

2016 INSTRUCTIONAL PROGRAM REVIEW

*Lassen Community College
Business Education Department*

For Academic Years 2013-14 and 2014-15

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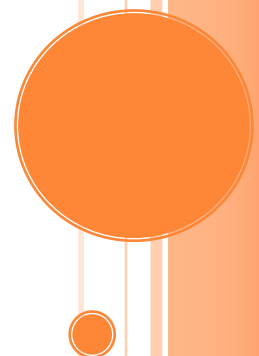


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SECTION ONE: ACADEMIC PLANNING

I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES

Description / Evaluation:

The Lassen Community College Business Department [Department] is committed to building quality transfer and career technical education [CTE] programs that respond to the needs of the state, regional, and local labor markets. Through strong connections to the business community, agency partnerships, and an industry advisory, the Department continues to develop programs and curriculum that deliver real word application in high placement, in-demand jobs.

Upon completion of an associate degree or certificate, the student will be prepared for a wide range of entry-level positions, have greater skills that lend themselves to promotional potential, and / or be ready to successfully transfer to a four-year educational institution. Students can also acquire the fundamental knowledge required to start their own businesses.

The Department's mission is to serve our learning communities' needs for post-secondary business education through quality programs that prepare students for academic and career technical success. The goals of the Department align and support one or more of the 2014-19 Institutional Strategic Goals.

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.

Institutional Strategic Goals

	Student Success	Learning Opportunities	Resource Management	Organizational Effectiveness
1		X		
2	X			
3			X	
4		X		
5	X			X

The Business Department Program consists of courses in the business, economics, computer science, computer applications, marketing, entrepreneurship, and office technology disciplines. The program includes the Associate in Science in Business for Transfer, Associate in Economics for Transfer, Associate in Science in Administrative Office Technician, Associate in Science in Accounting, Certificate of Achievement in Administrative Office Technician, and the Certificate of Accomplishment in Entrepreneurship.

All Program Student Learning Outcomes link to the Institutional Student Learning Outcomes in one or more ways. Presented 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

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

Associate in Arts in Economics for Transfer

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

Associate in Science in Accounting

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

Associate in Science / Certificate in Office Administrative Assistant

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

Certificate of Accomplishment in Entrepreneurship

		Institutional Level SLO			
		1	2	3	4
Program Level SLO's	1	X		X	X
	2		X		
	3		X		X
	4	X	X	X	
	5	X			
	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 well with the broader institutional mission, strategic goals, and SLO's. The Department's faculty believes its current course and program SLO's are, themselves, working and effective in measuring the desired outcomes in its programs. Since the last program review minor revisions have been made to the individual SLO's.

Recently, the Department's course offerings have expanded to include face-to-face instructional delivery of two programs to the California Department of Corrections and Rehabilitation [CDCR]. The CDCR and the California Community Colleges Chancellor's Office [CCCCO] signed an agreement made possible by the September 2014 passage of Senate Bill [SB] 1391 to expand and increase inmate access to community college courses that will lead to degrees, certificates or will transfer to a four-year university. The Bill also provided CCCCCO up to \$2 million to create and support at least four pilot sites.

Lassen College was one of the four institutions chosen under the Institutional Effectiveness Partnership Initiative [IEPI], and has partnered with the CDCR. The goal of this initiative is to help advance California Community Colleges' institutional effectiveness, and in the process significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to serve students effectively. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

The thirty-five state prisons in California have 135,000 prisoners on any given day. The 58 county jail systems have 83,000 inmates on any given day. On any given day there are

approximately 42,000 inmates on parole and fifty-eight departments giving supervision to 400,000 parolees. The majority of this population will be released into a community within a close distance to a community college. The re-incarceration rate of parolees is almost 8 out of 10. Incarcerated people who participate in prison education programs are 43 percent less likely to recidivate than those who do not. In addition, these programs offer a 400 percent return on investment over three years for taxpayers, or \$5 saved for every \$1 spent. Furthermore, facilities with college programs report fewer conduct issues and less violence, making the prison safer for staff and incarcerated people alike [USDE, Jan. 2016]. The total population of High Desert State Prison [HDSP] is just under 3,600 and California Correctional Center [CCC] is just under 4,000. Given the mission and the intent of the legislation, the Department believes it is well positioned to support the IEPI pilot project.

There is a large amount of growth in this program just over the first academic calendar year. The inaugural year, fall of 2015 and spring 2016, there were two cohorts. Starting in the 2016/2017 academic year there are 8 cohorts of which 6 are new. This is a growth in the program of 300 percent. These 8 cohorts will continue until graduation in the fall of 2019. However, these cohorts do not account for an increase in the program to different yards at the prison facilities or the possible increase in student demand. This infusion of the Departments programs into the CDCR institutions will require additional program resources discussed under appropriate sections within this IPR.

Recommendations / Planning Agenda:

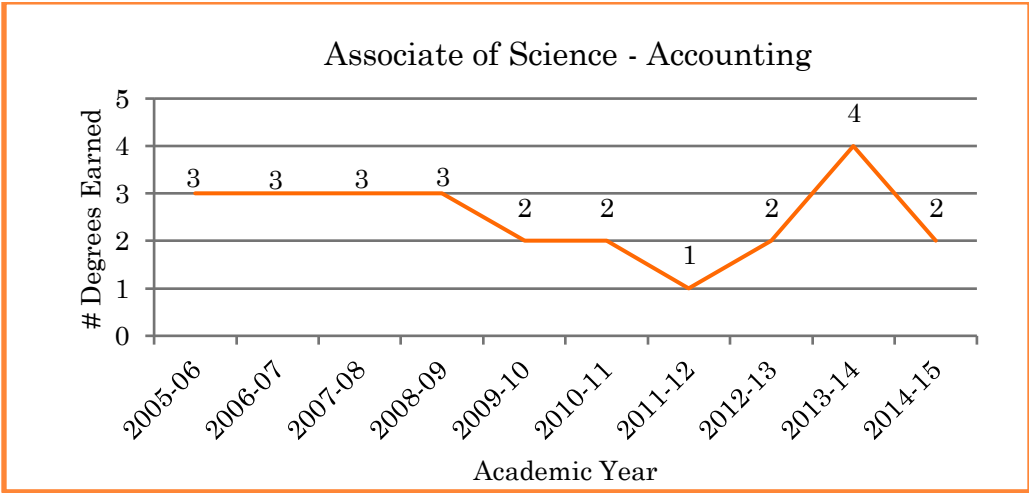
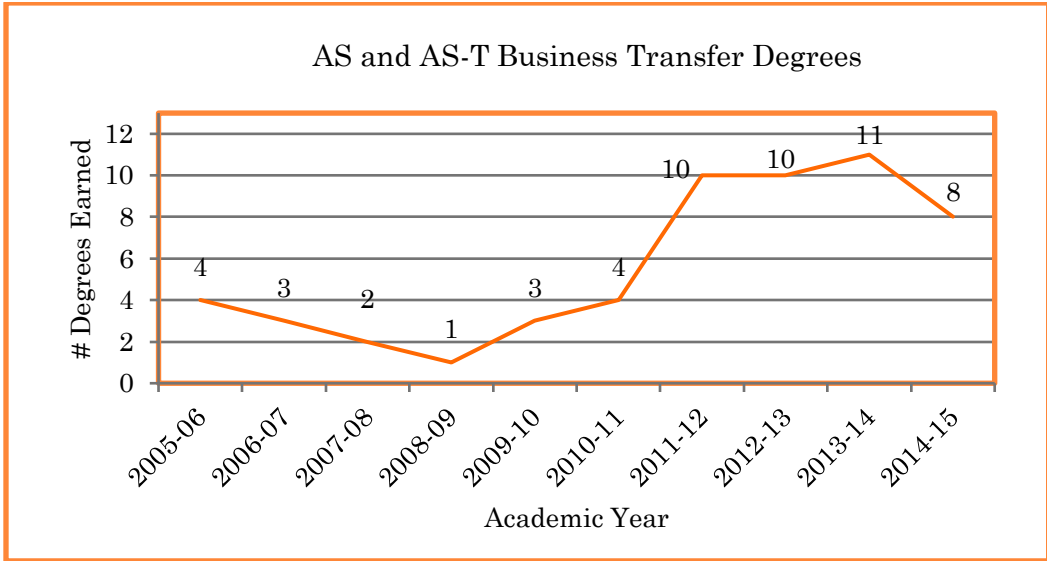
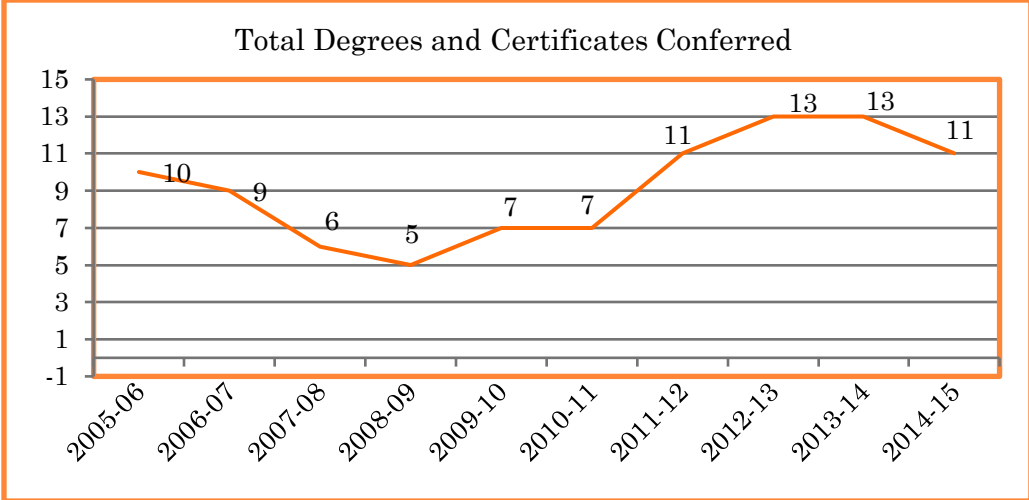
None

