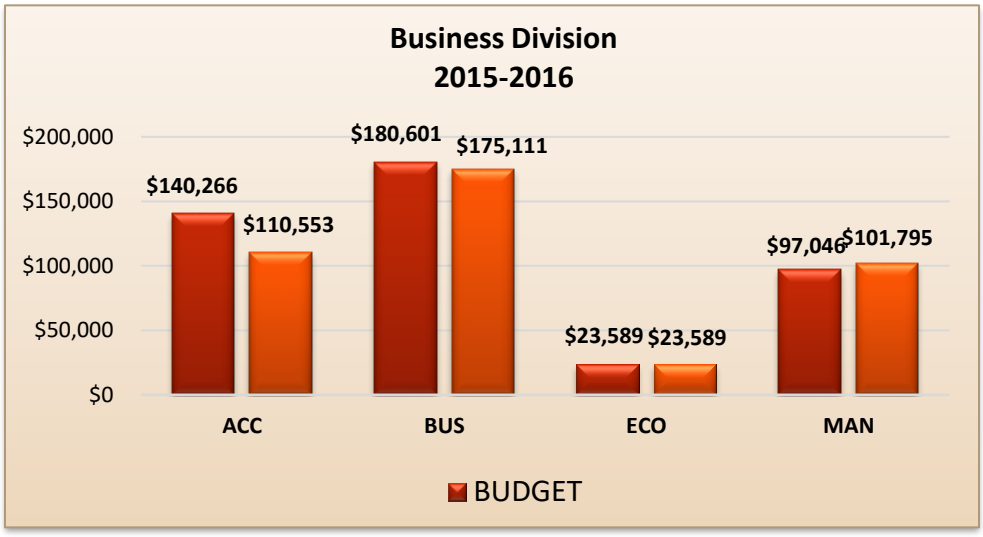
2013-14					
Dept.	**Salaries**	**Benefits**	**Budgeted**	**Expenses**	**% -/+**
ACC	$63,626.15	$13,662.94	**$78,759.11**	**$77,289.09**	**1.9%**
BUS	$144,398.34	$30,474.39	**$286,375.55**	**$174,872.73**	**38.9%**
ECO	$23,829.40	$8,536.40	**$2,945.00**	**$32,365.80**	**(999%)**
MAN	$60,978.69	$19,820.23	**$90,766.03**	**$80,798.92**	**11.1%**

2014-15					
Dept.	**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					
Dept.	**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%**



