



## **Business Instructional Program Review 2009-2010**

### **Fall 2009**

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#### **Prepared by**

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#### **Business Program Review Committee Members**

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Levi Richard	Professor and Co-Chair
Timothy Durfield	Professor
Richard Ghidella	Professor
Patrick Borja	Curriculum Representative
Anna Villeneuve	Senate Representative
Michelle Plug	Articulation Officer
Jim Woolum	Program Review Coordinator
Irene Malmgren	Vice President of Academic Affairs
Stephen Lindsey	Dean of Business, CSIS, Distance Education and Library



## PROGRAM REVIEW – Business

The final summary of the program review process for Business is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

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Stephen L. Lindsey, Dean of Business, CSIS, DE, and Library

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date

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Michelle Plug, Articulation Officer

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date

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David Kary, Chair of Curriculum Committee

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date

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Irene Malmgren, Vice President of Academic Affairs

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date

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Jack Call, Academic Senate President

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date

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Geraldine M. Perri, Superintendent/President

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date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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## **1. Executive Summary**

We learned a number of things about the Business Program as a result of going through the program review process. First and foremost, we realized that the degree for the Business Program needs to be updated and revised to more accurately reflect course requirements that students must satisfy in order to receive a business degree.

Second, we learned that the program is largely in very good shape. Classrooms have useful and reasonably up-to-date instructional equipment; course offerings are relevant for contemporary business issues and for the development of skills necessary for students to succeed in industry; and our faculty is highly accomplished, motivated, and open to experimenting with new techniques and teaching strategies to enhance student interest and success.

Third, we are satisfied that core business transfer courses are regularly offered to enable our students to move on to our four-year transfer partners with all of their lower-level business course requirements having been completed during their first two years of study with us.

Fourth, we acknowledge that there is always room for improvement in how we present material to students to maximize their understanding and success. Specifically, we believe that 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.

Fifth, because course and articulation requirements may change, we recognize that we have a need to review course and degree requirements on a more regular basis, as well as the utility of continuing to have certificate programs.

Finally, we learned that we also need to continually evaluate whether to offer our courses in online formats, traditional classroom formats, or both.

What follows is a list of our specific Program Review recommendations:

1. Review, evaluate, update, and revise, as necessary, the specific course requirements for the AS degree in business.
2. Eliminate the Business Management and Marketing Certificates.
3. Draft SLOs for the business degree and have them processed through Curriculum.
4. Research and study new techniques and strategies for developing student writing and communication skills in the business courses.
5. Explore the potential for integrating students' life and work experiences with business course requirements.

6. Bring in professionals from industry, as well as the real estate, accounting, and law professions, to speak to classes on current issues.
7. Identify and explore new classroom technologies that will enhance instruction.
8. Explore the advantages and disadvantages of offering at least one section of every business class in both a traditional classroom format and in an online format.
9. Research, study, and work with DSPPS to explore additional ways for providing effective access to our classrooms and our courses by disabled students.

## 2. Faculty

Full-Time Faculty	Adjunct Faculty
Timothy Durfield Richard Ghidella Bruce Grossman Levi Richard	none

## 3. List of Program Courses

Subject & Course No.	Title	Units
Bus 130	Introduction to Business	3
Bus 132	Ethics in Business	3
Bus 140	International Business	3
Bus 146	Personal Finance	3
Bus 150	Business English	3
Bus 152	Business Communications	3
Bus 160	Business Law and the Legal Environment I	3
Bus 161	Business Law and the Legal Environment II	3
Bus 170	Small Business Management	3
Bus 172	Personnel Management	3
Bus 175	Introduction to Management	3
Bus 176	Management for the Office Professional	3
Bus 185	Elements of Marketing	3
Bus 192	Advertising	3
Bus 246	Personal Investments	3
Real 210	Real Estate Principles	3
Real 212	Real Estate Practice	3
Real 214	Real Estate Finance	3
Real 216	Legal Aspects of Estate Practice	3

### **Classes not offered in the last two years:**

<b>Subject &amp; Course No.</b>	<b>Title</b>	<b>Units</b>
Bus 140	International Business	3
Real 214	Real Estate Finance	3

### **4. List of Degrees**

#### **Associate of Science, Business.**

There were 152 degrees awarded in 2003-04; 139 degrees awarded in 2004-05; 139 degrees awarded in 2005-06; 121 degrees awarded in 2006-07; 143 degrees awarded in 2007-08; and 140 degrees awarded in 2008-09.

### **5. List of Certificates and Awards**

#### **Business Management Certificate -**

There was one certificate awarded in 2005-06 and three awarded in 2006-07.

#### **Marketing and Distribution Certificate -**

There was one certificate awarded in 2005-06, two in 2006-07, and one in 2007-08.

### **6. List of Industry-Based Standard Certificates and Licenses**

None.

### **7. Advisory Committee or Council**

We typically hold advisory committee meetings annually in May or June of each academic year. The last advisory committee meeting was held on June 5, 2009. The minutes for these meetings can be found in the office of the Administrative Assistant for the Dean of Business, CSIS, Distance Education, and Library, chair of the committee. These meetings are attended by all of the business, accounting, real estate, office technology, and CSIS faculty.

The advisory committee meetings are primarily held for the benefit of the office technology and CSIS programs. There is also an accounting certificate and real estate courses for which the advisory committee provides input. The meetings ensure that these programs get input from the local business community members regarding what they are looking for from Citrus students who are seeking immediate employment. Given these facts (and other facts that follow), we believe that it is unnecessary to list the members of the advisory committee.

The Business Department participates at the advisory committee meetings because we offer a few certificates in the business discipline, and it is our understanding that advisory committees are required in disciplines that have certificates. However, the overwhelming emphasis in our discipline is on transfer, not on students entering the job market (as is confirmed by the low number of certificates we actually have awarded in recent years).

Data that is readily available for our vocational programs (student satisfaction, employer satisfaction, and labor market data) is not available for the Business Program. As is noted above, the primary focus of the Business Program is to prepare students for transfer to four-year universities.

## **8. Program Student Learning Outcomes**

The Business Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring or completing a degree from Citrus College must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Business Program will have acquired the following competencies:

### **1) Communication (personal expression and information acquisition)**

a) Promote the development of organizational skills, such as networking, writing, speaking, and listening skills that lead to effective communication within and between organizations.

### **2) Computation**

a) Develop an understanding of the financial and investment priorities of individuals and organizations as impacted by financial institutions/markets and changing economic conditions.

### **3) Creative, Critical, and Analytical Thinking, and Information Competency**

a) Encourage the development of critical and analytical skills within students through readings, lectures, discussions, exams, case studies, and projects.

### **4) Community/Global Consciousness and Responsibility**

a) Promote the understanding of and appreciation for the ethical behavior and social responsibility of individuals, organizations, and institutions within the global community.

b) Demonstrate an understanding of the impact that the global environment has on today's organizations.

## 5) Technology

a)

## 6) Discipline / (Subject Area Specific Content Material)

a) Understand how the functions of management (planning, organizing, leading, and controlling) impact organizational performance.

b) Create an understanding of the environments that impact organizational growth and job creation. Those factors are the economic, legal, technological, competitive, and social environments.

**Matrix of Mapping Course-level SLOs with Program-level SLOs**

BUS Program-level SLOs	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
	BUS #1 Speaking & Writing	BUS #2 Financial Priorities	BUS #3 Analyzing	BUS #4A Ethical Behavi.	BUS #4B Global Impact	BUS #5 N/A	BUS #6A Mgmt. Functions	BUS #6B Business Environment
<b>BUS 130:</b> SLO #1			X					
SLO #2A								X
SLO #2B							X	
SLO #3A				X				
SLO #3B					X			
SLO #4		X						
<b>BUS 132:</b> SLO #1A			X					
SLO #1B			X					
SLO #2							X	
SLO #3				X				
<b>BUS 140:</b> SLO #1A			X					
SLO #1B			X					
SLO #2A								X
SLO #2B								X
SLO #3					X			
<b>BUS 146:</b> SLO #1A		X						
SLO #1B		X						
SLO #2A			X					
SLO #2B			X					
SLO #3A								X
SLO #3B								X
<b>BUS 150:</b> SLO #1	X							
SLO #2			X					





	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
				BUS #4A Ethical Behavi.	BUS #4B Global Impact		BUS #5 N/A	BUS #6A Mgmt. Functions
BUS Program-level SLOs	BUS #1 Speaking & Writing	BUS #2 Financial Priorities	BUS #3 Analyzing	BUS #4A Ethical Behavi.	BUS #4B Global Impact	BUS #5 N/A	BUS #6A Mgmt. Functions	BUS #6B Business Environment
<b>REAL 212:</b> SLO #1			X					
SLO #2				X				
SLO #3	X							
SLO #4A							X	
SLO #4B							X	
SLO #4C								X
SLO #4D								X
<b>REAL 214:</b> SLO #1	X							
SLO #2A			X					
SLO #2B			X					
SLO #3				X				
SLO #4A								X
SLO #4B							X	
<b>REAL 216:</b> SLO #1	X							
SLO #2A			X					
SLO #2B			X					
SLO #3				X				
SLO #4A								X
SLO #4B								X

## 9. Program Description / Mission

The Business Program encompasses a broad area of study that includes business management, business law, marketing, business ethics, and business communication skills. The Citrus College Business Department conducts the Business Program with outstanding faculty to prepare students to transfer to four-year institutions, for professional careers and/or for personal growth. The program combines classroom lectures, demonstrations, and practical application within the business environment.