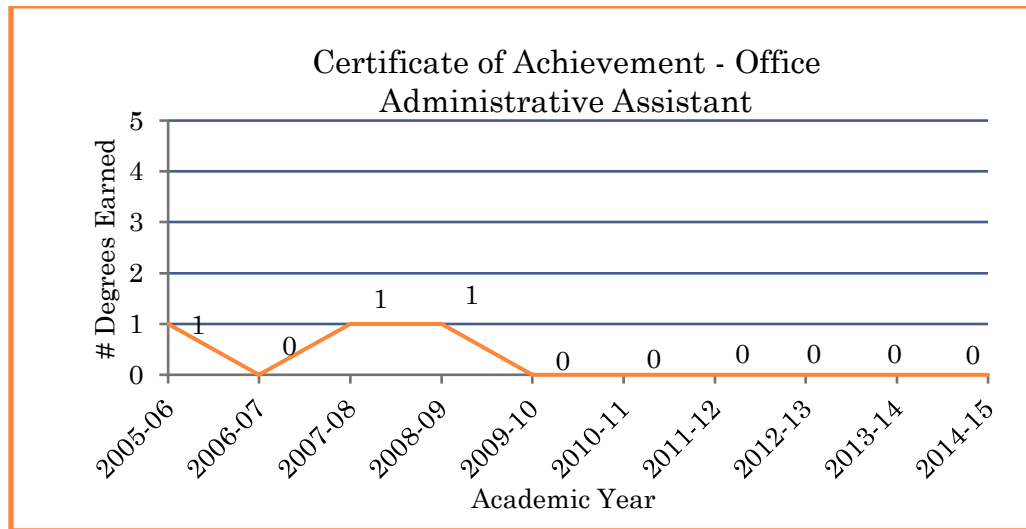
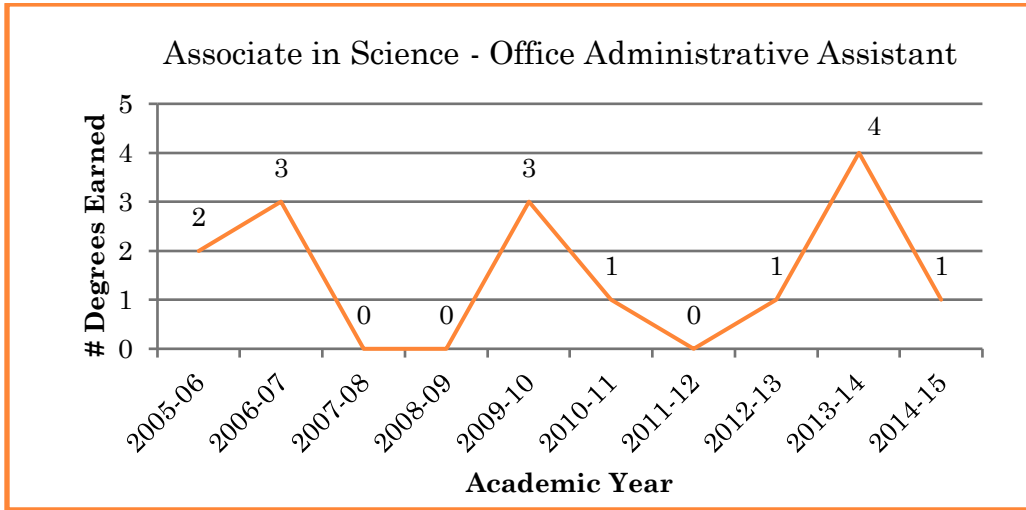
II. STUDENT OUTCOMES

A. Trends and Patterns in Student Outcomes

Description / Evaluation:

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





Of the total degrees and certificates conferred, the Associate in Science Degree in University Studies with Emphasis in Business Administration and the AS-T in Business Administration for Transfer currently accounts for the majority of degrees obtained [73%]. The A.S. in Accounting [18%] and the A.S. Office Administrative Assistant [9%] accounted for the remaining 27% of the programs degree obtainment over the last two-years. No Certificates were awarded in Entrepreneurship or Office Administrative Assistant during the review period.

The trends continue to suggest a greater demand for higher post-secondary education in the Departments transfer areas. The AS in Accounting, AS in Office Administrative Assistant, and Certificate of Achievement -Admin Office, each reflect a marginal increase in the demand for terminal degrees over the review period, however remain

low and have been a primary focus of the Departments program vocational re-tooling strategy.

Department Wide Retention, Completion, and Success Rates

The following table highlights the Departments completion and success rates over the six most current years.

Student Outcomes Retention and Success	Academic Year					
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Success Rate	50%	59%	71%	71%	79%	78%
Completion Rate	85%	85%	90%	89%	93%	93%

The Department has experienced increasing retention rates over the past six years with the last two years being the highest measured completion rates in the Departments history [Appendix B]. The success rates have been a primary concern to the program during the previous two review cycles. For the past two years considered under the review period, the Departments success rates have been improved greatly to reflect success rates of 79% and 78% respectively [Appendix C]. The Department believes its new offerings and qualitative strategies over the past years has substantially improved the success rates of students through the program.

The Departments qualitative strategies included a 2014 primary undertaking by the Department in the consolidation of faculty offices and computer lab to a central location on the main campus. The Departments 2014 relocation and new computer workstation implementation has provided the business faculty a central location to collaborate and engage in greater conversations surrounding the position and direction of the Department. 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.

Another primary undertaking believed to support student retention and success rates include the establishment of a career technical student organization [CTSO] Phi Beta Lambda [PBL]. 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. During the review period, PBL recruitment and retention had diminished with the loss of a full-time faculty member and focus on curriculum development. The revitalization of the PBL CTSO remains, currently, inactive with only one full-time faculty member employed to manage the on-campus, face-to-face scheduling and

Department administration. The Department faculty continues to believe CTSO integration will help enhance the practical experiences of students in the Departments programs and improve, retention, success, and completion rates. At this time, no plans for replacing the on campus, full-time faculty member have been made.

Other on-campus Department initiatives and activities supporting student outcomes include enrolling student peers as tutors in the Academic Resource Center [ARC], referral and use of services offered through the DSPS program, workshops and lectures in the EOP&S and KINSHIP Care programs, and use of work study students in the Departments operations.

Recommendations / Planning Agenda:

None

B. Student Learning Outcome Assessment

Description / Evaluation:

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. The Department has 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 have been mapped to the District's institutional SLO's.

The Department has successfully completed SLO assessments in every term with exception of the 2015 Spring Term. Student learning outcome attainment for courses assessed over the review period remained steady with a near 90% total average attainment reported [Appendix D]. Only one course is currently under an SLO assessment planning agenda to improve attainment above 70%.

The Department did note in review of its SLO data that certain course SLO criteria had been reviewed more often than others and some not at all. Some SLO's have yet to be measured given the short IPR cycle relative to the number of SLO's to be measured.

Recommendations / Planning Agenda:

- #1. Ensure mechanisms and communications for assessment of SLO's include adjunct faculty members.
- #2. Schedule SLO course assessments in frequency and magnitude sufficient enough to measure each one within the two-year IPR review cycle.

C. Student Evaluation Summary

Description / Evaluation:

Historically, the Department or LCC administration has proctored one IPR student evaluation in the last term of the IPR review period. In the spring 2015 term, all courses were being taught by adjunct faculty who, primarily, relied on a new program evaluation instrument created on Survey Monkey. The alternate evaluation opportunity resulted in no surveys being collected for this year's IPR.

The Department has since reviewed the general evaluation survey and believes changes to the content assessing particulars of Department activities and a direct, in class administered survey, will result in the best assessment result. The Department also acknowledges the need to evaluate the program over the entire last year of the programs IPR.

Recommendations / Planning Agenda:

#3 - The Department recommends evaluation changes to content, physical delivery, and frequency to better capture the student assessment of the Departments programs.

III. CURRICULUM

A. Degrees and Certificates

Description / Evaluation:

During the review period, the Department had 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]. The five programs were as follows:

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

The Departments faculty help support other non-business programs by providing instructional services in Humanities, General Education, and Agriculture areas. The Department's economics and law courses 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 has been 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 pertaining to each program of study was retrieved July, 2016 from <http://www.bls.gov/ooh/home.htm> [Bureau of Labor Statistics, U.S. Department of Labor, 2016-17 Occupational Outlook Handbook, 2014-2024] or from <http://www.labormarketinfo.edd.ca.gov/> [State of California Employment Development Department, Labor Market Projections].

