Business Program Review
2011-2012

1. Program Description

A. Description

Study in business leads to a wide range of opportunities in a variety of industries. Upon completion of the associate degree, the student will be prepared for various entry-level positions within organizations as well as promotion from technical and specialty job functions into management positions, and/or for transfer to a baccalaureate program. In addition, student will obtain the rudimentary information and knowledge required to start their own businesses.

B. Program Student Learning Outcomes -   Successful students in the program are able to:

1. Identify the fundamental principles of business
2. Examine various approaches to decision-making

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	$26 per unit
Books	$101
Supplies	0
Total	Eg. 12 units$413

E. Criteria Used for Admission

No prerequisites required

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricularactivities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job

placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and giverise to its Vision, Mission and Goals.
- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

J. Program Strengths, Successes, and Significant Events

Student learning is enhanced by the instructors who are expert in their respective fields. Many of the programs address the needs of the community as evidenced by Advisory Council input. The Business program has had the opportunity to add two new full-time hires on the staff. In addition the Business program has provided an opportunity for students to participate in the ABG Society (Alpha Beta Gamma) International Honorary Business Society. As a result of students taking the business courses, many choose to major in business after having participated in the number of offerings.

Business Program Review
2011-2012

K. Organizational Structure

President: Robin Calote
     Executive Vice President: Ramiro Sanchez
        Dean: Karen Gorback
           Department Chair: Jeff Stauffer

<div align="center">Instructors and Staff</div>

Name	Kenneth Drake
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.B.A.

Name	Deborah Newcomb
Classification	Assistant Professor
Year Hired	2009
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.B.A.

Name	Jeff Stauffer
Classification	Professor
Year Hired	1974
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.A.E., Ed.D.

2. Performance Expectations

A. Program Student Learning Outcomes -   Successful students in the program are able to:

1. Identify the fundamental principles of business
2. Examine various approaches to decision-making

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the**program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** is this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2
BUS V06		
BUS V07A	I	I
BUS V07B	I	I
BUS V08	I	P
BUS V11		
BUS V12		
BUS V25		P
BUS V27A		
BUS V27B		
BUS V28A	I	P
BUS V28B	I	I
BUS V29		
BUS V30	I	I
BUS V43	I	I
BUS V44		
BUS V45	I	P
BUS V71	I	P
BUS V72		
BUS V73		
BUS V74		
BUS V80A		
BUS V80B		
BUS V94	I	P
BUS V97	I	P
BUS V99A		
BUS V99B		
BUS V99C		
BUS V99D		

BUS 40, BUS 44, BUS 53, BUS 33 are included but not mapped because not aligned to the outcomes. However in the future outcomes, the alignment of these courses will be mapped as

appropriate to the outcomes. In addition the Insurance Courses have been eliminated and not included.

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses.   The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	150,650	145,250	171,811	155,904	2,543	-98%	12%
2	PT Faculty	65,773	68,589	44,096	59,486	63,445	7%	-10%
7	Supplies	434	84	1,258	592	1,516	156%	24%
8	Services	593	200	-	397	-	-100%	-17%
9	Equipment	1,090	233,632		117,361	-	-100%	-42%
	Total	**218,540**	**447,755**	**217,165**	**294,487**	**67,504**	**-77%**	**0%**

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group).   The second-to-last bar is the program's prior three year average.
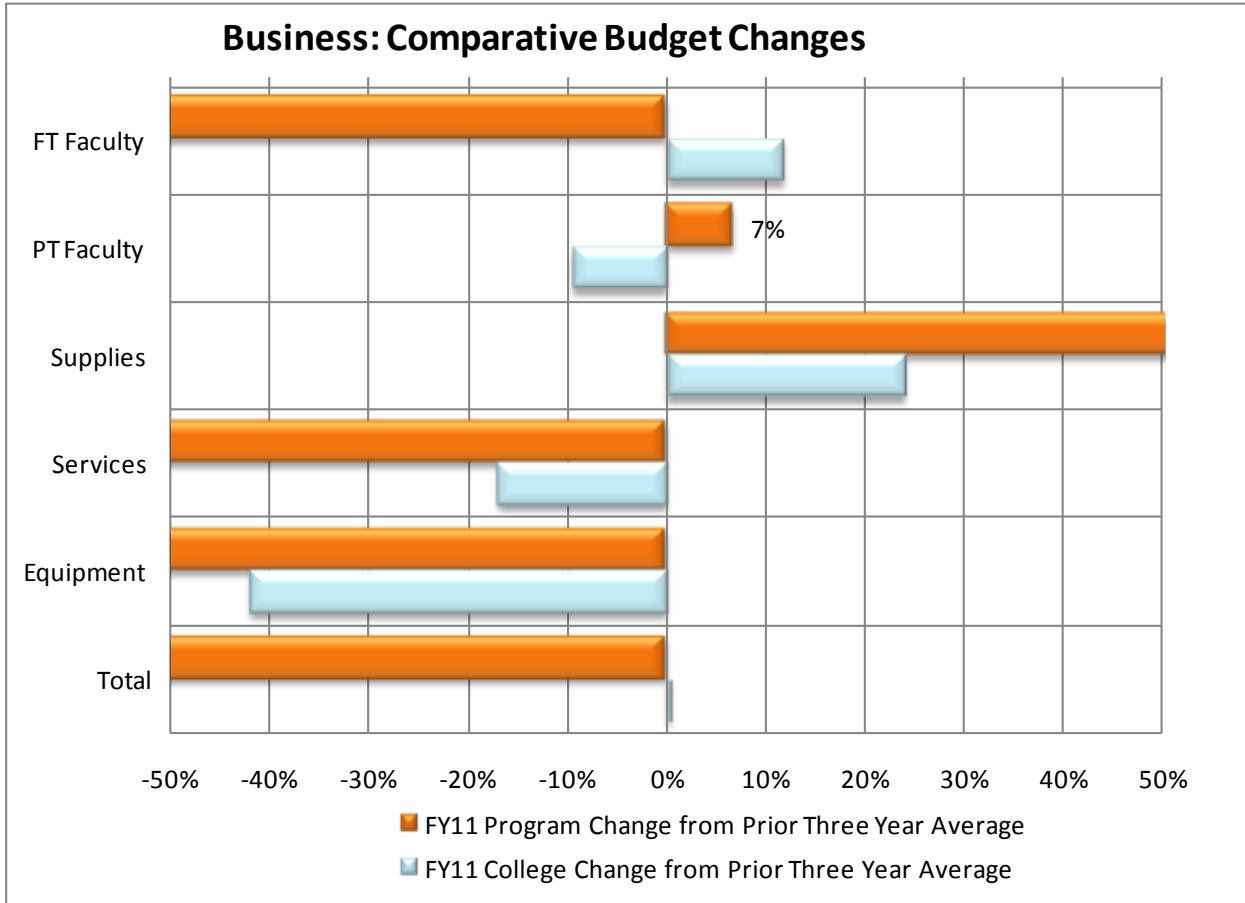