## 10. Program Goals and Objectives

The goals and objectives of the Business Program are as follows:

- a) Provide basic business knowledge and skills for students.
- b) Prepare students to enter the job market.
- c) Provide courses required for students to complete Associate of Science degree.
- d) Provide classes for enrichment and upgrading of skills for students currently employed.
- e) Provide courses to support other curricular areas on campus.
- f) Provide transfer credit to four-year colleges and universities.

- g) Schedule classes at night and online to increase flexibility and opportunity for adult education.

## 11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
Bus 130	Introduction to Business	March 2007	2013	Fall '09	Yes	Fall 2008
Bus 132	Ethics in Business	March 2007	2013	Fall '09	Yes	Fall 2009
Bus 140	International Business	March 2007	2013	Fall '06	Yes	N/A
Bus 146	Personal Finance	March 2007	2013	Fall '09	Yes	Fall 2009
Bus 150	Business English	April 2008	2014	Fall '09	Yes	Fall 2008
Bus 152	Business Communications	May 2008	2014	Spr. '09	Yes	Spring 2009
Bus 160	Business Law and the Legal Environment I	March 2008	2014	Fall '09	Yes	Fall 2010
Bus 161	Business Law and the Legal Environment II	April 2008	2014	Spr. '09	Yes	Spring 2009
Bus 170	Small Business Management	April 2007	2013	Fall '09	Yes	Fall 2009
Bus 172	Personnel Management	March 2007	2013	Fall '09	Yes	
Bus 175	Introduction to Management	April 2007	2013	Fall '09	Yes	Fall 2009
Bus 176	Management for the Office Professional	Dec. 2008	2013	Fall '09	Yes	Fall 2009
Bus 185	Elements of Marketing	March 2007	2013	Spr. '09	Yes	Spring 2010
Bus 192	Advertising	April 2007	2013	Fall '09	Yes	Fall 2009
Bus 246	Personal Investments	June 2005	2011	Fall '06	Yes	N/A
Real 210	Real Estate Principles	March 2007	2013	Fall '09	Yes	Fall 2010
Real 212	Real Estate Practice	March 2007	2013	Spr. '08	Yes	N/A
Real 214	Real Estate Finance	March 2007	2013	Spr. '07	Yes	N/A
Real 216	Legal Aspects of Real Estate	March 2007	2013	Fall '05	Yes	N/A

\*Courses to be reviewed on a six year cycle per Title 5.

\*\*Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

## 12. Degree/Certificate Review

It is our understanding that the courses in the Business Program are being scheduled efficiently to ensure that full-time, prepared students can complete all of the degree requirements within two years. In addition, we believe that the requirements for the degrees meet students' needs, are appropriate to meet academic standards both at Citrus and at the four-year institutions to which students might transfer, and meet the needs of employers in industry. For these reasons, we do not believe that those requirements need to be modified at this time, although we are presently in the process of eliminating the Business Management and Marketing Certificates based on insufficient need and interest.

Further, the Business Department does not have a planned, progressive sequence of courses by semester that students must follow. Nor do any of our courses have prerequisites, thus permitting students to take courses in any order that works for their

needs. For these reasons, no degree map has been created, and we do not believe that one is needed under these circumstances.

However, it appears that SLOs for the business degree have never been drafted. We recommend that they be drafted and thereafter be processed through Curriculum.

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date SLOs written	Date SLOs Assessed	Date last reviewed by Advisory Council
Business Degree	1965	139	None	N/A	June 2009
Management Certificate	1950	Less than one	None	N/A	June 2009
Marketing Certificate	1950	Less than one	None	N/A	June 2009

### 13. Evaluation Criteria – Mission

#### Commendations

- a) The Business Program conforms with the District's mission to prepare students to transfer to four-year institutions and offers lower division course work leading to an associate's degree.
- b) The Business Program students are from culturally diverse groups. The Department is sensitive to the various needs of the diverse student population, offers distance education and night classes, and develops topical courses.
- c) The Business Program meets the mission and the core competencies of the District.
- d) The Business Program satisfies the institutional core competencies by offering a wide variety of courses that stress problem solving, teamwork, communication skills, use of technology, and critical thinking. In addition, the Business Department offers courses that demonstrate an understanding of business calculations, interpersonal skills, building self-esteem, and general life skills.
- e) The Business Program's average success rate per semester over the past six years is 50.7 percent, which, as we understand it, is consistent with the success rates of other departments on campus. The average retention rate per semester over the past six years is 89.3 percent, which, as we understand it, is also consistent with the retention rates of other departments on campus. These statistics indicate that faculty are able to retain students to complete the wide variety of business courses.
- f) The current demographic profile of the Business Department's students is 46.3 percent female and 50.7 percent male, with 3 percent not reporting. The Business Department also has a student population with diverse age ranges and ethnic backgrounds. (See attached Key Performance Indicators for age and ethnic demographics.)

**Previous Recommendations Completed**

- a) Real estate and office technology classes are now cross-referenced with the business courses in the college catalog.
- b) Technology has been successfully integrated into current business curriculum (i.e. management, marketing, business law, real estate, and business communications).
- c) Additional distance education courses were developed and are now being offered.
- d) The Business Department has continued to make efforts to recruit and attract ethnically diverse students in our District to our department.
- e) We have continued to review and enhance the business major for the Associate of Science degree (AS).
- f) The feasibility of a combination real estate/finance certificate program was explored. At present, however, we are not pursuing the development of this certificate program due to budget constraints and the lack of current interest by students, who have only been taking REAL 210 but not other real estate courses.

**Recommendations**

<b>Recommendation</b> Research and study new techniques and strategies for developing student writing and communication skills in the business courses.								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
	Spring 2011	Bruce Grossman	<input type="checkbox"/>					
			<input type="checkbox"/>					

**14. Evaluation Criteria – Need**

**Commendations**

- a) The need for the Business Program has been established by reviewing course enrollment trends and growth, articulation requirements and agreements, and advisory committee recommendations.
- b) Over the past six years, the enrollment growth in the business courses increased during the fall semesters by 22 percent and during the spring semesters by 55 percent. In addition, during the same time period, the enrollment growth in the real estate courses increased during the fall semesters by 143 percent and during the spring semesters by 30 percent.
- c) The retention rate for the business courses has increased over the past several years, culminating with a 92.1 retention rate for Fall 2008 and an 88.4 retention rate for Spring 2009. The retention rate for the real estate courses has also increased over the past several years, culminating with an 89.5 retention rate for Fall 2008 and a 94.1 retention rate for Spring 2009. (See Key Performance Indicators for those programs at line 21.)
- d) The Business Program has also experienced continued growth in the average number of students enrolled per section. For example, for all of the business and real estate courses offered from Summer 2008 through and including Spring 2009,

- the average number of students per section was approximately 38. (See Key Performance Indicators for those programs at lines 4 and 13.)
- e) Business and real estate courses are consistently accepted for transfer at all of the major local four-year colleges and universities.
  - f) All of the retention and enrollment growth numbers, as well as the transferability of the business and real estate courses to the four-year colleges and universities, support the ongoing need for this program.

### **Previous Recommendations Completed**

- a) All instructors of business and real estate courses have successfully continued to ensure that the courses articulate with four-year colleges and universities for transfer credit.
- b) The business faculty and the dean participate in outreach to high school students, including, among other things, participating in the campus-wide open house, having high school students actually enrolled in some classes from time to time, and teaching courses at high schools.
- c) During the review period, Professors Ghidella, Grossman, and Durfield were hired to replace those faculty members lost through attrition from prior years and to satisfy the state requirements relating to maintaining the appropriate full-time/part-time faculty ratio. No need presently exists for additional full-time business/real estate faculty hires.
- d) The Business Program currently offers a number of evening and online courses. These classes will expand as appropriate with student demand and funding.
- e) The business faculty use smart stations in all business classes. In addition, most faculty members give assignments that require the use of technology by the students and schedule library orientation class visits where students are introduced to various tools for conducting research.
- f) Many faculty members encourage student projects that incorporate the use of technology and the Internet.
- g) In an effort to provide students with access to industry representatives and to solicit the advice of local businesses to keep the Business Program aligned with the needs of the business community, annual advisory committee meetings are held, and outside speakers from industry frequently are invited to address business students.
- h) Refresher courses for real estate license renewals required by the state of California have not yet been developed and will be developed based on student demand.
- i) The real estate curriculum has been evaluated and updated. Courses not offered recently (such as escrow and appraisal) have been eliminated from the course catalog.