The 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. 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 in Business 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.

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

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

Total Core Courses: 12 units

Course Number	Course Title	Fall	Spring
Econ 10	Macro-economics	3.0	
Econ 11	Micro-economics		3.0
Bus 22	Business Law	3.0	
Math 40	Elementary Statistics		3.0
Bus 1A	Accounting Principles – Financial	4.0	
Bus 1B	Accounting Principles – Managerial		4.0
	Total	10.0	10.0

Select two of the following as required electives:

Course Number	Course Title	Fall	Spring
- Bus 2	Introduction to Business	3.0	
Bus 27	Business Communication		3.0
CS 1	Computer Literacy	3.0	
	Total	6.0	3.0

The AS-T in Business is currently one of two programs for business students seeking to transfer to a four year institution. With the additional benefits mentioned previously, the AS-T has replaced the University Studies transfer degree in the 2015-16 academic year and become the most sought after business degree at Lassen College over the review period. The program has been working successfully and remains the Departments face-to-face, on campus, core program. This program is expected to continue to grow with plans for the institution to deploy the curriculum at HDSP and CCC.

Recommendations / Planning Agenda

None

The Associate of Arts for Transfer [AA-T] in Economics

In early spring 2014 the Chancellors Office and Intersegmental Curriculum Workgroup made available new transfer model curriculum [TMC] creating a new pathway for students to pursue an AA-T in Economics for Transfer. The new program specific to economics affords students an opportunity to transfer to a CSU with priority admissions and guarantees identical to the AS-T in Business.

The program was developed and approved locally by the LCC Board of Trustees and Academic Senate in the fall 2014. Approval at the Chancellor’s Office occurred the next spring with an effective program start in the fall 2016 term. Students who pursue this program can choose from a variety of occupational categories similar to those found and discussed under the AS-T for Business.

Two-year Program Plan and Curriculum: AA-T for Transfer in Economics

Total Core Courses: 14 units

Course Number	Course Title	Fall	Spring
ECON 10	Macroeconomics	3.0	
ECON 11	Microeconomics		3.0
MATH 40	Elementary Statistics		3.0
MATH 1A	Analytical Geometry and Calculus I	5.0	
	Total	8.0	6.0

Required Electives: 6-9 units

Course Number	Course Title	Fall	Spring
ENGL 9	Critical Thinking and Composition	3.0	
MATH 1B	Analytical Geometry and Calculus II		5.0
BUS 1A	Accounting principles – Financial	3.0	
BUS 1B	Accounting Principles – Managerial		3.0
BUS 27	Business Communications		3.0
	Total	6.0	11.0

To date, there have been no graduates to date due to the recent nature of the programs development and roll out. With core and elective courses that are common to other Department programs, the AA-T in Economics is supported with existing scheduling and faculty and little to no additional resources. The degree program is expected to improve the Departments course and degree obtainment measures in the future.

Recommendations / Planning Agenda:

None

The Associate in Science [AS] 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.

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.

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.

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 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 decline 8 percent from 2014 to 2024. Technological change is expected to reduce demand for these workers on a nationwide basis. Software improvements, such as cloud computing, have automated many of the tasks performed by bookkeepers. As a result, bookkeepers will increasingly be hired on a contract basis through third party bookkeeping firms, rather than being held on staff.

Demand for bookkeeping is tied particularly to the growth of small businesses, which tend to hire bookkeepers rather than accountants due to their relatively lower cost. Therefore, economic growth should create some openings for bookkeepers to keep these organizations' financial records.

Employment of accountants and auditors is expected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. Globalization, a growing overall economy, and an increasingly complex tax and regulatory environment are expected to lead to strong demand for accountants and auditors. 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 \$37,250 in May 2015. The median annual wage of accountants and auditors was \$67,190 in May 2015. 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 \$41,400 and the top 10 percent earned more than \$118,930.

Program Plan and Curriculum: AS in Accounting

Total Core Courses: 31 units

Course Number	Course Title	Fall	Spring
BUS 1A	Accounting Principles – Financial	4.0	
BUS 1B	Accounting Principles – Managerial		4.0
BUS 2	Introduction to Business	3.0	
BUS 10	Human Resource Management	3.0	
BUS 22	Business Law	3.0	
BUS 25	Small Business Management		3.0
CA 31	Computer Applications I	2.0	
ECON 10	Macro-economics	3.0	
ECON 11	Micro-economics		3.0
MATH 40	Elementary Statistics		3.0
	Total	18.0	13.0

Required Electives: 11 units

Course Number	Course Title	Fall	Spring
-			
BUS 1C	Federal Income Tax		3.0
BUS 13	Basic Accounting	3.0	
BUS 18	Records Management	3.0	
BUS 19	Office Procedures		3.0
BUS 27	Business Communications		3.0
BUS 34A	Microsoft Word, Beginning	3.0	
BUS 34B	Microsoft Word, Advanced		3.0
BUS 49	Business Work Experience	1-8	1-8
CA 32	Computer Applications II		2.0
CA 54	Basic Computer Maintenance	2.0	
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		2.0
	Total	12.0	16.5

The AS in Accounting 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.

The Departments 2014 IPR planning agenda included a priority re-tooling of the program to include greater computer applications use and better course sequencing to improve attraction, completion and success through the degree. During the review period, the Department switched its priority to a revitalization of the AS - Administrative Office Technician but continues to believe a re-tooling of the program is needed and has targeted the degree for revisions in the 2016-2-17 academic year.

Recommendations / Planning Agenda:

#4 - Revitalize the AS in Accounting within the next program review cycle to include integration of new applications courses and new course sequencing.

The Associate of Science [AS] and Certificate of Achievement [COA] in Office Administrative Assistant

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

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

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.

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 3 percent from 2014 to 2024, slower than the average for all occupations. Employment growth, however, will differ by occupational specialty. The median annual wage nationally for administrative assistants was \$36,500 in May 2015. The lowest 10 percent earned less than \$22,390, and the top 10 percent earned more than \$60,640. Nationwide, the median annual wages for different types of administrative assistants in May 2015 were the following:

The Office Administrative Assistant AS and COA has been re-written to provide greater applicability to local demands in this vocational area. Existing program courses were outdated and did not reflect industry needs for skill sets and knowledge related to, technology, computer applications, mathematics, and customer service. The program and curriculum is currently awaiting the Department's Advisory approval before being reviewed and submitted to Chancellors Office. Tentative offering of the newly revised programs begin fall term 2017.

Program Plan and Curriculum: Associate of Science – Administrative Office Technician

Required Core Courses: 23 units

Course Number	Course Title	Fall	Spring
BUS 19	Office Administration	3.0	
CA 33	Word Processing Applications for Business	3.0	
BUS 84	Business Math	3.0	
COT 52	Keyboarding II	1.0	
CA 36	Email and Calendar Applications for Business	1.5	
BUS 13	Basic Accounting		3.0
BUS 27	Business Communications		3.0
CA 34	Spreadsheet Applications for Business		3.0
CA 35	Presentation Applications for Business		1.5
BUS 78	The Customer Service Advantage		1.0
	Total	11.5	11.5

Required Electives: 19 units

Course Number	Course Title	Units
BUS 1A	Accounting Principles – Financial	4.0
BUS 1B	Accounting Principles – Managerial	4.0
BUS 1C	Federal Income Tax	3.0
BUS 2	Introduction to Business	3.0
BUS 10	Human Resource Management	3.0
BUS 22	Business Law	3.0
BUS 25	Small Business Management	3.0
BUS 49	Business Cooperative Work Experience	1-8
BUS 50	Principles of Social Media Marketing	3.0
BUS 51	Introduction to Marketing	3.0
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 79	Computer Information Systems for Small Business Ventures	2.0
CS1	Computer Literacy	3.0
ECON 10	Macroeconomics	3.0
ECON 11	Microeconomics	3.0

The program revise included the removal of the following courses from the AS:

BUS 1A	Accounting Principles – Financial	4.0
BUS 22	Business Law	3.0
BUS 10	Human Resource Management	3.0
BUS 34A	Microsoft Word - Beginning	3.0
BUS 34B	Microsoft Word - Advanced	3.0
CA 31	Computer Applications I	2.0

The program revise included the addition of the following new and revised courses from the AS:

BUS 13	Basic Accounting	3.0
BUS 84	Business Math	3.0
BUS 78	The Customer Service Advantage	1.0
CA 33	Word Processing Applications for Business	3.0
CA 34	Spreadsheet Applications for Business	3.0
CA 35	Presentation Applications for Business	1.5
CA 36	Email and Calendar Applications for Business	1.5

The overall unit impact of the curriculum realignment was a reduction in 18 required core units and the edition of 15 required core units, reducing the total program core by 2 units. The new program curriculum reflects the need for students to develop a greater understanding of more commonly used computer applications, mathematics, and customer service skills. In addition, BUS 19 – Office Administration was revised to include content from the BUS 18 – Office Procedures course and eliminate redundancies found throughout the program.