Business: Budget Expenditure Trends
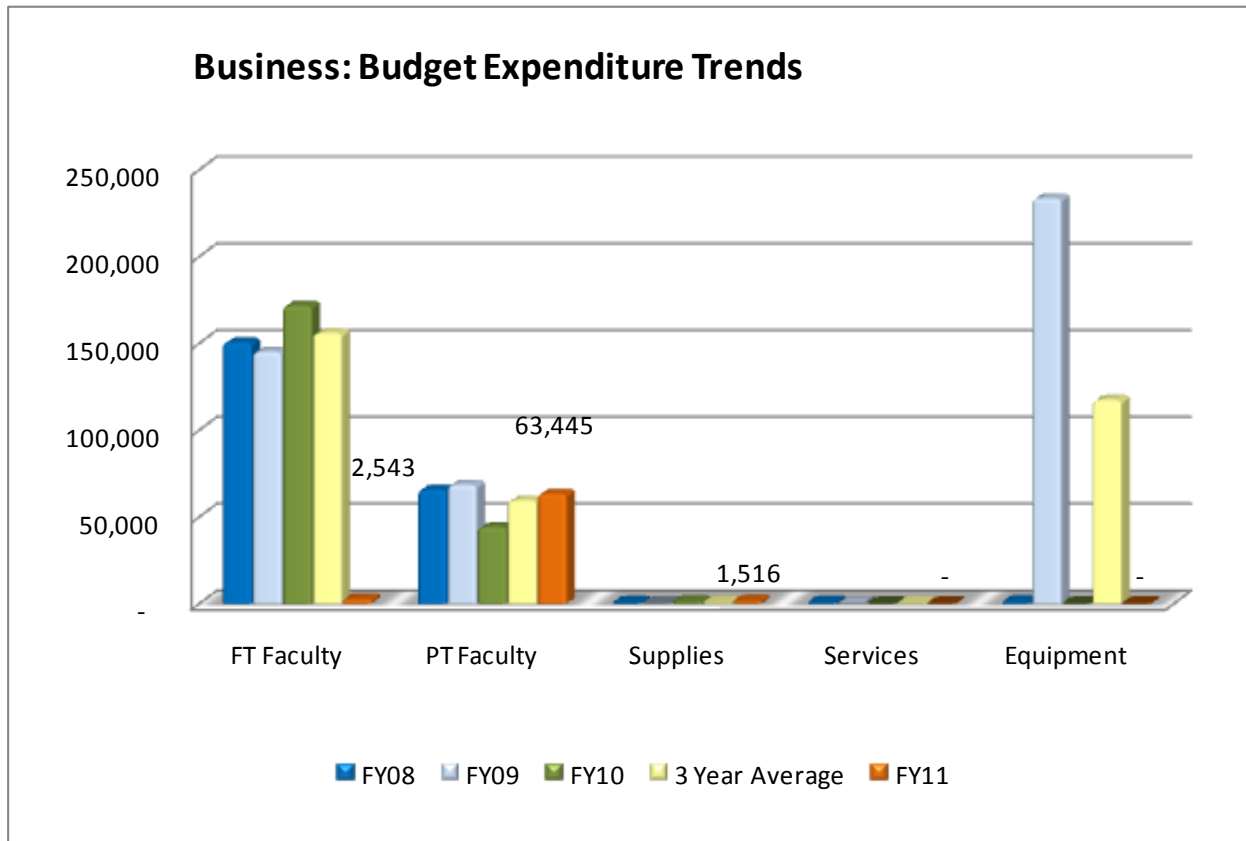
A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Business: Comparative Budget Changes

Legend:
- FY11 Program Change from Prior Three Year Average
- FY11 College Change from Prior Three Year Average

(PT Faculty program bar labeled: 7%)

X-axis: -50%, -40%, -30%, -20%, -10%, 0%, 10%, 20%, 30%, 40%, 50%

Categories: FT Faculty, PT Faculty, Supplies, Services, Equipment, Total

A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445).   The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The review and analysis of the budget indicates significant decrease in full-time faculty as result of retirement in spite of two new hires. FY 11 shows decrease in equipment expenditure in spite of 3yr average $100,000. This has been offset with new equipment already available in the new buildings housing the Career and Technology Division.

Business Program Review
2011-2012

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
POweredge Server 2600	Dell Computer C	30033	12813	11/18/2002	9	4,972	N00003304	DNQV121
Infocus X1 Quote MV92410	CDW Governme	34081	793	4/12/2004	7	1,028	N00011126	AHHP40201554
InFocus LP 240 Projector LCD SV	Troxell Communi	34081	793	2/3/2004	7	1,242	N00011094	AEGN32290239
InFocus LP 240 Projector LCD SV	Troxell Communi	34081	793	2/3/2004	7	1,242	N00011093	AEGN34690485
C8050A Hp LaserJet 4100N Print	Sehi Computers	34081	793	6/11/2002	9	1,469	N00003198	SUSJUNG38146
Equipment - Instructional Comp	Dell Computer C	34081	793	5/1/2001	10	1,480	N00002818	HK9JJ01
Equipment - Instructional Comp	Dell Computer C	34081	793	5/1/2001	10	1,504	N00002817	GK9JJ01
Equipment - Instructional Comp	Dell Computer C	34081	793	5/1/2001	10	1,350	N00002821	9P1LJO1
25 Disk Duplicator 52xCDR	Computer Disco	34106	793	8/28/2003	8	1,608	N00003405	2030701981
280-00001-I Haptics Device, Virt	Immersion Medic	37006	121	6/3/2007	4	7,000	N00018254	6P8RCC1
Konica Minolta 350 Copier	Precision Imagin	37006	121	3/30/2007	4	7,113	N00018286	11224654
Latitude D820, Intel Core Duo, 1	Dell Computer C	37006	121	4/9/2007	4	1,653	N00018182	80W9PC1
Desktop 3D Scanner, AutoPositi	NextEngine, Inc.	37006	121	5/29/2007	4	2,730	N00018292	1070127515
Latitude D820, Intel Core Duo, 1	Dell Computer C	37006	121	4/9/2007	4	1,653	N00018181	50W9PC1
Hitachi America Projector Mode	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018331	F7C015161
MacBook Pro, 15-inch, 2.33GHz,	Apple Computer	37006	121	7/9/2007	4	2,508	N00018303	W872327UXAG
Latitude D820, Intel Core Duo, 1	Dell Computer C	37006	121	4/9/2007	4	1,653	N00018183	J0W9PC1
Dell Latitude D620 Laptop Comp	Dell Computer C	37006	121	3/29/2007	4	1,704	N00018171	CLP4LC1
Hitachi America Projector Mode	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018262	F7C015187
Hitachi America Projector Mode	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018261	F7C015159
4600 Series Intel Pentium 4, per	Dell Computer C	37006	121	6/30/2004	7	1,075	N00011202	7J6D351
Gateway 960X, per Quote No. 14	Gateway Countr	37006	121	6/2/2004	7	2,994	N00011184	3501726
Cisco 2620 (Router)	Hae Kim	37006	122	5/31/2002	9	370	N00003201	JAB043782Z8
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018029	BWHHWB1
MA710LL/A iMac, 17-inch, 1.83G	Apple Computer	37010	121	3/12/2007	4	964	N00022213	
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018031	CXHHWB1
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018026	FTHHWB1
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018024	DVHHWB1
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018030	FYHHWB1
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018023	GXHHWB1
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018022	GWHHWB1
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018021	JWHHWB1
Optiplex GX 520n Min Tower Co	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018020	1VHHWB1
List continues with 436 items								

B2: Interpretation of the Program Inventory Information

Existing inventory affected by the move to the new Santa Paula Campus; however a need exists with the Fillmore facilityfor additional upgrades on equipment.