## Recommendations

<b>Recommendation</b> Eliminate the Business Management and Marketing Certificates.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	Spring 2010	Bruce Grossman	<input type="checkbox"/>					
			<input type="checkbox"/>					

<b>Recommendation</b> Review, evaluate, update, and revise, as necessary, the specific course requirements for the AS degree in business.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	Spring 2013	Bruce Grossman and Levi Richard	<input type="checkbox"/>					
			<input type="checkbox"/>					

## 15. Evaluation Criteria – Quality

### Commendations

- a) The disciplines for the Business Department (i.e., management, marketing, business law, real estate, and business communications) continue to be appropriate, given the demands of the community and the articulation requirements to four-year institutions.
- b) The course outlines of record have been reviewed and are updated on a continual basis. The faculty has worked together to establish Student Learning Outcomes (SLOs). All course outlines of record include SLOs and either have been assessed, are in the process of being assessed, or are scheduled to be assessed.
- c) The Business Program has program-level Student Learning Outcomes and an Assessment cycle in place.
- d) Courses in the Business Program support the State and District emphasis on critical thinking, problem solving, and written skills.
- e) Faculty minimum qualifications are adequate to execute the duties set forth by the District. Full-time faculty participate in professional associations, conduct workshops, and have held leadership roles on campus as well as in statewide associations.
- f) The faculty is mindful that any new courses or changes to existing courses may affect articulation agreements. Whenever new courses are developed or articulation issues arise, the business faculty makes sure that the articulation requirements for the new courses are satisfied and that all articulation issues are favorably resolved.

g) The Business Department continued to support development in SLO drafting and understanding by encouraging faculty to attend workshops, seminars, and other professional development trainings in course and program SLOs.

h) The Business Program's average success rate per semester over the past six years is 50.7 percent, which, as we understand it, is consistent with the success rates of other departments on campus. The average retention rate per semester over the past six years is 89.3 percent, which, as we understand it, is also consistent with the retention rates of other departments on campus. In addition, the most current statistics, which include Summer 2008, Fall 2008, Winter 2009, and Spring 2009) indicate that students are successful in the Business Program with 93.7 percent course retention and a 52.4 percent course success rate. (See Key Performance Indicators for that time period on line 21.)

**Previous Recommendations Completed**

- a) All syllabi include clear grading standards, attendance and make-up policies, office hours, homework policies, and a general DSPP statement.
- b) Faculty reviewed courses for sensitivity to cultural differences and ethics in the context of business during the review period and continue to do so on a regular basis.
- c) Student learning outcomes that comply with the District's educational competencies have been developed and have been integrated into each course outline.
- d) Meetings with all full-time business faculty members to enhance overall communication within the Business Department and to ensure compliance with prior Program Review recommendations and commendations have been held on a regular basis.

**Recommendations**

<b>Recommendation</b> Explore the potential for integrating students' life and work experiences with business course requirements.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	Spring 2012	Levi Richard	<input type="checkbox"/>					
			<input type="checkbox"/>					

<b>Recommendation</b> Bring in professionals from industry, as well as from the real estate, accounting, and law professions, to speak to classes on current issues.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	Spring 2011	Richard Ghidella	<input type="checkbox"/>					
			<input type="checkbox"/>					

## **16. Evaluation Criteria – Feasibility**

### **Commendations**

- a) The Business Program refers students to counseling services and other student services on a continuing and regular basis. In addition, from time to time, various instructors invite counselors to speak to students in class, and the instructors commonly meet with their own students individually to discuss career and transfer options.
- b) Facilities, equipment and library resources are adequate for the Business Program. The library offers access to numerous business publications and conducts frequent orientations for business students of library facilities. In addition, the business classrooms are equipped with appropriate technology and current software, including overhead projectors and smart panel computer stations. The business faculty also communicates with students on a regular basis through e-mail, telephone, and blackboard.
- c) Full-time, prepared students can complete the Business Program in two years. The Business Program offers a broad assortment of transferable business and real estate classes every semester. (See Key Performance Indicators, line 3, for the business and real estate confirming data.) The fill rates for the business and real estate courses are very high, but not 100 percent, which indicates that the classes are accessible to students. (See Key Performance Indicators, at line 20.)
- d) Full-time, prepared students can complete business and real estate courses necessary for transfer within two years. All transferable classes are offered each semester, and some sections of the transferable classes are offered in the summer and winter sessions. In addition, numerous sections of most transferable classes are offered each semester. (See Key Performance Indicators, at lines 4-10.)
- e) During the review period, 80 percent or more of the business and real estate classes offered were taught by full-time faculty. Currently, 100 percent of those courses are being taught by full-time faculty. (See Key Performance Indicators, at lines 16, 18, and 19.) Therefore, there is no current need for part-time faculty.
- f) For the years indicated, the Business Program has consistently been operating within its budget. (See Key Performance Indicators, at lines 23-29.) Budget permitting, increased resources would always be helpful and appreciated.
- g) The Business Program offers its courses in a variety of times and formats, including many day and evening classes, as well as numerous DE classes and several late-start classes. In addition, the Business Department offers learning community classes as well. The business faculty is continually working to update and enhance course content and offerings.

### **Previous Recommendations Completed**

- a) The business faculty continues to integrate technology and incorporate business decision-making activities through technology into the business and real estate courses, and it will continue to do so as new technologies are developed. In addition, smart stations exist in all business classrooms; most faculty give assignments that require the use of technology by the students; and library

orientations are often scheduled by faculty to introduce students to the use of computers and computer research.

- b) The development of an e-commerce class within the Business Department was investigated. However, we concluded that it was not economically feasible to develop or offer the course.
- c) Courses in the real estate area have been reviewed by the Department and the business community. Specifically, this is done at least annually at the Advisory Committee meeting.

**Recommendations**

<b>Recommendation</b>									
Identify and explore new classroom technologies that will enhance instruction.									
				<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>	
	Spring 2011	Timothy Durfield	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<b>Recommendation</b>									
Explore the advantages and disadvantages of offering at least one section of every business class in a traditional classroom format and in an online format.									
				<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>	
	Spring 2011	Levi Richard	<input type="checkbox"/>						
			<input type="checkbox"/>						

**17. Evaluation Criteria – Compliance**

**Commendations**

- a) All business courses comply with state, federal, and district regulations, and with district policies and its mission statement.
- b) All course outlines in business courses have been reviewed by faculty and updated. All of the course outlines meet the necessary articulation requirements with California State Universities and University of California systems.
- c) The business courses are not career/technical education programs and therefore do not require regular advisory committee meetings. However, regular advisory committee meetings are held with business faculty to support the CSIS, office technology, accounting, and real estate courses. Those meetings are held once per year, and minutes from those meetings for the past few years are available for review in the Business Department offices.

- d) All of the facilities, equipment, and classrooms that serve the Business Program meet ADA, industry, and/or OSHA requirements.
- e) The real estate courses are covered by this program review. Annual reviews have been completed.

**Previous Recommendations Completed**

- a) Business faculty has continued to review syllabi, course outlines, and course prerequisites to ensure that all courses continue to be in compliance with all federal, state, and district requirements.
- b) The prior recommendation to implement service learning work experience opportunities to enrich student readiness for the work force is no longer being pursued.

**Recommendations**

<b>Recommendation</b>								
Research, study, and work with DSPTS to explore additional ways for providing effective access to our classrooms and our courses by disabled students.								
				<b>Impact</b>				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	Spring 2011	Bruce Grossman and Levi Richard	<input type="checkbox"/>					
			<input type="checkbox"/>					

<b>Recommendation</b>								
Draft SLOs for the business degree and have them processed through Curriculum.								
				<b>Impact</b>				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	Spring 2012	Timothy Durfield and Richard Ghidella	<input type="checkbox"/>					
			<input type="checkbox"/>					

## 18. Evaluation Criteria – Other

None.