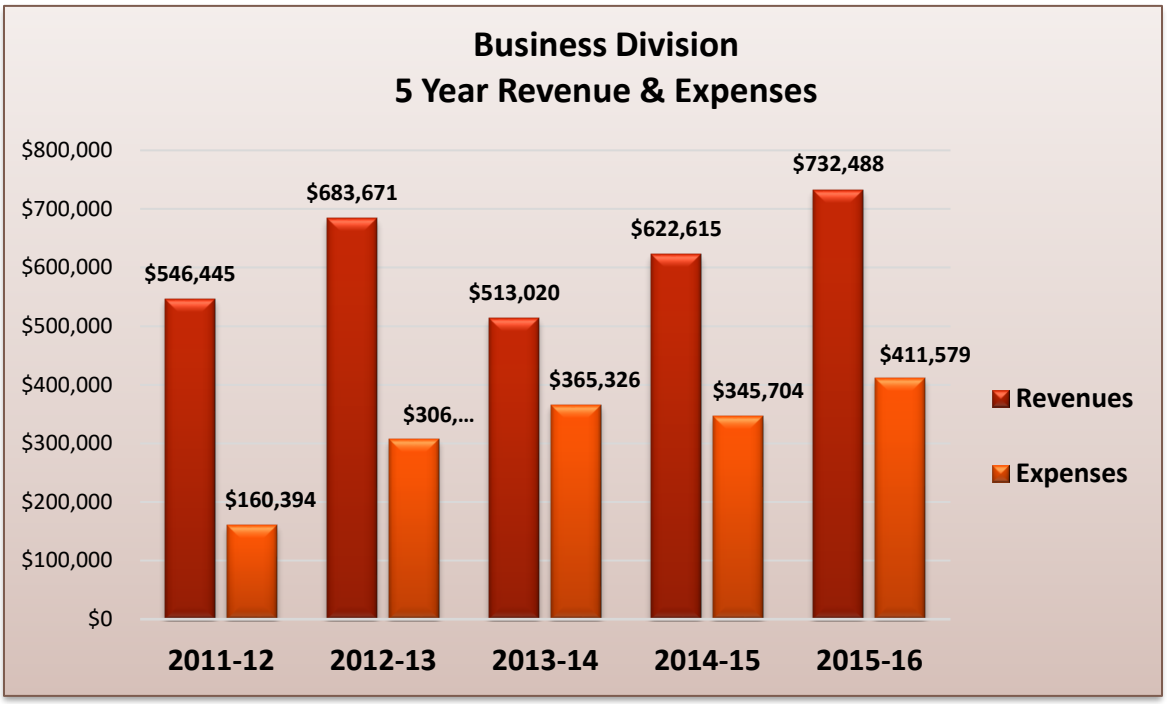




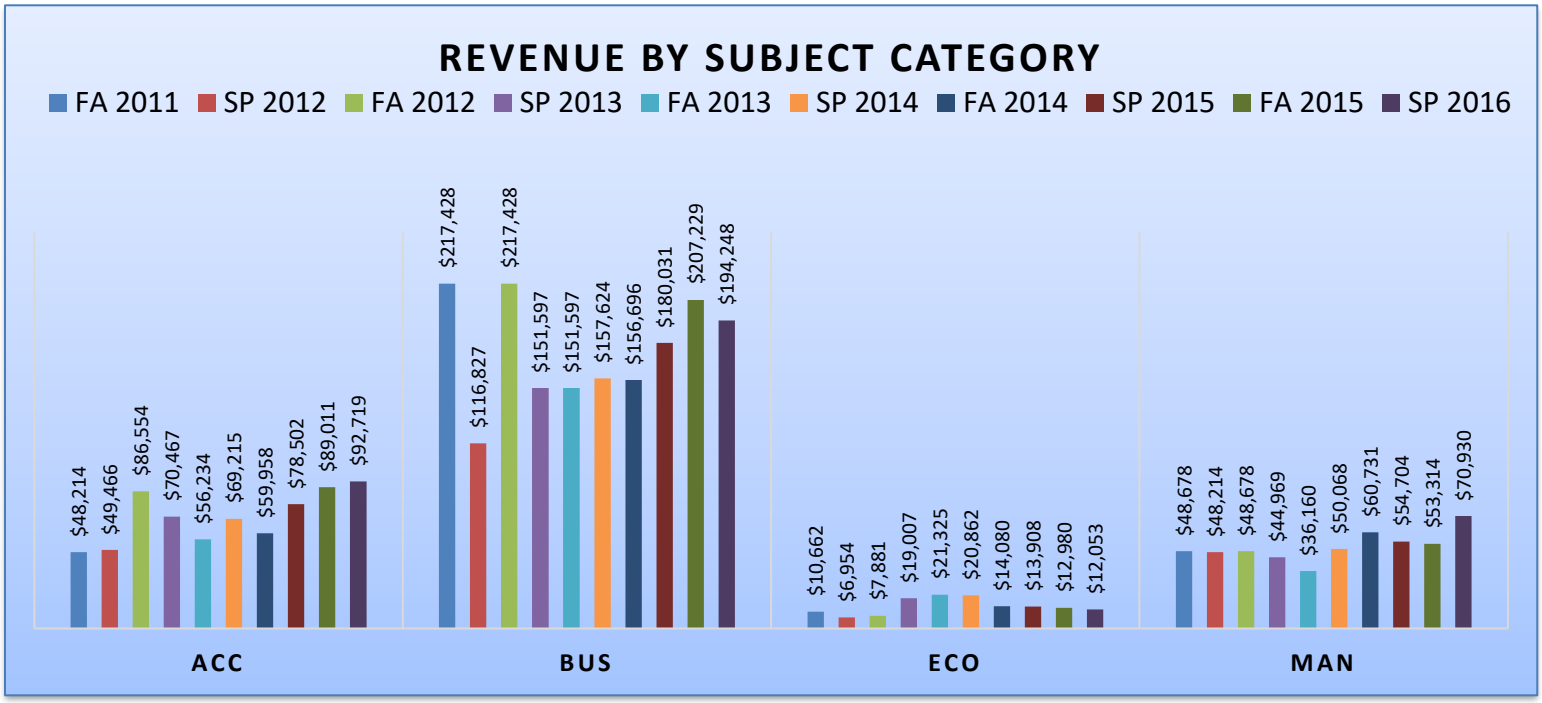
16. REVENUE AND EXPENSES

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 were within budget. As to the two areas mentioned above, the business office either did not budget or budgeted very little at the start of the year. It is why we have a large over-drawn category for these two areas. Since then, 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								
Dept.	**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								
Dept.	**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								
Dept.	**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.