C1: Productivity Terminology Table

|	
Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	145	123	128	132	106	-20%	-12%
Census	3,197	3,444	3,535	3,392	3,161	-7%	0%
FTES	469	491	488	483	441	-9%	-1%
FT Faculty	5.54	5.58	5.69	5.61	4.97	-11%	3%
PT Faculty	10.37	9.27	8.53	9.39	8.57	-9%	-11%
XL Faculty	-	0.10	-	0.03	0.33	900%	5%
Total Faculty	15.91	14.95	14.23	15.03	13.87	-8%	-4%
WSCH	442	493	514	482	477	-1%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.
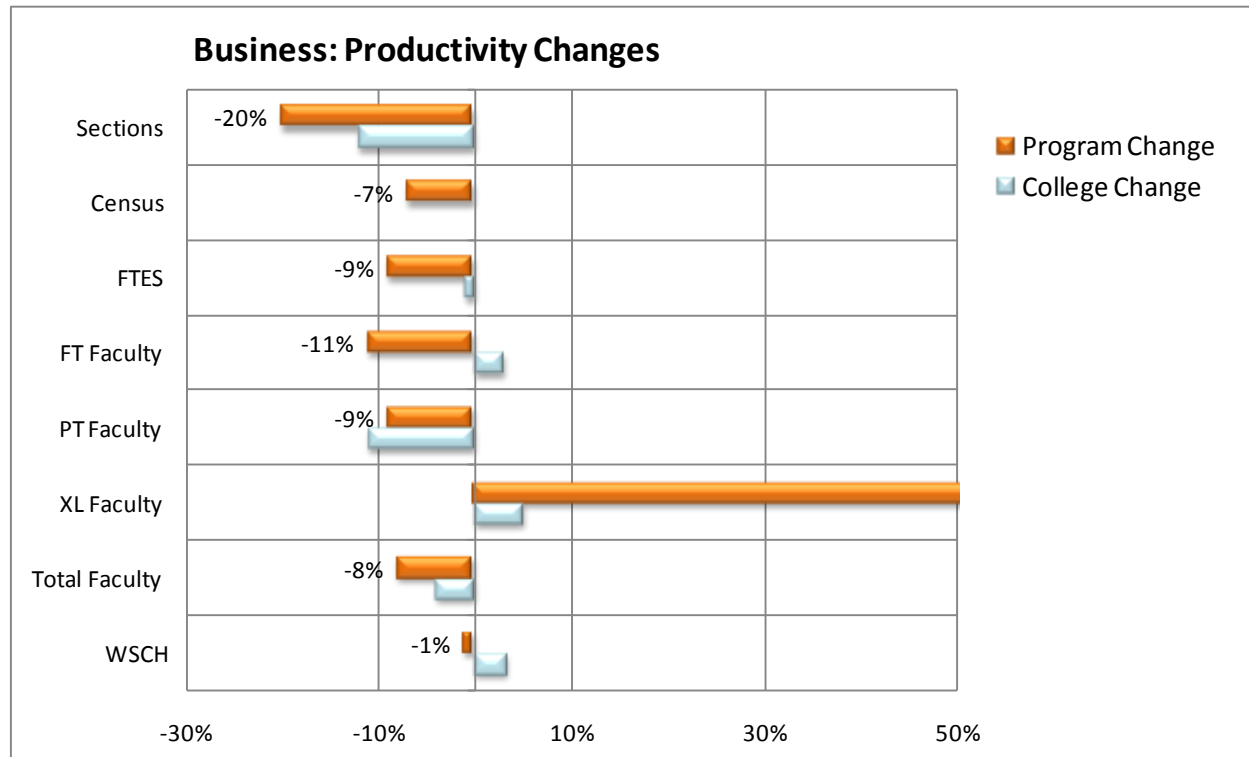
C4: Interpretation of the Program Productivity Information

The productivity schedule reinforces the Ft business faculty program changed overall -11% compared to college 5%. The WSCH # is 525 sections down by 20% but excellent scheduling is reflected with a final 489 (93%) and doesn't show a huge difference in spite of section reduction.

D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Business Program Review
2011-2012

