2014 INSTRUCTIONAL PROGRAM REVIEW

Lassen Community College
Business Department

Submitted: MAY 13, 2014
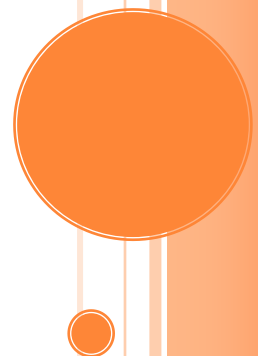
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SECTION ONE: ACADEMIC PLANNING

I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES

Description / Evaluation:

The Lassen Community College Business Department [Department] is committed to building quality career technical education [CTE] programs that respond to the needs of the state, regional, and local labor markets through strong curricula, data collection and use, and direct connections to the business community through partnerships, collaborative efforts, and industry advisory membership.

The Department's mission is to serve our learning communities' needs for post-secondary business education through quality offerings and programs that prepare students for academic and career technical success.

Upon completion of an associate degree or certificate, the student will be prepared for a wide range of entry-level positions, have skills leading to promotion from clerical job functions into management positions, and/or be ready to successfully transfer into a baccalaureate program. In addition, students can obtain the rudimentary information and knowledge required to start their own businesses.

Business Department Goals

1. Provide quality business curriculum and programs of instruction grounded in industry standards and practice that prepare students to be effective in the current business environment.

2. Produce program completers who demonstrate the analytical, interpersonal, technological, and communication skills needed in their respective area of study.

3. Maximize access to all business programs through the utilization of a variety of delivery modes, institutional support services, and community relationships.

4. Ensure program connections are in place with program stakeholders to support continuous program improvement and strategic direction.

5. Actively participate in long-range planning efforts and initiatives of the institution.

The goals of the Department align and support one or more of the 2009-14 Institutional Strategic Goals.

Table I
Institutional Strategic Goals

		Student Success	Responsive Curricula	Student Access	Resource Development	Organizational Effectiveness	Community Leadership
	1		X				
	2	X					
Department Goals	3			X	X		
	4		X				X
	5	X				X	

The Business Department Program consists of courses in the business, economics, computer science, computer applications, and computer office technology disciplines. The program includes the associate degrees and certificates Associate in Science in Business for Transfer, Associate in Science in Office Administrative Assistant, Certificate of Achievement in Office Administrative Assistant, and the Certificate of Accomplishment in Entrepreneurship.

The Departments program Student Learning Outcomes [SLO's] for each degree and certificate are as follows:

Associate in Science in Business for Transfer -

1. Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological forces (Internet, digital media, e-marketing) Competition (ability of small businesses to compete across borders) Regulatory forces (laws influencing companies and consumers)
2. Apply business concepts to marketing, management, finance, accounting, and information technology.
3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.

Associate in Science in Accounting

1. Demonstrate an understanding of financial statements, prepare journal entries and complete an accounting cycle prepared according to Generally Accepted Accounting Principles (GAAP).

2. Demonstrate an understanding of the ethical standards found in the accounting profession and their importance to society.
3. Apply computer skills to retrieve, analyze, and manage information in a business environment.
4. Demonstrate an ability to write clearly and concisely, verbally express themselves in presentations, and use common communication channels.
5. Combine critical thinking skills and technical knowledge to solve common problems found in the accounting profession.

Associate in Science / Certificate in Office Administrative Assistant

1. Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or graphics.
2. Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.
3. Given the preparation of a report, identify and utilize the appropriate technology and communication skills to present a completed professional document.
4. Apply reasoning to determine ethical behavior in office situations.
5. Demonstrate skill at solving unstructured office-related problems.

Certificate of Accomplishment in Entrepreneurship

1. Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or graphics.
2. Describe common approaches in achieving customer service excellence.
3. Identify and describe particular service organizations customer service effectiveness.
4. Demonstrate an ability to identify target markets.
5. Develop a basic marketing plan in good form.
6. Describe typical information system technologies used by small business owners.
7. Demonstrate an ability use common software applications to meet basic small business needs.
8. Develop and present a well written business plan.
9. Demonstrate an ability to test the feasibility of an entrepreneurial idea.
10. Utilize common financial tools as a basis for decision making.
11. Demonstrate an understanding of the budgeting process.

All Program Student Learning Outcomes link to the Institutional Student Learning Outcomes in one or more ways. Presented below are the Institutional Level Student Learning Outcomes and their connection to the Program Level Student Learning Outcomes.

Institutional Student Learning Outcomes

1. Communication - Ability to listen and read with comprehension and the ability to write and speak effectively.

2. Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.

3. Life Long Learning - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.

4. Personal/Interpersonal Responsibility - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Program SLO to Institutional SLO Mapping

Associate in Science in Business for Transfer

Table II
Institutional Level SLO

		1	2	3	4
Program	1	X	X		
Level	2	X			X
SLO	3			X	X

Associate in Science in Accounting

Table III
Institutional Level SLO

		1	2	3	4
	1		X		
Program	2		X	X	X
Level	3		X	X	
SLO	4	X			
	5		X		

Associate in Science / Certificate in Office Administrative Assistant

Table IV
Institutional Level SLO

		1	2	3	4
	1	X			
Program	2			X	X
Level	3	X	X		
SLO	4				X
	5		X		

Certificate of Accomplishment in Entrepreneurship

Table V
Institutional Level SLO

		1	2	3	4
	1	X		X	X
	2		X		
	3		X		X
Program	4	X	X	X	
Level	5	X			
SLO's	6	X		X	
	7	X	X	X	
	8		X		
	9		X	X	X
	10			X	X

The Department's mission, goals, and student learning outcomes directly support and align with the broader institutional mission, strategic goals, and student learning outcomes. The Business Advisory Committee [Advisory] re-affirmed these items at its April 3, 2014 Advisory meeting [minutes unapproved] [Appendix A].

Recommendations / Planning Agenda:

None

II. STUDENT OUTCOMES

A. Trends and Patterns in Student Outcomes

Description / Evaluation:

The following figures highlight the degrees and certificates conferred across the Departments instructional programs [Appendix B].
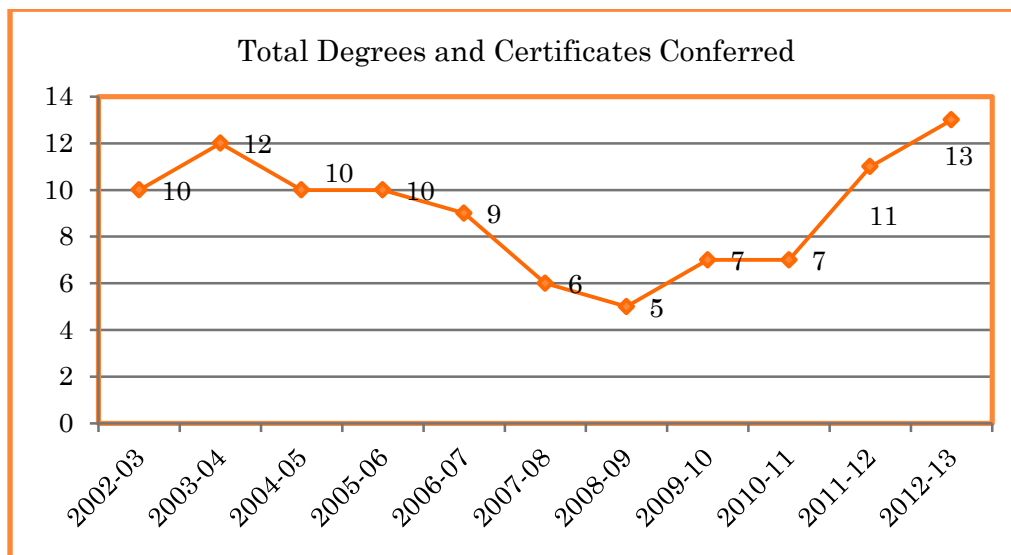
Figure I

Total Degrees and Certificates Conferred

Figure II

AS and AS-T Business Transfer Degrees

Figure III

Associate of Science - Accounting

Figure IV

Associate in Science - Office Administrative Assistant

Figure V

Certificate of Achievement - Office Administrative Assistant
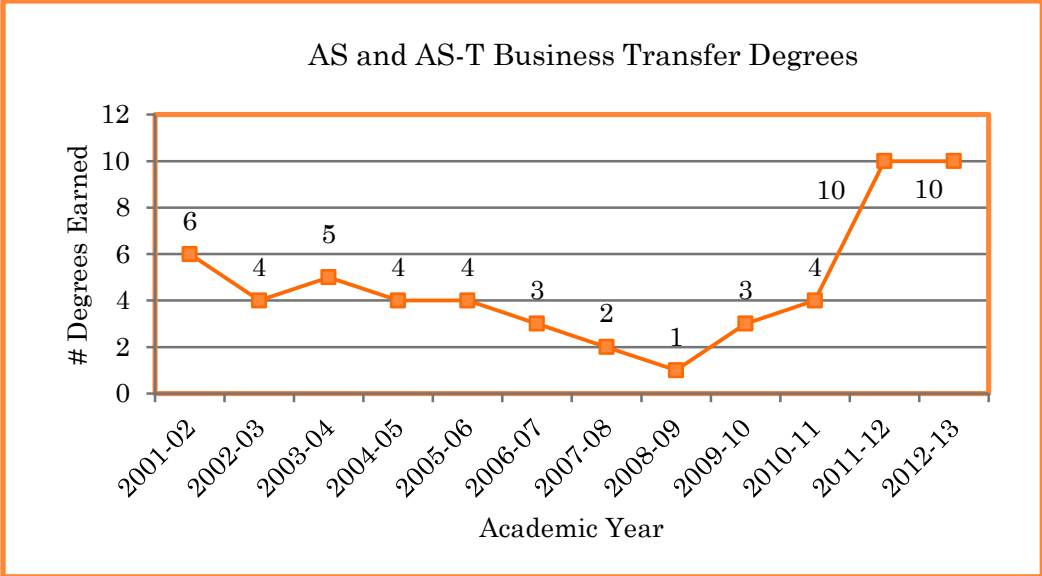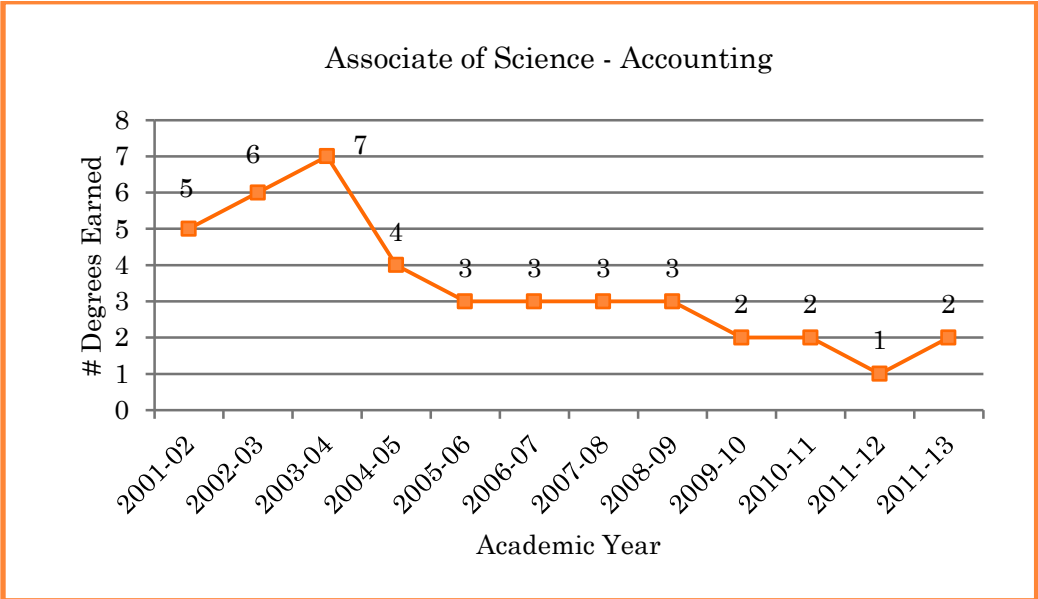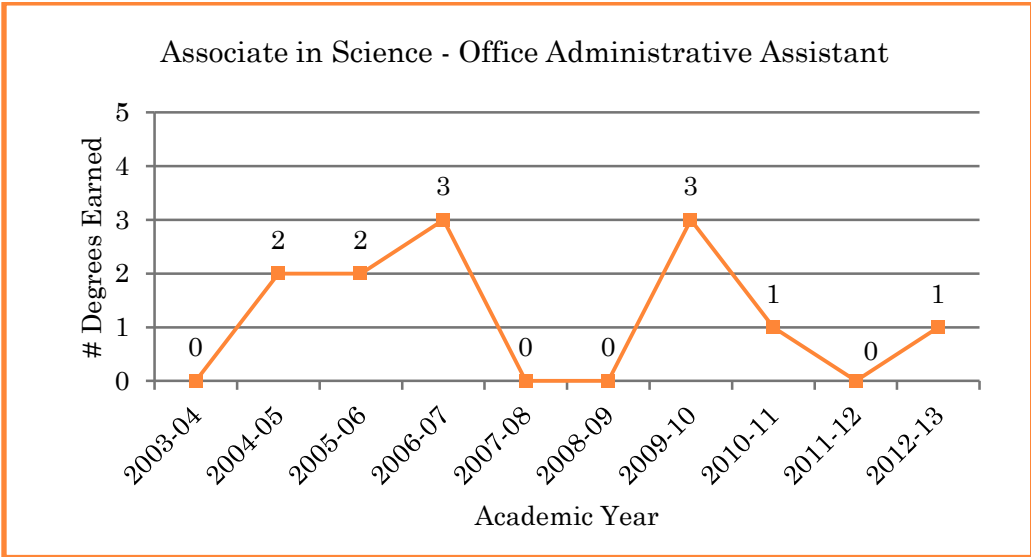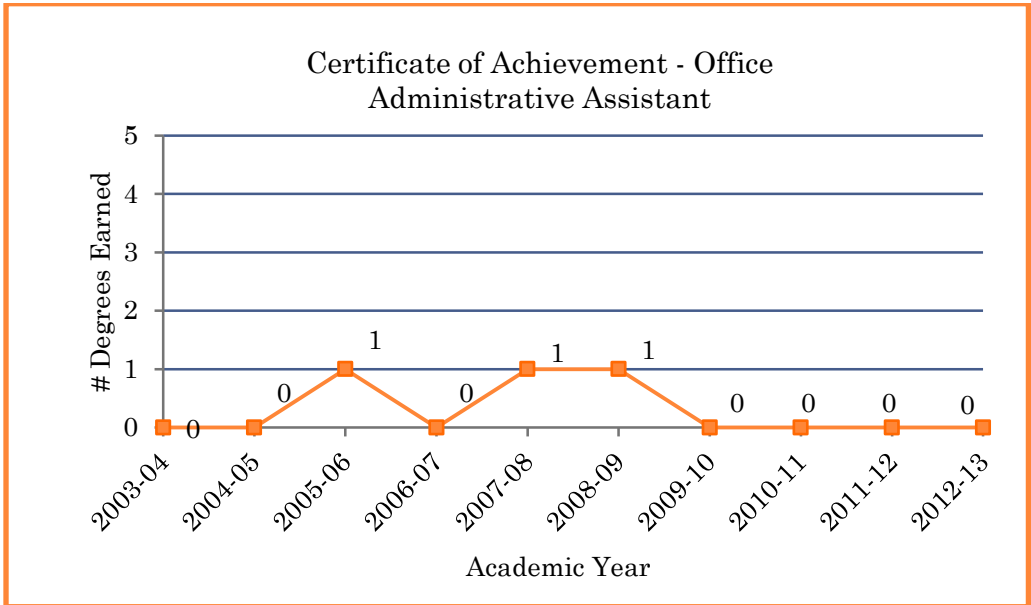
The following tables highlight the Departments retention and success rates over the five most current consecutive years.

Table VI
Department Wide Retention and Success Rates

Student Outcomes Retention and Success	Academic Year					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Department Retention Rate	83%	82%	85%	84%	84%	84%
Institutional Retention Rate	82%	86%	85%	81%	81%	81%
Department Success Rate	58%	52%	50%	59%	77%	71%
Institutional Success Rate	73%	73%	70%	66%	74%	71%

Of the twelve [13] degrees and certificates conferred, the Associate in Science Degree in University Studies with Emphasis in Business Administration accounted for eight [8], the AS-T in Business Administration for Transfer for two [2], A.S. in Accounting for two [2] and the A.S. Office Administrative Assistant for two [2]. No Certificates were awarded in Entrepreneurship or Office Administrative Assistant. The number of degrees conferred by the Department is the highest number of degrees earned by students in ten years of evaluation.

The trend suggests a greater demand for higher post-secondary education in the Departments transfer areas. The AS-Accounting, AS - Admin Office, and Certificate of Accomplishment -Admin Office, each reflect a marginal increase in the demand for terminal degrees. The Certificate of Achievement - Entrepreneurship have recently been developed and have no graduates to report in this review period. The University Studies degree was replaced by the newly approved Associate in Science for Transfer in Business Administration [AS-T in Business] as an improved transfer degree model given the requirements to align course core content and articulate courses at a university level.

The Department has experienced an acceptable retention rate through its programs for the past six years; often exceeding institutional retention rate. The success rate has been lower than average and below institutional rates for most of the years presented. Three years ago, the Department increased the

number of student centered initiatives and has substantially improved the success rates of students through the program.

The Departments qualitative strategies included a primary undertaking by the Department in the consolidation of courses and offices to a central location on the main campus. Previously, courses were taught in four different buildings and faculty offices were separated from each other. The Departments recent relocation and development of a new Business Center [Center] in the Creative Arts building has provided the business faculty a central location to collaborate and engage in greater conversations surrounding the position and direction of the Department. The Center has been improving and upgrading the technological infrastructure to meet minimum occupational standards previously lacking in the Department. The Department completed its computer workstation implementation in the Fall 2014 term.

The Department meets regularly in the Center to review a freestanding and an ever evolving agenda covering courses, programs, learning outcomes, student needs, facilities, and general timelines of implementation and completion. More importantly, the students now have a central location to share in their learning experiences, work collaboratively, and receive greater attention from the Departments faculty. Small changes, like providing free coffee in a clean and focused location has made the Center a place to be and learn.

