Business
PROGRAM REVIEW REPORT
2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Durfield, Timothy		
Ghidella, Richard		
Grossman, Bruce		
Lindsey, Stephen		
Richard, Levi		

Business

I. Executive Summary

Program Description:
Business is the study of the practices and products of commerce. Areas of concentration within this program include business management, business law, marketing, advertising, business ethics, personal finance, real estate, international business, and business communication skills. Business courses satisfy general education requirements for an associate's degree in business, an A.S. for transfer degree in business administration, and lower division transfer requirements. Courses are offered in the day and evening, and in hybrid and online formats.

Strengths/Effective Practices:
Provide basic business knowledge and skills to students.
Prepare students to enter the job market.
Provide courses required for students to complete their AS degree (and AS for transfer degree).
Provide classes for enrichment and upgrading of skills for students currently employed.
Provide transfer courses to four-year colleges and universities.
Schedule day, night and online classes to increase opportunities for students.

Weaknesses/Lessons Learned:
We should continue to explore new technologies to be able to effectively communicate with students and to simultaneously develop their written and oral communication skills.

Recommendations/Next Steps:
Research and study new techniques and strategies for developing student writing and communication skills in the business and real estate courses.

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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
BUS130 Introduction to Business		3	11	3	11	**Spring 2014**
BUS132 Ethics in Business		0	2	0	1	**Spring 2014**
BUS146 Personal Finance		1	6	1	6	**Spring 2014**
BUS150 Business English		0	1	0	0	**Fall 2013**
BUS152 Business Communications		0	0	0	1	**Spring 2014**
BUS160 Bus Law and Legal Environ I		2	7	2	8	**Spring 2014**
BUS161 Bus Law and Legal Environ II		0	1	0	1	**Spring 2014**
BUS170 Small Business Management		0	1	0	1	**Spring 2014**
BUS172 Personnel Management		0	1	0	1	**Spring 2014**
BUS175 Introduction to Management		0	1	0	1	**Spring 2014**
BUS176 Mgt for the Office Prof		0	1	0	0	**Fall 2013**
BUS185 Elements of Marketing		0	0	0	1	**Spring 2014**
BUS192 Advertising		0	1	0	0	**Fall 2013**
REAL210 Real Estate Principles		1	1	1	2	**Spring 2014**

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Administrative Office Manager	C	2004	0	2	1	0
Business	AS	1965	173	159	144	127
Liberal Arts: Business Technology	AA	2009	8	13	5	32
Business Administration	AS-T	2013	NA	NA	53	116

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TYPE: AA = Associate in Arts   **AS** = Associate in Science Degree   **C** = Certificate   **S** = Skill Award
       AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:
1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Faculty members regularly review and consider both the variety and the number of courses to offer. Factors considered include student demand, transferability, scheduling needs of all students, DE considerations, degree requirements, and budget. In reviewing the most recent data available, the faculty members believe that our current section offerings are appropriate in light of these considerations.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

For data on course sections, sucess and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.

Observations and comments about course, program and college level data can be made below.

When reviewing the most recent student demographics data available, faculty members noted the following:
- **The gender of students enrolled in business courses is fairly equally balanced.**
- **The success rate for students taking business courses has generally improved in recent years.**
- **The retention rate for students in business classes is good.**

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

These students received Student Achievement Awards in business/accounting for the 2013-2014 academic year: Timothy Hendricks, Alicia Ingraham, Larry Lewis, Richard Robinson, Sang Thai and Katherine Welz.

The following business/accounting students served as officers of the Business Association (student business club) for the 2013-2014 academic year: President – Yuanying Jia; Vice President – Richard Robinson.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle.   Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Faculty members continue to access SLOs for each of the classes they teach. The detailed reflections of the faculty members regarding these assessments are set forth in the SLO Assessment Reflection tables. For many, if not most assessments, student performances have been within acceptable ranges. Faculty members will continue to evaluate their teaching and assessment practices in order to promote student success and retention.

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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Institutional Goal**
Goal 1 2013-14	Research and study new techniques and strategies for developing student writing and communication skills in the business and real estate courses.	Faculty	Fall '14	2.2.1
Goal 2 2013-14	Evaluate continuing need for Administrative Office Manager certificate.	Faculty.	Following evaluation, this certificate was discontinued.	2.2.6
Goal 3 2013-14	Explore the potential for integrating students' life and work experiences with business course requirements.	Faculty.	Fall '14	1.2.4
Goal 4 2013-14	Bring in professionals from industry, as well as from the real estate, accounting, and law professions, to speak to students on current issues.	Faculty	Fall '14	6.1.1

In addition to previous goals, during 2014-2015, we plan to:

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal****

Goal 1			
Goal 2			
Goal 3			
Goal 4			

For instutional goals visit link below.
http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

**For Educational and Facilities Master Plan, use table below.

EFMP 1 – Analyze the benefits of developing a paralegal program.
EFMP 2 – Research the benefits of adding courses in international business and e-commerce.
EFMP 3 – Modify curriculum as needed to align with degree patterns proposed in response to SB 1440
EFMP 4 – Develop strategies to improve students' successful course completion in business and real estate courses.