**19. Attachment A: Curriculum Course Outlines of Record** – [These records are available for inspection in the Business Department offices]

**20. Attachment B: Catalog Pages & Sample Syllabi** – [These records are available for inspection in the Business Department offices]

## 21. Attachment C: Library Resources Report

### CITRUS COLLEGE LIBRARY - FALL 2009 PROGRAM REVIEW: BUSINESS

#### LIBRARY ACTIVITY:

Library Research Orientations  
8 (during prior year)

Circulation of materials in subject area  
3% of total circulation

#### LIBRARY RESOURCES:

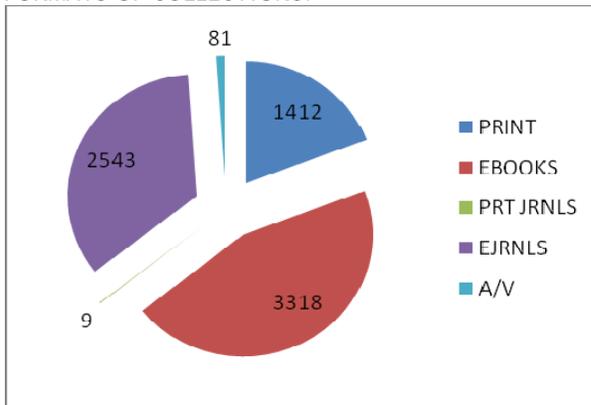
Dewey	330-339.99	2143
	360-369.99	4
	380-389.99	340
	630-639.99	2
	650-659.99	2351
	Other	4

Ejournals: 2543 total

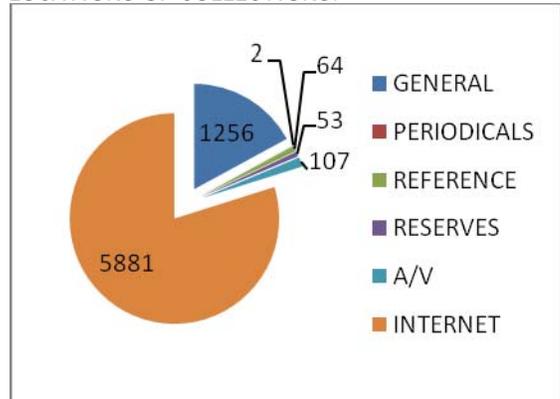
- [Agricultural Economics \(30\)](#)
- [Business Education \(3\)](#)
- Commerce
  - [Accounting \(74\)](#)
  - [Advertising \(50\)](#)
  - [Business Communication \(15\)](#)
  - [Commerce - General \(41\)](#)
  - [International Commerce \(74\)](#)
  - [Local Commerce \(80\)](#)
  - [Marketing & Sales \(204\)](#)
  - [Vocational Guidance \(19\)](#)
- [Demography \(18\)](#)
- [Economic History \(518\)](#)
- [Economic Theory \(105\)](#)
- Finance
  - [Banking \(167\)](#)
  - [Credit, Debt & Loans \(8\)](#)
  - [Finance - General \(29\)](#)
  - [Financial Management & Planning \(31\)](#)

- [Insurance \(30\)](#)
- [International Finance \(12\)](#)
- [Investment & Speculation \(126\)](#)
- [Money \(1\)](#)
- [Industries \(332\)](#)
- [Labor & Workers' Economics \(122\)](#)
- Management
  - [Industrial Management \(49\)](#)
  - [Management Styles & Communication \(46\)](#)
  - [Management Theory \(87\)](#)
  - [Office & Personnel Management \(176\)](#)
- [Real Estate, Housing & Land Use \(41\)](#)
- [Transportation Economics \(55\)](#)

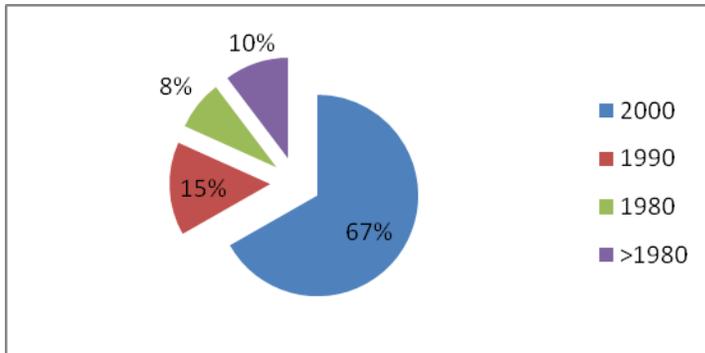
FORMATS OF COLLECTIONS:



LOCATIONS OF COLLECTIONS:



AGE OF COLLECTIONS:



**LIBRARY DATABASES:**

<p><b>EBSCO DATABASES:</b></p> <p>Academic Search Premier          Alt HealthWatch  <b>Business Source Premier</b>          CINAHL Plus          Communication &amp; Mass Media Complete          ERIC          Funk &amp; Wagnalls New World Encyclopedia          GreenFILE          Health Source: Consumer ed.          Health Source: Nursing/Academic ed.          History Reference Center          Library, Information Science &amp; Tehcnology Abs          Literary Reference Center          MAS Ultra School Edition  <b>MasterFILE Premier</b>          MEDLINE          Military &amp; Government  <b>Newspaper Source</b>          Primary (K-6)          Professional Development          PsycARTICLES          Psychology &amp; Behavioral Science  <b>Regional Business News</b>          Religion &amp; Philosophy          Vocational &amp; Career</p>	<p><b>OTHER:</b></p> <p>Gale Literature Resource Center          Gale Virtual Reference Library  <b>LEXIS-NEXIS Academic          netLibrary</b>          CQ Researcher          Issues &amp; Controversies          SIRS Researcher          Aleks          Alldata Online Automotive diagnostic and repair information. .          Annals of American History Online          Auto Repair Reference Center          Biography Resource Center          Biology Journals          Books in Print with Reviews          Chi Tester          CountryWatch          Encyclopaedia Britannica Online          Eureka Online Career &amp; college search          Issues &amp; Controversies - American History          Learning Express Test Prep for ASE (Automotive), Cosmetology, &amp; Nursing          Los Angeles Times Current: 1985-present Historical: 1881-1985          Oxford English Dictionary          Proquest Newspapers          Salem Health &amp; Salem Cancer          Magill's Medical Guide online.          Salem History          Science (AAAS)          Twayne's Author Series          Vocational Biographies          Webster's 3rd New International Dictionary, Unabr.</p>
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Call Numbers relevant to Business

- |   |  |
|---|--|
| 331 Labor economics                       | 384 Communications; telecommunication      |
| 332 Financial economics                   | 385 Railroad transportation                |
| 333 Economics of land and energy          | 386 Inland waterway & ferry transportation |
| 336 Public finance                        | 387 Water, air & space transportation      |
| 337 International economics               | 389 Metrology & standardization            |
| 338 Production                            | 650 Management and auxiliary services      |
| 339 Macroeconomics and related topics     | 651 Office services                        |
| 380 Commerce, communications & transp.    | 652 Processes of written communication     |
| 381 Commerce                              | 653 Shorthand                              |
| 382 International commerce                | 657 Accounting                             |
| 383 Postal communication                  | 658 General management                     |
| 388 Transportation; ground transportation | 659 Advertising and public relations       |

Sample Subject Headings relevant to Business

business communication	business law
business mathematics	commercial statistics
financial statements	macroeconomics
marketing	microeconomics
organizational behavior (	Commerce
Big business Commercial law Industrial relations	Business Commercial statistics Industries
Business enterprises Corporations--political aspects	Communication
Business communication Business writing	E-Business
Business enterprises--computer networks Internet advertising Retail trade--computer networks	Customer relations Internet commerce Small business--computer networks
Electronic commerce Internet marketing Web site development	Information technology--economic aspects Relationship marketing World Wide Web
Internet (Computer network) Retail trade--automation	Economics

**CITRUS COLLEGE LIBRARY FALL 2009  
PROGRAM REVIEW: REAL ESTATE**

**LIBRARY ACTIVITY:**

Library Orientations: 2008/09 -0-

Circulation of materials in subject area

330-339.99

3% of total library circulation

Business, Economics, Management

15% of netLibrary circulation

**LIBRARY RESOURCES:**

Call Numbers relevant to Real Estate

87 book resources

332.6324

Investment – Real estate

332.72

Real estate finance and mortgages

333.1-333.5

Ownership of land

343.054

Property taxes

346.040-.346.043

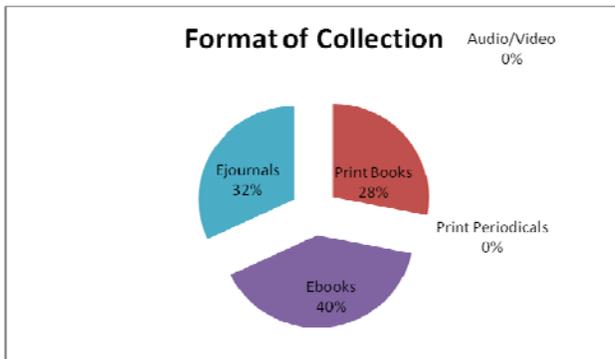
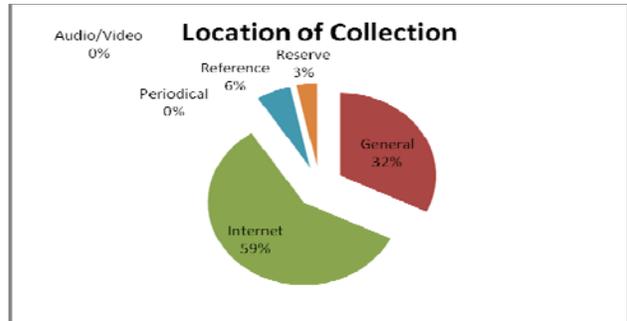
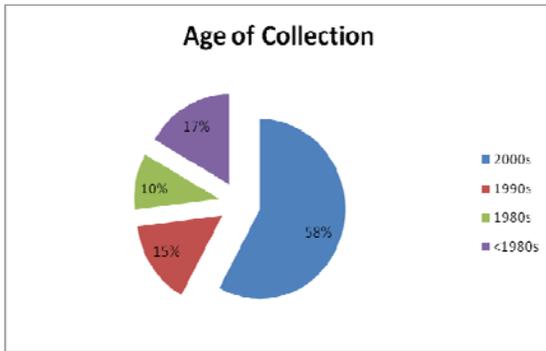
Kinds of interest in property