The Business Division is also seeking funding to cover advertising activities for the annual Job Fair. Advertising includes placing ads in the Palo Verde Times, KJMB, KERU, and creation of flyers, posters, and banners. This includes an ad after the event. This function is estimated to cost about $3,700. The marketing of this event will not only encourage residents to attend, but also increase the number of participating employers.

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. The Business Division is seeking professionally made flyers, marketing videos, and marketing supplies to promote the program at campus events, this includes, but not limited to the Job Fair.
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.
6. Seek laptop/computer to full time faculty so they are able to accommodate the needs of instruction and campus activities.
7. Seek ergonomic office chairs to help improve long sitting time (posture) mobility and the improvement of back and neck pain.
8. Increase faculty participation in professional growth activities. Also, participate, if possible, in any associations that will help enhance instruction and student learning.

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-

Program Goal	Institutional Goal/Objective
	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.
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

Program Goal	Institutional Goal/Objective
	scheduled combinations of courses as to semester rotation, days of the week, number and type of sections, day vs. evening and mode of delivery.
6. Develop a working relationship with the Business Office to create an "Internship" for students wanting to pursue their degree in Accounting.	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.
7. Acquire classroom materials and equipment, to support instruction including, but not limited to laptops, calculators, office chairs for full time staff., etc.	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.
8. Meet with the Business Advisory Committee annually to update the division with identifying its weaknesses, strengths, finding opportunities, and identifying its threats.	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.
9. Seek funding sources from the college for trainings, attending statewide conferences, and/or national trainings that will help foster and strengthen the cutting edge of business studies. Also, if and when possible promote workshops for local businesses/service providers. In essence, create a working relationship with our local businesses/services providers.	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.

APPENDIX A - SUCCESSFUL COMPLETIONS CALCULATIONS

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

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 successful students needed to meet standard (70.6%)
Median	26.5	19
Mean	24.13636364	17
Mode	27	19

Student Gap to Success (# of students add'l student 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 Term	
Median	4.5	Median	13.5
Mean	4.363636364	Mean	16
Mode	5	Mode	#N/A

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%	
Sum W's		**11**	**10**	**11**	**15**	**40**	**24**
Total # of students		64	78	67	91	125	106
% of W's		**17%**	**13%**	**16%**	**16%**	**32%**	**23%**

Percent of "W"s per Section		Percent of "W"s per Term	
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								Class Size		# of successful students needed to meet standard (70.6%)
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP	Median	20	15
ACC-101	01	27		30			10	Mean	20.71429	15
	02		14		19	20	25	Mode	#N/A	n/a
Total		**27**	**14**	**30**	**19**	**20**	**35**			

Student Gap to Success (# of students add'l student needed to meet the standard)								Student Gap per Section		Student Gap per Term	
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP	Median	1	Median	2.5
ACC-101	01	6		-1			-1	Mean	2.14	Mean	2.5
	02		0		1	5	5	Mode	-1	Mode	n/a
ACC-101 Total		**6**	**0**	**-1**	**1**	**5**	**4**				

Percent of "W"s in the section								Percent of "W"s per Section		Percent of "W"s per Term	
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP	Median	26%	Median	26%
ACC-101	01	41%		13%			0%	Mean	23%	Mean	25%
	02		14%		26%	30%	36%	Mode	#N/A	Mode	#N/A
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%**				

Number of Students "No Showed"							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
ACC-101	01	0		0			0
	02		0		0	0	0
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**

Class 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
	05	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		Student Gap per Term	
Median	6	Median	40.5
Mean	6.333333	Mean	41.16667
Mode	9	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	73%	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 W's		**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		Percent of "W"s per Term	
Median	28%	Median	28%
Mean	27%	Mean	27%
Mode	38%	Mode	#N/A

Number of Students "No Showed"							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 101	01	0	1	0		0	4
	02	0	4	0	4		8
	03	0	0	0	3	0	6
	04	0	0	9	0	8	2
	05	0	0		3	10	
	06		10	0	0	0	0
	07		0	2	0	3	0
	08					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
BUS 105	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
BUS 105	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
BUS 105	01	29%	40%	21%	6%		11%
	02	48%	19%	11%	9%	4%	0%
	03		26%	15%		15%	
	04				21%	28%	5%
	05						38%
Sum W's		**26**	**19**	**11**	**8**	**12**	**13**
Total # of students		67	76	70	72	80	101
% of W's		**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	20%
Mode	#N/A	Mode	#N/A

Number of Students "No Showed"							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 105	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**	**3**	**8**	**2**	**10**