Another primary undertaking in support student retention and success involved the linking of the career technical student organization [CTSO] Phi Beta Lambda [PBL] to Future Business Leaders of America [FBLA]. FBLA / PBL is one of six currently recognized CTSO's in California under the Career Technical Pathways Program [Pathways].The Pathways program provides the framework to assist secondary and post-secondary faculty in development of articulation agreements, expanded work-based learning opportunities, career awareness and exploration, and greater input from industry in CTE programs of study. In the recent publication of the Noel-Levitz Student Satisfaction Inventory Report [Spring 2012] students identified internships or practical experiences in a degree or certificate program as the singular most lacking LCC experience that did not meet their expectations. The Department faculty believes the CTSO integration will help enhance the practical experiences of students in the Departments programs.

In addition to expanding work based opportunities through CTSO's, the Department continues to participate in the District's Work Experience program. Students develop skills with application and gain working knowledge through local business and organizations that have included the following organizations:

Grocery Outlet	Lassen Community College	Pregill Insurance
Anytime Fitness	Public Defenders Office	Lassen Works High
Desert State Prison	USDA Forest	Starbucks
Bunyan Security Storage	Crossroads Ministry	City of Alturas
Juniper Ridge Elem	Diamond Mountain Casino	City of Susanville
Lassen High School	Lassen Family Services	Sierra Army Depot
Lassen Federal Credit Union	NE Rural Health Clinics	

Other Department student learning outcome initiatives include actively enrolling student peers as tutors in the LCC Learning Center, referral and use of services offered through the DSPS program, and greater use of Work Study qualified students in the Departments operations. Each of these initiatives offer enhanced opportunities to students in work-based learning environments.

Recommendations / Planning Agenda:

None

B. Student Learning Outcome Assessment

Description / Evaluation:

The Department has been actively engaged in course SLO assessment and continues to support SLO assessment at all levels. All courses and programs within the Department have developed SLO's and can be mapped to the District's institutional SLO's. During the program review period, all courses taught were assessed timely. Courses taught within the Department during the review period had minor revisions to their course level SLO's to provide better and more meaningful measures.

Prior to the 2013 Fall term, the majority of the Department's full-time and adjunct faculty participated in the development, assessment, and publication of SLO's at a course and program level. During the Spring 2013 term, negotiations between the Lassen College Faculty Association [LCFA] concluded with the formal recognition of faculty's obligation to develop, assess, and report SLO's beginning Fall 2013.

Also beginning Fall 2013, Weave Online and other reporting tools were made available to faculty as the primary platforms used to collect, analyze, revise, and report on course and program level SLO's. The District has provided ample training and assistance through the TECC collaboratory. The trainings, software platform, and TECC center has made SLO assessment manageable, meaningful, and more engaging.

Recommendations / Planning Agenda:

None

C. Student Evaluation Summary

Description / Evaluation:

A student evaluation was administered in March of the 2014 Spring term [Appendix C]. The survey included eight [8] core program courses and one [1] elective course. The sampling captured 54 respondents who were presented with 30 questions. The evaluation included objective data collection and perception of program/open-ended subjective questions.

The primary findings after review of the responses included;

- 91.67% of students are seeking to transfer to a four year institution through an AS/AA degree at Lassen College
- Students were taking the course as a core requirement[61.70%], as personal development [27.66%] or as a job requirement [10.64%].
- 96.08% of the students found the course adhered to the catalogue description.
- 96.08% of the students felt the catalogue clearly explained the order of the courses to be taken in the program.
- 96.15% of the students indicated the scheduling of classes met their needs.

- 98.00% of students indicated the Department scheduling did not create course conflicts.
- 95% of students indicated the on-campus facility access, temperature, lighting, equipment, and chairs/tables/desks were adequate.
- Eleven [11] total students responded to the question 'Describe how this course/program could be improved to better meet the needs of the students at Lassen College' as follows:

  1. It is OK as is.
  2. More details on major items. Moodle updated more often.
  3. No improvements needed.
  4. I don't think that this course needs to be improved in anyway. It is a good class.
  5. Good class.
  6. I do not see any room for improvement.
  7. Not sure. I've really enjoyed the class and it has worked for me.
  8. Has improved from previous seasons.
  9. Business room is very nice place to learn.
  10. I really enjoyed this course.
  11. More night classes please.

Overall, the evaluation indicates the Department is functioning well and delivering on student expectations. The Department continues to feel the evaluation could be better framed and made more specific to the Departments needs for information.

Recommendations / Planning Agenda:

#1 - The Department recommends a review of the general student survey document for changes to better capture the data and informational needs of the Department [IPR 2012 Recommendation #12].

III. CURRICULUM

A. Degrees and Certificates

Description / Evaluation:

The Department has five active programs of study [defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education].

- Associate of Science – Business Administration for Transfer [activated]
- Associate of Science - Accounting
- Associate of Science - Office Administrative Assistant
- Certificate of Achievement – Office Administrative Assistant
- Certificate of Accomplishment – Entrepreneurship

The Department's economics and law courses also fulfill vocational, transfer, and non-transfer degree General Education requirements in the Area B: Social and Behavioral Science. In addition, the Certificate of Accomplishment in Agribusiness is primarily taught by the Departments faculty; however is assessed and reported through the Agricultural Department's Instructional Program Review and not included here.

The following occupational outlook information was retrieved March 17, 2014 from http://www.bls.gov/ooh/home.htm, Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, for years 2012-2022 or from http://www.labormarketinfo.edd.ca.gov/, State of California Employment Development Department for each program discussed.

Associate in Science in Business Administration for Transfer

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU or UC campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.

The following are required for all AA-T and AS-T degrees:

1.Completion of a minimum of 60 CSU-transferable semester units.

2.Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. [While a minimum of 2.0 is required for admission, some majors may require a higher GPA].

3.Completion of a minimum of 18 semester units with a "C" or better [or a "P" if the course is taken on a "pass-no pass basis"] in all courses required as a part of a AA-T or AS-T major as identified by the college catalog. (Title 5 § 55063)

On March 13, 2012, the AS-T in Business was approved by the District Board of Trustees effective Fall 2012. [Appendix D] and has been subsequently adjusted to fulfill the requirements of C-ID at the course level.

Students who pursue this program are available to choose from a wide variety of occupational categories. Generally speaking, and upon graduating with a four-year degree, graduates seek employment in one of the functional areas of business as first-line or middle managers. Newly hired four-year degree graduates find themselves participating in the directing, controlling, and planning of the day-to-day operations of the organization. While the job possibilities are too broad to discuss here, they will generally require technical, conceptual, analytical, and leadership skills. Most graduates are required to prove some competency in their specialization, have the ability to think in abstract terms, and solve complex issues surrounding their area of expertise.

The occupations served by the AS-T Business Administration degree would typically fall into SOC major group codes 11-000 and 13-000. Nationwide, the job growth in these areas are expected to be about as fast as or much faster than average occupations. In many of the occupational categories, the projected growth through 2022 is expected to far outstrip the availability of qualified workers.

Median wages at a national level for the major occupational groups range from $21.37 per hour for business and financial services in the agriculture, forestry, fishing and hunting industries (NAICS 11) to $66.63 per hour for management

positions found in professional, scientific, and technical services industries (NAICS 54). In the Northern Mountain Region (Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou and Trinity counties) the California Employment Development Department estimates 234 jobs will become available each year under SOC major group codes 11-000 and 13-000 between 2010 and 2020.

These two major groups represent and approximate regionally 11.5 percent (8,250 positions) of the total employment in all occupations (71,390 positions). Many occupational categories found under SOC code 11-000 (Management) are expected to grow slower than the 13-000 major group (Business and Financial Operations) due to larger replacement needs but represent a significant number of total new jobs expected in the region (620 jobs).

Median hourly wages and annual salaries for all occupations in the Northern Mountain Region are $17.81 and $37,047 respectfully. For Management Occupations (11-000) median hourly wages and annual salaries were $37.97 per hour and $78,969 per year. Business and Financial Operations occupations are lower at $25.44 per hour and $52,901 per year; however they remain significantly higher than the median for all occupations in the region. Required curriculum core courses and general education requirements are pre-determined

Two-year Program Plan and Curriculum:
AS-T in Business Administration for Transfer

COURSE NUMBER	Course Title	Fall	Spring
FIRST YEAR			
Econ 10	Macro-economics	3	
Econ 11	Micro-economics		3
Bus 22	Business Law	3	
Math 40	Elementary Statistics		3
	Electives/General Education Requirements	9	9
	Total	**15**	**15**

SECOND YEAR		Fall	Spring
Bus 1A	Accounting Principles - Financial	4	
Bus 1B	Accounting Principles – Managerial		4
	Electives/General Education Requirements	10	12
	Total	**14**	**16**

Select two of the following as required electives:

COURSE NUMBER	**Course Title**	Fall	Spring
Bus 2	Introduction to Business	3	
Bus 27	Business Communication		3
CS 1	Computer Literacy	3	

The new AS-T in Business is expected to serve as the primary degree for business students seeking a four year degree. With the additional benefits mentioned previously, the AS-T will replace the University Studies transfer degree by the 2015-16 academic year and become the most sought after business degree at Lassen College. During the instructional review period, the first two diplomas were conferred with expectations for four [4] additional graduates in May 2014. Currently, all course outlines align with C-ID state level common core content.

Recommendations / Planning Agenda

None

Associate in Science in Accounting

The Associate of Science degree in Accounting supports the student who seeks to enter into the bookkeeping and accounting clerk occupational categories in addition to the student wishing to transfer into a four-year accounting program. Typical job duties in the occupational clerk categories include full-charge bookkeeping to area specific accounting responsibilities necessary to support larger financial recordkeeping and decision making. Examples include updating and maintaining accounting records, posting of transactions, account reconciliation, general ledger maintenance, coding and data entry, transaction processing, and customer/vendor relations.

Typical Duties of Bookkeepers and Accounting Clerks

1. Use bookkeeping software as well as online spreadsheets and databases.

2. Enter (post) financial transactions into the appropriate computer software.

3. Receive and record cash, checks, and vouchers.

4. Put costs (debits) as well as income (credits) into the software, assigning each to an appropriate account.

5. Produce reports, such as balance sheets (costs compared to income), income statements, and totals by account.

6. Check figures, postings, and reports for accuracy.

7. Reconcile or note and report any differences they find in the records.

Some individuals need only a high school education to begin work in these areas; however, these entry level workers typically find themselves in the lower paying data entry and transaction processing type positions. As they gain experience, it is common for these employees to promote within the company into positions of greater responsibility and skill levels. Here an employee might work themselves into a larger scope of work, such as a junior accountant role or an auditing support position. However, companies are increasingly requiring some post-secondary education in these types of positions. An associate degree in accounting is commonly listed as the educational level sought by employers' in these job announcements.

Workers in this occupation have a wide range of tasks. Some in this occupation are full-charge bookkeeping clerks who maintain an entire organization's books. Others are accounting clerks who handle specific tasks. These clerks use basic mathematics (adding, subtracting) throughout the day. As organizations continue to computerize their financial records, many bookkeeping, accounting, and auditing clerks use specialized accounting software, spreadsheets, and databases. Most clerks now enter information from receipts or bills into computers, and the information is then stored electronically. They must be comfortable using computers to record and calculate data.

Technology is transforming the traditional roles of the accounting field. As better, more integrated, software and information systems emerge, accountants will be valued more for their ability to think critically about computer based information processing and less for their ability to manage the traditional paper based recordkeeping systems and data entry abilities.

Often, responsibilities vary by level of experience. Entry-level accounting clerks may enter (post) details of transactions (including date, type, and amount), add up accounts, and determine interest charges. They also may monitor loans and accounts to ensure that payments are up to date. More advanced accounting clerks may add up and balance billing vouchers, ensure that account data is complete and accurate, and code documents according to an organization's procedures. This

Typical Duties of Accountants and Auditors

1. Examine financial statements to be sure that they are accurate and comply with laws and regulations.

2. Suggest ways to reduce costs, enhance revenues, and improve profits.

3. Compute taxes owed, prepare tax returns, and ensure that taxes are paid properly and on time.

4. Receive and record cash, checks, and vouchers Inspect account books and accounting systems for efficiency and use of accepted accounting procedures.

5. Organize and maintain financial records.

6. Assess financial operations and make best-practices recommendations to management.

7. Put costs (debits) as well as income (credits) into the software, assigning each to an appropriate account.

degree is also used by transfer students to gain a deeper understanding of accounting before transferring into a four-year accounting program major.

Completion of a four-year accounting degree qualifies an individual to pursue a much broader field of employment with greater opportunities. Jobs found inside these areas normally require great attention to detail and the ability to use computers fluently. Accuracy with numbers and ability to operate in structured information systems are important to being competitive in the work place. Skills required of this workforce include those in office technology use (accounting information systems), understanding of traditional recordkeeping, written and verbal communications, and critical thinking. Workers who have a firm understanding of common accounting software programs and applications are particularly in demand.

Many accountants and auditors specialize, depending on the particular organization that they work for. Some organizations specialize in assurance services (improving the quality or context of information for decision makers) or risk management (determining the probability of a misstatement on financial documentation). Other organizations specialize in specific industries, such as healthcare.

Employment of bookkeeping, accounting, and auditing clerks is expected to grow 11 percent from 2012 to 2022, as fast as the average for all occupations. Job growth for these workers is largely driven by overall economic growth. As the number of organizations increases, more bookkeepers will be needed to keep these organizations' books. In addition, in response to the recent financial crisis, investors will pay increased attention to the accuracy of corporate books. Stricter regulation in the financial sector will create demand for accounting services, creating opportunities for accounting clerks. Some tasks that these clerks do have been affected by technological changes. For example, electronic banking and bookkeeping software has reduced the need for bookkeepers and clerks to send and receive checks. These changes are therefore expected to help bookkeeping, accounting, and auditing clerks do their jobs, rather than reduce the need for these workers.

Employment of accountants and auditors is expected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. There has been an increased focus on accounting in response to corporate scandals and recent

financial crises. Stricter laws and regulations, particularly in the financial sector, will likely increase the demand for accounting services as organizations seek to comply with new standards. Additionally, tighter lending standards are expected to increase the importance of audits, as this is a key way for organizations to demonstrate their creditworthiness.

The continued globalization of business should lead to more demand for accounting expertise and services related to international trade and international mergers and acquisitions. Accountants and auditors who have earned professional recognition, especially as a Certified Public Accountants (CPA), should have the best prospects. Job applicants who have a master's degree in accounting or a master's degree in business with a concentration in accounting also may have an advantage.

The median annual wage of bookkeeping, accounting, and auditing clerks was $35170 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $21,620 and the top 10 percent earned more than $54,310. Many bookkeeping, accounting, and auditing clerks work full time. About 1 of 4 clerks worked part time in 2010. They may work longer hours to meet deadlines at the end of the fiscal year, during tax time, or when monthly or yearly accounting audits are performed. Those who work in hotels, restaurants, and stores may put in overtime during peak holiday and vacation seasons.

The median annual wage of accountants and auditors was $63,550 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $39,930 and the top 10 percent earned more than $111,510. Most accountants and auditors work full time. In 2012, one in five worked more than 40 hours per week. Longer hours are typical at certain times of the year, such as at the end of the budget year or during tax season.

Two-year Program Plan and Curriculum:
AS in Accounting

Course Number	Course Title		
First Year		Fall	Spring
BUS 1A	Accounting Principles – Financial	4	
BUS 1B	Accounting Principles – Managerial		4
BUS 2	Introduction to Business	3	
BUS 10	Human Resource Management	3	
CA 31	Computer Applications I	2	
MATH 40	Elementary Statistics		3
	Electives/General Education Requirements	4	9
	Total	15	15
Second Year		Fall	Spring
BUS 22	Business Law	3	
BUS 25	Small Business Management		3
ECON 10	Macro-economics	3	
ECON 11	Micro-economics		3
	Electives/General Education Requirements	9	9
	Total	15	15

Required Electives:

Course Number	Course Title	Units
BUS 1C	Federal Income Tax	3
BUS 13	Basic Accounting	3
BUS 18	Records Management	3
BUS 19	Office Procedures	3
BUS 27	Business Communications	3
BUS 34A	Microsoft Word, Beginning	3
BUS 34B	Microsoft Word, Advanced	3
BUS 49	Business Cooperative Work Experience	$1 - 4$
BUS 98	Selected Topics in Business	$.5 - 2$

Required Electives:		
CA 32	Computer Applications II	2
CA 49	Computer Applications Cooperative Work Experience	1 – 4
CA 54	Basic Computer Maintenance	2
CA 55	Using a Word Processor	0.5
CA 56	Using a Spreadsheet	0.5
CA 57	Using a Database	0.5
CA 59	Microsoft Windows	2

The Associate in Science in Accounting degree program continues to be a high wage, high placement, career technical degree supporting the overall workforce needs of the local service area and broader California. However, the degree has experienced large declines in success, completion, and graduation rates over the past ten years with only recent improvements to course success and retention rates.

Technology is an essential core to the overall program of study. The Department has improved the technological infrastructure with the workstation implementation and is expected to better support transitioning through the program and into the workforce or higher levels of education.

A primary observation noted in the Departments 2012 IPR included a lack of computer skills prior to taking many of more technical, upper level courses. In particular, computer application knowledge required to apply course content being taught. Many of the students had not had an applications course prior to entering into a course however an observable few had taken one or more of our applications courses successfully.

The Departments 2012 IPR planning agenda items #7 and #8 were furthered during the 2013-14 academic year with the determination that a restructuring of the core courses is required. Both applications courses, CA 31 and CA 32 will be embedded and required at the beginning of the program for better sequencing and transitioning through courses and the program.   In addition, the core courses required in the Accounting degree are to be reorganized.

Faculty believes that the BUS 1C - Federal Taxation, BUS 27 - Business Communication, and a new course geared at using an accounting application, such as QuickBooks, would make a stronger, more industry applicable, AS - Accounting degree. Required core courses being considered for removal are BUS 10 - Human Resource Management and BUS 25 - Small Business Management though a determination has not been reached.

Recommendations / Planning Agenda:

#2 - Require courses CA 31 and CA 32 as core and re-structure the 2 year
    program plans to include the courses in a student's first year of study.

#3 - Require courses ECON 10 and ECON 11 in first year programming and
    BUS 1A and BUS 1B in second year of the 2 year program plan.

#4 - Finalize core content requirement course determination in 2014-2015
    academic year and submit curriculum changes prior to the 2014-15
    academic year end.

Associate of Science in Office Administrative Assistant

The Administrative Assistant programs in the Department are designed to define and develop knowledge, skills and attitudes needed by office professionals. The program offers preparation for first-time employment, re-entry, or career advancement. The student will study a variety of topics including keyboarding/word processing, integrated office applications, organization and supervision of office activities, business communication, and general office procedures.