Program Plan and Curriculum: Certificate of Achievement – Administrative Office Technician

Required Core Courses: 18 units

Course Number	Course Title	Fall	Spring
BUS 19	Office Administration	3.0	
CA 33	Word Processing Applications for Business	3.0	
BUS 84	Business Math	3.0	
COT 52	Keyboarding II	1.0	
CA 36	Email and Calendar Applications for Business	1.5	
BUS 27	Business Communications		3.0
BUS 78	The Customer Service Advantage		1.0
BUS 49	Business Work Experience		2.5
	Total	11.5	6.5

The program revise included the removal of the following courses from the COA:

BUS 18	Records management	3.0 units
BUS 34A	MS Word Beginning	3.0 units
BUS 34B	MS Word Advanced	3.0 units
CA 31	Computer Applications I	2.0 units
CA 32	Computer Applications II	2.0 units
COT 59	Business Machines 10 Key	1.0 units

The program revise included the addition of the following courses from the COA:

CA 33	Word Processing Applications for Business	3.0 units
CA 36	Email and Calendar Applications for Business	1.5 units
BUS 49	Business Work Experience	3.0 units
BUS 84	Business Math	3.0 units
BUS 78	The Customer Service Advantage	1.0 units

The overall unit impact of the curriculum realignment was a reduction in 14 required units and the edition of 11.5 required units, reducing the total program core by 2.5 units. The new program curriculum reflects the need for students to develop a greater understanding of more commonly used computer applications, mathematics, and customer service skills. In addition, BUS 19 – Office Administration was revised to include content from the BUS 18 – Office Procedures course and eliminate redundancies found in BUS 18 throughout the program. The Department is considering adding the newly created CA 34 – Spreadsheet Applications for Business but has not made a determination as of yet.

The Department believes the two Office Administrative Technician programs continues to be a viable endeavor despite low enrollments and degree attainment. The programs have been realigned to better prepare the students for employment at the corrections institutions and enable students to successfully pass the Microsoft Office Specialist exams in each of the applications studied. Each student passing the examinations will receive an additional certificate from Microsoft identifying them as specialists in the applications use. This will lend to the employability of the graduate in both the private and public sectors of business.

Recommendations / Planning Agenda:

#5 - Recommend to Business Advisory Board adoption of changes and new curriculum in the AS and COA programs.

The Certificate of Accomplishment [COA] in Entrepreneurship

In April 2012, the Department was granted approval to pursue the 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.

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 Entrepreneurship program was first offered in the spring 2014 term. Low enrollments was cause for the Department to suspend the program until further considerations on the timing and delivery methods could be made. In fall 2015, the certificate was initially offered at High Desert State Prison [HDSP] and the California Correctional Center [CCC] with the passage of California Senate Bill 1391 and establishment of the IEPI. The program continues to be offered and is expected to dramatically increase the number of certificate graduates seen in the Department. It is estimated that 30 certificates will be awarded in the fall 2016 term.

Recommendations / Planning Agenda:

None

Certificate of Accomplishment [COA] in Marketing

The Department has developed a new Certificate of Accomplishment in Marketing this fall 2016. The Certificate is intended to serve as an addition to the vocational programs offered through the Department. The new program gives students an additional opportunity to

pursue a low-unit, short term, CTE program directed at a world-of-work application. The vocational certificate and curriculum is currently awaiting the Department’s Advisory approval before being reviewed by the LCC Board of Trustees and Chancellors Office. Tentative scheduling of the program and curriculum begins fall 2017 term.

Program Plan and Curriculum:

Required Courses: 15 units

Course Number	Course Title	Units
BUS 50	Principles of Social Media Marketing	3.0
BUS 51	Introduction to Marketing	3.0
BUS 27	Business Communications	3.0
BUS 2	Introduction to Business	3.0
BUS 25	Small Business Management	3.0

The new COA included the addition of the following newly created courses:

BUS 50	Principles of Social Media Marketing	3.0 units
BUS 51	Introduction to Marketing	3.0 units

Recommendations / Planning Agenda:

#6 - Recommend to Business Advisory Board the approval and adoption of new COA program and curriculum in Marketing.

B. Courses

Description / Evaluation:

All courses have been reviewed for a content and currency of academic text during the review period [Appendix E]. New courses added to the Department’s programs since the last program review include the following:

BUS 50	Principles of Social Media Marketing	3.0 [Appendix F]
BUS 51	Introduction to Marketing	3.0 [Appendix G]
BUS 84	Business Math [re-activated and revised]	3.0 [Appendix H]
CA 33	Word Processing Applications for Business	3.0 [Appendix I]
CA 34	Spreadsheet Applications for Business	3.0 [Appendix J]
CA 35	Presentation Applications for Business	1.5 [Appendix K]
CA 37	Email and Calendar Applications for Business	1.5 [Appendix L]

The new courses have been submitted and approved by LCC's Curriculum and Academic Standards Committee and is awaiting Advisory Board input before the curriculum can be forwarded into the local and state approval processes.

The Department has not yet made a determination on several courses that the newly developed courses have replaced or displaced. Each course has, in their own right, merits that lend themselves to valid continuity in future programs or as stand-alone courses. However, given the resource constraints, The Department is scheduled to eliminate them from the programs offerings and be inactivated after input from its Advisory Board.

The following courses are scheduled to be inactivated:

BUS 18	Records Management	3.0
BUS 34A	Microsoft Word Beginning	3.0
BUS 34B	Microsoft Word Advanced	3.0
CA 32	Computer Applications II	2.0
CA 55	Using a Word Processor	0.5
CA 56	Using a Spreadsheet	0.5
CA 57	Using a Database	0.5
COT 50	Keyboarding, Level 1	1.0
COT 59	Business Machines: 10-Key	1.0

Core content from BUS 19- Records management has been integrated into the newly revised BUS 19 – Office Procedures and included revision to reduce paper-based management topical areas and include greater electronic data management needed in today's business settings. Furthermore, the new course integrates 10 key skills found in the COT 59 Business Machines: 10-Key course; eliminating redundancies found throughout the programs curriculum. CA 32, CA55, CA 56, CA 57 have all been identified for inactive status given the breath and content related to our new CA courses developed for the Office Administrative Technician programs. Lastly, COT 50 – Keyboarding Level I has been identified as being unnecessary to a large majority of students entering into the Administrative Office Technician programs. Many students are entering the program with keyboarding skills equivalent to the course content and able to test out of the course with a simple typing exam.

Future curriculum development primarily includes revising the AS- Accounting program courses to include an electronic bookkeeping applications course, such as QuickBooks, and integration of computer applications in BUS 1C –Federal Taxation.

Recommendations / Planning Agenda:

#7 - Complete revise of courses related to the AS- Accounting over the next IPR cycle.

C. 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 [Appendix M]. Currently, new courses created under the AS and COA Administrative Office Tech and COA Marketing programs are being reviewed for articulation. All new courses are reviewed for possible articulation with four year institutions when developed. In addition, the revise and reactivation of BUS 84 – Business Math is highly likely to qualify for 2+2 articulation with local secondary institutions and will be considered in fall 2016 for inclusion.

Recommendations / Planning Agenda:

None

D. Scheduling and Enrollment Patterns

Description / Evaluation:

The enrollments in courses offered through the Department have been declining over the past five years. Overall, average enrollments per section have been relatively stable. The highest course enrollments are noted in the AS-T and AA-T transfer core. Under enrolled classes continue to be those offered in conjunction with the vocational

CTE degrees and certificates. Over the past five years, those courses generated an average of 9 enrollments per section. These trends have spurred the Department to target and revitalize the vocational programs for greater applicability and increased marketing efforts.

Student Outcomes - Enrollments	Academic Year				
	2010-11	2011-12	2012-13	2013-14	2014-15
# of Sections	57	52	51	26	28
Census Enrollments	635	500	511	307	307
Average Enrollments per Section	11.14	9.62	10.02	11.8	11.0

The number of sections has been reduced substantially over the past five years. [Appendix N]. The development of online courses and the Departments development of future hybrid courses should mitigate some of the access and availability issues associated with fewer sections. The Department now schedules a majority of its face-to-face, on campus, classes in CA – 123A. Courses in CA-123A are scheduled in close time proximities whenever possible out of convenience to the student and the availability of general education classes at different times and in different modalities. Historically, evening offerings have been under-enrolled when offered [Appendix O]. This continues to be the results with current offerings tested in the evening hours. The Department believes future scheduling of face-to-face, on-campus, classes should continue in a morning to mid-afternoon manner and support the findings of the student evaluation related to class scheduling needs.

All course scheduling for new programs offered at HDSP and CCC continue to be determined by the LCC Administration. The scheduling of these classes involves a great deal of cooperation with the institutions given the complexities of HDSP and CCC incarcerated and employee work and programing schedules. Currently, the face-to-face programing runs from early morning to mid-afternoon. Discussions have begun surrounding the addition of afternoon and evening courses for potential new cohort group[s].

Recommendations / Planning Agenda:

None

III. 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. Perkins IV funding purchased student workstations in CA 123A that became operational in the fall 2013 term. The workstation implementation

was expected to reduce the amount of necessary IT intervention in the typical maintenance levels of classroom computer labs.

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 consistently needs IT support in their operation. One of the largest problems have been the need for memory upgrades to overcome increasingly large updates filling the current memory capacities. In addition, the workstations pose a problem for many students who are not familiar with the operational protocols in their use. These issues tend to frustrate students who often lose work when not properly and frequently saved. The Department is currently considering the replacement of thin clients with conventional PC's to overcome the additional burden placed on IT staff and students within the next two years.