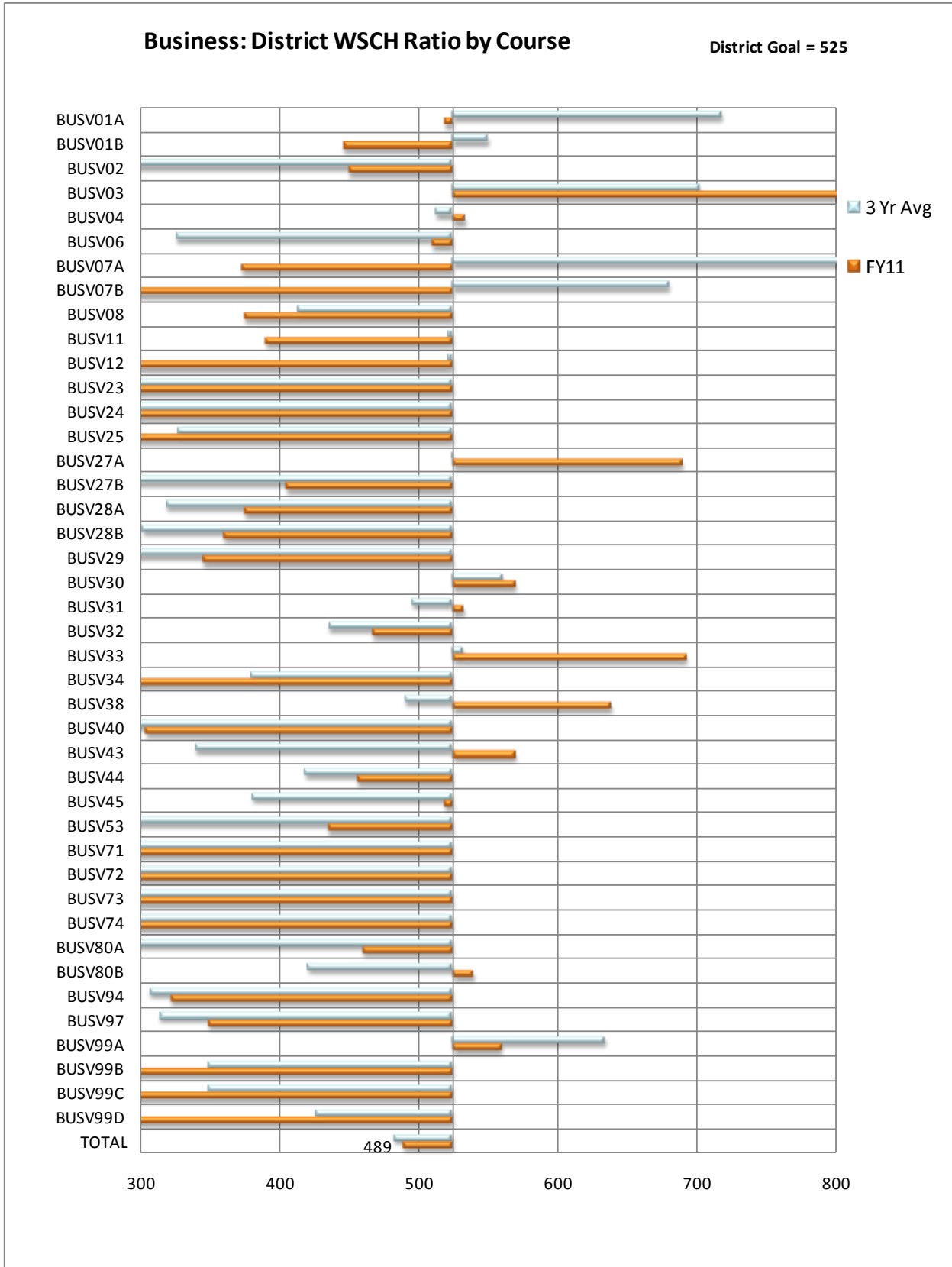| Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)								
BUSV01A	Financial Accounting	717	744	696	719	519	-28%	525	99%
BUSV01B	Managerial Accounting	507	509	635	551	446	-19%	525	85%
BUSV02	Income Tax Fundamentals	-	-	-	-	450	0%	525	86%
BUSV03	Introduction to Accounting	643	764	720	703	878	25%	525	167%
BUSV04	Computrized Payroll Accounting	516	497	525	513	534	4%	525	102%
BUSV06	Business Mathematics	225	300	555	326	510	56%	525	97%
BUSV07A	Business Calculations: Calcltr	4,031	1,019	-	2,397	373	-84%	525	71%
BUSV07B	Business Calculations: Excel	838	700	555	681	225	-67%	525	43%
BUSV08	Computerized Accounting	411	358	535	414	375	-9%	525	71%
BUSV11	Beginning Keyboarding	367	453	1,280	522	390	-25%	525	74%
BUSV12	Intermediate Keyboarding	436	482	829	522	-	-100%	525	0%
BUSV23	Basic Phlebotomy	261	261	238	249	265	6%	525	51%
BUSV24	Advanced Phlebotomy	219	206	157	186	210	13%	525	40%
BUSV25	Medical Coding	219	-	435	327	-	-100%	525	0%
BUSV27A	Beginning Medical Terminology	502	470	606	526	690	31%	525	131%
BUSV27B	Advanced Medical Terminology	75	120	165	120	405	238%	525	77%
BUSV28A	Medical Procedurs:Front Office	233	364	332	319	375	18%	525	71%
BUSV28B	Medical Procedurs:Back Office	210	280	340	302	360	19%	525	69%
BUSV29	Medical Insurance	-	-	-	-	345	0%	525	66%
BUSV30	Introduction to Business	520	591	573	561	570	2%	525	109%
BUSV31	Organization and Management	396	516	533	496	533	7%	525	102%
BUSV32	Human Resource Management	420	444	442	436	467	7%	525	89%
BUSV33	Business Law	409	607	632	533	693	30%	525	132%
BUSV34	Management Decision Making	270	450	420	380	180	-53%	525	34%
BUSV38	Small Business Management	484	545	449	491	639	30%	525	122%
BUSV40	Organizational Behavior	180	-	-	180	304	69%	525	58%
BUSV43	International Business	195	375	450	340	570	68%	525	109%
BUSV44	Business English	368	495	389	419	456	9%	525	87%
BUSV45	Business Communications	298	441	431	381	519	36%	525	99%
BUSV53	Legal Environment of Business	-	-	-	-	435	0%	525	83%
BUSV71	Insurance Fundamentals	-	-	180	180	-	-100%	525	0%
BUSV72	Property & Liability Insurance	-	195	150	173	-	-100%	525	0%
BUSV73	Personal Insurance	-	135	-	135	-	-100%	525	0%
BUSV74	Commercial Insurance	-	-	195	195	-	-100%	525	0%
BUSV80A	Computer Train I: Bilingual	-	-	-	-	460	0%	525	88%
BUSV80B	Computer Train II: Bilingual	398	428	445	421	540	28%	525	103%
BUSV94	Reception Skills	248	350	322	307	322	5%	525	61%
BUSV97	Medical Assisting	280	315	352	314	349	11%	525	66%
BUSV99A	Computer Office Assistant I	610	675	632	635	560	-12%	525	107%
BUSV99B	Computer Office Assistant II	347	353	345	349	268	-23%	525	51%
BUSV99C	Computer Office Assistant III	355	353	338	349	270	-22%	525	52%
BUSV99D	Computer Office Assistant IV	454	473	355	427	-	-100%	525	0%
TOTAL	Annual District WSCH Ratio	442	496	515	483	489	1%	525	93%

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

Business: District WSCH Ratio by Course

District Goal = 525

Legend:
- 3 Yr Avg
- FY11

Courses (top to bottom): BUSV01A, BUSV01B, BUSV02, BUSV03, BUSV04, BUSV06, BUSV07A, BUSV07B, BUSV08, BUSV11, BUSV12, BUSV23, BUSV24, BUSV25, BUSV27A, BUSV27B, BUSV28A, BUSV28B, BUSV29, BUSV30, BUSV31, BUSV32, BUSV33, BUSV34, BUSV38, BUSV40, BUSV43, BUSV44, BUSV45, BUSV53, BUSV71, BUSV72, BUSV73, BUSV74, BUSV80A, BUSV80B, BUSV94, BUSV97, BUSV99A, BUSV99B, BUSV99C, BUSV99D, TOTAL (489)

X-axis: 300, 400, 500, 600, 700, 800

D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
	College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)								
BUSV01A	Financial Accounting	717	744	696	719	519	-28%	525	99%
BUSV01B	Managerial Accounting	507	509	635	551	446	-19%	525	85%
BUSV02	Income Tax Fundamentals	-	-	-	-	450	0%	525	86%
BUSV03	Introduction to Accounting	643	764	720	703	780	11%	525	149%
BUSV04	Computrized Payroll Accounting	516	497	525	513	534	4%	525	102%
BUSV06	Business Mathematics	225	300	555	326	510	56%	525	97%
BUSV07A	Business Calculations: Calcltr	4,031	1,019	-	2,397	373	-84%	525	71%
BUSV07B	Business Calculations: Excel	838	700	555	681	225	-67%	525	43%
BUSV08	Computerized Accounting	411	358	535	414	375	-9%	525	71%
BUSV11	Beginning Keyboarding	367	453	1,280	522	390	-25%	525	74%
BUSV12	Intermediate Keyboarding	436	482	829	522	-	-100%	525	0%
BUSV23	Basic Phlebotomy	261	261	238	249	265	6%	525	51%
BUSV24	Advanced Phlebotomy	219	206	157	186	210	13%	525	40%
BUSV25	Medical Coding	219	-	435	327	-	-100%	525	0%
BUSV27A	Beginning Medical Terminology	502	470	606	526	591	12%	525	113%
BUSV27B	Advanced Medical Terminology	75	120	165	120	405	238%	525	77%
BUSV28A	Medical Procedurs:Front Office	233	364	332	319	375	18%	525	71%
BUSV28B	Medical Procedurs:Back Office	210	280	340	302	360	19%	525	69%
BUSV29	Medical Insurance	-	-	-	-	345	0%	525	66%
BUSV30	Introduction to Business	520	545	573	545	570	5%	525	109%
BUSV31	Organization and Management	396	516	533	496	533	7%	525	102%
BUSV32	Human Resource Management	420	444	442	436	467	7%	525	89%
BUSV33	Business Law	409	607	632	533	577	8%	525	110%
BUSV34	Management Decision Making	270	450	420	380	180	-53%	525	34%
BUSV38	Small Business Management	484	545	449	491	639	30%	525	122%
BUSV40	Organizational Behavior	180	-	-	180	304	69%	525	58%
BUSV43	International Business	195	375	450	340	570	68%	525	109%
BUSV44	Business English	368	495	389	419	456	9%	525	87%
BUSV45	Business Communications	298	441	431	381	519	36%	525	99%
BUSV53	Legal Environment of Business	-	-	-	-	435	0%	525	83%
BUSV71	Insurance Fundamentals	-	-	180	180	-	-100%	525	0%
BUSV72	Property & Liability Insurance	-	195	150	173	-	-100%	525	0%
BUSV73	Personal Insurance	-	135	-	135	-	-100%	525	0%
BUSV74	Commercial Insurance	-	-	195	195	-	-100%	525	0%
BUSV80A	Computer Train I: Bilingual	-	-	-	-	460	0%	525	88%
BUSV80B	Computer Train II: Bilingual	398	428	445	421	540	28%	525	103%
BUSV94	Reception Skills	248	350	322	307	322	5%	525	61%
BUSV97	Medical Assisting	280	315	352	314	349	11%	525	66%
BUSV99A	Computer Office Assistant I	610	675	632	635	560	-12%	525	107%
BUSV99B	Computer Office Assistant II	347	353	345	349	268	-23%	525	51%
BUSV99C	Computer Office Assistant III	355	353	338	349	270	-22%	525	52%
BUSV99D	Computer Office Assistant IV	454	473	355	427	-	-100%	525	0%
TOTAL	**Annual College WSCH Ratio**	**442**	**492**	**515**	**482**	**477**	**-1%**	**525**	**91%**