Occupational categories targeted by this degree and certificate include administrative assistant and secretarial positions. While the job descriptions may vary depending on organizational structure and size, core responsibilities include activities such and information management, office communications, office planning, and administrative scheduling.

Administrative assistants use a variety of office equipment, such as fax machines, photocopiers, scanners, videoconferencing and telephone systems. In

addition, administrative assistants often use computers to do tasks previously handled by managers and professionals; they create spreadsheets, compose correspondence, manage databases, create presentations, reports, and documents using desktop publishing software and digital graphics. They may also negotiate with vendors, maintain and examine leased equipment, purchase supplies, manage areas such as stockrooms or corporate libraries, and retrieve data from various sources.

At the same time, managers and professionals have assumed many tasks traditionally assigned to administrative assistants such as keyboarding and answering the telephone. Because administrative assistants and administrative assistants do less dictation and word processing, they now have time to support more members of the executive staff. In a number of organizations, administrative assistants and work in teams to work flexibly and share their expertise.

Administrative assistants should be proficient in typing and good at spelling, punctuation, grammar, and oral communication. Employers also look for good customer service and interpersonal skills because administrative assistants and administrative assistants must be tactful in their dealings with people. Discretion, good judgment, organizational or management ability, initiative, and the ability to work independently are especially important for higher-level administrative positions. Changes in the office environment have increased the demand for administrative assistants who are adaptable and versatile.

Typical Duties of Administrative Assistants

1. Serve as information and communication managers for an office account

2. Plan and schedule meetings and appointments Check figures, postings, and reports for accuracy.

3. Organize and maintain paper and electronic files.

4. Manage projects.

5. Conduct research.

6. Disseminate information by using the telephone, mail services, Web sites, and e-mail

7. Handle travel and guest

High school graduates who have basic office skills may qualify for entry-level secretarial positions. They can acquire these skills in various ways. Training ranges from high school vocational education programs that teach office skills

and typing to 1-year and 2-year programs in office administration offered by business and vocational-technical schools, and community colleges.

Employers of administrative assistants increasingly are seeking candidates with a college degree, as these assistants work closely with top executives. A degree related to the business or industry in which a person is seeking employment may provide the jobseeker with an advantage in the application process.

Overall employment of administrative assistants is expected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Employment growth, however, will differ by occupational specialty. The median annual wage nationally for administrative assistants was $35,330 in May 2012. The lowest 10 percent earned less than $21,910, and the top 10 percent earned more than $57,750. Nationwide, the median annual wages for different types of administrative assistants in May 2012 were the following:

$47,500 for executive administrative assistants
$42,170 for legal administrative assistants
$31,350 for medical administrative assistants
$32,410 for secretaries, except legal, medical, and executive

In the Northern Mountain Region (Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou and Trinity counties) the California Employment Development Department estimates 309 jobs will become available each year under SOC Office and Administrative Support Occupations group code 43-0000 between 2010 and 2020.

This group represents and approximate regionally 14.8 percent (10,610 positions) of the total employment in all occupations (71,390 positions). Median hourly wages and annual salaries for all occupations in the Northern Mountain Region are $17.81 and $37,047 respectfully. Office and Administrative Support Occupations group code 43-0000 median hourly wages and annual salaries were $16.37 per hour and $34,052 per year. The Department currently maintains the following two-year degree plan to meet the needs of students pursuing a career under the AS Office Administrative Assistant degree. The two-year, 60 unit program plan is structured with 42 units of required core courses.

Two-year Program Plan and Curriculum:
AS in Office Administrative Assistant

Required:

Course Number	Course Title	Fall	Spring
BUS 1A	Accounting Principles – Financial	4	
BUS 10	Human Resource Management	3	
BUS 19	Office Procedures		3
BUS 22	Business Law	3	
BUS 27	Business Communications	3	3
BUS 34A	Microsoft Word, Beginning	3	
BUS 34B	Microsoft Word, Advanced		3
CA 31	Computer Applications I	2	
COT 52	Keyboarding, Level 2	1	1
	Total	19	10

Required Electives [17 units]:

Course Number	Course Title	Fall	Spring
BUS 1C	Federal Income Tax		3
BUS 2	Introduction to Business	3	
BUS 13	Basic Accounting		3
BUS 18	Records Management	3	
BUS 25	Small Business Management	3	
BUS 49	Business Work Experience	1-4	1-4
BUS 49A	Introduction to Business Work Experience	1-4	1-4
CA 32	Computer Applications II	2	
CA 54	Basic Computer Maintenance		1
CA 55	Using a Word Processor	0.5	
CA 56	Using a Spreadsheet		0.5
CA 57	Using a Database	0.5	
CA 59	Microsoft Windows		2
COT 50	Keyboarding, Level I	1	1
COT 59	Business Machines: 10 Key		1

The Department faculty believes that the programs are viable program offerings. Some re-writing of curriculum in CA 31 and CA 32 are needed [subsequent discussion in part B. Courses], in addition to the revise of the computer applications sequencing discussed in the previous program evaluation section. In addition, potential core requirement changes have been considered and are highly likely to take place after curriculum changes to the AS - Accounting program are finalized in the 204-2015 academic year.

Tentatively, inclusion of BUS 2 - Introduction to Business and CA 32 - Computer Applications II course and the removal of the BUS 34A and 34B courses is being targeted. Faculty believes the re-tooling of the computer applications courses to support Microsoft Office Certification will satisfy the occupational skill expectation. Consideration to re-writing or eliminating BUS 19 - Office Procedures is also underway. Material overlap of content with the BUS 27 - Business Communications course has been noted.

Recommendations / Planning Agenda:

#5 - Finalize core content required course determination in 2014-2015 academic year and submit curriculum changes prior to the 2015-16 academic year end.

Certificate of Accomplishment in Entrepreneurship

On April 26, 2012, the Department sought approval from the Business Advisory Board to approve the continued development of a small business support Center and the Certificate of Accomplishment in Entrepreneurship under the Faculty Entrepreneurship Grant 2.0. The Certificate was developed to allow existing business owners and potential entrepreneurs to receive small business and entrepreneurship instruction addressing rudimentary elements of typical new ventures in a convenient and low-unit certificate. Class units are intentionally small to allow for easy and convenient scheduling. This expansion of programming was identified as a primary initiative to serve local communities beyond the traditional and historical offerings. The course outlines and locally approved certificate were approved May 8, 2013 by the District Board of Trustees [Appendix E].

Two-year Program Plan and Curriculum: Entrepreneurship

Required Core Units: 6

Course Number	Course Title	Units
BUS 75	Planning and Launching a New Business Venture	1.0
BUS 76	Marketing the Small Business Venture	1.0
BUS 77	Financing the Small Business Venture	1.0
BUS 78	The Customer Service Advantage	1.0
BUS 79	Computer Information Systems for Small Business Ventures	2.0

The small business / entrepreneurship initiative included creating partnerships with outside organizations to support local area businesses and entrepreneurs in establishing successful small businesses and promote the areas local economic development. The review period included the establishment of a partnerships with the Northeastern Small business Development Center [SBDC], a partnership with the regional Business and Entrepreneurship Center [BEC], integration of the BEC's youth Entrepreneurship Program [YEP], a partnership with Feather River College on an SB 70 funded Workforce Innovation Project [WIP] and a partnership with the local Alliance for Workforce Development [AFWD].

Major activities conducted over the review period included;

- Hosting of the Extreme Entrepreneurship Tour [YEP and FRC]
- Programming and Support of the Statewide Business Plan Competition [BEC and Boost]
- Resume and Interview Competitions [AFWD]
- Hosting of Small Business Development Workshops [SBDC and BEC]

Most of the activities thus far have been successful. Two SBDC workshops in the 2012-2013 academic year had greater than 20 participants with good reviews. [Appendix F]. The EET event drew in more than 100 secondary and post-secondary students. 93% of those attendees responded positively to a survey indicating that they will consider or now considered entrepreneurship as a career pathway [Appendix G]. During the Fall 2013 term, two SBDC events were hosted by the Department with fewer than ten attendees each.

Two of the Entrepreneurship classes, BUS 76 - marketing the Small Business Venture and BUS 78 - The Customer Service Advantage, were initially taught in the Spring 2014 term. Enrollments totaled three in each course. The low enrollments have made the Department re-consider the time and place strategy of future courses. The Department actively advertised the program start and strategically placed the classes in the schedule to attract the largest interest without the expected results. The Department has not scheduled any of the courses for Fall 2014 term however is considering an alternative hybrid delivery of late start courses over the 2014-2015 academic year.

Recommendations / Planning Agenda:

#6- Re-evaluate the programs visibility, positioning, and delivery mode before scheduling of courses resume.

B. Courses

Description / Evaluation:

All courses have been reviewed for accuracy and currency in course content and text during the review period [Appendix H]. No major revisions were made to the course outlines with exception of increasing the prerequisites of ECON 10 and ECON 11 to Elementary Algebra to conform to C-ID requirements. Most courses reviewed received minor revisions and/or textbook currency updates. Courses are appropriate and materially conform to other researched CTE programs of study in business. For most courses, other California Community College courses were reviewed for comparative purposes.

During the last review period several observations were noted in the Computer Applications [CA 31 and CA32] and Office Procedures [BUS 18] courses that suggest re-tooling and revising is necessary. The Department is currently revising the applications courses to support industry certification and prepare students to take the Microsoft Office Specialist [MOS] exams in MS Word, Excel, Power Point, and Access. Completion of the revisions is expected Fall 2014.

The Records Management [BUS 19] continues to be considered for revision to reduce paper-based management topical areas and include greater electronic data management needed in today's business settings.

Recommendations / Planning Agenda:

#7 - Complete the CA31 - Computer Applications I and CA32 - Computer Applications II curriculum changes to align with industry standards for MOS certification.

#8 - Re-tool BUS - 19 - Records Management to enhance content related to management [retrieval, sharing, and storage] of electronic data and media needed in typical office setting [IPR #.

C. Scheduling and Enrollment Patterns

Description / Evaluation:

The enrollments in courses offered through the Department have declined in near proportion to the reduction in sections offered over the past five years. Overall, enrollments have been lower over the past years with stable average enrollments per section. Most enrollments are noted in the transfer core with 22 average enrollments per section. Under enrolled classes continue to be those offered in conjunction with the degrees and certificates outside of the transfer program. Over the past five years, those courses generated an average of 8 enrollments per section.

Student Outcomes - Enrollments	Academic Year				
	2008-09	2009-10	2010-11	2011-12	2012-13
# of Sections	65	62	57	52	51
Census Enrollments	666	581	635	500	511
Average Enrollments per Section	10.25	9.37	11.14	9.62	10.02

The number of sections has been reduced substantially over the past five years. The recent development of online courses [and consideration to future hybrid courses] should mitigate some of the access and availability issues associated

with fewer sections. With the establishment of the Center, the Department now schedules a majority of its classes in CA - 123. Most courses are scheduled in close time proximities whenever possible. Historically, evening offerings have been under-enrolled in comparison to classes scheduled in mornings through early afternoons. This continues to be the results with current offerings tested in the evening hours. The Department believes future scheduling of face-to-face classes should continue in a morning to mid-afternoon manner and support the findings of the student evaluation related to class scheduling needs.

The current Spring 2014 term included an exploratory BUS 13 course offering at the Public Service Training Center located next to Lassen high School. The location strategy was to build enrollment interest in the Departments offerings during the secondary schools last period before afternoon sports programs practice. The Department marketed the offering through both counseling offices and in the high schools classes articulating with the Departments courses. The approach supported the high schools need for an accounting course, concurrent enrollment building, and creating better transitioning into higher level accounting required of most degrees and certificates in the Department. The results were an under enrolled course with no secondary students. The Department has decided to re-evaluate the delivery with discussion currently surrounding the ability to create greater marketing penetration and in a hybrid based course delivery.

Recommendations / Planning Agenda:

None

D. Articulation and Integration of Curriculum

Description / Evaluation:

Courses that have articulated into the Department from secondary institutions include:

> CA 31 - Computer Applications
> BUS 2 - Introduction to Business

Courses that have articulated agreements with California State Universities [CSU's], University of California schools, [UC's] and/or other year institutions include:

BUS 1A - Accounting Principles – Financial
BUS 1B - Accounting Principles – Managerial
BUS 22 - Business Law
ECON 10 - Macro-economics
ECON 11 - Micro-economics
BUS 2 - Introduction to Business
BUS 27 - Business Communications
CS 1 - Computer Literacy

The Department maintains a fair number of articulation agreements given its size and breath of program. All courses have been reviewed for transferability during in the current review period with no resulting changes. All new courses are reviewed for possible articulation with four year institutions when developed.

Recommendations / Planning Agenda:

None

E. Equipment

The classrooms and instructors are equipped with teaching technologies such as smart boards, laptops docking stations, document cameras, and various devices in all classes used by the Department. Recent Perkins IV funding purchased student workstations in CA 123A that became operational in the Fall 2013 term. The workstation implementation is expected to reduce the amount of necessary IT intervention in the typical maintenance levels of classroom computer labs. In addition, the computer units [thin clients] have longer life expectancies and do not have to be replaced as often as a traditional computer unit.

The business lab workstation purchase has been the largest infusion of equipment in over ten years. The implementation has greatly improved the Departments ability to instruct students in the technology driven environment of business. However, the Department continues to be in need of additional

equipment to round out the work environment setting needed to train students effectively. Specifically, the Department is in need of at least two Print/Scan/Fax machines, an additional flat screen for each workstation in the lab, and an office document shredder. In addition, the Department is in need of memory upgrades to the lab units from 4MB to 16MB to overcome increasingly large updates filling the current memory capacities.

The property and equipment inventory currently associated with the Department includes the following:

<div align="center">

Lassen Community College
Business Department
Property, Plant, and Equipment

</div>

Equipment	Date Put Into Use	Number [units]	Unit Price	Cost	Useful Life
Optiplex Minitower	9/15/2013	1	1,155	1,155	5 yr
Dell Wyse D90D7 Thin Clients	9/15/2013	25	540	13,512	5 yr
Dell Series E2213H 21.5" Monitors	9/15/2013	25	134	3,450	5 yr
Workstation Computer Tables	9/15/2013	12	261	4,546	10 yr
Workstation Computer Tables	9/15/2013	3	246	738	10 yr
Double Sight Stands Ds-224STA	9/15/2013	25	132	3,288	10 yr

Recommendations / Planning Agenda:

#9   - Purchase of two [2] quality Print/Scan/Fax machines, $1,500.

#10 - Purchase one [1] flat screen for each workstation, $4,000.

#11 - Purchase of Memory upgrades for existing lab units, $8,000.

IV. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF [Educational Master Plan]

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1	#7	SPR 2014	-	Industry based curriculum and connection
2	#10	FALL 2014	$4,000	Workforce based skill development
3	#9	FALL 2014	$1,500	Workforce based skill development
4	#11	FALL 2014	$8,000	Workforce based skill development
5	#2	FALL 2014	-	Increased Success and Retention
6	#3	FALL 2014	-	Increased Success and Retention
7	#6	FALL 2014	-	Student Access to Educational need
8	#4	SPR 2015	-	Increased Success and Retention
9	#8	SPR 2015	-	Increased Success and Retention
10	#5	SPR 2015	-	Increased Success and Retention
11	#1	Fall 2015	-	Increased Success and Retention

SECTION TWO: HUMAN RESOURCE PLANNING.

A. Program Staffing

Description / Evaluation:

As of Spring 2014, there are two full-time faculty members dedicated to the Department and one partially assigned full-time faculty member primarily assigned to Human Services. In addition, there are two adjunct faculty who consistently teach term-over-term for the Department. The Department does not have any paid instructional assistants or classified staff to internally support its activities. The Department is also supported with strategic direction and industry standard guidance through the non-paid, voluntary contributions of business professionals through the Business Advisory Board [Advisory].

DEPARTMENT FACULTY

Garrett Taylor, Tenure Faculty Member
Ken Theobald, Tenure Faculty Member
Kam Vento, Tenure Faculty Member [partially assigned]
Dianna Winkler, Adjunct Faculty Member
Joanna Beckman, Adjunct Faculty Member

DEPARTMENT ADVISORY BOARD

Tom Gauthier - Author / Management Consultant
Chris Sullivan - Alliance For Workforce Development
Richard Sorem - Attorney at Law / Roseberry House Owner
Maria Nye - Vice President Plumas Bank
Aaron Dixon - Tribal Council / Diamond Mountain Casino
Tory Fischer - Office Manager / Singletary Auman
Dawn Egan - LHS Faculty / FBLA Advisor
Brian Wilson - Insurance / State Farm

The hiring of a full-time Faculty dedicated to the Department has alleviated many of the Departments constraints to growth. The Department believes it has the necessary faculty to effectively support its Department offerings. The

administration of the Department has grown substantially and the Department requested in the 2012 IPR greater managerial support to sustain the pace and magnitude of the changes that have occurred over the past two years. During the 2013-14 academic year the allotment of work-study funding was doubled in an effort to support the activities of the Department. In addition, the Administration re-assigned the Transitions grant work to the institutions newly hired Outreach Coordinator. These two changes has helped the Department more effectively manage the magnitude of work it has encountered over the past two years.

Recommendations / Planning Agenda:

None

B. Professional Development

Description / Evaluation:

Opportunities for District provided professional development have been plentiful through Flex activities and the newly established TECC collaboratory. Department Faculty continues to participate in trainings in support of faculty driven learning. Though some training is available, many of the faculty must pursue outside development due to requirements and responsibilities to professional organizations and certification from which they were hired. Required and necessary professional development requires faculty to fund activities that support and enhance instruction externally and without reimbursement.

Recommendations / Planning Agenda:

#12 - Request Department faculty receive a stipend to cover costs directly related to continuing professional education [CPE] and the currency of holding a professional credential and/or designation.

D. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY
PROGRAM STAFF [Human Resources Master Plan]

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
12	#7	FALL 2014	$2,000	Industry based curriculum course currency

SECTION THREE: FACILITIES PLANNING

Facilities

Description / Evaluation:

The majority of Department courses are now scheduled in Creative Arts Building room CA-123A. The recent classroom assignment has greatly enhanced the students learning environment with centralization of the Departments operations. The classroom has been recently converted from an interactive television studio and continues to be in need of infrastructure improvements and repairs.

A few of the needs of the CA 123A classroom and Center include;

- old lighting equipment and wires need removal
- Beltran Lighting Distribution Center needs removal
- several of the walls need, repair, spackling, and paint
- the floor needs re-furbishing and/or replacement.
- sound from the adjacent classroom needs mitigation.