346.73043

Real property – United States

Ejournals

Real Estate, Housing & Land Use (41)



A SELECTION OF GENERAL, BUSINESS RELATED & NEWSPAPER DATABASES AVAILABLE AT CITRUS:

EBSCOHost

[Academic Search Premiere](#)

Multi-disciplinary database provides full text for more than 4,600 journals, including full text for nearly 3,900 peer-reviewed titles

[Funk & Wagnalls New World Encyclopedia](#) Online full text encyclopedia

[MasterFile Premiere](#)

Multidisciplinary database provides full text for nearly 1,700 general reference publications with full text information

[Business Source Premiere](#)

Full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles

[Newspaper Source](#)

Full text for 47 national (U.S.) & international newspapers, selective full text for 390 regional (U.S.) newspapers, and full text television & radio news transcripts

[Regional Business News](#)

Full text coverage of more than 80 regional business publications covering all metropolitan and rural areas within the United States

[Vocational & Career Collection](#)

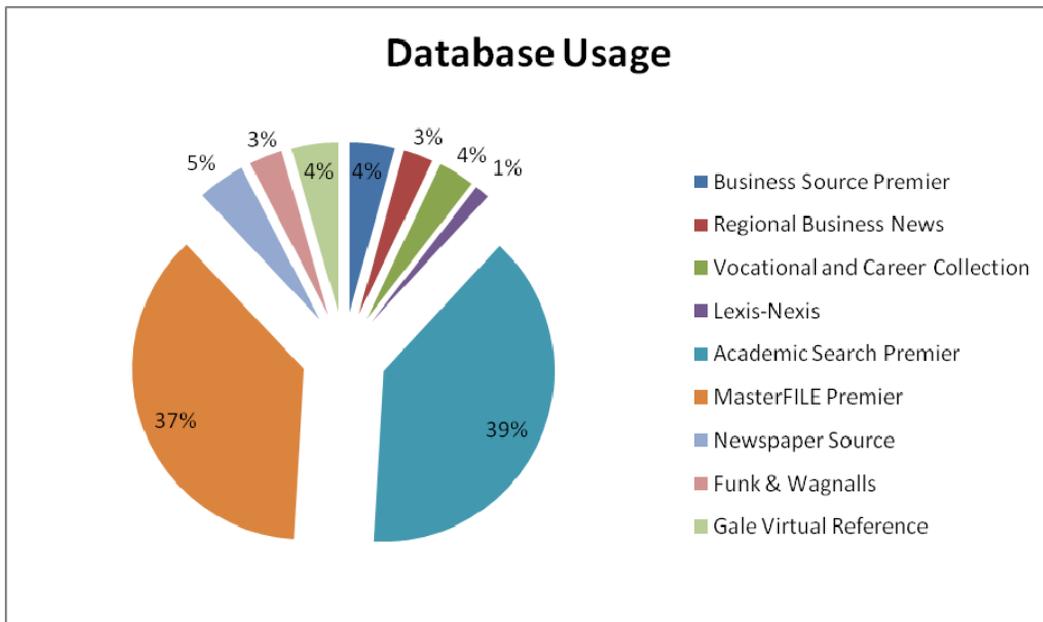
Full text coverage for nearly 340 trade and industry-related periodicals

[Lexis Nexis Academic](#)

Full text resources for business, law, news

[Gale Virtual Reference Library](#)

Online full text of 218 specialized encyclopedias



41 journals found in Business & Economics: Real Estate, Housing & Land Use  
American Real Estate and Urban Economics Association journal (0092-914X)

from 06/01/1973 to 12/31/1976 in [Business Source Premier](#)  
American road (Lynnwood, Wash.) (1542-4316)

from 03/01/2004 to present in [MasterFILE Premier](#)  
Appraisal journal (0003-7087)

from 01/01/1965 to present in [Business Source Premier](#)  
from 01/01/1984 to present in [MasterFILE Premier](#)  
from 01/01/1985 to present in [Vocational & Career Collection](#)  
AREUEA journal (0270-0484)

from 03/01/1977 to 12/31/1987 in [Business Source Premier](#)  
Assessment journal (1073-8568)

from 07/01/1996 to 10/31/2003 in [Academic Search Premier](#) and [Business Source Premier](#)  
Briefings in real estate finance (1473-1894)

from 06/01/2001 to 09/30/2005 in [Business Source Premier](#)  
Commercial property news (1043-1675)

from 04/01/2002 to present in [Business Source Premier](#), [MasterFILE Premier](#) and [Vocational & Career Collection](#)  
from 01/16/2003 to present in [LexisNexis Academic](#)  
Current construction reports. C25, New one-family houses sold and for sale (0896-9256)

from 1996 to present in [U.S. Government Documents](#)  
Current construction reports. C40, Housing units authorized by building permits (0896-9221)

from 1995 to present in [U.S. Government Documents](#)  
Estates gazette (0014-1240)

from 01/01/1997 to present in [LexisNexis Academic](#)  
from 01/11/1997 to present in [LexisNexis Academic](#)  
from 01/05/2002 to present in [Business Source Premier](#)  
Euro property

from 03/01/2003 to present in [Business Source Premier](#)  
European journal of housing policy (1461-6718)

from 04/01/2001 to 1 year ago in [Academic Search Premier](#) and [Business Source Premier](#)  
Housing finance international (1534-8784)

from 09/01/2001 to present in [Business Source Premier](#)  
Housing studies (0267-3037)

from 01/01/1994 to 1 year ago in [Academic Search Premier](#) and [Business Source Premier](#)  
Housing, theory, and society (1403-6096)

from 10/20/1999 to 1 year ago in [Academic Search Premier](#) and [Business Source Premier](#)  
Journal of housing (0272-7374)

from 03/01/1994 to 11/30/1994 in [Academic Search Premier](#), [Business Source Premier](#) and [MasterFILE Premier](#)  
Journal of housing and community development (1534-648X)

from 01/01/1995 to present in [Academic Search Premier](#), [Business Source Premier](#) and [MasterFILE Premier](#)  
Journal of property management (0022-3905)

from 07/01/1993 to present in [Business Source Premier](#)

**Journal of property research (0959-9916)**

from 03/01/1997 to 1 year ago in [Business Source Premier](#)  
**Journal of real estate literature (0927-7544)**

from 07/01/1998 to present in [Business Source Premier](#)  
**Journal of real estate portfolio management (1083-5547)**

from 07/01/1997 to present in [Business Source Premier](#)  
**Journal of real estate research (0896-5803)**

from 09/01/1986 to present in [Business Source Premier](#)  
**Journal of retail & leisure property (1479-1110)**

from 03/01/2003 to 4 months ago in [Business Source Premier](#)  
**Journal of the American Real Estate and Urban Economics Association (1067-8433)**

from 03/01/1988 to 12/31/1994 in [Business Source Premier](#)  
**Mortgage banking (0730-0212)**

from 07/01/1993 to present in [Business Source Premier](#) and [MasterFILE Premier](#)  
**Mortgage technology (1098-4038)**

from 01/01/2000 to present in [LexisNexis Academic](#)  
**Multi-housing news (0146-0919)**

from 04/01/2002 to present in [Business Source Premier](#) and [MasterFILE Premier](#)  
from 03/03/2003 to present in [LexisNexis Academic](#)  
**National real estate investor (0027-9994)**

from 09/30/1996 to present in [LexisNexis Academic \(selected full-text only\)](#)  
from 01/01/1997 to present in [Business Source Premier](#) and [MasterFILE Premier](#)  
from 06/07/1997 to present in [LexisNexis Academic](#)  
**Ontario real estate law guide (0382-5906)**