The Department has also purchased and maintained laptops for the students and instructional staff at HDSP. The laptops have a limited storage capacity to serve student need well. Faculty teaching at the HDSP institution recommend upgrading or the purchase of additional laptops to better serve the students being serviced there. At this time, CCC instructional faculty are being supported with equipment purchased and maintained by CCC.

The physical property and equipment inventory currently in custody and control of the Department on campus includes the following:

Lassen Community College
 Business Department
 Equipment Inventory

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:

- #8 – Research platforms and systems for lab refresh in two years.
- #9 – Purchase or upgrade HDSP laptops as soon as possible.

IV. PRIORITIZED RECOMMENDATIONS

A. Prioritized Recommendations for Implementation by Program Staff

Strategic Goal	Planning Agenda Item	Time Frame	Estimated Cost	Expected Outcome
#5, pg. 24	Re-write / improve AS and COA in Admin Office Tech programs	SP 2017	-	Improved curriculum and degree
#6, pg. 24	Approval of Marketing COA	SP 2017	-	New curriculum and program growth
#1, pg. 10	Communicate SLO reporting requirements department wide	FA 2017	-	Consistent SLO reporting
#4, pg. 19	Re-tool AS in Accounting	FA 2017	-	Vocational program growth in dept.
#2, pg. 10	Ensure SLO assessment and SLO rotation	FA 2017	-	Broader and accurate capture of SLO's in dept.
#7, pg. 27	Imbed application technologies in AS in Accounting curriculum	SP 2018	-	Improved curriculum and program growth
#3, pg. 11	Revise student program evaluation form	SP 2018	-	Meaningful capture of student assessment of department programs

B. Prioritized Recommendations for Inclusion in Educational Master Plan

Strategic Goal	Planning Agenda Item	Time Frame	Estimated Cost	Expected Outcome
#9, pg. 30	Purchase HDSP laptops and cart	SP 2017	\$25,000	Improved computer and applications instruction
#8, pg. 30	Purchase new on-campus lab computers	FA 2017	\$20,000	Improved computer and applications instruction

SECTION TWO: HUMAN RESOURCE PLANNING.

I. Program Staffing

Description / Evaluation:

As of fall 2016, there are three full-time faculty members in the Department. The full-time faculty are primarily assigned to three separate locations, LCC main campus, HDSP, and CCC. During the spring 2014 term, the second full-time faculty assigned to the main campus was released and has not been replaced. Should the programs and courses on campus continue to grow, the need for an additional on campus instructor will be needed. In addition, the exponential growth of the course sections related to the CDCR expansion will require additional faculty. Currently, the institution is advertising for a temporary, full-time faculty member to help with the continued growth. The Department and Administration has considered blending faculty assignment locations in the future to cover needed sections as the conditions require.

Since the last program review, there have been two adjunct faculty who consistently teach term-over-term for the Department. In the spring 2015, the primary faculty member assigned to LCC main campus was injured and the LCC Administration was forced to back fill with adjunct faculty. Though not anticipated and rather abrupt, the scramble to fill the open sections infused the Department with a handful of new adjunct faculty who continue to serve the Department's needs. One adjunct is currently working on location under the expansion efforts in HDSP and CCC in addition to the main campus.

The Department does not have any paid instructional assistants or classified staff to internally support its activities on the main campus. Through the IEPI, the Department's CDCR activities have been supported with Instructional Support Specialist III to coordinate those activities for the Department's faculty. Currently the position is being supported by the IEPI grant funds that will end with the pilot program itself. The position is critical to the Department's coordination of HDSP and CCC instructional activities and will need to be administratively funded should the expansion continue. At the administrative level, expansion considerations are also currently being given to the Federal Correctional Institution, Herlong and the Lassen County Jail.

The Department is also supported with strategic direction and industry standard guidance through the voluntary time and resource contributions of business professionals through the Business Advisory Board [Advisory].

DEPARTMENT FACULTY

- Garrett Taylor, Faculty
- Roxanna Haynes, Faculty
- Andy Rupley, Faculty
- Dianna Winkler, Adjunct Faculty
- Joanna Beckman, Adjunct Faculty
- Jim Graham, Adjunct Faculty

DEPARTMENT ADVISORY BOARD

- Brian Wilson – City Councilmember / State Farm Insurance Agent
- Aaron Dixon - Tribal Council / Diamond Mountain Casino
- Norman Mah – Investment Advisor
- Richard Sorem - Attorney at Law / Roseberry House Owner
- Maria Nye - Vice President Plumas Bank
- Dawn Egan - LHS Faculty / FBLA Advisor
- Kerrisa Schall- LHS Faculty / FBLA Advisor

Recommendations / Planning Agenda:

None

II. Professional Development

Description / Evaluation:

Opportunities for District provided professional development have been plentiful through Flex activities and the 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:

#10 Request professional development funds to cover continued professional education [CPE] of business faculty

A. Prioritized Recommendations for Inclusion in Human Resources Master Plan

Strategic Goal	Planning Agenda Item	Time Frame	Estimated Cost	Expected Outcome
#10, pg. 33	Funding of CPE for business faculty	FA 2017	\$1,000	Improved currency of instructor knowledge and skills

SECTION THREE: FACILITIES PLANNING

I. Facilities

Description / Evaluation:

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

A few general facilities needs of the CA 123A classroom include;

- old lighting equipment and wires need removal
- heating and cooling system [HVAC] replacement/improvement
- Beltran lighting distribution control box needs removal
- several of the walls need, repair, spackling, and paint
- the floor needs re-furbishing and/or replacement

In addition, the workstation layout inside CA123A presents an issue for some students in viewing the whiteboard. The dual monitor workstations crowd the viewing space available for students to see the board clearly. A previously proposed solution included building out a small stage to elevate the instructors and whiteboard to a level easily seen by students. To mitigate the problem, the LCC administration purchased a Department recommended software platform, SoftLink, which allows the instructor to broadcast digital media to each individual workstation. The instructor can also see work being performed by each student and send personalized notes when needed in the course of instruction. At this time, training in use and implementation is scheduled for the spring 2017 term.

Facilities requirements at HDSP and CCC have been supported primarily by the CDCR institutions. Some capital outlays has been incurred by the LCC Administration and continue to be negotiated under contract outside of the Departments influence.

Recommendations / Planning Agenda:

- #11 - Request funding to address classroom infrastructure improvements and repair \$10,000.
- #12 - Request District fix heating and cooling systems feeding classrooms.

A. Prioritized Recommendations for Inclusion in Facilities Master Plan

Strategic Goal	Planning Agenda Item	Time Frame	Estimated Cost	Expected Outcome
#11, pg. 34	Classroom infrastructure / platform needs in CA 123A	FA 2017	\$10,000	Classroom environment is improved / students can see all of the white board
#12, pg. 34	Heating and cooling system in CA Building	FA 2017	Unknown	Improved student attention / focus during instruction

SECTION FOUR: TECHNOLOGY PLANNING

Description / Evaluation:

Information technology is a primary consideration for the Department in the support of its curriculum and programs. The tools used in the industries supported by our instruction is fundamentally the computer and industry related software programs. The current systems and applications were secured with Perkins IV, Title I-C and CTE Transition funds. However, much of the software applications and annual support costs of the physical infrastructure was and continues to be administratively supported. Software availability is currently confined to the requirements of our core courses. The Department believes the integration of industry standard applications into other courses will be necessary as revisions to curriculum are made. The Department continues to support integrating software such as Turbo Tax into the BUS 1C - Federal Taxation class and QuickBooks into a future accounting application course. The workstation lab has been consistently and constantly supported the LCC IT Department. Issues previously identified under the Equipment Section of this IPR has be cause for the Department to reconsider a simpler, less complex, systems configuration so students can better leverage the information technologies found in the Department. As discussed in Academic Planning Section 1: Equipment of this IPR, included for integration and implementation into the Technology Master Plan are recommendations #8 and #9.

Recommendations / Planning Agenda:

#13 - Expand licensing for application software used in courses as curriculum revisions to programs are made. Estimated yearly cost, \$5,000.