In addition, the Department would like to purchase and install several enhancements to the classroom including;

- A job board to help students transitioning into the workforce with greater support in job placement.
- Shelving in the Center and classroom to house and make more assessable outreach materials and educational information.

Identified in the 2012 IPR was the institutional need for air conditioning and appropriate heating in the Creative Arts Building. Extreme temperature differences exist throughout the year with the most troublesome being early fall and late spring when the classroom is extremely hot and uncomfortable. This year, the Facilities and Maintenance Department [Facilities] improved the fluctuations in temperature with frequent monitoring and adjustments to the system. This, however, does not appear to be a permanent solution requiring many hours of Facilities time.

Recommendations / Planning Agenda:

#13 - Request funding to address classroom infrastructure improvements, $10,000.

#14 - Request funding to purchase and/or construct a job board, $1,500.

#15 - Request District fix heating and cooling systems feeding classrooms.

IV. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF [Facilities Master Plan]

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1	#13	SPR 2014	$10,000	Workforce based learning environment
2	#14	FALL 2014	$1,300	Workforce based learning environment
3	#15	FALL 2014	Unknown	Workforce based learning environment

SECTION FOUR: TECHNOLOGY PLANNING

Evaluation:

The operating system and applications used in the lab is hosted on an institutional server. Currently, software has been standardized and confined to the basic requirements of the core courses. The Department believes the integration of industry standard applications into other courses will be necessary. For example, integrating Turbo Tax into the BUS 1C - Federal Taxation class and QuickBooks in a future accounting application course.

Recommendations / Planning Agenda:

#16 - Maintain and expand licensing for application software used in courses, $3,000 yearly

IV. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF [Technology Master Plan]

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome
1	#16	FALL 2014	$3,000	Industry supported curriculum delivery

APPENDIX A

APPENDIX B

APPENDIX C

APPENDIX D

APPENDIX E

APPENDIX F

APPENDIX G

APPENDIX H

LCC Business Advisory Meeting
Meeting Minutes
April 3, 2014, Lassen College, CA 123A

Call to order

Ken Theobald called to order the regular meeting of the LCC Business Advisory Meeting at 6:15 P.M. on April 3, 2014 in CA123A.

Roll call

Ken Theobald conducted a roll call. The following persons were present:
Tom Gauthier, PhD [Member, Author]
Adam Runyan [Outreach Coordinator]
Dawn Egan [FBLA/LEAPP, Tech Prep Director]
Garrett Taylor [Business Instructor]
Brian Wilson [Business Owner, State Farm]
Timothy Ford [Secretary/Minutes]

Agenda Approval, Additions' and Deletions

Agenda was not approved [no quorum]

Agenda Topics
a) Past year draft of handbook, not accepted by board yet. Same as last year (handbook).
b) Garret picks up, starts PowerPoint. Recap department position and data sets. Significant progress in all areas since 2009 [low]. Showed retention rates, most are 70% or higher. Success rate has been low but has risen from 50% to 71% since 2009. Explained technology and atmosphere upgrades, such as computers in classroom. FTES Statistics explained. Low numbers for FTEF, need approximately 25, currently at 16. Below institutional average.
c) Garrett discussed continue push for AS-T enrollments. Business is robust subject. Possible increase in marketing. Tom asks if AS-T is good for any Cal-States, wonders if certain Calstates have higher standards and may reject students. Ken explains how credit conversions work. Covered retool of AS and certificate in Administrative office assistant, work in progress.
d) Curriculum changes were discussed. Looking to refit CA31 to meet MOS certification. Explained possible merging of classes (BUS27 and BUS 19). Explained possible rework of Records management (BUS 18) class.
e) Moved to administrative agenda. Retouched on Advisory Handbook. Touched on advisory committee meetings not yet met. Participate in grant funding. Business department center is being worked on. Promotion of market entrepreneurship certificate pushed. Lab completed. Explained virtual OS in lab, movement to wireless, troubleshooting of issues.
f) Partnership development. Attempting to develop virtual classroom infrastructure, working with SBDC and BEC. Pursuing FRC and SC. PBL/FBLA membership went

down due to officers leaving. Working on CTSO's. New Agenda items including workstation, grant work director change, CDCR release contract opportunity, ed2go contract, PBL Membership. Explained how we can't have closed classes and how prison classes are not visitable. Possible 400,000 dollar funding from program based on potential FTES. Adam asked about putting location out there, Garrett responded with the difficulty of a person to actually get onto a prison campus. Ken explains large potential due to exclusivity of LCC position in community. Brian asked about different requirements from different correctional institutions. Tom explained west Texas community college contract with navy.

g) Focus on opening business center to business. Upgrading of Business lab (monitors, printers, fax), Allows for students to actually utilize office equipment common to modern offices. Ken speaks to trying to make business lab more like real office environment. Garrett spoke to new student emails.

h) Dawn spoke about EET. Garrett discussed FBLA and PBL competitions. Brian comments about college and high school integration. Speaks about trying to make high school students more aware of college courses. Speaks of different insurance and law issues with high school students. Topic of cut backs and layoffs on campus. Ken brought up that business is relevant to all other programs such as gunsmithing and art. High school FBLA brought up. Not all FBLA students move on to business department at LCC.

8:16 end meeting.

	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
Associate in Science for Transfer (A.S.-T) Degree Total					2
Business Administration-050500					2
Associate of Science (A.S.) degree Total	3	4	3	1	3
Accounting-050200	2	1	2	1	2
Office Technology/Office Computer Applications-051400	1	3	1		1
Associate of Arts (A.A.) degree Total	1	3	4	10	8
Business Administration-050500	1	3	4	10	8
Certificate requiring 18 to < 30 semester units Total	1	1			
Office Technology/Office Computer Applications-051400	1				
Lassen Total	5	7	7	11	13

Year	Subject	Total FTES	FTES Revenue	Grants	Other Revenue	Total Revenue	Total Cost	Gross Contrib to Overhead (GTO = Total Rev - Total Cost)	GTO / Total Cost
2012-13	AGBU - Agriculture Business	3.50	$15,980			$15,980	$23,189	($7,208)	($0.31)
2012-13	BUSA - Accounting	9.27	$42,310			$42,310	$38,943	$3,367	$0.09
2012-13	BUSN - Business	19.53	$89,186			$89,186	$79,872	$9,314	$0.12
2012-13	CA - Computer Applications	4.64	$18,539			$18,539	$15,632	$2,907	$0.19
2012-13	COT - Computer Office Technology	1.77	$8,066			$8,066	$15,295	($7,228)	($0.47)
2012-13	CS - Computer Science	1.00	$4,566			$4,566	$30,552	($25,986)	($0.85)
2012-13	ECON - Economics	10.40	$47,485			$47,485	$42,879	$4,605	$0.11

Year	Subject	Total FTES	FTES Revenue	Grants	Other Revenue	Total Revenue	Total Cost	Gross Contrib to Overhead (GTO = Total Rev - Total Cost)	GTO / Total Cost
2011-12	AGBU - Agriculture Business	2.50	$11,412			$11,412		$11,412	
2011-12	BUSA - Accounting	8.50	$38,801			$38,801	$44,941	($6,140)	($0.14)
2011-12	BUSN - Business	17.87	$81,584			$81,584	$92,186	($10,602)	($0.12)
2011-12	CA - Computer Applications	2.80	$11,083			$11,083	$30,290	($19,207)	($0.63)
2011-12	COT - Computer Office Technology	8.01	$36,566			$36,566	$18,298	$18,268	$1.00
2011-12	CS - Computer Science	1.00	$4,565			$4,565	$15,418	($10,853)	($0.70)
2011-12	ECON - Economics	12.02	$54,869			$54,869	$29,659	$25,211	$0.85

Year	Subject	Total FTES	FTES Revenue	Grants	Other Revenue	Total Revenue	Total Cost	Gross Contrib to Overhead (GTO = Total Rev - Total Cost)	GTO / Total Cost
2010-11	AGBU - Agriculture Business	2.00	$9,327			$9,327	$2,135	$7,192	$3.37
2010-11	BUSA - Accounting	7.40	$34,508			$34,508	$37,734	($3,226)	($0.09)
2010-11	BUSN - Business	24.97	$116,427			$116,427	$90,421	$26,006	$0.29
2010-11	CA - Computer Applications	11.01	$47,699			$47,699	$37,445	$10,253	$0.27
2010-11	COT - Computer Office Technology	5.50	$25,648			$25,648	$7,808	$17,840	$2.28
2010-11	CS - Computer Science	3.83	$17,876			$17,876	$8,098	$9,778	$1.21
2010-11	ECON - Economics	10.00	$46,633			$46,633	$34,327	$12,306	$0.36

Row Labels	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AGR-1		12			21	
AGR-2	12		20	14		23
AGR-3				11		9
BUS-10	18	18	19	5	23	9
BUS-13	11	6	11	23	13	11
BUS-18	9		18			11
BUS-19	7	15	13	13	20	9
BUS-1A	31	72	29	33	33	14
BUS-1B	12	11	20	23	21	12
BUS-1C	7		14	6	9	
BUS-2	37	83	68	48	34	46
BUS-22	6	9	17	14	29	15
BUS-25	27	7	19	17	22	11
BUS-27	155	43	50	44	45	12
BUS-34A	17	8	10	12		
BUS-34B	5				7	
BUS-49	24	18	30	15	3	5
BUS-49A					8	4
BUS-76						3
BUS-78						3
CA-150	61	61	46	22	35	19
CA-31	34	13	24	14	15	14
CA-32	13	10	11		6	4
CA-49	3	1	1			
CA-54	7					
CA-55	12		11			
CA-56	10		7		10	5
CA-59	14	19	28			
COT-50	41	43	37	33	19	11
COT-52	18	20	9	23	28	5
COT-59				2		
CS-1	39	9	23	6	6	8
ECON-10	8	50	63	61	53	42
ECON-11	28	53	37	61	51	42

Row Labels	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AGR-1			1		1	
AGR-2	1			1	1		1
AGR-3				1		1
BUS-10	1	2	1	1	1	1
BUS-13	1	1	1	1	1	2
BUS-18	1		1			1
BUS-19	1	1	1	1	1	1
BUS-1A	1	3	1	1	1	1
BUS-1B	1	1	1	1	1	1
BUS-1C	1		1	1	1	
BUS-2	2	3	2	2	2	2
BUS-22	1	1	1	1	2	1
BUS-25	1	1	1	1	1	1
BUS-27	7	3	3	2	2	1
BUS-34A	1	1	1	1		
BUS-34B	1				1	
BUS-49	3	3	3	3	1	3
BUS-49A					3	1
BUS-76						1
BUS-78						1
CA-150	6	7	5	2	3	2
CA-31	2	1	1	1	1	1
CA-32	1	1	1		1	1
CA-49	1	1	1			
CA-54	1					
CA-55	1		1			
CA-56	1		1		1	1
CA-59	2	2	2			
COT-50	2	2	2	2	2	1
COT-52	2	2	1	3	4	1
COT-59				1		
CS-1	2	1	1	1	1	1
ECON-10	1	2	2	2	2	2
ECON-11	1	2	1	2	2	2
Grand Total	65	62	57	52	51	49

Success	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AGR-1		58%			81%	
AGR-2	92%		85%	93%		
AGR-3				100%		67%
BUS-10	50%	44%	74%	80%	74%	100%
BUS-13	64%	67%	64%	65%	54%	80%
BUS-18	67%		22%			55%
BUS-19	43%	60%	54%	75%	60%	
BUS-1A	52%	46%	72%	88%	67%	79%
BUS-1B	83%	91%	75%	96%	81%	
BUS-1C	86%		86%	100%	78%	
BUS-2	76%	66%	56%	74%	85%	72%
BUS-22	33%	89%	82%	79%	76%	100%
BUS-25	70%	71%	37%	47%	64%	
BUS-27	53%	65%	66%	66%	76%	
BUS-34A	50%	43%	30%	91%		
BUS-34B	60%				71%	
BUS-49	92%	100%	79%	86%	67%	100%
BUS-49A					88%	75%
CA-31	67%	50%	58%	50%	80%	57%
CA-32	15%	30%	60%		50%	
CA-49	100%	100%	100%			
CA-54	71%					
CA-55	58%		91%			
CA-56	90%		57%		90%	
CA-59	71%	58%	75%			
COT-50	37%	37%	51%	74%	47%	73%
COT-52	61%	55%	44%	57%	43%	
COT-59				50%		
CS-1	37%	44%	39%	50%	33%	
ECON-10	25%	72%	63%	67%	74%	93%
ECON-11	68%	62%	84%	64%	78%	

Retention	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AGR-1		67%			90%	
AGR-2	100%		85%	100%		
AGR-3				100%		89%
BUS-10	89%	89%	95%	80%	96%	100%
BUS-13	73%	83%	73%	96%	77%	100%
BUS-18	89%		50%			91%
BUS-19	100%	93%	77%	92%	75%	-
BUS-1A	72%	52%	90%	94%	91%	93%
BUS-1B	83%	91%	85%	100%	100%	
BUS-1C	86%		93%	100%	78%	
BUS-2	86%	91%	87%	96%	91%	89%
BUS-22	100%	89%	88%	93%	86%	100%
BUS-25	74%	100%	84%	88%	73%	
BUS-27	79%	93%	74%	91%	89%	
BUS-34A	79%	71%	50%	91%		
BUS-34B	100%				86%	
BUS-49	96%	100%	89%	100%	67%	100%
BUS-49A					100%	100%
CA-31	88%	92%	96%	75%	100%	86%
CA-32	92%	90%	90%		50%	
CA-49	100%	100%	100%			
CA-54	86%					
CA-55	58%		100%			
CA-56	100%		71%		90%	
CA-59	93%	84%	86%			
COT-50	66%	74%	84%	94%	89%	91%
COT-52	89%	90%	89%	87%	79%	
COT-59				100%		
CS-1	82%	100%	91%	100%	50%	
ECON-10	75%	90%	86%	88%	96%	98%
ECON-11	93%	83%	89%	92%	96%	

Q1 Name of Program:

Answered: 54   Skipped: 0

#	Responses	Date
1	Business Education	3/26/2014 2:38 PM
2	Business Education	3/26/2014 2:37 PM
3	Business Education	3/26/2014 2:36 PM
4	Business Education	3/26/2014 2:35 PM
5	Business Education	3/26/2014 2:31 PM
6	Business Education	3/26/2014 2:29 PM
7	Business Education	3/26/2014 2:28 PM
8	Business Education	3/26/2014 2:26 PM
9	Business Education	3/26/2014 2:23 PM
10	Business Education	3/26/2014 2:21 PM
11	Business Education	3/26/2014 2:19 PM
12	Business Education	3/26/2014 2:18 PM
13	Business Education	3/26/2014 2:14 PM
14	Business Education	3/26/2014 2:10 PM
15	Business Education	3/26/2014 2:01 PM
16	Business Education	3/26/2014 2:00 PM
17	Business Education	3/26/2014 1:58 PM
18	Business Education	3/26/2014 1:56 PM
19	Business Education	3/26/2014 1:47 PM
20	Business Education	3/26/2014 1:44 PM
21	Business Education	3/26/2014 1:37 PM
22	Business Education	3/26/2014 1:34 PM
23	Business Education	3/25/2014 3:06 PM
24	Business Education	3/25/2014 3:03 PM
25	Business Education	3/25/2014 3:02 PM
26	Business Education	3/25/2014 3:01 PM
27	Business Education	3/25/2014 2:59 PM
28	Business Education	3/25/2014 2:56 PM
29	Business Education	3/25/2014 2:54 PM
30	Business Education	3/25/2014 2:50 PM
31	Business Education	3/25/2014 2:48 PM
32	Business Education	3/25/2014 2:47 PM
33	Business Education	3/25/2014 2:38 PM
34	Business Education	3/25/2014 2:37 PM

35	Business Education	3/25/2014 2:35 PM
36	Business Education	3/25/2014 2:34 PM
37	Business Education	3/25/2014 2:33 PM
38	Business Education	3/25/2014 2:31 PM
39	Business Education	3/25/2014 2:30 PM
40	Business Education	3/25/2014 2:30 PM
41	Business Education	3/25/2014 2:28 PM
42	Business Education	3/25/2014 2:27 PM
43	Business Education	3/25/2014 2:19 PM
44	Business Education	3/25/2014 2:17 PM
45	Business Education	3/25/2014 2:16 PM
46	Business Education	3/25/2014 2:15 PM
47	Business Education	3/25/2014 2:14 PM
48	Business Education	3/25/2014 2:12 PM
49	Business Education	3/25/2014 2:09 PM
50	Business Education	3/25/2014 2:07 PM
51	Business Education	3/25/2014 2:06 PM
52	Business Education	3/25/2014 2:05 PM
53	Business Education	3/25/2014 2:03 PM
54	Business Education	3/25/2014 2:00 PM

Q2 Date Survey Completed:

Answered: 53   Skipped: 1

#	Responses	Date
1	3/12/14	3/26/2014 2:38 PM
2	3/12/14	3/26/2014 2:37 PM
3	3/12/14	3/26/2014 2:36 PM
4	3/12/14	3/26/2014 2:35 PM
5	3/12/14	3/26/2014 2:31 PM
6	3/12/14	3/26/2014 2:29 PM
7	3/12/14	3/26/2014 2:28 PM
8	3/12/14	3/26/2014 2:26 PM
9	3/12/14	3/26/2014 2:23 PM
10	3/12/14	3/26/2014 2:21 PM
11	3/12/14	3/26/2014 2:19 PM
12	3/14/14	3/26/2014 2:18 PM
13	3/12/14	3/26/2014 2:14 PM
14	3/12/14	3/26/2014 2:10 PM
15	3/12/14	3/26/2014 2:01 PM
16	3/11/14	3/26/2014 2:00 PM
17	3/11/14	3/26/2014 1:58 PM
18	3/13/14	3/26/2014 1:56 PM
19	3/11/14	3/26/2014 1:47 PM
20	3/11/14	3/26/2014 1:44 PM
21	3/11/14	3/26/2014 1:37 PM
22	3/11/14	3/26/2014 1:34 PM
23	3/11/14	3/25/2014 3:06 PM
24	3/13/14	3/25/2014 3:03 PM
25	3/13/14	3/25/2014 3:02 PM
26	3/13/14	3/25/2014 3:01 PM
27	3/3/14	3/25/2014 2:59 PM
28	3/13/14	3/25/2014 2:56 PM
29	3/13/14	3/25/2014 2:54 PM
30	1/13/14	3/25/2014 2:50 PM
31	3/12/14	3/25/2014 2:48 PM
32	3/12/14	3/25/2014 2:47 PM
33	3/12/14	3/25/2014 2:38 PM
34	3/12/14	3/25/2014 2:37 PM