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Business: College WSCH Ratio by Course — District Goal = 525
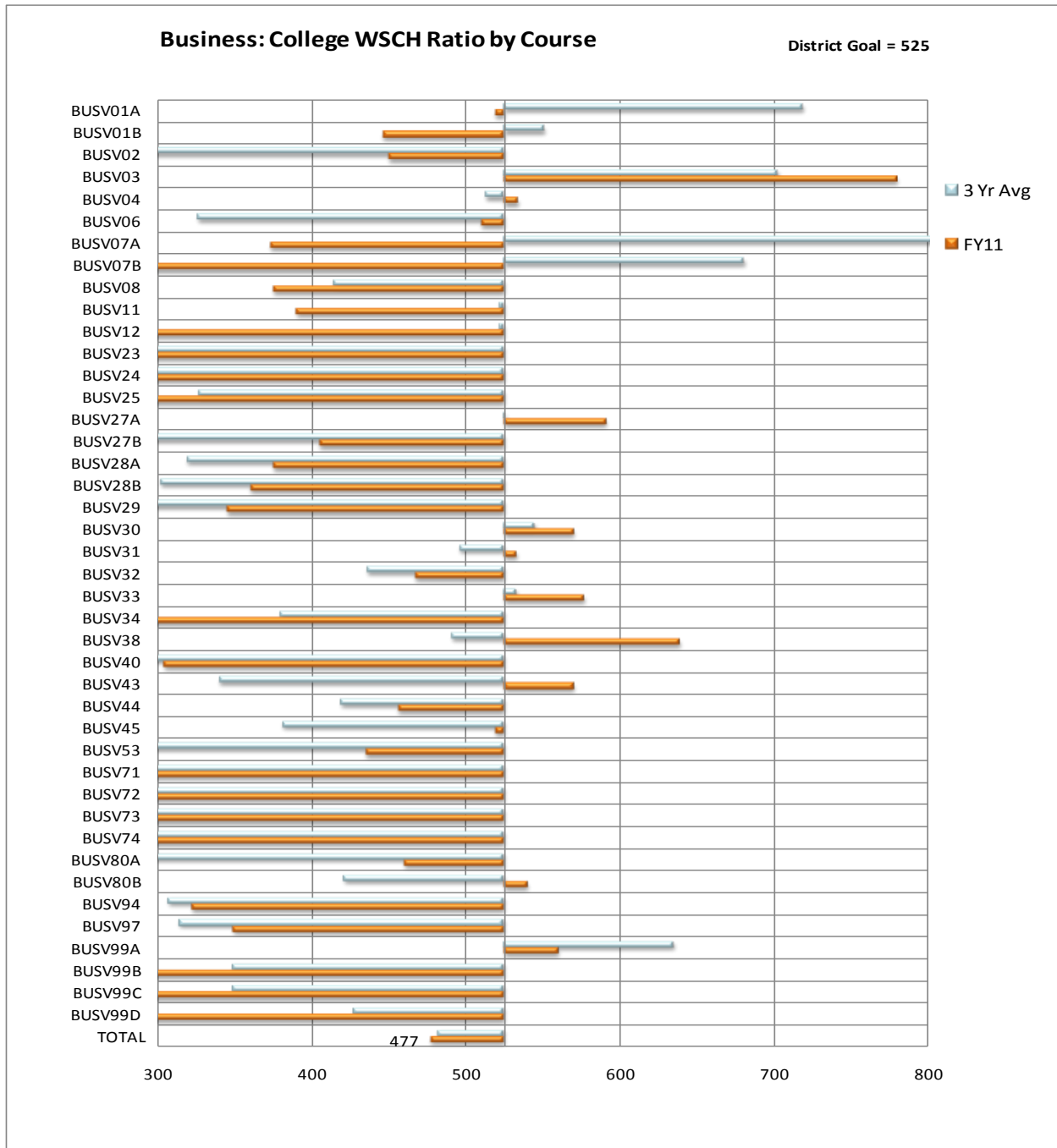
D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The Productivity Schedule reflects positively in almost all course offerings. The high numbers reflected in BUS 33 (Business Law) and BUS 03 are due to extra large sections. Bus 23 (Basic Phlebotomy) and BUS 24 (Advanced Phlebotomy) shows a 51% and 40% of goal. This is reflected in the restriction of enrollment. The success rate is reflected in another way in terms of California requires 20 hours of basic and advanced. This is a reflection in the % of goal stated in the chart but doesn't representthe success rate set by the the state.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*.   The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures.   The "College" success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
BUS	FY08	809	570	330	208	129	328	593	170	3,137	2,540	1,917
BUS	FY09	852	612	402	248	129	265	712	225	3,446	2,721	2,114
BUS	FY10	905	623	417	190	174	323	588	230	3,451	2,859	2,135
BUS	3 Year Avg	855	602	383	215	144	305	631	208	3,345	2,707	2,055
BUS	FY11	935	614	426	100	124	314	506	103	3,122	2,616	2,075