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

Class Size							
Course	sec	**2013FA**	**2014SP**	**2014FA**	**2015SP**	**2015FA**	**2016SP**
BUS 135	01	23		26	10	26	11
	02	23	25	24	25	23	25
	03		24	9	20	24	21
Total		**46**	**49**	**59**	**55**	**73**	**57**

Class Size		# of successful students needed to meet standard (70.6%)
Median	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	2
	02	4	6	4	5	6	5
	03		14	5	9	4	7
Grand Total		**6**	**20**	**9**	**15**	**18**	**14**

Student Gap per Section		Student Gap per Term	
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	01	0%		12%	20%	42%	18%
	02	17%	16%	13%	12%	26%	4%
	03		29%	11%	30%	25%	19%
Sum W's		**4**	**11**	**7**	**11**	**23**	**7**
Total # of students		46	49	59	55	73	57
% of W's		**9%**	**22%**	**12%**	**20%**	**32%**	**12%**

Percent of "W"s per Section		Percent of "W"s per Term	
Median	18%	Median	16%
Mean	18%	Mean	18%
Mode	#N/A	Mode	#N/A

Number of Students "No Showed"							
Course	sec	**2013FA**	**2014SP**	**2014FA**	**2015SP**	**2015FA**	**2016SP**
BUS 135	01	5		2		0	2
	02	4	1	4	3	0	2
	03		4	2	2	0	7
No Show Total		**9**	15	11	10	21	20

BUS 202 Successful Completions			
13-14	**14-15**	**15-16**	**Benchmark**
56.0%	43%	48%	**70.60%**

Class Size							
Course	sec	**2013FA**	**2014SP**	**2014FA**	**2015SP**	**2015FA**	**2016SP**
BUS 202	01	23		28	28		17
	02		34		23	24	20
	03			9		23	
Total		**23**	**34**	**37**	**51**	**47**	**37**

Class Size		# of successful students needed to meet standard (70.6%)
Median	23	17
Mean	22.9	17
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 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		Student Gap per Term	
Median	5.5	Median	10.5
Mean	5.8	Mean	9.666667
Mode	5	Mode	10

Percent of "W"s in the section							
Course	sec	**2013FA**	**2014SP**	**2014FA**	**2015SP**	**2015FA**	**2016SP**
BUS 202	01	9%		11%	18%		18%
	02		21%		22%	17%	25%
	03			56%		17%	
Sum W's		2	7	8	10	8	8
Total # of students		23	34	37	51	47	37
% of W's		**9%**	**21%**	**22%**	**20%**	**17%**	**22%**

Percent of "W"s per Section		Percent of "W"s per Term	
Median	18%	Median	20%
Mean	21%	Mean	18%
Mode	#N/A	Mode	22%

Number of Students "No Showed"							
Course	sec	**2013FA**	**2014SP**	**2014FA**	**2015SP**	**2015FA**	**2016SP**
BUS 202	01	7		0	0		11
	02		0		0	3	5
	03			0		5	
No Show Total		**7**	**0**	**0**	**0**	**8**	**16**

BUS 206 Successful Completions				Benchmark
13-14	14-15	15-16		
53.0%	37%	45%		70.60%

Class Size							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 206	01	25		26	26	34	22
	02	16	32	23	25	21	27
	03						17
Total		**41**	**32**	**49**	**51**	**55**	**66**

Class Size		# of successful students needed to meet standard (70.6%)
Median	25	18
Mean	24.5	18
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 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 Section		Student Gap per Term	
Median	7	Median	10.5
Mean	7	Mean	14
Mode	1	Mode	#N/A

Percent of "W"s in the section							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 206	01	16%		23%	46%	26%	18%
	02	19%	16%	39%	36%	14%	30%
	03						18%
Sum W's		7	5	15	21	12	15
Total # of students		41	32	49	51	55	66
% of W's		**17%**	**16%**	**31%**	**41%**	**22%**	**23%**

Percent of "W"s per Section		Percent of "W"s per Term	
Median	21%	Median	22%
Mean	25%	Mean	25%
Mode	#N/A	Mode	#N/A

Number of Students "No Showed"							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
BUS 206	01	0		0	0	0	2
	02	0	0	0	0	5	0
	03						9
No Show Total		**0**	**0**	**0**	**0**	**5**	**11**

MAN 106 Successful 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	01	30	22	37	34	24	22
	02		27	29		22	26
Total		**30**	**49**	**66**	**34**	**46**	**48**

Class Size		# of successful students 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	01	0	9	7	6	9	1
	02		16	12		8	6
MAN 106 Total		**0**	**25**	**19**	**6**	**17**	**7**

Student Gap per Section		Student Gap per Term	
Median	7.5	Median	12
Mean	7.40	Mean	12.33333
Mode	9	Mode	#N/A