35	3/12/14	3/25/2014 2:35 PM
36	3/12/14	3/25/2014 2:34 PM
37	3/12/14	3/25/2014 2:33 PM
38	3/12/14	3/25/2014 2:31 PM
39	3/12/14	3/25/2014 2:30 PM
40	3/12/14	3/25/2014 2:30 PM
41	3/14/14	3/25/2014 2:28 PM
42	3/14/14	3/25/2014 2:27 PM
43	3/12/14	3/25/2014 2:19 PM
44	3/12/14	3/25/2014 2:17 PM
45	3/12/14	3/25/2014 2:16 PM
46	3/11/14	3/25/2014 2:14 PM
47	3/11/14	3/25/2014 2:12 PM
48	3/11/14	3/25/2014 2:09 PM
49	3/13/14	3/25/2014 2:07 PM
50	3/13/14	3/25/2014 2:06 PM
51	3/13/14	3/25/2014 2:05 PM
52	3/14/14	3/25/2014 2:03 PM
53	3/13/14	3/25/2014 2:00 PM

IPR Student Evaluation

Q3 Current Course:

Answered: 52   Skipped: 2

#	Responses	Date
1	ECON 11	3/26/2014 2:38 PM
2	ECON 11	3/26/2014 2:37 PM
3	ECON 11	3/26/2014 2:36 PM
4	ECON 10	3/26/2014 2:31 PM
5	ECON 10	3/26/2014 2:29 PM
6	ECON 11	3/26/2014 2:28 PM
7	ECON 11	3/26/2014 2:26 PM
8	ECON 10	3/26/2014 2:23 PM
9	ECON 11	3/26/2014 2:21 PM
10	ECON 11	3/26/2014 2:19 PM
11	ECON 11	3/26/2014 2:18 PM
12	ECON 10	3/26/2014 2:14 PM
13	ECON 11	3/26/2014 2:10 PM
14	ECON 11	3/26/2014 2:01 PM
15	BUS 27	3/26/2014 2:00 PM
16	BUS 27	3/26/2014 1:58 PM
17	BUS 27	3/26/2014 1:56 PM
18	BUS 27	3/26/2014 1:47 PM
19	BUS 27	3/26/2014 1:44 PM
20	BUS 27	3/26/2014 1:37 PM
21	BUS 27	3/26/2014 1:34 PM
22	BUS 27	3/25/2014 3:06 PM
23	BUS 1B	3/25/2014 3:03 PM
24	BUS 1B	3/25/2014 3:02 PM
25	BUS 1B	3/25/2014 3:01 PM
26	BUS 1B	3/25/2014 2:59 PM
27	BUS 1B	3/25/2014 2:56 PM
28	BUS 1B	3/25/2014 2:54 PM
29	BUS 1B	3/25/2014 2:50 PM
30	BUS 19	3/25/2014 2:48 PM
31	BUS 19	3/25/2014 2:47 PM
32	BUS 19	3/25/2014 2:38 PM
33	BUS 19	3/25/2014 2:37 PM
34	BUS 25	3/25/2014 2:35 PM

35	BUS 25	3/25/2014 2:34 PM
36	BUS 25	3/25/2014 2:33 PM
37	BUS 25	3/25/2014 2:31 PM
38	BUS 25	3/25/2014 2:30 PM
39	BUS 25	3/25/2014 2:30 PM
40	BUS 13	3/25/2014 2:28 PM
41	BUS 13	3/25/2014 2:27 PM
42	CS 1	3/25/2014 2:19 PM
43	CS 1	3/25/2014 2:17 PM
44	CA 32	3/25/2014 2:16 PM
45	CA 32	3/25/2014 2:15 PM
46	CA 32	3/25/2014 2:14 PM
47	CA 32	3/25/2014 2:12 PM
48	CA 56	3/25/2014 2:07 PM
49	CA 56	3/25/2014 2:06 PM
50	CA 56	3/25/2014 2:05 PM
51	CA 56	3/25/2014 2:03 PM
52	CA-56	3/25/2014 2:00 PM

Q4 Educational Goal: General Education

Answered: 36   Skipped: 18
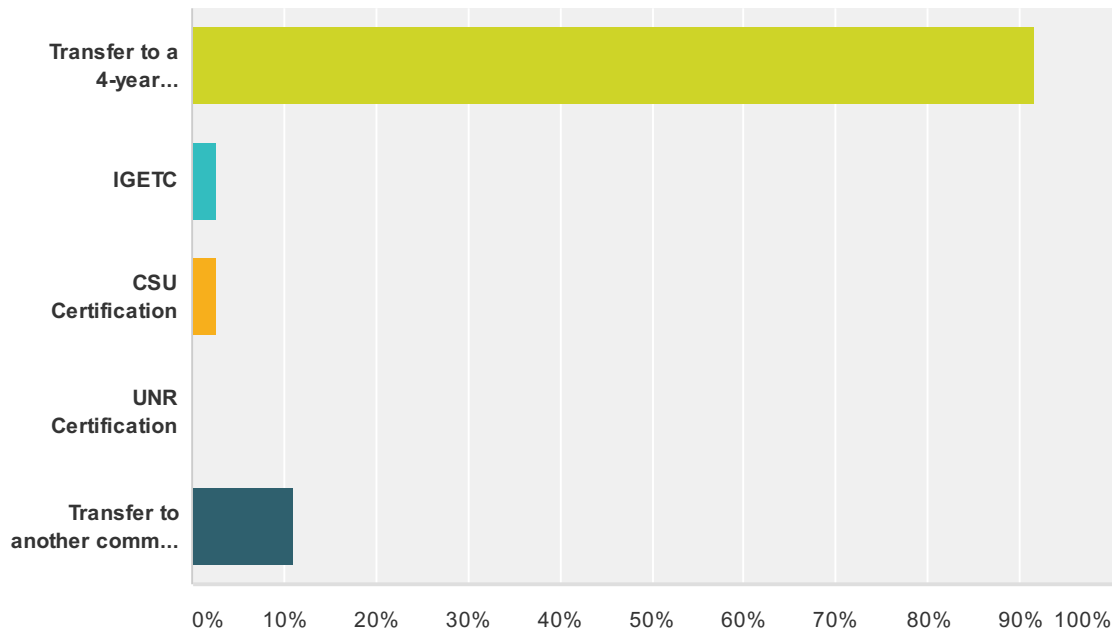
Answer Choices	Responses	
Transfer to a 4-year Institution	**91.67%**	33
IGETC	**2.78%**	1
CSU Certification	**2.78%**	1
UNR Certification	**0.00%**	0
Transfer to another community college	**11.11%**	4
Total Respondents: 36		

Q5 Educational Goal: Degrees/Certificates

Answered: 45   Skipped: 9
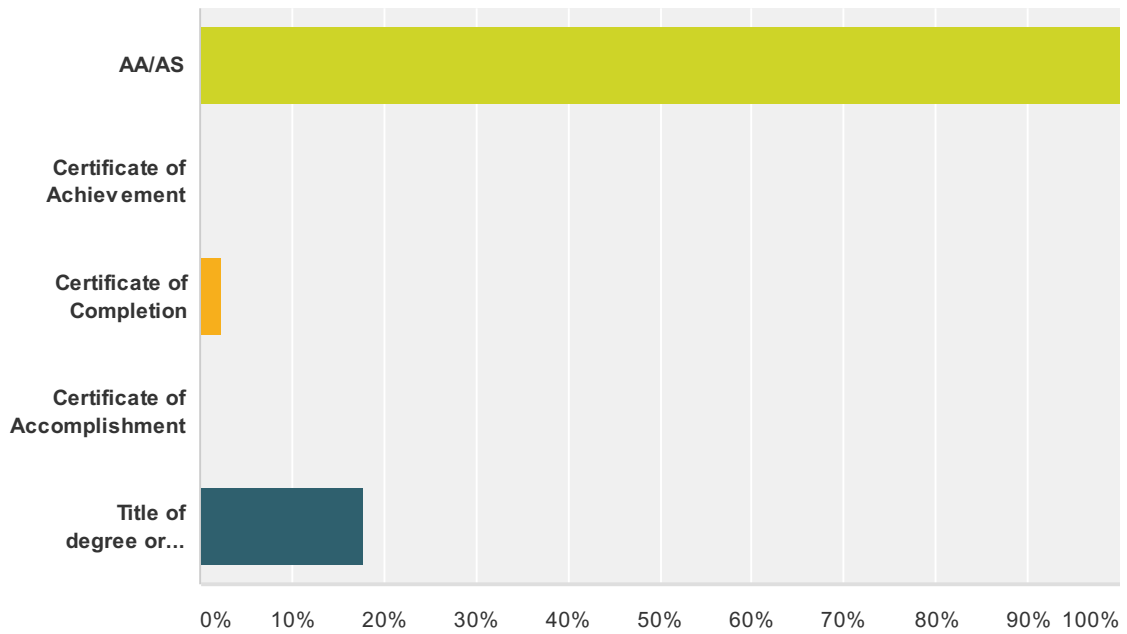
Answer Choices	Responses	
AA/AS	**100.00%**	45
Certificate of Achievement	**0.00%**	0
Certificate of Completion	**2.22%**	1
Certificate of Accomplishment	**0.00%**	0
Title of degree or certificate:	**17.78%**	8
Total Respondents: 45		

#	Title of degree or certificate:	Date
1	Business Adminstration	3/26/2014 2:29 PM
2	Business Adminstration	3/26/2014 2:23 PM
3	AS: Natural Science	3/26/2014 2:18 PM
4	Business Admin	3/26/2014 1:56 PM
5	Business degree for transfer	3/26/2014 1:44 PM
6	Business	3/25/2014 2:35 PM
7	Child Dev.	3/25/2014 2:33 PM
8	Bus. admin assistant	3/25/2014 2:14 PM

Q6 Educational Goal: General Interest

Answered: 37   Skipped: 17
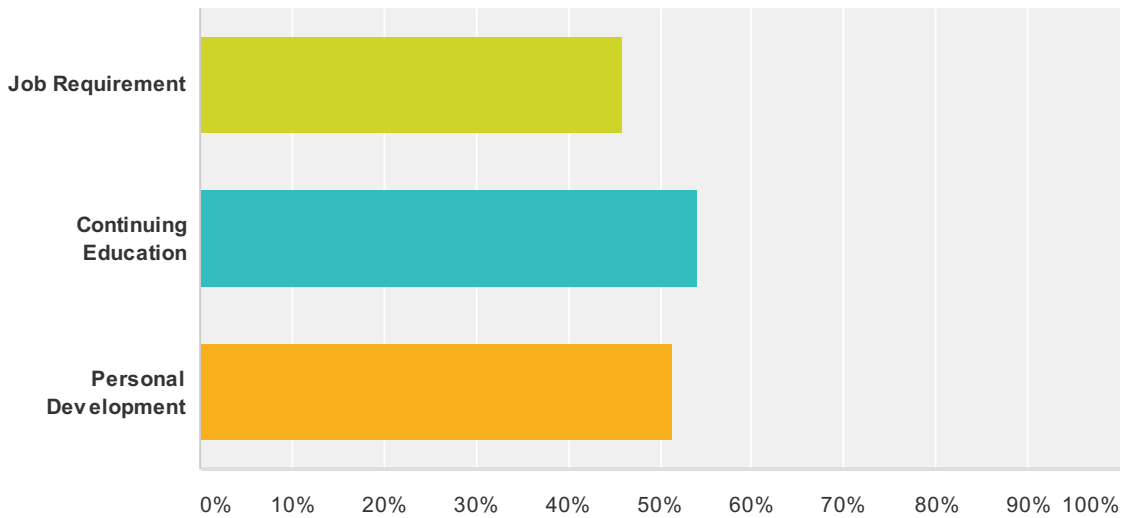
Answer Choices	Responses	
Job Requirement	**45.95%**	17
Continuing Education	**54.05%**	20
Personal Development	**51.35%**	19
Total Respondents: 37		

Q7 Your Need for this Course: Why are you taking this course?

Answered: 47   Skipped: 7
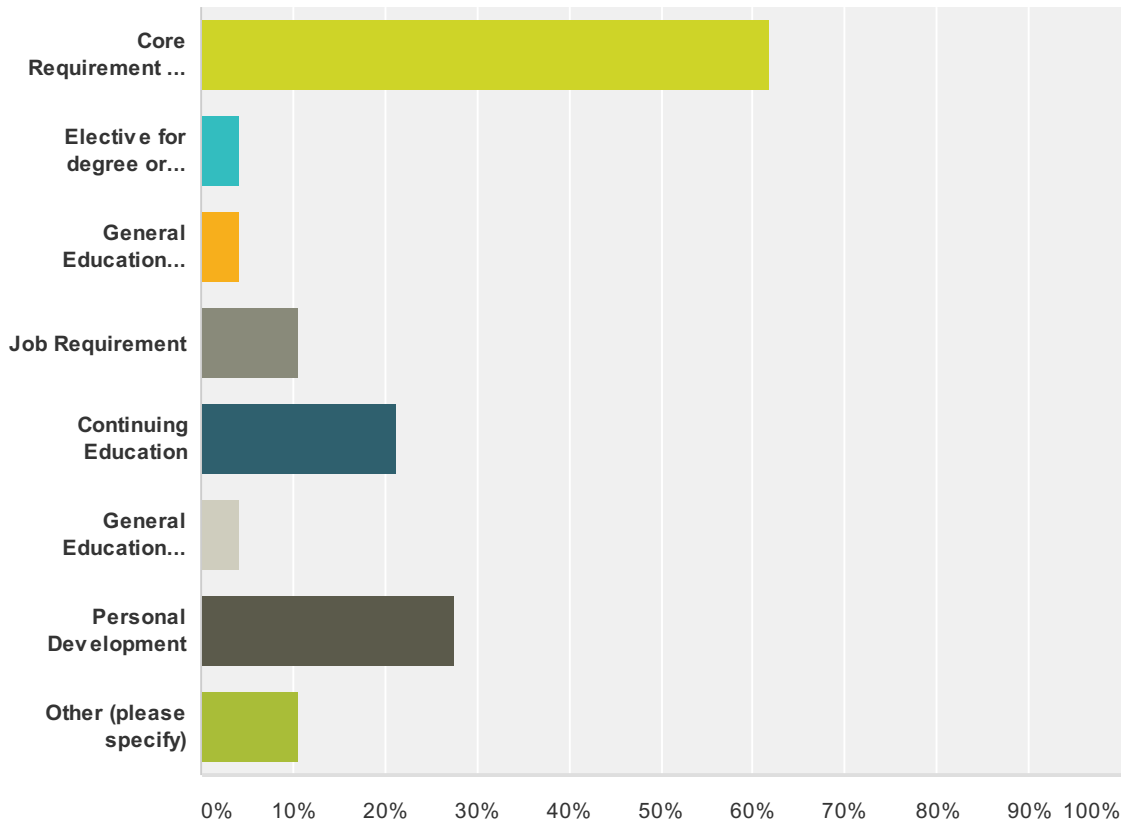
Answer Choices	Responses	
Core Requirement for degree or certificate	**61.70%**	29
Elective for degree or certificate	**4.26%**	2
General Education course for degree or transfer	**4.26%**	2
Job Requirement	**10.64%**	5
Continuing Education	**21.28%**	10
General Education course for degree or transfer	**4.26%**	2
Personal Development	**27.66%**	13
Other (please specify)	**10.64%**	5
Total Respondents: 47		

#	Other (please specify)	Date
1	Thought this class would be interesting	3/26/2014 2:37 PM
2	For fun	3/25/2014 2:33 PM
3	retraining for new career	3/25/2014 2:12 PM
4	special agreement	3/25/2014 2:09 PM

| 5 | run my business | 3/25/2014 2:03 PM |

Q8 Type of Course:

Answered: 52   Skipped: 2
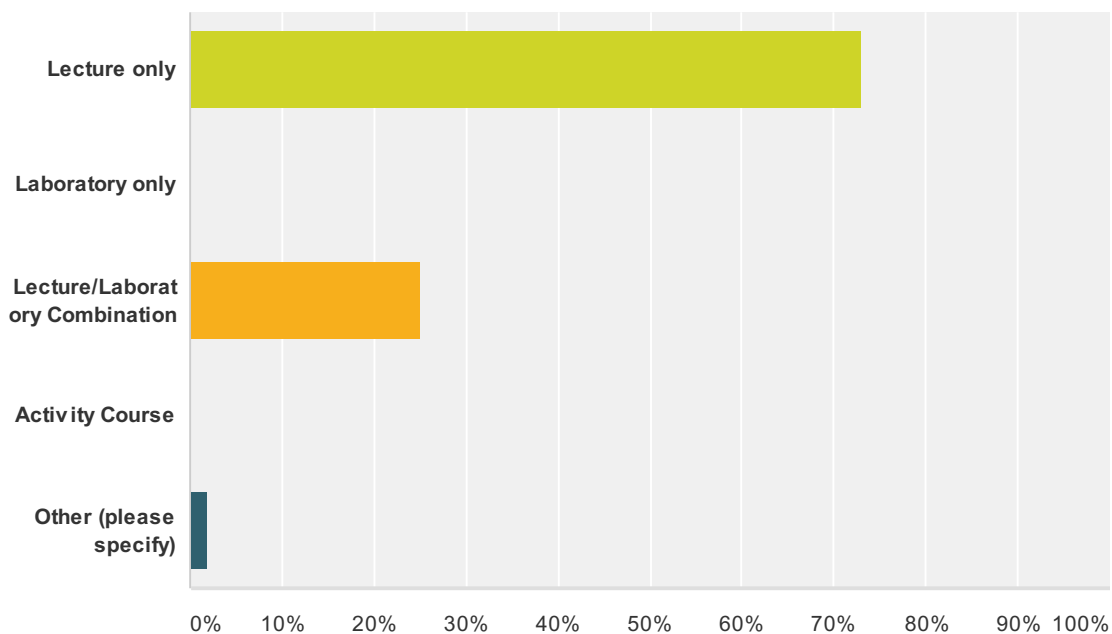
Answer Choices	Responses	
Lecture only	**73.08%**	38
Laboratory only	**0.00%**	0
Lecture/Laboratory Combination	**25.00%**	13
Activity Course	**0.00%**	0
Other (please specify)	**1.92%**	1
Total		**52**

#	Other (please specify)	Date
1	Dont know difference	3/26/2014 1:58 PM

Q9 Please answer the follow questions.