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
BUS	FY08	26%	18%	11%	7%	4%	10%	19%	5%		81%	61%
BUS	FY09	25%	18%	12%	7%	4%	8%	21%	7%		79%	61%
BUS	FY10	26%	18%	12%	6%	5%	9%	17%	7%		83%	62%
BUS	3 Year Avg	26%	18%	11%	6%	4%	9%	19%	6%		81%	61%
BUS	FY11	30%	20%	14%	3%	4%	10%	16%	3%		84%	66%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.
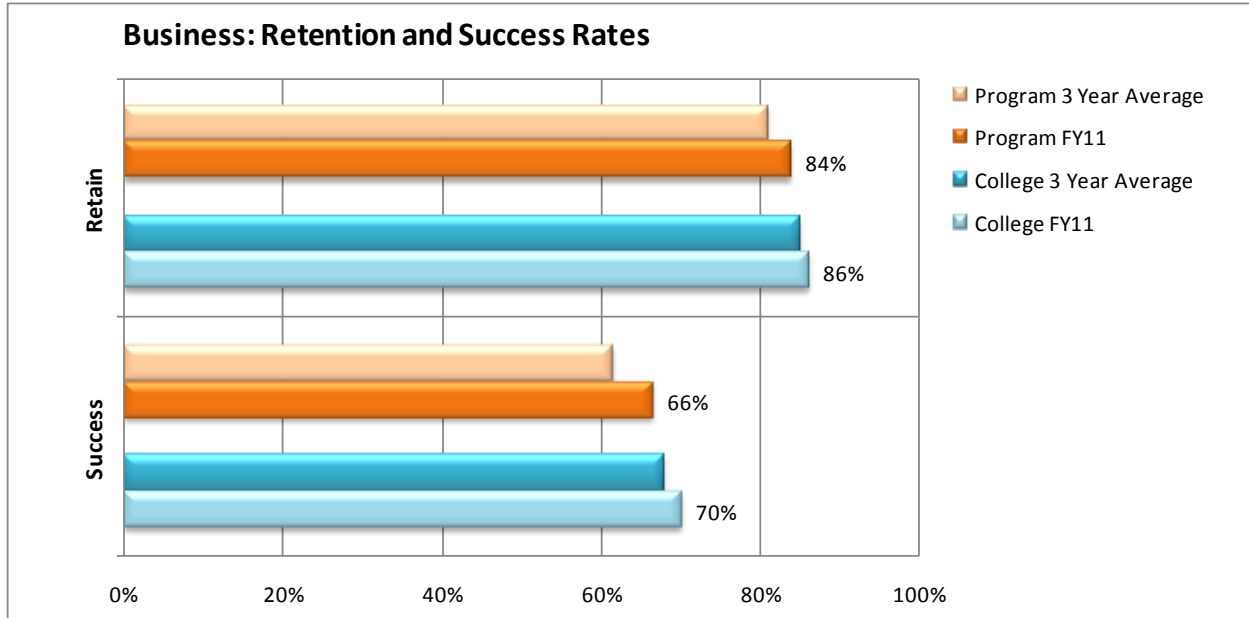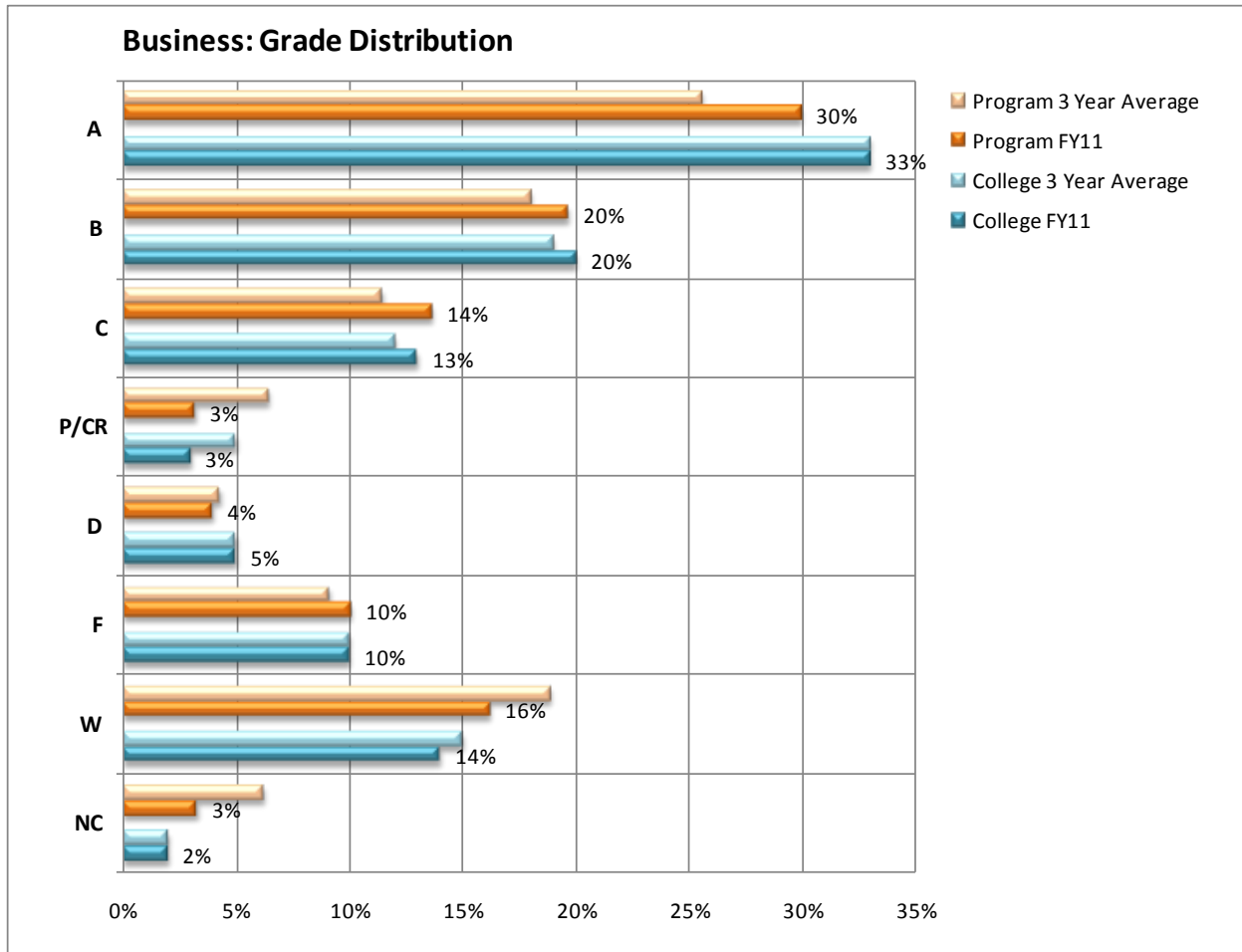
E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Business: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Value
A	30% / 33%
B	20% / 20%
C	14% / 13%
P/CR	3% / 3%
D	4% / 5%
F	10% / 10%
W	16% / 14%
NC	3% / 2%

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

Analysis of retention and success rates for BUS Programs are very good. The college 3-yr average almost approximates a BUS -5% difference and retention a -3% success. The bar chart on page 21 reinforces the approximation of BUS compared to the College retention and success rates.
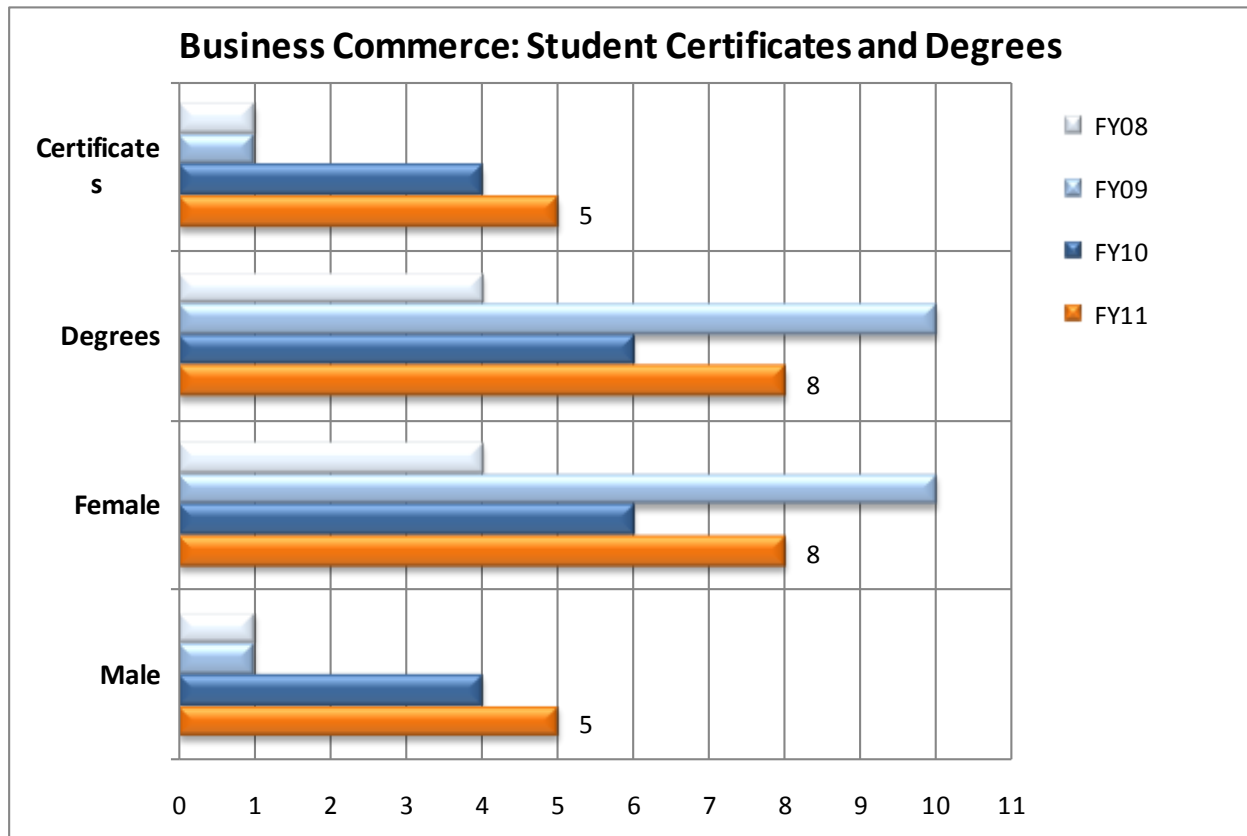
Business Program Review
2011-2012