Percent of "W"s in the section							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 106	01	17%	45%	32%	15%	38%	18%
	02		56%	38%		27%	31%
Sum W's		5	25	23	5	15	12
Total # of students		30	49	66	34	46	48
% of W's		**17%**	**51%**	**35%**	**15%**	**33%**	**25%**

Percent of "W"s per Section		Percent of "W"s per Term	
Median	32%	Median	29%
Mean	32%	Mean	29%
Mode	#N/A	Mode	#N/A

Number of Students "No Showed"							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 106	01	6	4	0	0	2	5
	02		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%

Class Size						
Course	sec	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 107	01	18	33	24	24	29
	02					14
Total		**18**	**33**	**24**	**24**	**43**

Class Size		# of successful students needed to meet standard (70.6%)
Median	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	01	0	5	7	2	7
	02					2
MAN 107 Total		**0**	**5**	**7**	**2**	**9**

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

Percent of "W"'s in the section						
Course	sec	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 107	01	17%	24%	21%	25%	24%
	02					14%
Sum W's		3	8	5	6	9
Total # of students		18	33	24	24	43
% of W's		**17%**	**24%**	**21%**	**25%**	**21%**

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

Number of Students "No Showed"						
Course	sec	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 107	01	3	0	0	0	0
	02					3
No Show Total		**3**	**0**	**0**	**0**	**3**

MAN 145 Successful Completions			Benchmark
13-14	14-15	15-16	
50.0%	45%	57%	70.60%

Class Size							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 145	01	18	18	23	23	21	16
	02			9			
Total		**18**	**18**	**32**	**23**	**21**	**16**

Class Size		# of successful students needed 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
MAN 145	01	1	7	4	11	5	1
	02			1			
MAN 145 Total		**1**	**7**	**5**	**11**	**5**	**1**

Student Gap per Section		Student Gap per Term	
Median	4	Median	5
Mean	4.29	Mean	5
Mode	1	Mode	1

Percent of "W"'s in the section							
Course	sec	2013FA	2014SP	2014FA	2015SP	2015FA	2016SP
MAN 145	01	28%	39%	22%	30%	10%	25%
	02			11%			
Sum W's		5	7	6	7	2	4
Total # of students		18	18	32	23	21	16
% of W's		**28%**	**39%**	**19%**	**30%**	**10%**	**25%**

Percent of "W"s per Section		Percent of "W"s per Term	
Median	25%	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
MAN 145	01	5	0	4	0	0	8
	02			3			
No Show Total		**5**	**0**	**7**	**0**	**0**	**8**

APPENDIX B - PROGRAM FLYERS

Palo Verde College

A.S Associate of Science in Business Administration 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 B1, B2, & B3 (*Lab will be required in B1 or B2*)	9 units
Arts, Literature, Philosophy & Foreign Language (*C1 & C2 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

39 units

COURSES	***TITLE***	***UNITS***
ACC 100	*Basic Accounting (prerequisite for 101)*	4
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
ECO 106	Principles of Microeconomics	3
ECO 105	Principles of Macroeconomics	3
BUS 135	Business Law	3
MAT 106/110***	*Intro to Statistics with Lab/**College Algebra***	*4*
or		3
PSY 155	*Intro to Statistical*	3
CIS 101	Intro to Computers	3
BUS 101	Intro to Business	3

Total units for the Major 26- 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.

*Math/Quantitative Reasoning: Minimum One course: Math 106, 110, 210, 220, or PSY 155

Palo Verde College

A.S Associate of Science in Business Administration for Transfer

Program of Study -Option C

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

IGETC (usually pronounced "eye-GET-see") was developed in concert with the UC and CSU systems to create a set of general education courses that would be accepted at both institutions, so that students who have not made a final decision about where to transfer would be able to have one list of courses to follow, instead of two.

English Communication (required 1 course ea. from Group A, B, C)	CSU 3 Courses required
English Communication (required for group A & B)	UC 2 Courses Required
Mathematical Concepts & Quantitative	1 Course
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	*Basic Accounting (prerequisite for 101)*	4
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
ECO 106	Principles of Microeconomics	3
ECO 105	Principles of Macroeconomics	3
BUS 135	Business Law	3
*MAT 106/**110**	Intro to Statistics with Lab/**College Algebra**	*4*
or		3
PSY 155	Intro to Statistical	3
CIS 101	Intro to Computers	3
BUS 101	Intro to Business	3

Total units for the Major 26-27 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. **Math Concept and Quantitative Reasoning 1 course: Math 106, 110, 210, 220 or PSY 155*