Answered: 52   Skipped: 2

Legend: Yes (yellow-green), No (teal)

Categories (top to bottom):
- Does the course conte...
- Did the catalog clea...
- Was any cost for this... catalog?
- Did the course require a...
- If yes, was the textbook...
- Was a syllabus for the cour...
- If yes, did the syllabus...
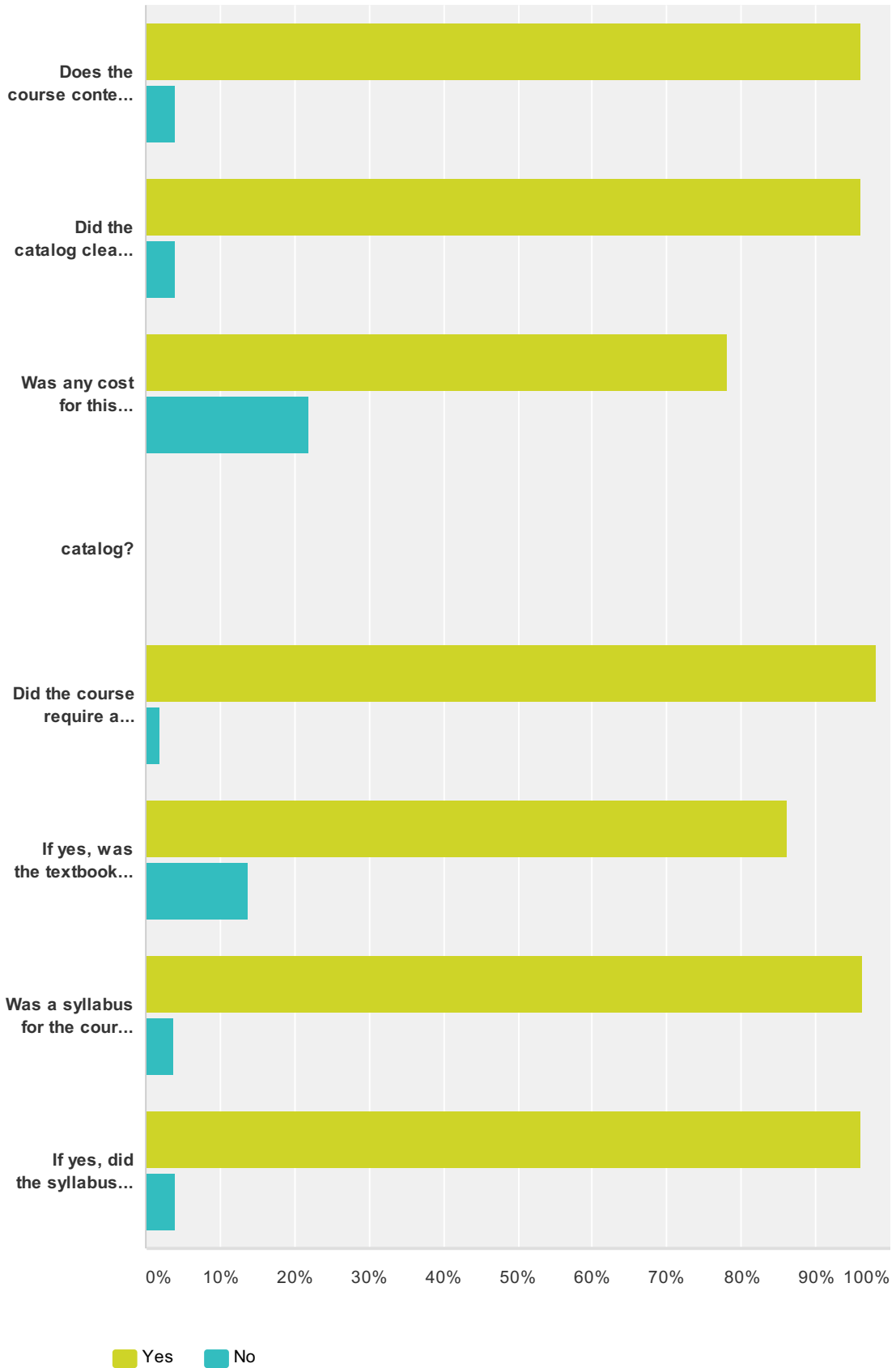
IPR Student Evaluation

	Yes	No	Total
Does the course content reasonably compare with the catalog/schedule description?	**96.08%** 49	**3.92%** 2	51
Did the catalog clearly explain the order in which the courses in this program should be taken?	**96.08%** 49	**3.92%** 2	51
Was any cost for this course/program, beyond registration and books clearly identified in the catalog?	**78.00%** 39	**22.00%** 11	50
catalog?	**0.00%** 0	**0.00%** 0	0
Did the course require a textbook?	**98.08%** 51	**1.92%** 1	52
If yes, was the textbook(s) for this course adequately used?	**86.27%** 44	**13.73%** 7	51
Was a syllabus for the course provided at the beginning of the course?	**96.15%** 50	**3.85%** 2	52
If yes, did the syllabus clearly identify the student learning outcomes for this course?	**96.08%** 49	**3.92%** 2	51

	Yes	No	Total
Does the course content reasonably compare with the catalog/schedule description?	**96.08%** 49	**3.92%** 2	51

Q10 Did the scheduling of this course meet your needs?

Answered: 52   Skipped: 2
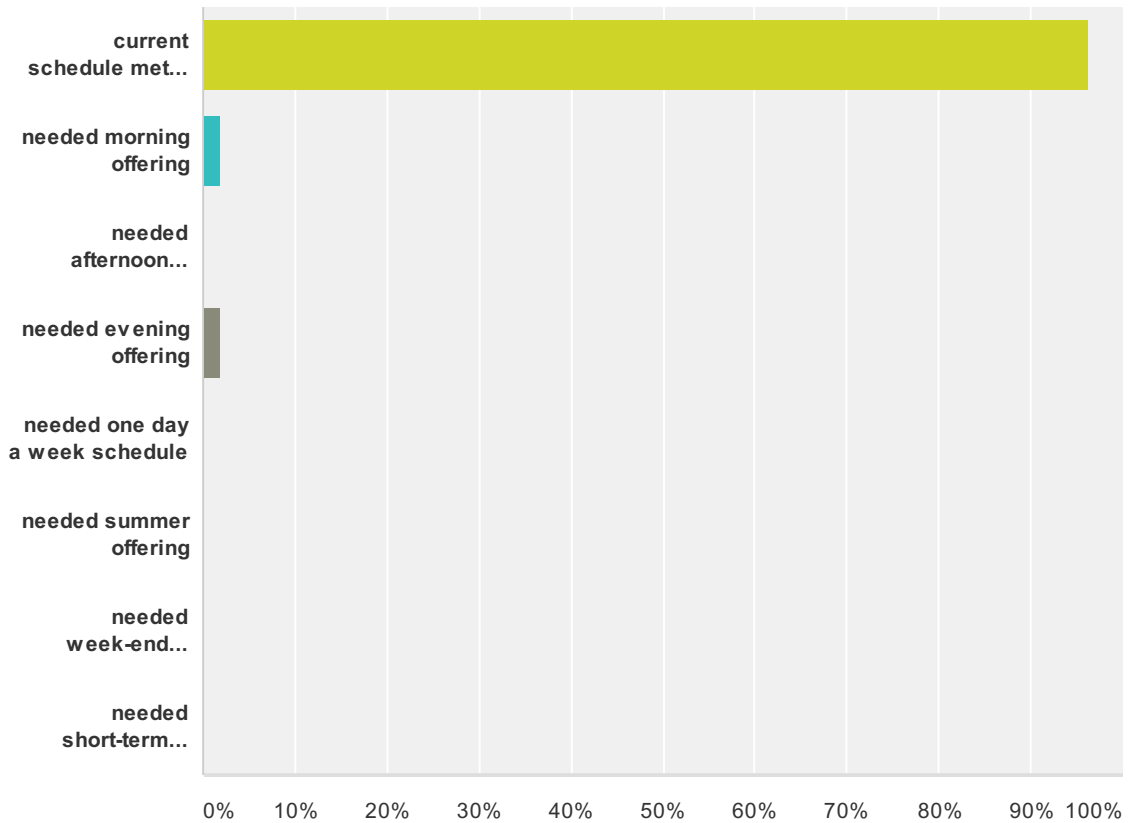
Answer Choices	Responses	
current schedule met my needs	**96.15%**	50
needed morning offering	**1.92%**	1
needed afternoon offering	**0.00%**	0
needed evening offering	**1.92%**	1
needed one day a week schedule	**0.00%**	0
needed summer offering	**0.00%**	0
needed week-end offering	**0.00%**	0
needed short-term (less than semester) offering	**0.00%**	0
Total Respondents: 52		

#	Other (please specify)	Date
1	*preferred	3/26/2014 2:18 PM

Q11 The scheduling of this course:
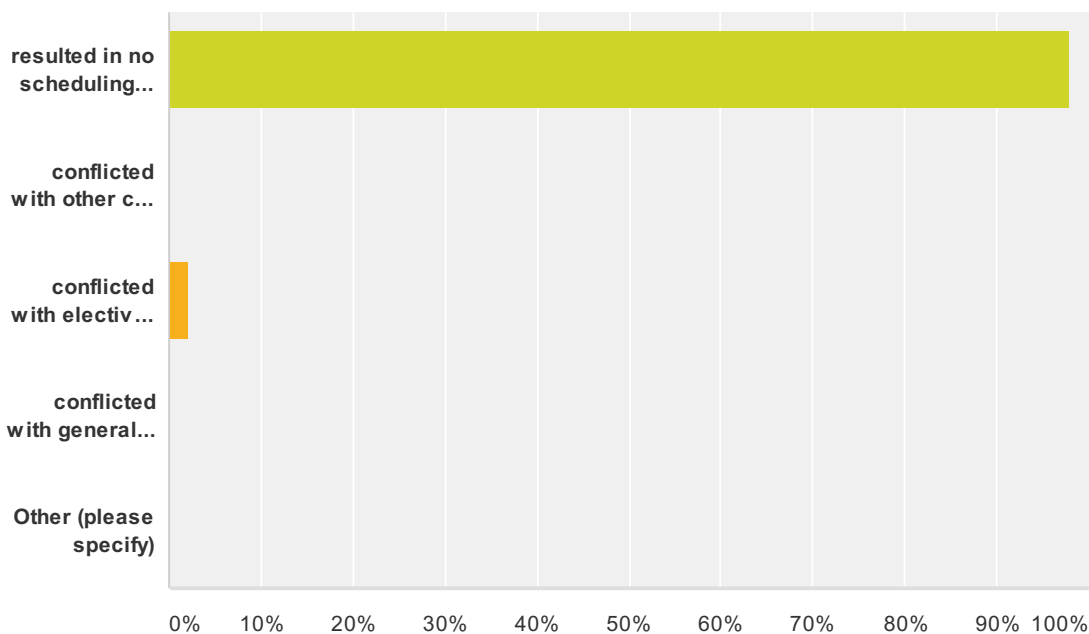
Answer Choices	Responses	
resulted in no scheduling conflicts	**98.00%**	49
conflicted with other core (required) courses in the program	**0.00%**	0
conflicted with elective courses in the program	**2.00%**	1
conflicted with general education courses	**0.00%**	0
Other (please specify)	**0.00%**	0
Total		**50**

#	Other (please specify)	Date
	There are no responses.	

Q12 Do the on-campus facilities for this course/program adequately meet your needs? Facilities/Equipment

Answered: 48   Skipped: 6
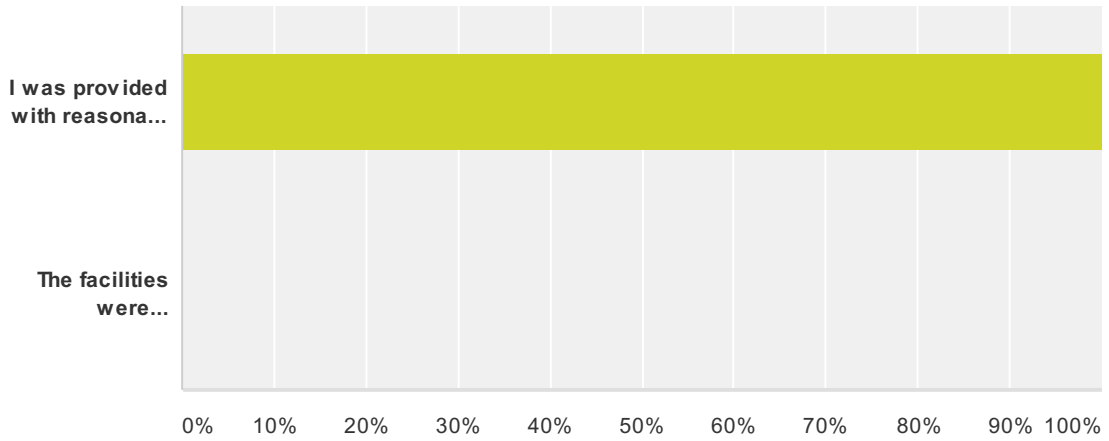
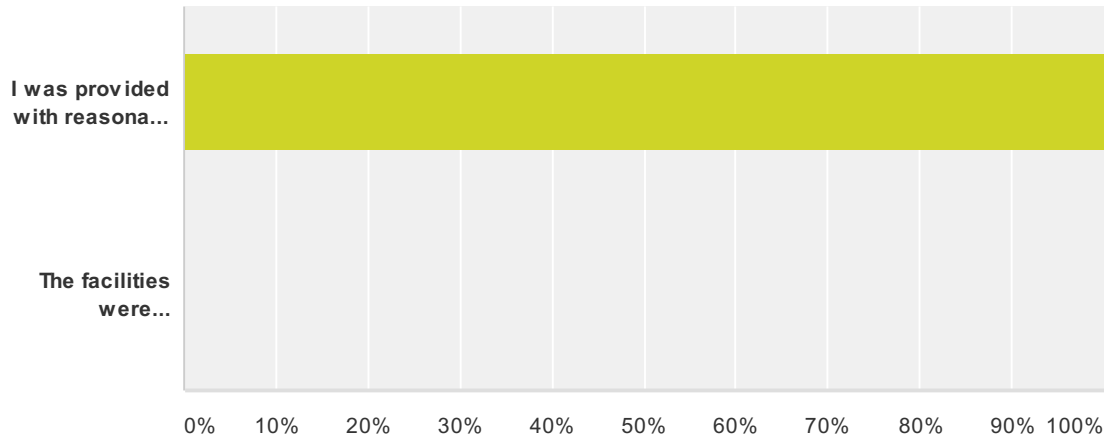| Answer Choices	Responses	
I was provided with reasonable access to the facilities	**100.00%**	48
The facilities were unavailable at times that I could use the facility.	**0.00%**	0
Total Respondents: 48		

#	Other (please specify)	Date
	There are no responses.	

Q13 Do the on-campus facilities for this course/program adequately meet your needs? Facilities/Equipment: temperature

Answered: 44   Skipped: 10
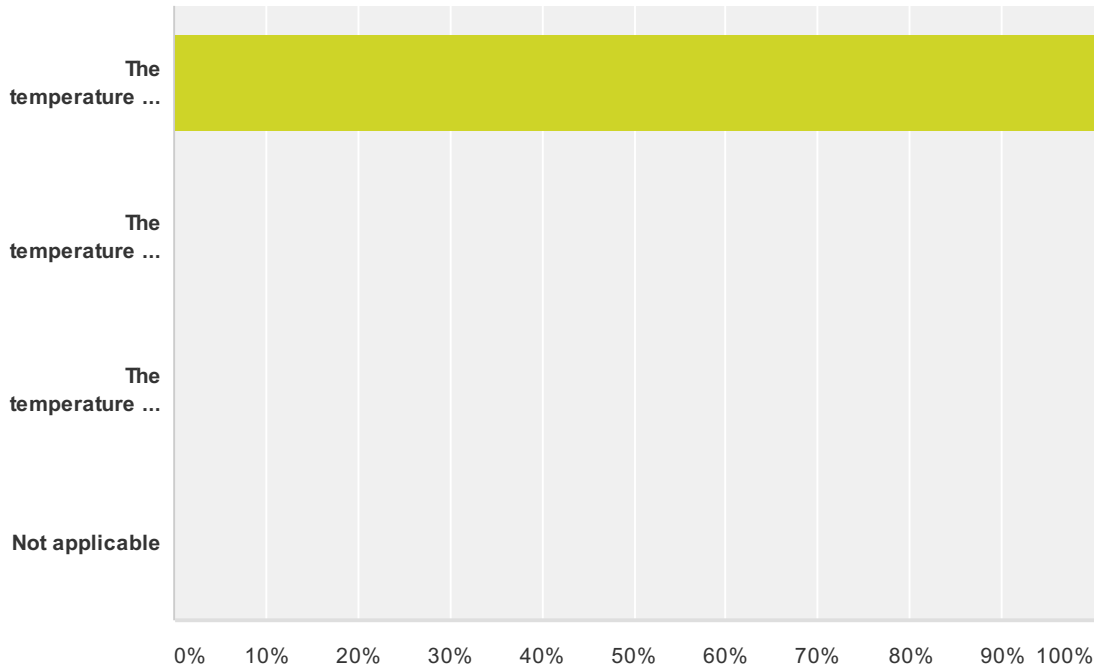
Answer Choices	Responses	
The temperature of the facilities was comfortable.	100.00%	44
The temperature of the facilities was frequently too hot.	0.00%	0
The temperature of the facilities was frequently too cold.	0.00%	0
Not applicable	0.00%	0
Total Respondents: 44		

#	Other (please specify)	Date
	There are no responses.	

Q14 Do the on-campus facilities for this course/program adequately meet your needs? Facilities/Equipment:lighting