from 07/08/1997 to present in [LexisNexis Academic \(selected full-text only\)](#)  
**Origination news (1083-8481)**

in [LexisNexis Academic \(selected full-text only\)](#)  
from 02/01/2000 to present in [LexisNexis Academic](#)  
**Public land & resources law review (1093-6858)**

from 03/06/1999 to present in [LexisNexis Academic](#)  
**Real estate economics (1080-8620)**

from 03/01/1995 to present in [Business Source Premier](#)  
**Real estate finance (0748-318X)**

from 08/01/2002 to present in [Business Source Premier](#)  
**Real estate finance & investment (1529-6644)**

from 01/07/2001 to present in [LexisNexis Academic](#)  
**Real estate issues (0146-0595)**

from 08/01/1996 to present in [Business Source Premier](#), [MasterFILE Premier](#) and [Vocational & Career Collection](#)  
**Real estate review (0034-0790)**

from 01/01/1990 to 06/30/1998 in [Business Source Premier](#) and [MasterFILE Premier](#)  
**Real estate/environmental liability news (1046-9966)**

from 02/10/1995 to present in [LexisNexis Academic](#)  
**Shopping center world (0049-0393)**

from 01/01/2002 to 04/30/2003 in [Business Source Premier](#) and [Vocational & Career Collection](#)  
**Survey of real estate trends**

from 10/01/1995 to present in [U.S. Government Documents](#)  
**U.S. housing market conditions**

in [U.S. Government Documents](#)  
**Urban research monitor**

from 09/01/1999 to present in [U.S. Government Documents](#)

Sample subject headings relevant to Real Estate:

Commercial real estate	Real property – United States – Finance
Condominiums	Real property – Valuation
Foreclosure	Real property tax – California
Homestead law – California	Rental housing
House buying	Tax assessment
House selling	Timesharing (Real estate)
Housing	
Inheritance and succession	
Land tenure	
Landlord and tenant	
Mortgage loans	
Real covenants	
Real estate – California	
Real estate agents – United States – Examinations, questions, etc.	
Real estate business - Law and legislation	
Real estate investment – California	
Real estate investment – Taxation	
Real property – Purchasing	

**22. Attachment D: Articulation Status** – [This summary is available for inspection in the Business Department offices]

**23. Attachment E: Academic Senate Checklist** – [This document is available for inspection in the Business Department offices]

**24. Attachment F: Curriculum Checklist** – [This document is available for inspection in the Business Department offices]

**25. Attachment G: Performance Indicators**

		Key Performance Indicators	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
BUS	1	<b>Program Access</b>						
BUS	3	Courses Offered	8	8	9	8	7	8
BUS	4	Sections Offered	18	20	23	24	23	23
BUS	5	Morning (Prior to 11:59AM)	8	11	10	10	12	23
BUS	6	Afternoon (12:00 to 4:29PM)	1	1	3	2	1	
BUS	7	Evening (4:30PM or Later)	6	5	6	6	5	
BUS	8	Arranged Hour	3	3	4	5	5	
BUS	9	Weekend				1		
BUS	10	Short Term	0	1	1	1	5	7
BUS	11	DistanceEd Full-Term	3	3	4	4	5	7
BUS	12	DistanceEd Short-Term						
BUS	13	Enrollment	692	740	897	741	759	843
BUS	14	Weekly Student Contact Hours (WSCH)	2171.9	2158.3	2616.3	2161.3	2195.1	2770.5
BUS	15	Full-Time Equivalent Students (FTES)	74.47	74	89.7	74.1	67.73	85.49

BUS	1	<b>Program Resources</b>						
BUS	16	Full-Time Equivalent Faculty (FTEF)	3.76	3.89	4.47	4.67	4.09	5.03
BUS	1	<b>Program Operation</b>						
BUS	18	WSCH/FTEF	577.6	554.8	585.3	462.8	536.7	550.8
BUS	19	FTES/FTEF	19.8	19	20.1	15.9	16.6	17
BUS	20	Fill Rate	90.2	82.0	83.3	64.2	65.4	72.3
BUS	1	<b>Program Success</b>						
BUS	21	Course Retention	88.9	88.4	87.6	84.2	90.9	92.1
BUS	22	Course Success	54.8	49.7	49.2	44.4	49.5	52.6

<b>Key Performance Indicators</b>			Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
REAL	1	<b>Program Access</b>						
REAL	3	Courses Offered	1	2	2	2	2	1
REAL	4	Sections Offered	1	4	5	7	5	2
REAL	5	Morning (Prior to 11:59AM)		1	2	2		2
REAL	6	Afternoon (12:00 to 4:29PM)					1	
REAL	7	Evening (4:30PM or Later)		2	2	2	2	
REAL	8	Arranged Hour	1	1	1	2	2	
REAL	9	Weekend				1		
REAL	10	Short Term	0	0	0	1	2	1
REAL	11	DistanceEd Full-Term	1	1	1	1	2	1
REAL	12	DistanceEd Short-Term						
REAL	13	Enrollment	32	148	208	174	134	78
REAL	14	Weekly Student Contact Hours (WSCH)	93.3	431.7	606.7	507.5	403.5	248.9
REAL	15	Full-Time Equivalent Students (FTES)	3.2	14.8	20.8	17.4	12.45	7.68
REAL	1	<b>Program Resources</b>						
REAL	16	Full-Time Equivalent Faculty (FTEF)	0.19	0.78	0.97	1.36	0.95	0.43
REAL	1	<b>Program Operation</b>						
REAL	18	WSCH/FTEF	491.2	553.4	625.4	373.2	424.8	578.7
REAL	19	FTES/FTEF	16.8	19	21.4	12.8	13.1	17.9
REAL	20	Fill Rate	71.1	79.4	85.1	50.3	49.4	75.6
REAL	1	<b>Program Success</b>						
REAL	21	Course Retention	71.9	86.5	90.4	86.8	91.8	89.5
REAL	22	Course Success	21.9	50.0	47.1	43.7	38.8	32.9

<b>Key Performance Indicators</b>			Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
BUS	1	<b>Program Access</b>						
BUS	3	Courses Offered	8	10	10	9	11	10
BUS	4	Sections Offered	17	24	27	25	26	25
BUS	5	Morning (Prior to 11:59AM)	9	13	12	10	10	25
BUS	6	Afternoon (12:00 to 4:29PM)	1	1	2	3	2	
BUS	7	Evening (4:30PM or Later)	5	7	8	7	7	
BUS	8	Arranged Hour	2	3	5	5	7	
BUS	10	Short Term	0	0	1	1	7	9

BUS	11	DistanceEd Full-Term	2	3	4	4	7	9
BUS	12	DistanceEd Short-Term						
BUS	13	Enrollment	659	777	833	702	764	1019
BUS	14	Weekly Student Contact Hours (WSCH)	2076.7	2266.3	2429.6	2047.5	2391.9	3330.2
BUS	15	Full-Time Equivalent Students (FTES)	71.2	77.7	83.3	70.2	73.81	102.76
BUS	1	<b>Program Resources</b>						
BUS	16	Full-Time Equivalent Faculty (FTEF)	3.56	4.67	5.25	4.86	5.01	5.43
BUS	1	<b>Program Operation</b>						
BUS	18	WSCH/FTEF	583.3	485.3	462.8	421.3	477.4	613.3
BUS	19	FTES/FTEF	20	16.6	15.9	14.4	14.7	18.9
BUS	20	Fill Rate	82.3	73.8	66.6	61.4	59.7	77.3
BUS	1	<b>Program Success</b>						
BUS	21	Course Retention	84.4	87.0	84.2	81.1	91.8	88.4
BUS	22	Course Success	50.4	55.7	51.3	50.6	51.0	47.4

		<b>Key Performance Indicators</b>	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
REAL	1	<b>Program Access</b>						
REAL	3	Courses Offered	1	2	2	1	2	1
REAL	4	Sections Offered	2	4	7	5	4	3
REAL	5	Morning (Prior to 11:59AM)		1	2	1		3
REAL	6	Afternoon (12:00 to 4:29PM)			1	1	1	
REAL	7	Evening (4:30PM or Later)	1	2	2	1	1	
REAL	8	Arranged Hour	1	1	2	2	2	
REAL	10	Short Term	0	0	1	1	2	2
REAL	11	DistanceEd Full-Term	1	1	1	1	2	2
REAL	12	DistanceEd Short-Term						
REAL	13	Enrollment	78	189	236	140	118	101
REAL	14	Weekly Student Contact Hours (WSCH)	227.5	551.3	688.3	408.3	366.9	320.7
REAL	15	Full-Time Equivalent Students (FTES)	7.8	18.9	23.6	14	11.32	9.89
REAL	1	<b>Program Resources</b>						
REAL	16	Full-Time Equivalent Faculty (FTEF)	0.39	0.78	1.36	0.97	0.78	0.63
REAL	1	<b>Program Operation</b>						
REAL	18	WSCH/FTEF	583.3	706.7	506.1	421	470.4	509
REAL	19	FTES/FTEF	20	24.2	17.4	14.4	14.5	15.7
REAL	20	Fill Rate	85.6	79.0	70.5	61.7	52.6	67.4
REAL	1	<b>Program Success</b>						
REAL	21	Course Retention	91.0	84.1	81.4	87.9	85.6	94.1
REAL	22	Course Success	44.9	42.9	38.6	49.3	51.7	26.7