A. Prioritized Recommendations for Inclusion in Institutional Technology Master Plan

Strategic Goal	Planning Agenda Item	Time Frame	Estimated Cost	Expected Outcome
#9, pg. 30	Purchase HDSP laptops and cart	SP 2017	\$25,000	Improved computer and applications instruction
#8, pg. 30	Purchase new on campus lab computers	FA 2017	\$20,000	Improved computer and applications instruction
#13, pg. 35	Application licensure for new and existing courses	Fall 2018	\$5,000	Industry supported curriculum delivery

APPENDIX A

Business Program Awards by Academic Year and Award Type

Award Description	Academic Year Awarded				
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
AS-T Degree in Business for Transfer			2	3	8
AS -Business [discontinued with AS-T adoption]	1	10	8	8	?
Associate in Science Degree in Accounting	2	1	2	4	2
Associate in Science Degree in Office Administrative	1		1	4	1
Certificate of Achievement in Office Administrative					
Certificate of Accomplishment in Entrepreneurship					
Grand Total	4	11	13	19	11

APPENDIX B

Business Program Course Completion Rate by Course Number

Course	2010-11				2011-12				2012-13				2013-14			2014-15			
	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Fall	Sprg	Total	Sumr	Fall	Sprg	Total
BUS 2		87%		87%		100%	81%	94%		93%	83%	91%	89%		89%		81%		81%
BUS 10		95%		95%		80%		80%		96%		96%	100%		100%		100%		100%
BUS 13		73%		73%		96%		96%		77%		77%	100%	83%	91%			100%	100%
BUS 18			50%	50%									91%		91%		100%		100%
BUS 19			77%	77%			85%	85%			75%	75%		100%	100%			100%	100%
BUS 22		88%		88%		93%		93%		84%	90%	86%	100%		100%	92%	89%		90%
BUS 25			84%	84%			88%	88%			73%	73%		100%	100%			100%	100%
BUS 27		71%	70%	70%			91%	91%			89%	89%		100%	100%			100%	100%
BUS 75																			
BUS 76													100%	100%					
BUS 77																			
BUS 78													100%	100%					
BUS 79																			
BUS 1A		90%		90%		94%		94%		91%		91%	93%		93%		95%		95%
BUS 1B			85%	85%			100%	100%			100%	100%		100%	100%			100%	100%
BUS 1C			93%	93%			100%	100%			78%	78%						100%	100%
BUS 34A		50%		50%		83%		83%									100%		100%
BUS 34B											86%	86%						100%	100%
CA 31		96%		96%		64%		64%		100%		100%	86%		86%		80%		80%
CA 32			82%	82%							50%	50%		100%	100%			100%	100%
CA 54																			
CA 55			100%	100%															
CA 56			71%	71%							90%	90%		100%	100%			75%	75%
CA 57																			
CA 59	82%		88%	86%															
CA 150	100%	100%	100%	100%			100%	100%	100%	100%	100%	100%	100%	100%	100%		100%	100%	100%
COT 50		69%	95%	84%		81%	94%	88%	100%	80%		89%	91%		91%		55%		55%
COT 52		89%		89%	75%	80%	93%	87%	100%	100%	63%	79%		100%	100%			100%	100%
COT 59							100%	100%										100%	100%
CS 1			91%	91%			100%	100%		50%		50%		50%	50%		100%		100%
ECON 10		86%		86%		84%		84%		96%		96%	98%		98%		97%		97%
ECON 11			89%	89%			92%	92%			96%	96%		90%	90%			100%	100%
Grand Total	90%	86%	84%	85%	75%	88%	93%	90%	100%	91%	86%	89%	94%	93%	93%	92%	88%	99%	93%

APPENDIX C

Business Program Course Success Rates by Course Number

Course	2010-11				2011-12				2012-13				2013-14			2014-15			
	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Fall	Sprg	Total	Sumr	Fall	Sprg	Total
BUS 2		56%		56%		91%	40%	74%		86%	83%	85%	72%		72%		64%		64%
BUS 10		74%		74%		80%		80%		74%		74%	100%		100%		100%		100%
BUS 13		64%		64%		65%		65%		54%		54%	80%	67%	73%			57%	57%
BUS 18			22%	22%									64%		64%		50%		50%
BUS 19			54%	54%			75%	75%			60%	60%	67%		67%			100%	100%
BUS 22		82%		82%		79%		79%		68%	90%	76%	100%		100%	67%	84%		77%
BUS 25			37%	37%			47%	47%			64%	64%		73%	73%			100%	100%
BUS 27		71%	65%	66%			66%	66%			78%	78%		83%	83%			79%	79%
BUS 75																			
BUS 76														50%	50%				
BUS 77																			
BUS 78														67%	67%				
BUS 79																			
BUS 1A		72%		72%		88%		88%		67%		67%	79%		79%		80%		80%
BUS 1B			75%	75%			96%	96%			85%	85%		83%	83%			93%	93%
BUS 1C			86%	86%			100%	100%			78%	78%						75%	75%
BUS 34A		30%		30%		91%		91%									50%		50%
BUS 34B											71%	71%						100%	100%
CA 31		58%		58%		50%		50%		80%		80%	64%		64%		73%		73%
CA 32			60%	60%							50%	50%		100%	100%			86%	86%
CA 54																			
CA 55			91%	91%															
CA 56			57%	57%							90%	90%		67%	67%			75%	75%
CA 57																			
CA 59	73%		76%	75%															
CA 150																			
COT 50		56%	48%	51%		86%	65%	74%	67%	30%		47%	73%		73%		55%		55%
COT 52		44%		44%	50%	60%	57%	57%	100%	43%	25%	43%		100%	100%			100%	100%
COT 59							50%	50%										67%	67%
CS 1			39%	39%			50%	50%		33%		33%		50%	50%		100%		100%
ECON 10		63%		63%		67%		67%		74%		74%	93%		93%		88%		88%
ECON 11			84%	84%			64%	64%			78%	78%		81%	81%			76%	76%
Grand Total	73%	62%	62%	62%	50%	76%	65%	71%	79%	69%	72%	71%	81%	76%	79%	67%	75%	82%	78%

APPENDIX D

Business Program SLO Attainment by Course						
Course	SLO	2013FA	2014SP	2014FA	2015FA	Total
BUS 10	SLO 2	100.0%				100.0%
	SLO 3	100.0%				100.0%
BUS 13	SLO 1		100.0%			100.0%
	SLO 2	100.0%	75.0%			87.5%
BUS 18	SLO 2	75.0%				75.0%
	SLO 3	83.3%				83.3%
BUS 1A	SLO 1				87.0%	87.0%
	SLO 2	84.6%		84.2%		84.4%
	SLO 3	84.6%				84.6%
BUS 1B	SLO 1		87.5%			87.5%
BUS 2	SLO 1	100.0%		82.4%	90.2%	92.4%
	SLO 2	94.6%				94.6%
	SLO 3	100.0%				100.0%
BUS 22	SLO 1				85.7%	85.7%
	SLO 2	93.3%				93.3%
	SLO 3	93.3%				93.3%
Bus 25	SLO 1		72.7%			72.7%
BUS 27	SLO 1		91.7%			91.7%
	SLO 2		91.7%			91.7%
	SLO 3		91.7%			91.7%
	SLO 4		100.0%			100.0%
BUS 34A	SLO 1			50.0%		50.0%
BUS 76	SLO 1		100.0%			100.0%
BUS 78	SLO 1		80.0%			80.0%
CA 31	SLO 1	60.0%				60.0%
	SLO 2				71.4%	71.4%
CA 32	SLO 1		100.0%			100.0%
CA 56	SLO 1		66.7%			66.7%
CA 150	SLO 1	100.0%	95.0%	83.3%	80.0%	91.9%
	SLO 2	100.0%	90.9%			94.1%
	SLO 3	100.0%	90.9%			94.1%
	SLO 4	100.0%	90.9%			92.3%
ECON 10	SLO 1	95.1%		84.8%	92.1%	91.1%
	SLO 2	92.5%				92.5%
ECON 11	SLO 1		84.2%			84.2%
	SLO 2		80.6%			80.6%
	SLO 3		91.9%			91.9%
Total		93.4%	87.8%	83.1%	88.2%	89.6%

APPENDIX E

[awaiting signatures]

APPENDIX F

Lassen Community College Course Outline**BUS 50 – Principles of Social Media Marketing****3.0 Units****I. Catalog Description**

This course presents students with the principles of social media marketing. The emphasis will be on effective and affordable means of promoting a business using interactive Internet and mobile applications. The emphasis will be on relationship-building, public relations, event marketing as well as advertising tactics related to a marketing strategy. This course has been approved for online and hybrid delivery.

Prerequisites: None

Does not transfer to UC/CSU

51 hours lecture

Scheduled: Spring/Fall

II. Coding Information

Repeatability: Not repeatable, Take 1 time

Grading Option: Graded only

Credit Type: Credit - Degree Applicable

TOP Code: 050900

III. Course Objectives**A. Course Student Learning Outcomes**

Upon completion of this course the student will be able to:

1. Demonstrate the ability to develop a social media marketing strategy
2. Determine the most cost effective means of promoting on a social media platform
3. Understand how to segment the social media market

B. Course Objectives

Upon completion of this course the student will be able to:

1. Identify successful and unsuccessful social media campaigns
2. Apply online marketing tools to improve customer experience
3. Examine the different ways to leverage social media in marketing
4. Explain the benefits of event marketing
5. Implement a corporate social responsibility strategy via social media
6. Develop an employee engagement plan via social media

IV. Course Content**A. Outline of Topics**

1. The shifting perspectives in Digital marketing
2. Your social media footprint yesterday, today and tomorrow
3. Controlling your social media content

4. Managing your content distribution on all platforms
5. Marketing on your mobile devices
6. Utilizing the major senses in a digital way
7. Will creating a video be valid and profitable
8. How are you going to leverage all your tools for digital automation
9. Whether to create an app or not: Should you have an app for that?
10. Collaboration in the digital world
11. Who is producing the best digital marketing
12. Creating a social media platform with your customer in mind: Get that market share!