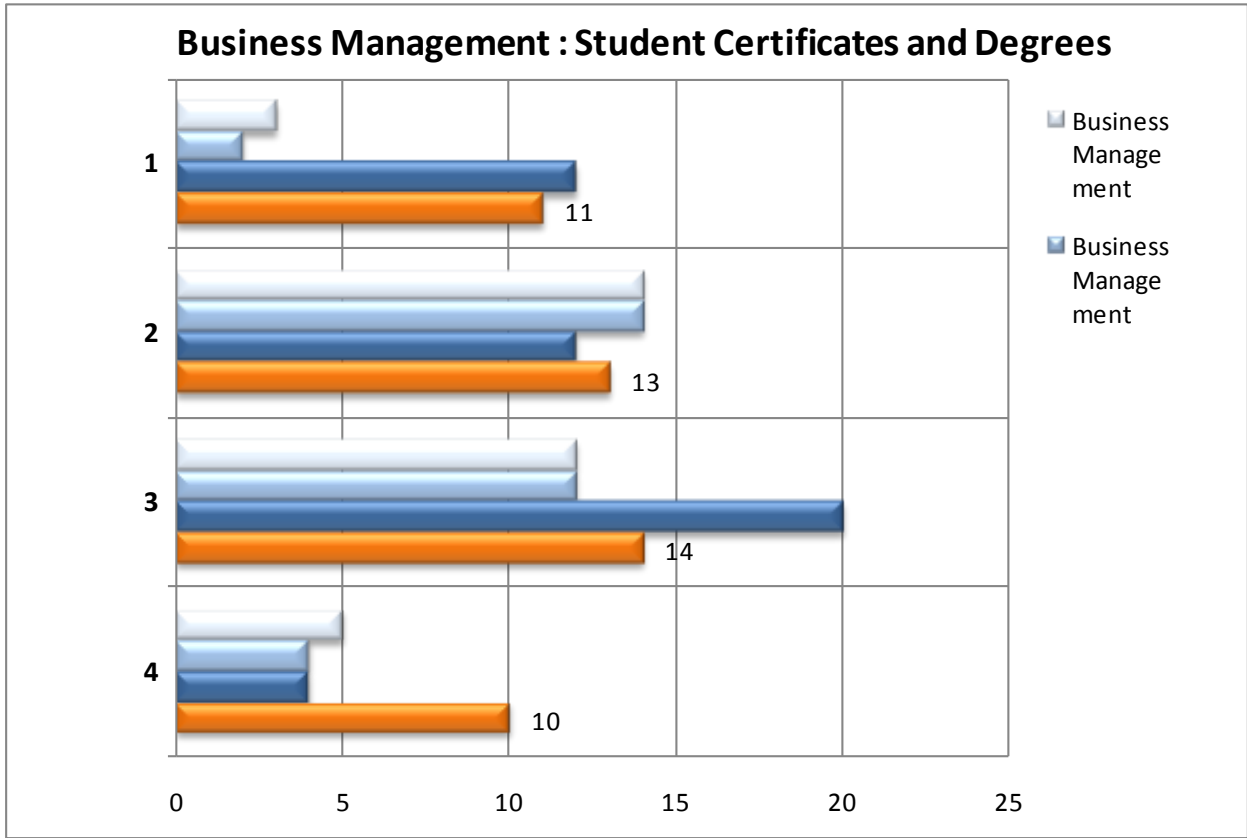F1: Program Completion – Student Awards
This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Business and Commerce,	FY08	1	4	4	1
Business and Commerce,	FY09	1	10	10	1
Business and Commerce,	FY10	4	6	6	4
Business and Commerce,	FY11	5	8	8	5
Total Awards in 4 Years		**11**	**28**	**28**	**11**

Program	FY	Certificates	Degrees	Female	Male
Business Management	FY08	3	14	12	5
Business Management	FY09	2	14	12	4
Business Management	FY10	12	12	20	4
Business Management	FY11	11	13	14	10
Total Awards in 4 Years		**28**	**53**	**58**	**23**

Business Management : Student Certificates and Degrees

F2: Interpretation of the Program Completion Information

A significant finding in this category is the increase in awards for male in FY 11. This would indicate a trend of gender equity and percentage increase for achievement for that group.