Answered: 44   Skipped: 10
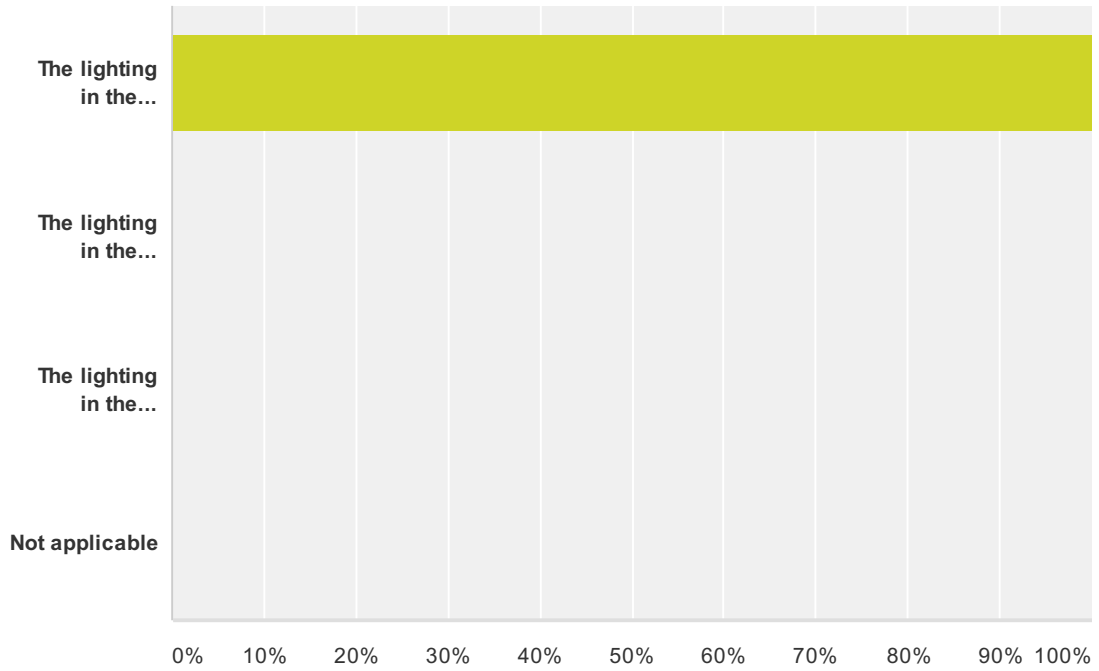
Answer Choices	Responses	
The lighting in the facilities was adequate	**100.00%**	44
The lighting in the facilities was too bright	**0.00%**	0
The lighting in the facilities was too dark	**0.00%**	0
Not applicable	**0.00%**	0
Total Respondents: 44		

#	Other (please specify)	Date
	There are no responses.	

Q15 Do the on-campus facilities for this course/program adequately meet your needs? Facilities/Equipment:chairs/tables

Answered: 43   Skipped: 11
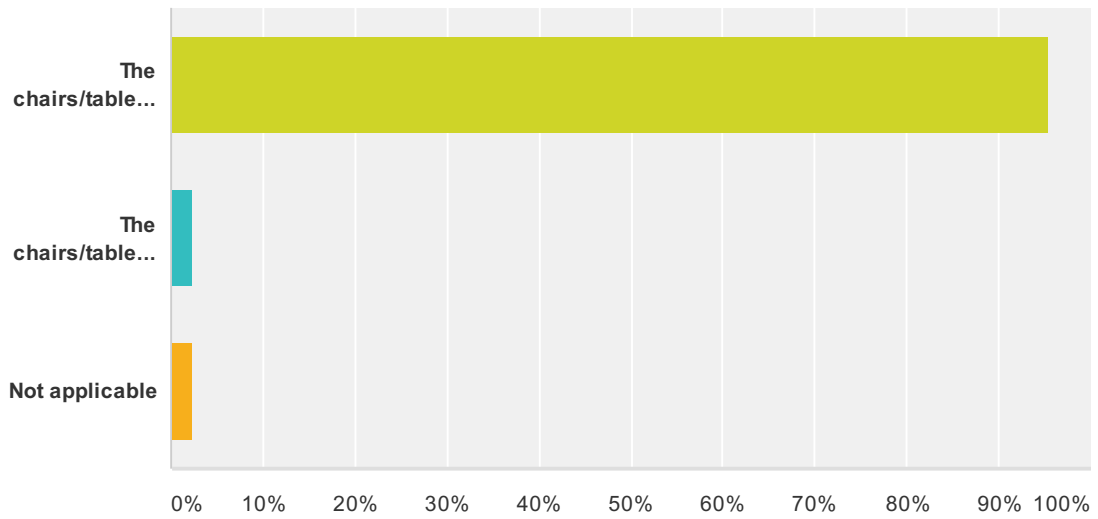
Answer Choices	Responses	
The chairs/tables/desks were adequate	**95.35%**	41
The chairs/tables/desks were inadequate	**2.33%**	1
Not applicable	**2.33%**	1
Total Respondents: 43		

#	Other (please specify)	Date
1	annoying and distracting	3/26/2014 2:18 PM
2	Business room is very nice	3/26/2014 1:56 PM
3	We need soda machines around here	3/25/2014 2:19 PM

Q16 If applicable, do the off-campus facilities for this course/program adequately meet your needs? Identify the specific off-campus site (i.e. Roosevelt Pool, Memorial Park, Westwood Center, etc

**Answered: 28   Skipped: 26**

Answer Choices	Responses	
I was provided with reasonable access to the facilities	**100.00%**	28
The facilities were unavailable at times that I could use the facility.	**0.00%**	0
Total Respondents: 28		

#	Specific Off-Campus Site	Date
	There are no responses.	

Q17 If applicable, do the off-campus facilities for this course/program adequately meet your needs? Identify the specific off-campus site (i.e. Roosevelt Pool, Memorial Park, Westwood Center, etc. Temperature:

Answered: 36   Skipped: 18
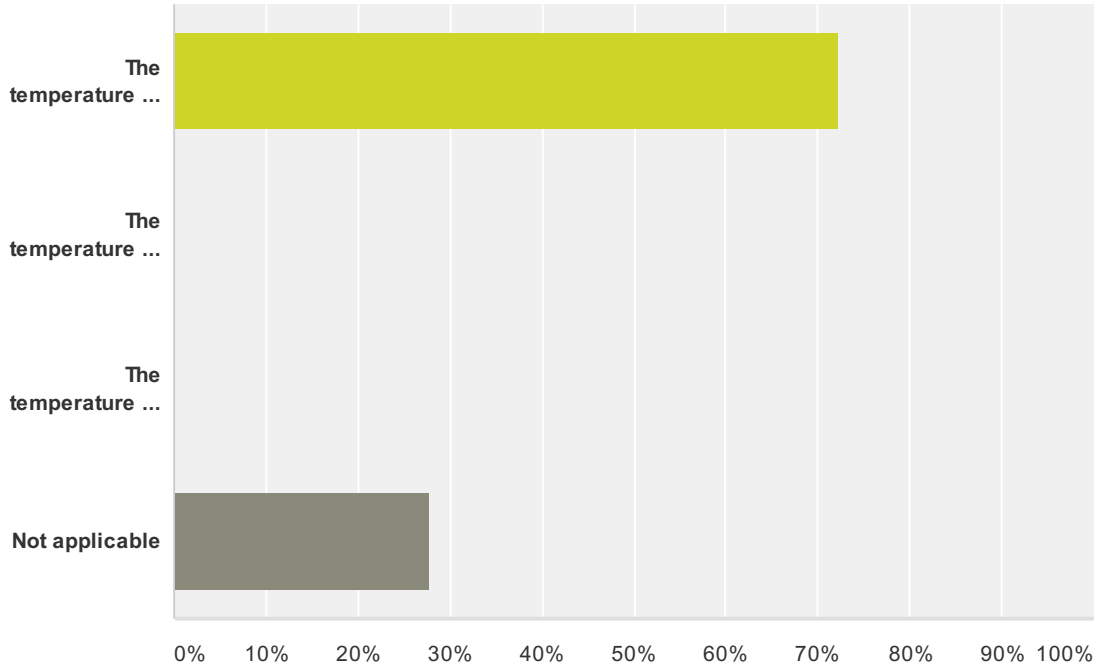
Answer Choices	Responses	
The temperature of the facilities was comfortable.	**72.22%**	26
The temperature of the facilities was frequently too hot.	**0.00%**	0
The temperature of the facilities was frequently too cold.	**0.00%**	0
Not applicable	**27.78%**	10
Total Respondents: 36		

#	Specific Off-Campus Site	Date
	There are no responses.	

Q18 If applicable, do the off-campus facilities for this course/program adequately meet your needs? Identify the specific off-campus site (i.e. Roosevelt Pool, Memorial Park, Westwood Center, etc. Lighting:

Answered: 32   Skipped: 22
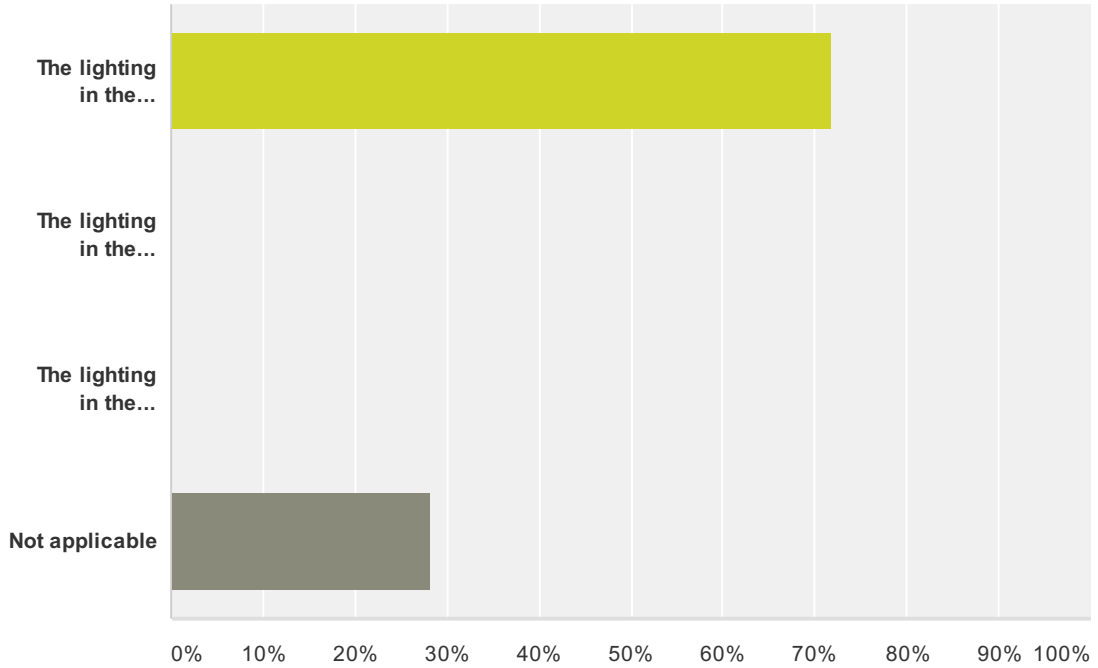
Answer Choices	Responses	
The lighting in the facilities was adequate	**71.88%**	23
The lighting in the facilities was too bright	**0.00%**	0
The lighting in the facilities was too dark	**0.00%**	0
Not applicable	**28.13%**	9
Total Respondents: 32		

#	Specific Off-Campus Site	Date
	There are no responses.	

Q19 If applicable, do the off-campus facilities for this course/program adequately meet your needs? Identify the specific off-campus site (i.e. Roosevelt Pool, Memorial Park, Westwood Center, etc. Chairs/Tables:

Answered: 34   Skipped: 20
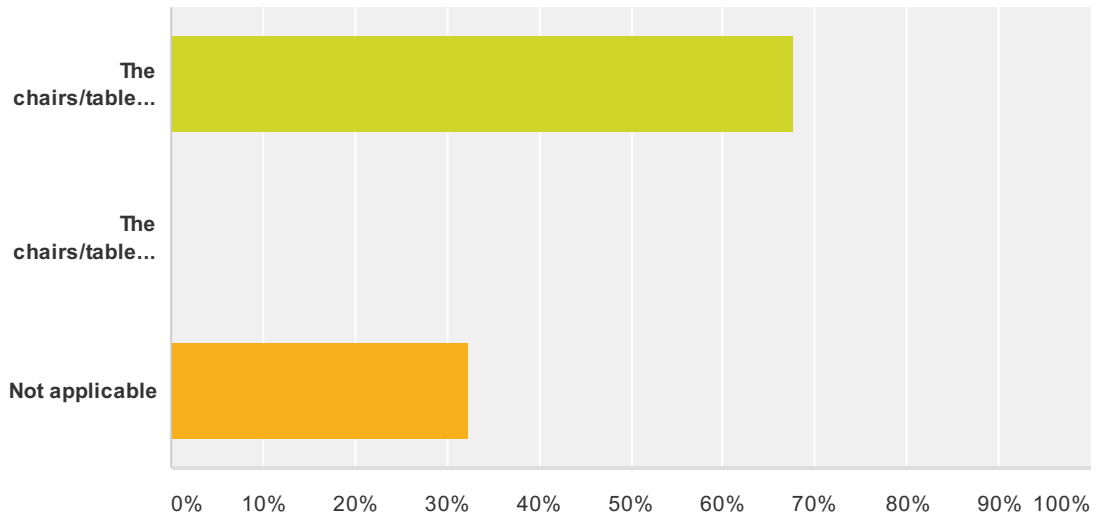
Answer Choices	Responses	
The chairs/tables/desks were adequate	**67.65%**	23
The chairs/tables/desks were inadequate	**0.00%**	0
Not applicable	**32.35%**	11
Total Respondents: 34		

#	Specific Off-Campus Site	Date
	There are no responses.	

Q20 Did the course/program provide the necessary equipment?

Answered: 42   Skipped: 12
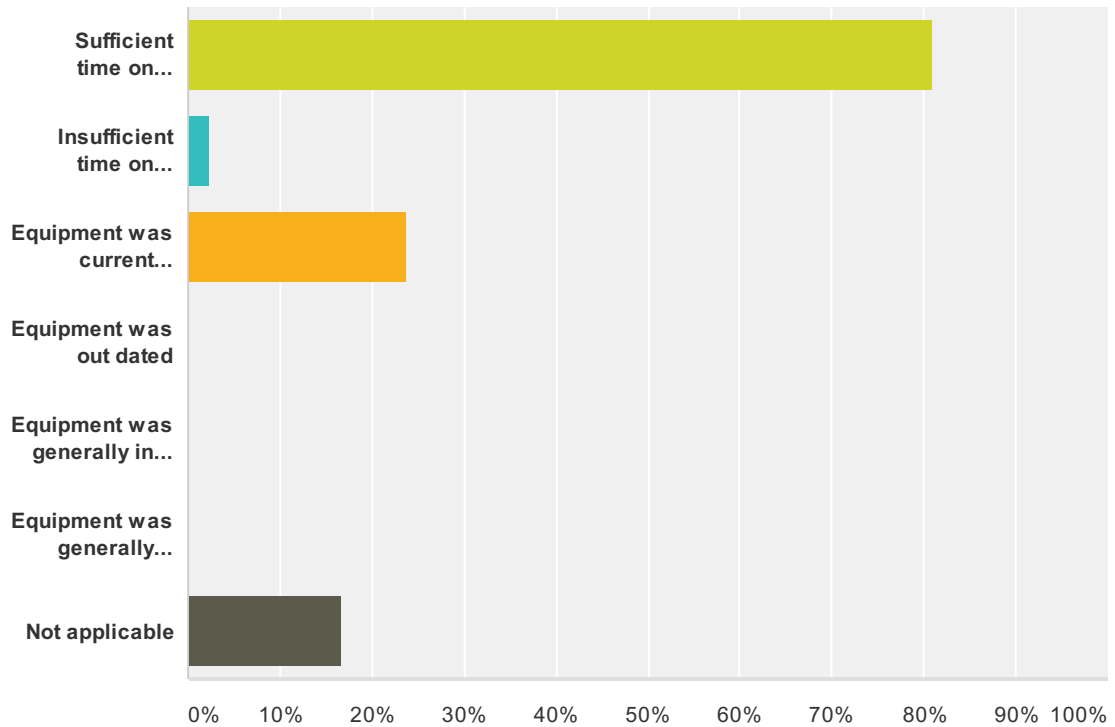
Answer Choices	Responses	
Sufficient time on equipment was allowed for each student	**80.95%**	34
Insufficient time on equipment was allowed for each student	**2.38%**	1
Equipment was current up-to-date	**23.81%**	10
Equipment was out dated	**0.00%**	0
Equipment was generally in good operating condition	**0.00%**	0
Equipment was generally broken or inoperable	**0.00%**	0
Not applicable	**16.67%**	7
Total Respondents: 42		

#	Other (please specify)	Date
	There are no responses.	

Q21 Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

Answered: 11   Skipped: 43

#	Responses	Date
1	Its ok as is	3/26/2014 2:37 PM
2	More detail with major items. Moodle updated more often.	3/26/2014 2:35 PM
3	No improvements needed	3/26/2014 2:31 PM
4	I don't think that this course needs to be improved in anyway it is a good class	3/26/2014 2:26 PM
5	good class	3/26/2014 2:21 PM
6	I do not see any room for improvement (that I can think of right now)	3/26/2014 1:47 PM
7	Not sure. I've really enjoyed the class and it has worked out for me.	3/26/2014 1:37 PM
8	Has improved from previous seasons	3/25/2014 2:54 PM
9	Business room is very nice place to learn	3/25/2014 2:50 PM
10	I really enjoy this course	3/25/2014 2:27 PM
11	More night classes please!	3/25/2014 2:00 PM

Q22 Provide any additional comments on the course or program:

Answered: 8   Skipped: 46

#	Responses	Date
1	Great course, good learning enviroment with little to no homework. Learn something useful everyday.	3/26/2014 2:35 PM
2	The class is fun and interesting	3/26/2014 2:26 PM
3	Mr.Taylor=good job	3/26/2014 2:21 PM
4	Mr.Taylor is a great business teacher. I'm enjoying this class. Course is structured and well taught.	3/26/2014 1:37 PM
5	This course is exactly what I need to improve in my current job	3/25/2014 2:47 PM
6	Smaller class sizes	3/25/2014 2:28 PM
7	evening classes	3/25/2014 2:03 PM
8	I am a working mom who would like to further my education more options for evening classes	3/25/2014 2:00 PM

Agenda Item Details

Meeting	Mar 13, 2012 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Subject	3.08 Curriculum/Academic Standard Committee Action
Access	Public
Type	Action (Consent)
Recommended Action	Recommend the Board of Trustees approve the reactivated course, new course and degree.

Public Content

Background
The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, reviews and makes recommendations concerning courses, degrees, certificates and academic standards. The recommendations concerning new courses and degrees are forwarded periodically first to the Academic Senate and then to the Governing Board for acceptance.

Status and Analysis
The Academic Senate reviewed and approved the recommendations from the February 7, 2012 Curriculum/Academic Standards Committee meetings for one reactivated course and one new Associate of Science for Transfer degree at its meeting on February 14, 2012. At its meeting on February 28, 2012, the Senate reviewed and approved the February 21, 2012 Curriculum/Academic Standards recommendation for a new course.