V. Assignments

A. Appropriate Readings

In addition to the required course text, supplemental readings may be required by the instructor. Examples include, but are not limited to, internet and print based articles from the following sites and publications:

- a. Wall Street Journal
- b. Harvard Business Review
- c. Business Week
- d. Journal of Marketing Research
- e. Journal of Marketing

B. Writing Assignments

Writing assignments may include any of the following:

- a. Term paper(s)
- b. Written homework
- c. Written project demonstrating critical thinking regarding social media marketing strategies/campaigns

C. Expected Outside Assignments

Each student is expected to participate in a group and significantly contribute in the research, writing and presentation of the social media marketing plan. Students are also expected to read assigned journal articles as well as the assigned text book and utilize the methods and resources used at the academic resource center.

D. Specific Assignments that Demonstrate Critical Thinking

Students will be expected to work in a group of 3-6 people to create a new social media marketing plan for a specific company. Collaboratively the students will research a corporate social responsibility media program, employee engagement social media program, event promotion strategy through social media as well as a company branding social media program. This will be communicated via a written and edited report as well as a 15 minute in-class presentation, which will include a visually appealing professional PowerPoint. Students will also be required to fill out an evaluation of each student in their group including themselves.

VI. Methods of Evaluation

Traditional Classroom Evaluation:

1. Case Analysis
2. Quizzes
3. Essay, true/false, multiple choice examinations
4. Final Class Presentation

Online Evaluation:

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

Hybrid Evaluation:

A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: exercises/assignments, objective examinations and essay examinations and (2) Online delivery: exercises/assignments, online quizzes and exams, essay forum postings, and chat rooms.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Traditional Classroom Delivery | <input type="checkbox"/> Correspondence Delivery |
| <input checked="" type="checkbox"/> Hybrid Delivery | <input checked="" type="checkbox"/> Online Delivery |

Traditional Classroom Delivery:

Lecture, discussion, group activities, guest speakers, multimedia presentations

Online Delivery:

Delivery includes the following: online written lectures, forum-based discussions, exercises/assignments contained on website, adding extra resources and other media sources as appropriate.

Hybrid Delivery:

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 34 hours will be taught face-to-face by the instructor and the other 17 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

VIII. Representative Texts and Supplies

Text: Tasner, M., *Marketing in the Moment: The Digital Marketing Guide to Generating More Sales and Reaching Your Customers First*, 2nd Edition. 2015, Pearson FT Press, ISBN-13: 9780133889987

IX. Discipline/s Assignment

Marketing, Business

X. Course Status

Current Status: Active

Original Approval Date: 09/20/2016

Course Originator: Andy Rupley

Board Approval Date: 10/11/2016

Chancellor's Office Approval Date:

Curriculum/Academic Standards Committee Revision Date:

APPENDIX G

Lassen Community College Course Outline**BUS 51 – Introduction to Marketing****3.0 Units****I. Catalog Description**

This course introduces students to the nature, role and significance of marketing concepts as well as application of marketing principles. This course will focus on conducting opportunity analysis, evaluating consumer behavior, conducting market research, and target marketing as a basis for developing marketing plans. Students will develop and assess marketing strategies to meet the needs of target markets as it applies on a business-to-business and business-to-consumer, using the “4 P’s”: product, promotion, price and place. This course has been approved for online and hybrid delivery.

Recommended Preparation: ENGL 105 & MATH 103 or equivalent assessment placement

Does not transfer to UC/CSU

51 hours lecture

Scheduled: Spring/Fall

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 050900

III. Course Objectives**C. Course Student Learning Outcomes**

Upon completion of this course the student will be able to:

4. Demonstrate an understanding of the importance of marketing to business and society ethically and with a social responsibility mindset.
5. Identify and discuss key marketing concepts and tools necessary to help organizations satisfy customers’ needs and develop and sustain a competitive advantage.
6. Carefully and thoroughly evaluate existing organizations’ marketing strategies and be able to create a revised marketing plan.

D. Course Objectives

Upon completion of this course the student will be able to:

7. Explain the four main marketing principles: Product, Price, Promotion, Place
8. Identify a new product/service from concept to conception
9. Generate new pricing structures for a product or service
10. Determine promotional strategies for a product or service
11. Demonstrate an understanding of promotional channels
12. Conduct market research for a product or service for a specific target market
13. Analyze an existing marketing plan for feasibility in the market place

IV. Course Content

B. Outline of Topics

1. Where is the value in marketing
2. Plan the big picture
3. Determine opportunities in the environment
4. Directing the marketing strategy by segmentation
5. Focusing on the B2B & B2C buying behavior
6. Internalizing market research to improve decision making
7. Creation of new products: New product development
8. Development of product distribution channels
9. Customer service within the product and service models
10. Planning for retail
11. New world of promotions
12. Selling that product or service
13. Key functions of pricing
14. Advertising your product or service
15. Ethics do apply: What are the do's and don'ts

V. Assignments

E. Appropriate Readings

In addition to the required course text, supplemental readings may be required by the instructor. Examples include, but are not limited to, internet and print based articles from the following sites and publications:

- i. Wall Street Journal
- ii. Harvard Business Review
- iii. Business Week
- iv. Journal of Marketing Research
- v. Journal of Marketing

F. Writing Assignments

Writing assignments are required and may include conducting research on SWOT analysis' (Strengths, Weaknesses, Opportunities, Threats), case study analysis on any of the "4 P's", and/or a written marketing plan. Word processing documents involving written communications are an integral component of the course and the industry.

G. Expected Outside Assignments

Each student is expected to participate in a group and significantly contribute in the research, writing and presentation of the marketing plan. Students are also expected to read assigned journal articles as well as the assigned text book and utilize the methods and resources used at the academic resource center.

H. Specific Assignments that Demonstrate Critical Thinking

Students will be expected to work in a group of 3-6 people to create a new product or service for a specific industry (Auto, Home Goods, Sporting Goods, Etc.).

Collaboratively the students will research promotion and pricing strategies as well as the channeling of the good/service and how it will be inventoried and distributed.

This will be communicated via a written and edited report as well as a 15 minute in-class presentation, which will include a visually appealing professional PowerPoint.

Students will also be required to fill out an evaluation of each student in their group including themselves.

VI. Methods of Evaluation

Traditional Classroom Evaluation:

1. Case Analysis
2. Quizzes
3. Essay, true/false, multiple choice examinations
4. Marketing Plans

Online Evaluation:

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

Hybrid Evaluation:

A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: exercises/assignments, objective examinations and essay examinations and (2) Online delivery: exercises/assignments, online quizzes and exams, essay forum postings, and chat rooms.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

- Traditional Classroom Delivery Correspondence Delivery
 Hybrid Delivery Online Delivery

Traditional Classroom Delivery:

Lecture, discussion, group activities, guest speakers, multimedia presentations

Online Delivery:

Delivery includes the following: online written lectures, forum-based discussions, exercises/assignments contained on website, adding extra resources and other media sources as appropriate.

Hybrid Delivery:

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

VIII. Representative Texts and Supplies

Text: Perrault, W., Cannon, J., McCarthy, E.J., *Essentials of Marketing*, 14th Edition. 2015, McGraw-Hill, ISBN: # 9780077636715

IX. Discipline/s Assignment

Marketing, Business

X. Course Status

Current Status: Active

Original Approval Date:

Course Originator: Andy Rupley

Board Approval Date: 10/11/2016

Chancellor's Office Approval Date:

Curriculum/Academic Standards Committee Revision Date:

APPENDIX H

Lassen Community College Course Outline

BUS-84 - Business Mathematics

3.0 Units

I. Catalog Description

Mathematics used in business transactions, interest, discount, mark-up, depreciation, payroll, taxes, and other business computations. This course has been approved for correspondence delivery.

Prerequisite(s): None

Corequisite(s): None

Recommended Preparation: None

Does not transfer to UC/CSU

51 Hours Lecture

Scheduled:

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Credit/No Credit

Credit Type: Credit - Degree Applicable

TOP Code: 170100

III. Course Objectives

A. Course Student Learning Outcomes

(In Development)

B. Course Objectives

Upon completion of this course the student will be able to:

- A. Compute basic mathematical problems.
- B. Use basic mathematical skills to solve consumer-oriented problems.
- C. Use basic mathematical skills to solve business-oriented problems.

IV. Course Content

A. Gross Pay

1. Hourly Pay
2. Salary
3. Commission

B. Net Pay

1. Deductions from Gross Pay
2. Federal, State and Local Taxes

C. Banking

1. Savings and Checking Accounts
2. Electronic Banking

- D. Credit Cards
 - 1. Finances Charges
 - 2. Debt Management
- E. Loans
 - 1. Promissory Notes
 - 2. Calculating Interest
 - 3. Installment Loans
 - 4. Annual Percentage Rates
- F. Insurance and Investments
 - 1. Life Insurance
 - 2. Health Insurance
 - 3. Bonds
 - 4. Stocks
 - 5. Mutual Funds
 - 6. Real Estate
 - 7. Retirement Investments
- G. Budgets
 - 1. Average Monthly Expenses
 - 2. Creating a Budget
- H. Sales and Marketing
 - 1. Cash Sales and Sales on Account
 - 2. Cash and Trade Discounts
 - 3. Marketing Surveys
 - 4. Sales Forecasts
 - 5. Market Share
 - 6. Advertising Costs
- I. Costs Management
 - 1. Manufacturing Costs
 - 2. Breakeven Point
 - 3. Depreciation Costs
 - 4. Shipping Costs
 - 5. Overhead Costs
- J. People and Inventory Management
 - 1. Wage and Salary Increases
 - 2. Total Costs of Labor
 - 3. Tracking and Reordering Inventory
 - 4. Inventory Valuation
 - 5. Ordering and Carrying Inventory
- K. Business Profit and Loss
 - 1. Preparing and Analyzing Income Statements
 - 2. Partnership Income
 - 3. Preparing and Analyzing Balance Sheets
 - 4. Bankruptcy

V. Assignments

A. Appropriate Readings

Appropriate college-level journals

B. Writing Assignments

Mathematics. Operation of electronic printing calculator by touch. Correct utilization of function keys.