		<b>Key Performance Indicators</b>	Sum 2003	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008
BUS	1	<b>Program Access</b>						
BUS	3	Courses Offered	1	1	3	3	4	3
BUS	4	Sections Offered	1	1	3	4	6	4
BUS	5	Morning (Prior to 11:59AM)		1		1	2	4

BUS	6	Afternoon (12:00 to 4:29PM)						
BUS	7	Evening (4:30PM or Later)						
BUS	8	Arranged Hour	1		3	3	4	
BUS	9	Weekend						
BUS	10	Short Term	1	1	3	4	6	4
BUS	11	DistanceEd Full-Term					3	3
BUS	12	DistanceEd Short-Term	1		3	3		
BUS	13	Enrollment	45	31	111	152	161	139
BUS	14	Weekly Student Contact Hours (WSCH)	131.3	90.4	323.8	443.3	472.7	425.0
BUS	15	Full-Time Equivalent Students (FTES)	4.5	3.1	11.1	15.2	16.21	13.11
BUS	1	<b>Program Resources</b>						
BUS	16	Full-Time Equivalent Faculty (FTEF)	0.19	0.19	0.58	0.78	1.12	0.88
BUS	1	<b>Program Operation</b>						
BUS	18	WSCH/FTEF	690.8	475.9	558.2	568.4	422	482.9
BUS	19	FTES/FTEF	23.7	16.3	19.1	19.5	14.5	14.9
BUS	20	Fill Rate	42.2	68.9	65.5	73.2	41.9	78.3
BUS	1	<b>Program Success</b>						
BUS	21	Course Retention	95.6	100.0	87.4	82.9	88.8	100.0
BUS	22	Course Success	68.9	61.3	49.5	49.3	61.3	66.9

		<b>Key Performance Indicators</b>	<b>Sum 2003</b>	<b>Sum 2004</b>	<b>Sum 2005</b>	<b>Sum 2006</b>	<b>Sum 2007</b>	<b>Sum 2008</b>
REAL	1	<b>Program Access</b>						
REAL	3	Courses Offered			1	1	1	1
REAL	4	Sections Offered			1	1	1	1
REAL	5	Morning (Prior to 11:59AM)						1
REAL	6	Afternoon (12:00 to 4:29PM)						
REAL	7	Evening (4:30PM or Later)						
REAL	8	Arranged Hour			1	1	1	
REAL	9	Weekend						
REAL	10	Short Term			1	1	1	1
REAL	11	DistanceEd Full-Term					1	1
REAL	12	DistanceEd Short-Term			1	1		
REAL	13	Enrollment			37	33	42	24
REAL	14	Weekly Student Contact Hours (WSCH)			107.9	96.3	126.0	72.0
REAL	15	Full-Time Equivalent Students (FTES)			3.7	3.3	4.32	2.22
REAL	1	<b>Program Resources</b>						
REAL	16	Full-Time Equivalent Faculty (FTEF)			0.19	0.19	0.2	0.2
REAL	1	<b>Program Operation</b>						
REAL	18	WSCH/FTEF			568	506.6	630	360
REAL	19	FTES/FTEF			19.5	17.4	21.6	11.1
REAL	20	Fill Rate			80.0	73.3	58.5	53.3
REAL	1	<b>Program Success</b>						
REAL	21	Course Retention			91.9	84.8	90.5	100.0
REAL	22	Course Success			59.5	51.5	47.6	79.2

	<b>Key Performance Indicators</b>		<b>Winter 2008</b>	<b>Winter 2009</b>
<b>BUS</b>	<b>1</b>	<b>Program Access</b>		
BUS	3	Courses Offered	3	3
BUS	4	Sections Offered	5	4
BUS	5	Morning (Prior to 11:59AM)	2	4
BUS	6	Afternoon (12:00 to 4:29PM)		
BUS	7	Evening (4:30PM or Later)		
BUS	8	Arranged Hour	3	
BUS	9	Weekend		
BUS	10	Short Term	5	4
BUS	11	DistanceEd Full-Term	3	3
BUS	12	DistanceEd Short-Term		
BUS	13	Enrollment	127	135
BUS	14	Weekly Student Contact Hours (WSCH)	406.3	417.7
BUS	15	Full-Time Equivalent Students (FTES)	12.54	12.89
<b>BUS</b>	<b>1</b>	<b>Program Resources</b>		
BUS	16	Full-Time Equivalent Faculty (FTEF)	1.03	0.82
<b>BUS</b>	<b>1</b>	<b>Program Operation</b>		
BUS	18	WSCH/FTEF	394.4	509.4
BUS	19	FTES/FTEF	12.2	15.7
BUS	20	Fill Rate	54.7	59.0
<b>BUS</b>	<b>1</b>	<b>Program Success</b>		
BUS	21	Course Retention	96.9	89.5
BUS	22	Course Success	59.1	59.4

	<b>Key Performance Indicators</b>		<b>Winter 2008</b>	<b>Winter 2009</b>
<b>REAL</b>	<b>1</b>	<b>Program Access</b>		
REAL	3	Courses Offered	1	1
REAL	4	Sections Offered	1	1
REAL	5	Morning (Prior to 11:59AM)		1
REAL	6	Afternoon (12:00 to 4:29PM)		
REAL	7	Evening (4:30PM or Later)		
REAL	8	Arranged Hour	1	
REAL	9	Weekend		
REAL	10	Short Term	1	1
REAL	11	DistanceEd Full-Term	1	1
REAL	12	DistanceEd Short-Term		
REAL	13	Enrollment	18	24
REAL	14	Weekly Student Contact Hours (WSCH)	54.0	72.0
REAL	15	Full-Time Equivalent Students (FTES)	1.67	2.22
<b>REAL</b>	<b>1</b>	<b>Program Resources</b>		
REAL	16	Full-Time Equivalent Faculty (FTEF)	0.2	0.2
<b>REAL</b>	<b>1</b>	<b>Program Operation</b>		
REAL	18	WSCH/FTEF	270	360
REAL	19	FTES/FTEF	8.4	11.1
REAL	20	Fill Rate	40.0	51.1

REAL	1	<b><i>Program Success</i></b>		
REAL	21	Course Retention	100.0	95.8
REAL	22	Course Success	66.7	54.2