Reactivate Course: ART 23 Beginning Printmaking
An introduction to traditional and contemporary approaches to intaglio (etching), relief (woodcut and linocut), serigraphy (silkscreen) and monoprint printmaking. A variety of subject matter will be explored. Technical, historical, aesthetic and cultural points of view will be considered.

3.0 units; 25.5 hours lecture/76.5 hours lab
Effective: Fall 2012 pending Board and Chancellor's Office approvals
Curriculum/Academic Standards Approval: February 7, 2012
Academic Senate Approval: February 28, 2012

New Course: FS 70A Single Resource Academy
This course is designed as a classroom skill course to produce proficiency in the performance of all duties associated with the single resource Engine Boss, Crew Boss and Dozer Boss from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, demobilization, and post-incident activities. This course may be taken as needed to meet legally mandated training requirements.

2.5 units; 36 hours lecture/4 hours lab
Effective: Spring 2012 pending Board and Chancellor's Office approvals
Curriculum/Academic Standards Approval: February 21, 2012
Academic Senate Approval: February 28, 2012

New Degree: Associate of Science in Business Administration for Transfer
This degree was developed to meet requirements of SB1440 in compliance with the statewide model curriculum developed through the C-ID project and faculty discipline groups. It meets the degree for transfer requirements established by SB1440 to ensure student transfer from community college to CSU with completion of a transfer degree.

Effective: Fall 2012 (following Board and Chancellor's Office approval)
Curriculum/Academic Standards Approval: February 7, 2012
Academic Senate Approval: February 28, 2012

For Board Discussion
How does this action achieve the College's Mission, Vision and Values and support Student Learning?

Administrative Content

Executive Content

Last Modified by Julie Johnston on February 29, 2012

Business Administration Transfer Model Curriculum
CCC Major or Area of Emphasis: Business Administration
CSU Major or Majors: Business Administration
Total units: 23- 29 *(all units are semester units)*

In the four columns on the right, enter the course identifier, course title and number of units of a course that is comparable to the course indicated for the TMC (in the far left column). If the course may be double-counted with either CSU-GE or IGETC, put an X in the GE column.

The units indicated in the TMC are semester units – and they are minimum units. All courses must be CSU transferable. Where there is an indicated C-ID descriptor, you are certifying that your course is comparable. Where no reference descriptor is indicated, discipline faculty should compare the existing course to the sample course description(s) provided in the TMC at http://www.c-id.net/degreereview.html and attach the appropriate report from ASSIST showing the required transferability status (i.e., CSU transferable, general education, or major preparation at CSU).

Business Administration Transfer Model Curriculum		Associate in Science degree in Business Administration for transfer College Name: Lassen College Program Requirements				
Course Title (units)	**C-ID (or TCSU) Designation**	**Course ID**	**Course Title**	**Units**	**GE**	
Required Core: 15-17 units						
Financial Accounting (3-4)	ACCT 110	Bus 1A	Accounting Principles - Financial	4	☐	
Managerial Accounting (3-4)	ACCT 120	Bus 1B	Accounting Principles - Managerial	4	☐	
Microeconomics (3)	'	Econ 11	Micro-Economics	3	☒	
Macroeconomics (3)		Econ 10	Macro-Economics	3	☒	
Business Law or Legal Environments (3)	BUS 120 BUS 125	Bus 22	Business Law	3	☐	
List A (select one): 3-4 units						
Business Calculus (3-4)					☐	
Statistics (3-4)	STAT 110 or 120 (TCSU)	MATH 40	Elementary Statistics	3	☒	
Finite Math (3-4)					☐	
List B (select two): 5-8 units						
Any course from List A not already used.					☐	
Business Information Systems (3/4) or Computer Skills (2/3)		CS 1	Computer Literacy	3	☐	
Intro to Business (3) or Business Communication (3)	BUS 110 BUS 115	Bus 2 Bus 27	Introduction to Business Business Communications	3 3	☐	
Total Units for the Major:	**23-29**		**Total Units for the Major:**	**26**		
			Total Units that may be double-counted:		9	

Note: When selecting courses, keep in mind that you may not require more than 60 units for the entire degree. Students must be able to double-count courses for general education and the major.

Agenda Item Details

Meeting	May 08, 2012 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Subject	3.08 Curriculum and Academic Standard Committee Action
Access	Public
Type	Action (Consent)
Recommended Action	Recommend the Board of Trustees approve the new Degrees, new Courses, and new Certificate as presented.

Public Content

Background

The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, reviews and makes recommendations concerning courses, degrees, certificates and academic standards. The recommendations concerning new courses and degrees are forwarded periodically first to the Academic Senate and then to the Governing Board for acceptance.

Status

The Academic Senate reviewed and approved the recommendations from the April 17, 2012 Curriculum/Academic Standards Committee meeting for two new associate degrees for transfer at its meeting on May 8, 2012.

New Degree: Associate in Science degree in Geology for Transfer

This degree was developed to meet requirements of SB1440 in compliance with the statewide model curriculum developed through the C-ID project and faculty discipline groups. It meets the degree for transfer requirements established by SB1440 to ensure student transfer from community college to CSU with completion of a transfer degree.

Effective: Fall 2012 following Board and Chancellor's Office approval
Curriculum/Academic Standards Approval: April 17, 2012
Academic Senate Approval: May 8, 2012

New Degree: Associate in Arts degree in History for Transfer

This degree was developed to meet requirements of SB1440 in compliance with the statewide model curriculum developed through the C-ID project and faculty discipline groups. It meets the degree for transfer requirements established by SB1440 to ensure student transfer from community college to CSU with completion of a transfer degree.

Effective: Fall 2012 following Board and Chancellor's Office approval
Curriculum/Academic Standards Approval: April 17, 2012
Academic Senate Approval: May 8, 2012

New Course: BUS 75 Planning and Launching a New Business Venture

An exploratory course in the fundamentals of planning and starting a new business venture. This is a project based course developing a business plan. Topics include the development of a competitive business model, assessing industry and market conditions, choosing a form of business ownership, and the structure and content found in successful business plans.
1.0 units; 18 units lecture
New stand alone course for the new Entrepreneurial Business Certificate of Accomplishment
Effective: Fall 2012 following Board approval
Curriculum/Academic Standards Approval: May 1, 2012
Academic Senate Approval: May 8, 2012

New Course: BUS 76 Marketing the Small Business Venture

This course provides students with the fundamentals of marketing a small business concern. The student will be introduced to the concepts of market planning, strategy, research, competitor analysis, target markets, and the development of a marketing mix for a marketing plan.
1.0 units; 18 hours lecture
New stand alone course for the new Entrepreneurial Business Certificate of Accomplishment
Effective: Fall 2012 following Board approval
Curriculum/Academic Standards Approval: May 1, 2012
Academic Senate Approval: May 8, 2012

New Course: BUS 77 Financing the Small Business Venture

A course in small business and entrepreneurship financing. Topics include estimating start-up costs, projecting sales, funding new business ventures, the basics of financial statement analysis, budgeting, cash flow management, and the time value of money. Emphasis is placed on developing useful financial information used in small businesses and business plans.
1.0 units; 18 units lecture
New stand alone course for the new Entrepreneurial Business Certificate of Accomplishment
Effective: Fall 2012 following Board approval
Curriculum/Academic Standards Approval: May 1, 2012
Academic Senate Approval: May 8, 2012

New Course: BUS 78 The Customer Service Advantage

This course provides students with the principles that support customer service excellence. The student will be introduced to the concepts of customer satisfaction, servicing the internal and external customers, interpersonal communications, consumer retention, and managing conflict.
1.0 units; 18 lecture hours
New stand alone course for the new Entrepreneurial Business Certificate of Accomplishment
Effective: Fall 2012 following Board approval
Curriculum/Academic Standards Approval: May 1, 2012
Academic Senate Approval: May 8, 2012

New Course: BUS 79 Computer Information Systems for Small Business Ventures

This course introduces students to information system concepts, computer technologies, and applications commonly found in small business. Students will learn the basics behind typical information technologies used to manage small business operations. Emphasis is placed on leveraging spreadsheet, database, bookkeeping, and word processing software applications.
2.0 units; 17 hours lecture, 51 hours lab
New stand alone course for the new Entrepreneurial Business Certificate of Accomplishment
Effective: Fall 2012 following Board approval
Curriculum/Academic Standards Approval: May 1, 2012
Academic Senate Approval: May 8, 2012

New Certificate: Entrepreneurship Certificate of Accomplishment

This certificate was written as an outcome of the Business IPR and Business Advisory Committee input.
Effective: Fall 2012 following Board approval
Curriculum/Academic Standards Approval: May 1, 2012
Academic Senate Approval: May 8, 2012

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

Administrative Content

Executive Content

Last Modified by Julie Johnston on May 7, 2012

The Small Business Development Center
and the
Business & Entrepreneurship Center
at Shasta College Presents:

The Power of Email Marketing,
through Constant Contact

* The basics of email marketing
* How to use email marketing in business strategy to achieve goals
* How to list build, avoid spam and increase open rates (on newsletters, promotions & updates)
* How to measure the impact of a campaign

Shasta County
February 13, 2013
5:30pm - 8:00pm
Economic & Workforce
Development
2990 Innsbruck Dr
Redding, CA 96003

Siskiyou County
February 18, 2013
5:30pm - 8:00pm
Best Western
Plus Treehouse
111 Morgan Way
Mt. Shasta, CA 96067

Lassen County
February 26, 2013
5:30pm - 8:00pm
Lassen College
478-200 Hwy. 139
Susanville, CA 96130
Room CA123A

Modoc County
February 27, 2013
5:30pm - 8:00pm
Modoc County Office
of Education
139 Henderson St.
Altuas, CA 96101

NO-COST

REGISTRATION:
Classes Fill Up Quickly So Register Early at:
www.sbdcsc.org or call 530-242-7630

Registration is Required

NORTHEASTERN
CALIFORNIA
SBDC
SMALL BUSINESS DEVELOPMENT CENTER
AT SHASTA COLLEGE

Business &
Entrepreneurship
Center
Shasta College

Constant Contact®

Kate Bourland

Kate has been involved with online marketing and social media since 1995 and has enjoyed many successes using Social Media to achieve marketing objectives. She uses Social Media to generate leads, build relationships and to create Raving Fans for her clients. Her background in sales, marketing and traditional media give her a unique perspective on how to effectively integrate Social Media into an overall business plan to achieve desired results. As an SBDC consultant she can assist you in areas of online marketing including Social Media Facebook, Twitter and You Tube, Blogging, Email Marketing.

WWW.SBDCSC.ORG

Shasta College

SBA

ECONOMIC &
WORKFORCE
DEVELOPMEN
CALIFORNIA
COMMUNITY
COLLEGES

The Small Business Development Center
and the
Business & Entrepreneurship Center
at Shasta College Present:

Financing Options

For Your Small Business

- How does a small business get money?
- Bank loans – are they impossible?
- Doing your homework before applying for a loan
- Why banks might not be able to lend to your business

- How SBA might help and the SBA loan guarantee program overview
- How does SBA look at my loan request?
- Tips for dealing with lenders
- What else can SBA do for my business?

U.S. Small Business Administration

SBA

Your Small Business Resource

Shasta
October 22, 2012
12:00pm - 2:00pm
Center for Economic & Workforce Development
2990 Innsbruck Drive
Redding, CA 96003

Lassen
October 23, 2012
12:00pm - 2:00pm
Lassen Community College
478-200 Hwy 139
Susanville, CA 96130

Modoc
October 24, 2012
10:00am - 12:00pm
County Office of Education
139 Henderson Street
Alturas, CA 96101

*Siskiyou
October 25, 2012
1:00pm - 4:00pm
Best Western
Tree House
111 Morgan Way
Mount Shasta, CA 96067

Trinity
October 26, 2012
10:00am - 12:00pm
Shasta College,
Trinity Campus
30 Arbuckle Court
Weaverville, CA 96093

COST: No Cost

REGISTRATION:
Classes Fill Up Quickly So Register Early at:
www.sbdcsc.org or call 530-242-7630
*For the Siskiyou event call:
888-926-6670

Registration is Required

David Castaneda

David Castaneda is a Business Development Specialist with the U.S. Small Business Administration District Office in Sacramento, California. He is responsible for the delivery of SBA services in northern California's 21 county area. David speaks with hundreds of entrepreneurs each year and conducts Business Finance Presentations throughout Northern California. He is responsible for the oversight of five Small Business Development Centers and three SCORE offices in the Northern California area. David also collaborates with other government, non-profit, educational and private agencies that have business programs or services. He coordinates major business events and specialized business classes in conjunction with these agencies to give entrepreneurs and small business owners access to the various programs and services these many agencies have.

WWW.SBDCSC.ORG

NORTHEASTERN CALIFORNIA
SBDC
SMALL BUSINESS DEVELOPMENT CENTER AT SHASTA COLLEGE

BEC Business & Entrepreneurship Center
Shasta College

JEDI
Shasta College
California

Event Summary

Total Number of Attendees:	102

Evaluations:

How would you rate the event overall?	9.25
Would you recommend this event to your friends?	9.04
As a result of today, how likely are you to one day start a business?	7.82
How respectable entrepreneurship is as a career pathway (like becoming a teacher, doctor or lawyer)?	9.06
How realistic entrepreneurship is as a career pathway for a young person under the age of 30?	8.47
Have a new idea from the event that participant can turn into a business.?	51%
Planning to start a business now (or in the next 12 months)?	46%
Keynote 1: Mike	9.02
Keynote 2: EJ	9.37
Workshop	8.70
Networking	8.40
Panel	9.00
Intro / Closing	9.27
Participating in an ongoing business support incubator (includes free mentorship & resources)	64%
Attending another tour event next year if there were new speaker/content?	89%
Applying for internship opportunities on the tour?	42%

How Attendees Heard About the Event:

Teacher / Faculty	49%
Club	33%
Newspaper, TV, radio, etc.	0%
Family	3%
Friends	0%
Facebook	0%
Word of Mouth	7%
Flyer, Billboard, Poster etc.	5%
Website	0%
Email	1%
Dept	0%
Direct Mail	0%
Other	1%

Degree Type:

Business	45%
Liberal Arts & Sciences	0%
Trade	5%
Fine & Applied Arts	10%
Agricultural, Consumer and Environmental Sciences	0%
Engineering	3%
Other	38%

Do you already have an idea for a business?:

Said Yes	46%
Said No	28%
Not Sure	25%

Have you already started a business?:

Said Yes	19%
Said No	81%

How likely are you to one day start a business?:

<5 out of 10 (Not Likely)	14%

>5 out of 10 (Very Likely)	68%
Rated 5 out of 10 (Not Sure)	18%

How realistic do you think entrepreneurship is as a career pathway for a young person under the age of 30?:

<5 out of 10 (Not Likely)	8%
>5 out of 10 (Very Likely)	92%
Rated 5 out of 10 (Not Sure)	0%

How respectable do you think entrepreneurship is as a career path?:

<5 out of 10 (Not Likely)	3%
>5 out of 10 (Very Likely)	97%
Rated 5 out of 10 (Not Sure)	0%

Your next step as an entrepreneur:

Nothing/Not Interested	0%
Exploring for the future	70%
Starting a business NOW	10%
Growing existing business	20%

Which of the services below are you most interested in:

Entrepreneurship Class(es)	19%
Business Plan Competition	14%
Business Incubator	4%
Eship Bootcamp	8%
Speaker Series	7%
Online Entrepreneurship Seminars	6%
Mentorship Program	6%
Elevator Pitch Competition	3%
Student-Run Enterprise	5%
Eship Awards Program	6%
Entrepreneurship Club	11%
Entrepreneurial Internship	10%
Other	1%
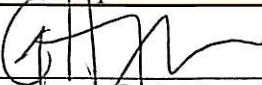
Business Instructional Program Review
Status of Curriculum Review 2014

Course	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed
BUS 1A Accounting Principles – Financial	1/21/14	
BUS 1B Accounting Principles – Managerial	1/21/14	
BUS 1C Federal Income Tax	4/22/14	
BUS 2 Introduction to Business	1/21/14	
BUS 10 Human Resource Management	4/08/14	
BUS 13 Basic Accounting	1/21/14	
BUS 18 Records Management	4/08/14	
BUS 19 Office Procedures	4/08/14	
BUS 22 Business Law	4/08/14	
BUS 25 Small Business Managment	4/08/14	
BUS 27 Business Communications	1/21/14	
BUS 34A Microsoft Word, Beginning	12/03/13	
BUS 34B Microsoft Word, Advanced	12/03/13	
BUS 75- Planning Launching a New Business Venture	4/22/14	
BUS 76 - Marketing the Small Business Venture	4/22/14	
BUS 77 - Financing the Small Business Venture	4/22/14	
BUS 78 – The Customer Service Advantage	4/22/14	
BUS 79 – Computer Information systems for Small Business Ventures	4/22/14	
BUS 98.02 E-Business	Inactivated 1/15/13	
CA 31 Computer Applications I	12/03/13	
CA 32 Computer Applications II	12/03/13	
CA 54 Basic Computer Maintenance	12/03/13	
CA 55 Using a Word Processor	12/03/13	
CA 56 Using a Spreadsheet	12/03/13	
CA 57 Using a Database	12/03/13	
CA 59 Microsoft Windows	13/03/13	
CA 150 Computer Skills for Senior Adults	9/16/14	

CS 1 Computer Literacy	4/22/14	
COT 50 Keyboarding, Level 1	5/21/13	
COT 52 Keyboarding, Level 2	5/21/13	
COT 59 Business Machines: 10 Key	4/08/14	
ECON 10 Macro-Economics	12/03/13	
ECON 11 Micro-Economics	12/03/13	
AS-T in Business Administration	9/16/14	
AA University Studies: Emphasis in Business Administration	Inactivate 8/12/12 Board approved 1/08/13	
AS Accounting	09/16/14	
AS Office Administrative Assistant	09/16/14	
Certificate of Achievement– Office Administrative Assistant	09/16/14	
Certificate of Accomplishment Entrepreneurship	09/16/14	

9/4/14

Mr. Garrett Taylor, Subject Area Faculty Signature   Date

9-4-14

Mr. Ken Theobald, Subject Area Faculty Signature   Date

9-4-14

Ms. Cheryl Aschenbach, Curriculum and Academic Standards Committee Chair Signature Date

9/4/14

Dr. Tammy Robinson, Vice-President of Academic Services Signature   Date

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