Business Program Review
2011-2012

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

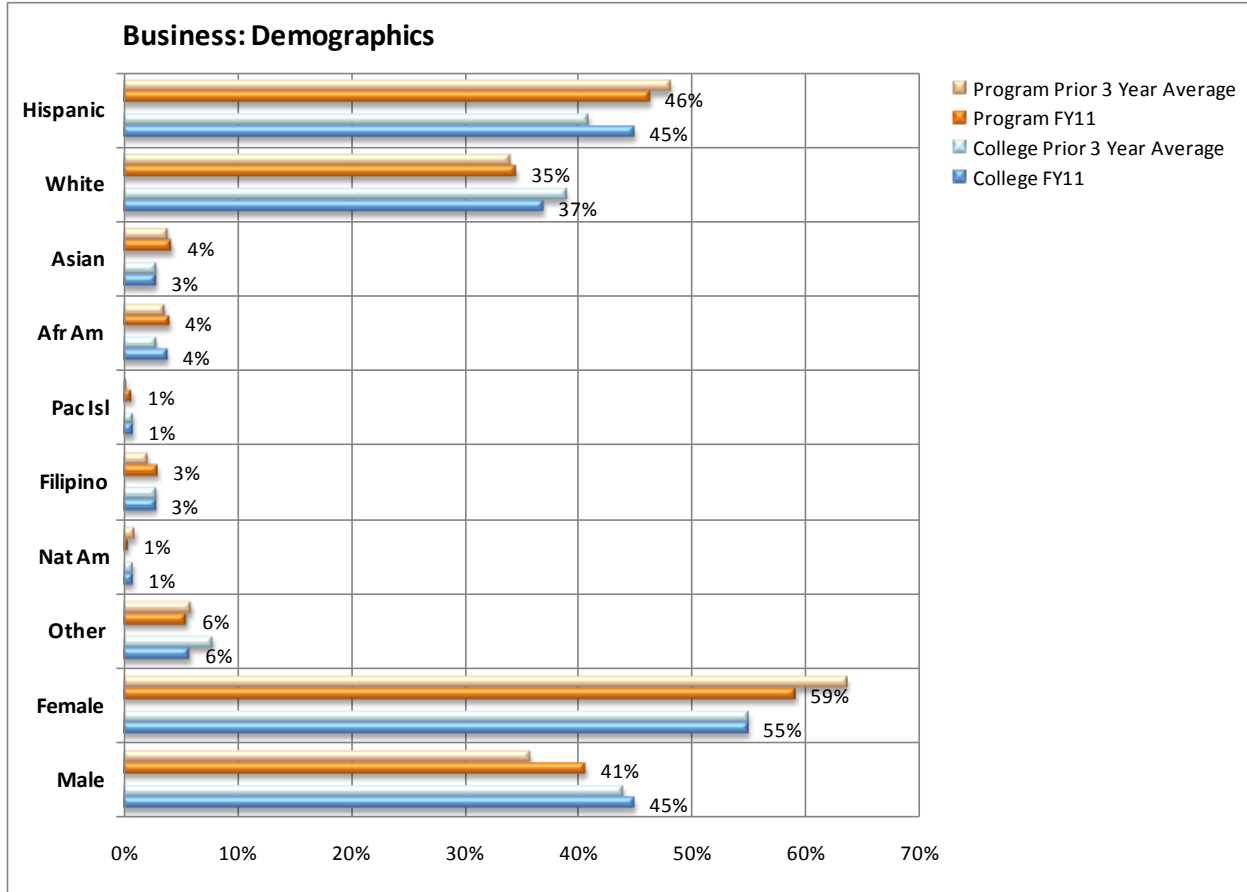| Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
BUS	FY08	1,499	1,075	132	105	13	76	46	191	2,028	1,086	23	30
BUS	FY09	1,702	1,140	134	123	16	73	41	217	2,169	1,260	17	29
BUS	FY10	1,631	1,201	140	151	9	81	32	206	2,192	1,250	9	28
BUS	**3 Year Avg**	**1,611**	**1,139**	**135**	**126**	**13**	**77**	**40**	**205**	**2,130**	**1,199**	**16**	**29**
BUS	**FY11**	**1,447**	**1,081**	**138**	**131**	**29**	**99**	**18**	**179**	**1,847**	**1,271**	**4**	**28**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
BUS	FY08	48%	34%	4%	3%	0%	2%	1%	6%	65%	35%	1%	30
BUS	FY09	49%	33%	4%	4%	0%	2%	1%	6%	63%	37%	0%	29
BUS	FY10	47%	35%	4%	4%	0%	2%	1%	6%	64%	36%	0%	28
BUS	3 Year Avg	48%	34%	4%	4%	0%	2%	1%	6%	64%	36%	0%	29
BUS	**FY11**	**46%**	**35%**	**4%**	**4%**	**1%**	**3%**	**1%**	**6%**	**59%**	**41%**	**0%**	28
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	**24**

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group.. Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Business: Demographics

Group	Value
Hispanic	46% / 45%
White	35% / 37%
Asian	4% / 3%
Afr Am	4% / 4%
Pac Isl	1% / 1%
Filipino	3% / 3%
Nat Am	1% / 1%
Other	6% / 6%
Female	59% / 55%
Male	41% / 45%

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

Based on the analysis of the data the BUS Program is down 2% Hispanic compared to the college. The indication is that the business programs mirror the college to a large degree.

.

Business Program Review
2011-2012

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Identify the fundamental principles of business	Students will be able to define the primary terms used in business such as profit, profit motive, economic indicators etc. Comparison of the BUS 30 courses will show 80% mastery with this indicator. BUS 30 is chosen because basic business terms are covered in this course.
Operating Information	
In Process	
Analysis – Assessment	
In Process	

Program-Level Student Learning Outcome 2	Performance Indicators
Examine various approaches to decision-making	Students will be able to list the steps in the Rational Decision-Making Model with 80% success rate
Operating Information	
Feedback exams have indicated students have succeeded beyond the 80% success level	
Analysis – Assessment	
As a result of this operating information, students will be instructed in the conditions surrounding decision-making identifying percentages of certainty conditions, uncertainty conditions, and risk conditions	

Program-Level Student Learning Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **program's** retention rate for the prior three years.
Operating Information	
Based on the small percentage differential for the Business Programs ; the BUS programs will increase the retention by 5%. This is based on the FY 11 of 84% to the Previous 81% average.	
Analysis – Assessment	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **college** retention rate for the prior three years.
Operating Information	
Based on the Business Programs and the College Success rate; the Business Programs are on track to increase retention by the 2%.	
Analysis – Assessment	

Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the **program's** average student success rate for the prior three years.
Operating Information	
The data indicates that the Business Program certificate awards have increased over the past semesters FY 8 awarding 3 and FY 11 awarding 11	
Analysis – Assessment	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the **college's** student success rate for the prior three years.
Operating Information	
Analysis – Assessment	

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.

Operating Information
The data indicates the certificate awards have increased over the past semesters FY 8 for 3 to FY 11 for 11 awards.

Analysis – Assessment
The certificate awards appear to be significant in the Career and Technology Division and reflects the increasing need by the indicated data.

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 1%. The BUS programs would like to maintain or increase its efficiency.
Operating Information	
The WSCH will be increased due to the development of the Business TMC as well as continued attendance to the CSU system coordination	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

5. Findings

Finding 1   According to Advisory Committee input over the last two years, the Business Department fills a need in the local labor market for office personnel with excellent communication skills and basic knowledge of commonly-used computer applications in an office environment.

Finding 2   The current business degrees are outdated and require more units than absolutely necessary to transfer to a university at a junior level.

Finding 3   The productivity analysis finds a percentage decrease for Full time faculty at – 11% compared to the overall college increase of 5%.   In spite of excellent scheduling and reduction in sections, the analysis shows the need for 1 additional, full time faculty member.

Business Program Review
2011-2012

6. Initiatives

Initiative   Develop new TMC in Business for transfer to the California State Universities.

Initiative ID   BUS 1201

Links to Finding 2
Delete existing business degrees and replace with TMC and appropriate, short-term certificates.

Benefits   More students will be able to complete their transfer degree requirements more quickly.

Request for Resources
None

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Business Program Review
2011-2012

Initiative: Hire a full-time business instructor with expertise in office technology to develop higher-level, industry-recognized certificate programs.

Initiative ID   BUS 1202

Links to Findings 1 and 3
Our advisory committees continue to ask us for individuals with higher-level computing skills, which should be developed by a full time instructor with expertise in this area.

Benefits   Students with industry-recognized certificates will be able to find employment more readily than individuals who lack this expertise.

Request for Resources   Personnel

Funding Sources   General fund

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Develop new, low-unit Proficiency Awards or low-unit certificates of achievement in industry-recognized areas of technology, i.e., Microsoft Certifications.

Initiative ID   BUS 1203

Links to Finding 1 in serving the needs of the business community.

Benefits: Meeting students' needs for economic self-sufficiency; Workforce development for the local labor market

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Business Program Review
2011-2012

Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.