	<b>Key Performance Indicators</b>		<b>2003-2004</b>		<b>2004-2005</b>		<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>	
BUS	1	<b>Gender</b>												
BUS	2	Female	578	49.4%	598	47.6%	403	28.3%	528	40.1%	703	48.7%	782	46.3%
BUS	3	Male	593	50.6%	658	52.4%	467	32.8%	645	48.9%	721	50.0%	855	50.7%
BUS	4	Not Reported		0.0%		0.0%	554	38.9%	145	11.0%	19	1.3%	51	3.0%
BUS	5	Total	1171	100%	1256	100%	1424	100%	1318	100%	1443	100%	1688	100%
BUS	6	<b>Age</b>												
BUS	7	19 or younger	373	31.9%	453	36.1%	286	20.1%	429	32.5%	443	30.7%	540	32.0%
BUS	8	20-24	497	42.4%	535	42.6%	349	24.5%	469	35.6%	642	44.5%	708	41.9%
BUS	9	25-29	122	10.4%	110	8.8%	90	6.3%	131	9.9%	162	11.2%	207	12.3%
BUS	10	30-34	59	5.0%	45	3.6%	40	2.8%	41	3.1%	63	4.4%	87	5.2%
BUS	11	35-39	38	3.2%	41	3.3%	38	2.7%	44	3.3%	48	3.3%	53	3.1%
BUS	12	40-49	64	5.5%	48	3.8%	47	3.3%	53	4.0%	70	4.9%	65	3.9%
BUS	13	50 and above	17	1.5%	24	1.9%	20	1.4%	7	0.5%	14	1.0%	28	1.7%
BUS	14	Not Reported	1	0.1%		0.0%	554	38.9%	144	10.9%	1	0.1%		0.0%
BUS	15	Total	1171	100%	1256	100%	1424	100%	1318	100%	1443	100%	1688	100%
BUS	16	<b>Ethnicity</b>												
BUS	17	Asian	163	13.9%	143	11.4%	98	6.9%	144	10.9%	199	13.8%	190	11.3%
BUS	18	African American	65	5.6%	78	6.2%	67	4.7%	92	7.0%	106	7.3%	123	7.3%
BUS	19	Caucasian	420	35.9%	458	36.5%	295	20.7%	412	31.3%	485	33.6%	453	26.8%
BUS	20	Hispanic	412	35.2%	488	38.9%	338	23.7%	438	33.2%	488	33.8%	607	36.0%
BUS	21	Native American/Alaskan Native	11	0.9%	10	0.8%	8	0.6%	8	0.6%	9	0.6%	16	0.9%
BUS	22	Other	26	2.2%	27	2.1%	22	1.5%	28	2.1%	28	1.9%	28	1.7%
BUS	23	Decline to State	68	5.8%	47	3.7%	38	2.7%	46	3.5%	39	2.7%	46	2.7%
BUS	24	Not Reported	6	0.5%	5	0.4%	558	39.2%	150	11.4%	89	6.2%	225	13.3%
BUS	25	Total	1171	100%	1256	100%	1424	100%	1318	100%	1443	100%	1688	100%
BUS	26	<b>Educational Goal</b>												
BUS	27	AA/AS	68	5.8%	69	5.5%	58	4.1%	60	4.6%	194	13.4%	395	23.4%
BUS	28	Degree & Transfer	529	45.2%	587	46.7%	408	28.7%	537	40.7%	203	14.1%	432	25.6%
BUS	29	Transfer	321	27.4%	344	27.4%	216	15.2%	339	25.7%	67	4.6%	116	6.9%
BUS	30	Certificate	53	4.5%	55	4.4%	44	3.1%	53	4.0%	15	1.0%	20	1.2%
BUS	31	License	50	4.3%	48	3.8%	23	1.6%	43	3.3%	10	0.7%	17	1.0%
BUS	32	Job Skills	54	4.6%	49	3.9%	26	1.8%	47	3.6%	64	4.4%	111	6.6%
BUS	33	Basic Skills		0.0%		0.0%		0.0%		0.0%	11	0.8%	17	1.0%
BUS	34	Personal		0.0%		0.0%		0.0%		0.0%	22	1.5%	40	2.4%
BUS	35	Undecided		0.0%		0.0%		0.0%		0.0%	69	4.8%	148	8.8%
BUS	36	Not Reported	96	8.2%	104	8.3%	649	45.6%	239	18.1%	788	54.6%	392	23.2%
BUS	37	Total	1171	100%	1256	100%	1424	100%	1318	100%	1443	100%	1688	100.0%

	<b>Key Performance Indicators</b>	<b>2003-2004</b>		<b>2004-2005</b>		<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>	
REAL	<b>1 Gender</b>												
REAL	2 Female	51	49.0%	141	45.0%	110	24.5%	149	44.5%	129	44.9%	106	47.3%
REAL	3 Male	53	51.0%	172	55.0%	125	27.8%	153	45.7%	156	54.4%	111	49.6%
REAL	4 Not Reported		0.0%		0.0%	214	47.7%	33	9.9%	2	0.7%	7	3.1%
REAL	5 Total	104	100%	313	100%	449	100%	335	100%	287	100%	224	100%
REAL	<b>6 Age</b>												
REAL	7 19 or younger	20	19.2%	91	29.1%	54	12.0%	67	20.0%	60	20.9%	60	26.8%
REAL	8 20-24	43	41.3%	104	33.2%	89	19.8%	109	32.5%	112	39.0%	91	40.6%
REAL	9 25-29	13	12.5%	30	9.6%	33	7.3%	45	13.4%	31	10.8%	28	12.5%
REAL	10 30-34	10	9.6%	27	8.6%	19	4.2%	21	6.3%	19	6.6%	18	8.0%
REAL	11 35-39	7	6.7%	24	7.7%	11	2.4%	19	5.7%	14	4.9%	11	4.9%
REAL	12 40-49	10	9.6%	26	8.3%	20	4.5%	27	8.1%	34	11.8%	8	3.6%
REAL	13 50 and above	1	1.0%	11	3.5%	9	2.0%	14	4.2%	17	5.9%	8	3.6%
REAL	14 Not Reported		0.0%		0.0%	214	47.7%	33	9.9%		0.0%		0.0%
REAL	15 Total	104	100%	313	100%	449	100%	335	100%	287	100%	224	100%
REAL	<b>16 Ethnicity</b>												
REAL	17 Asian	14	13.5%	28	8.9%	30	6.7%	28	8.4%	33	11.5%	16	7.1%
REAL	18 African American	10	9.6%	34	10.9%	15	3.3%	22	6.6%	31	10.8%	19	8.5%
REAL	19 Caucasian	35	33.7%	91	29.1%	65	14.5%	95	28.4%	76	26.5%	66	29.5%
REAL	20 Hispanic	39	37.5%	126	40.3%	109	24.3%	128	38.2%	106	36.9%	75	33.5%
REAL	21 Native American/Alaskan Native		0.0%	5	1.6%	2	0.4%	5	1.5%	4	1.4%	1	0.4%
REAL	22 Other	1	1.0%	8	2.6%	4	0.9%	8	2.4%	5	1.7%	6	2.7%
REAL	23 Decline to State	4	3.8%	19	6.1%	9	2.0%	13	3.9%	13	4.5%	5	2.2%
REAL	24 Not Reported	1	1.0%	2	0.6%	215	47.9%	36	10.7%	19	6.6%	36	16.1%
REAL	25 Total	104	100%	313	100%	449	100%	335	100%	287	100%	224	100%
REAL	<b>26 Educational Goal</b>												
REAL	27 AA/AS	4	3.8%	25	8.0%	12	2.7%	12	3.6%	36	12.5%	48	21.4%
REAL	28 Degree & Transfer	46	44.2%	127	40.6%	94	20.9%	111	33.1%	28	9.8%	66	29.5%
REAL	29 Transfer	20	19.2%	66	21.1%	48	10.7%	75	22.4%	11	3.8%	16	7.1%
REAL	30 Certificate	9	8.7%	21	6.7%	19	4.2%	26	7.8%	5	1.7%	2	0.9%
REAL	31 License	4	3.8%	5	1.6%	12	2.7%	9	2.7%	3	1.0%		0.0%
REAL	32 Job Skills	7	6.7%	17	5.4%	21	4.7%	28	8.4%	36	12.5%	27	12.1%
REAL	33 Basic Skills		0.0%		0.0%		0.0%		0.0%	3	1.0%	3	1.3%
REAL	34 Personal		0.0%		0.0%		0.0%		0.0%	12	4.2%	5	2.2%
REAL	35 Undecided		0.0%		0.0%		0.0%		0.0%	21	7.3%	19	8.5%
REAL	36 Not Reported	14	13.5%	52	16.6%	243	54.1%	74	22.1%	132	46.0%	38	17.0%
REAL	37 Total	104	100%	313	100%	449	100%	335	100%	287	100%	224	100.0%

	<b>Key Performance Indicators</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>BUS</b>	<b>23</b> Revenue: FTES*Reimbursement Rate	\$419,053.89	\$452,372.04	\$600,112.61	\$554,476.23	\$624,634.72	\$821,570.80
<b>BUS</b>	<b>24</b> Total District Adopted Program Budget	NO DATA	957,449				
<b>BUS</b>	<b>25</b> Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	0				
<b>BUS</b>	<b>26</b> Supplies (4300 in budget)	NO DATA	3,482				
<b>BUS</b>	<b>27</b> Cost	NO DATA					
<b>BUS</b>	<b>28</b> Total FTES for the year	150.17	154.8	184.1	159.5	170.28	214.26
<b>BUS</b>	<b>29</b> Cost per FTES	NO DATA					
	<b>37</b> Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
	<b>38</b> Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
	<b>39</b> Labor market data						

	<b>Key Performance Indicators</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>REAL</b>	<b>23</b> Revenue: FTES*Reimbursement Rate	\$30,695.83	\$98,481.51	\$156,792.05	\$120,629.00	\$109,168.01	\$84,434.75
<b>REAL</b>	<b>24</b> Total District Adopted Program Budget	NO DATA					
<b>REAL</b>	<b>25</b> Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA					
<b>REAL</b>	<b>26</b> Supplies (4300 in budget)	NO DATA					
<b>REAL</b>	<b>27</b> Cost	NO DATA					
<b>REAL</b>	<b>28</b> Total FTES for the year	11	33.7	48.1	34.7	29.76	22.02
<b>REAL</b>	<b>29</b> Cost per FTES	NO DATA					
	<b>37</b> Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
	<b>38</b> Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
	<b>39</b> Labor market data						