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IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
None			

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
None			

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
	Continued support and funding for		Q	3
	Professional development.			

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Upgrade classroom technology	To improve technology support for teachers	LB	F	3
Wi-fi in classrooms	To allow students to use laptops	LB	F	3

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Upgrade instructor computers and printers	Enhance technology available to instructors		F	3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Faster internet speed in office and classrooms	To enhance learning.		F	3
New office copier	The current copier breaks down frequently and often takes several days to repair. This reduces the efficiency of instructors and impacts students.		F	3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?
N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?
F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.

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X. Career Technical Education

TOP CODE: **0501 BUSINESS**

TOP CODE: **0505 BUSINESS ADMINISTRATION**

TOP CODE: **0506 BUSINESS MANAGEMENT**

TOP CODE: **0509 MARKETING AND DISTRIBUTION**

TOP CODE: **0511 REAL ESTATE**

1. **Advisory Committee meeting date(s):**   **NA -- deactivating only remaining certificate.**

2. **Advisory Committee recommendations**

1.	NA
2.	
3.	
4.	
5.	

3. **Are these Advisory Committee minutes on file with Academic Affairs?**

   YES _____   NO _____

4. **Vocational Funds**

Source	Purpose	Amount

5. Labor Market Data 2008 – 2018
   (California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
				%
				%
				%
				%
				%
				%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

CORE INDICATORS

TOP CODE: 0501 BUSINESS

Indicator	Negotiated Level	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	88.81%	37.84	33.10	32.59	40.12	44.25
2. Credential, Certificate, or Degree	82.05%	96.84	98.48	99.12	99.28	99.30
3. Persistence or Transfer	85.96%	77.78	83.57	90.91	87.88	89.47
4. Placement	81.72%	93.85	87.34	83.05	71.83	81.54
5. Nontraditional Participation	20.37%	59.46	59.15	53.33	50.90	41.95
6. Nontraditional Completion	25.99%	5.32	58.78	54.17	51.39	40.94

TOP CODE: 0505 BUSINESS ADMINISTRATION

Indicator	Negotiated Level	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	88.81%			100.00	0.00	100.00
2. Credential, Certificate, or Degree	82.05%			100.00		

3. Persistence or Transfer	85.96%			100.00	100.00	100.00
4. Placement	81.72%			0.00		
5. Nontraditional Participation	20.37%			100.00	0.00	0.00
6. Nontraditional Completion	25.99%			100.00	0.00	

TOP CODE: 0506 BUSINESS MANAGEMENT

Indicator	Negotiated Level	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	88.81%	71.43	83.33	50.00	100.00	90.00
2. Credential, Certificate, or Degree	82.05%	75.00	0.00	100.00	50.00	100.00
3. Persistence or Transfer	85.96%	83.33	83.33	100.00	100.00	100.00
4. Placement	81.72%	100.00	66.67		66.67	
5. Nontraditional Participation	20.37%	83.33	100.00		66.67	0.00
6. Nontraditional Completion	25.99%	50.00	100.00		50.00	0.00

TOP CODE: 0509 MARKETING AND DISTRIBUTION

Indicator	Negotiated Level	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	88.81%	100.00	100.00	100.00	100.00	100.00
2. Credential, Certificate, or Degree	82.05%	100.00	100.00		100.00	
3. Persistence or Transfer	85.96%	100.00	0.00	100.00	0.00	100.00
4. Placement	81.72%	100.00	100.00		100.00	
5. Nontraditional Participation	20.37%					
6. Nontraditional Completion	25.99%					

TOP CODE: 0511 REAL ESTATE

Indicator	Negotiated Level	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	88.81%	50.00	80.00	100.00	100.00	100.00
2. Credential, Certificate, or Degree	82.05%	100.00	50.00			
3. Persistence or Transfer	85.96%	100.00	80.00	100.00	100.00	100.00
4. Placement	81.72%	100.00	100.00			
5. Nontraditional Participation	20.37%					
6. Nontraditional Completion	25.99%					

Core 1 - Skill Attainment, GPA 2.0 & Above:

Core 2 - Completions, Certificates, Degrees and Transfer Ready :)

Core 3 - Persistence in Higher Education :)

Core 4 - Employment: 79.86% Performance Goal
Core 5 - Training Leading to Non-traditional Employment:

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%