C. Expected Outside Assignments

Workbook exercises covering the full range of math applications addressed by the course

D. Specific Assignments that Demonstrate Critical Thinking

The student will be required to analyze and solve word problems.

VI. Methods of Evaluation

A. Traditional Classroom Instruction

Math tests including word problems.

B. Correspondence Delivery: Written assignments, term papers, and final examination.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery **Correspondence Delivery**

Hybrid Delivery Online Delivery

A. Traditional Classroom Instruction

Lecture, Discussion

B. Correspondence Delivery

Written lectures and textbook assignments.

Written correspondence will be utilized to maintain effective communication between instructor and student.

VIII. Representative Texts and Supplies

Business Math, 17th Edition

Mary Hansen

ISBN-10: 0538448733 ISBN-13: 9780538448734

IX. Discipline/s Assignment

X. Course Status

Current Status:

Original Approval Date:

Revised By:

Latest Curriculum/Academic Standards Committee Revision Date:

APPENDIX I

Lassen Community College Course Outline**CA 33 – Word Processing Applications for Business****3.0 Units****I. Catalog Description**

This course covers a recent version of Microsoft Word for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to view, edit and create professional looking business documents. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Word application.

Recommended Preparation: Successful completion of ENGL105 or equivalent assessment placement.

Does Not Transfer to UC/CSU
25.5 Hours Lecture, 76.5 Hours Lab
Scheduled: Fall

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 070210

III. Course Objectives**A. Course Student Learning Outcomes**

1. Demonstrate effective use of word processing functions.
2. Demonstrate effective use of word processing formatting capabilities.
3. Demonstrate an ability to produce select business documents.

IV. Course Content

- A. Create and manage documents.
 1. Create a document
 2. Navigate through a document
 3. Format a document
 4. Customize options and views for documents
 5. Configure documents to print or save
- B. Format text, paragraphs, and sections.
 1. Insert text and paragraphs
 2. Format text and paragraphs
 3. Order and group text and paragraphs
- C. Create tables and lists.
 1. Create a table

2. Modify a table
 3. Create and modify a list
- D. Apply references
1. Create endnotes, footnotes, and citations
 2. Create captions
- E. Insert and format building blocks
1. Insert and format building blocks
 2. Insert and format shapes and SmartArt
 3. Insert and format images

V. Assignments

A. Appropriate Readings

Traditional Format:

Students will be required to read from the required text, lecture notes, and instructor assigned or provided documents as required.

Online Format:

Students will be required to read from the required text, digital lecture notes, and instructor assigned or digitally provided documents as required. Lab exercises will utilize the same application platform that is utilized in the traditional class setting.

B. Writing Assignments

The student will be expected to complete assignments using a computer in the lab or their own computer, to demonstrate proficiency in using the keyboard, and to utilize lecture notes and handouts when completing lab assignments.

C. Expected Outside Assignments

Students are expected to complete appropriate textbook assignments and other out of class assignments.

D. Specific Assignments that Demonstrate Critical Thinking

Students will be required to observe, analyze, and evaluate their work to see if it is completed accurately with the assigned specifications. They will be required to correct any inaccuracy in their work and interpret and apply instructions and concepts presented in class as they relate to their assignments.

VI. Methods of Evaluation

Traditional Classroom Instruction

Successful completion of lab assignments, performance on tests, quizzes and/or exams, and completion of assigned homework.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Delivery:

Lecture, discussion, audio-visual media, lab exercises and other appropriate methods to be determined by the instructor.

Online Delivery:

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on website or in campus learning platform. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

VIII. Representative Texts and Supplies

New Perspectives on Microsoft® Word® 2013, Comprehensive Enhanced Edition, 1st Edition. S. Scott Zimmerman; Beverly B. Zimmerman; Ann Shaffer; Katherine T. Pinard. ISBN-13: 978-1-305-50785-2.

IX. Discipline/s Assignment

Computer Information Systems, Business, Computer Applications, Computer Office Technology

X. Course Status

Current Status:

Original Approval Date:

Revised By:

Curriculum/Academic Standards Committee Revision Date:

APPENDIX J

Lassen Community College Course Outline**CA 34 – Spreadsheet Applications for Business****3.0 Units****I. Catalog Description**

This course covers a recent version of Microsoft Excel for Windows for students who have an understanding of computers and desire comprehensive knowledge of a business tool used to organize, edit, and present data using spreadsheets. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Excel application.

Recommended Preparation: Successful completion of ENGL105 or equivalent assessment placement.

Does Not Transfer to UC/CSU
25.5 Hours Lecture, 76.5 Hours Lab
Scheduled: Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 070210

III. Course Objectives**B. Course Student Learning Outcomes**

1. Demonstrate effective data capture and organization.
2. Demonstrate effective use of standard spreadsheet functions.
3. Demonstrate effective use of standard spreadsheet formulas.

IV. Course Content

- A. Create and manage worksheets and workbooks
 1. Create worksheets and workbooks
 2. Navigate through worksheets and workbooks
 3. Format worksheets and workbooks
 4. Customize options and views for worksheets and workbooks
 5. Configure worksheets and workbooks to print or save
- B. Create cells and ranges
 1. Insert data in cells and ranges
 2. Format cells and ranges
 3. Order and group cells and ranges
- C. Create tables
 1. Create a table

2. Modify a table
3. Filter and sort a table
- D. Apply formulas and functions
 1. Utilize cell ranges and references in formulas and functions
 2. Summarize data with functions
 3. Utilize conditional logic in functions
 4. Format and modify text with functions
- E. Create charts and objects
 1. Create a chart
 2. Format a chart
 3. Insert and format an object

V. Assignments

E. Appropriate Readings

Traditional Format:

Students will be required to read from the required text, lecture notes, and instructor assigned or provided documents as required.

Online Format:

Students will be required to read from the required text, digital lecture notes, and instructor assigned or digitally provided documents as required. Lab exercises will utilize the same application platform that is utilized in the traditional class setting.

F. Writing Assignments

The student will be expected to complete assignments using a computer in the lab or their own computer, to demonstrate proficiency in using the keyboard, and to utilize lecture notes and handouts when completing lab assignments.

G. Expected Outside Assignments

Students are expected to complete appropriate textbook assignments and other out of class assignments.

H. Specific Assignments that Demonstrate Critical Thinking

Students will be required to observe, analyze, and evaluate their work to see if it is completed accurately with the assigned specifications. They will be required to correct any inaccuracy in their work and interpret and apply instructions and concepts presented in class as they relate to their assignments.

VI. Methods of Evaluation

Traditional Classroom Instruction

Successful completion of lab assignments, performance on tests, quizzes and/or exams, and completion of assigned homework.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Delivery:

Lecture, discussion, audio-visual media, lab exercises and other appropriate methods to be determined by the instructor.

Online Delivery:

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on website or in campus learning platform. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

VIII. Representative Texts and Supplies

New Perspectives on Microsoft® Excel® 2013, Comprehensive Enhanced Edition, 1st Edition. Roy Ageloff; Patrick Carey; June Jamrich Parsons; Dan Oja; Carol DesJardins ISBN-13: 978-1-305-50112-6. One USB flash drive 1mb or larger.

IX. Discipline/s Assignment

Computer Information Systems, Business, Computer Applications, Computer Office Technology

X. Course Status

Current Status:

Original Approval Date:

Revised By:

Curriculum/Academic Standards Committee Revision Date:

APPENDIX K

Lassen Community College Course Outline**CA 35 – Presentation Applications for Business****1.5 Units****I. Catalog Description**

This course covers a recent version of Microsoft PowerPoint for students who have a basic understanding of computers and desire an understanding of the strategies applied to planning, preparing, and creating high-quality business presentations. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft PowerPoint application.

Recommended Preparation: Successful completion of ENGL105 or equivalent assessment placement.

Does Not Transfer to UC/CSU
12.75 Hours Lecture, 38.25 Hours Lab
Scheduled: Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 070210

III. Course Objectives**C. Course Student Learning Outcomes**

1. Plan, prepare and design effective electronic business presentations.
2. Apply features and functions of current presentation software to create business presentations.
3. Identify and demonstrate effective presentation delivery skills.

IV. Course Content**A. Create and manage presentations**

1. Create a presentation
2. Format a presentation using slide masters
3. Customize presentation options and views
4. Configure presentations to print and save
5. Configure and present slideshows
6. Insert and format slides
7. Insert and format shapes
8. Order and group shapes and slides

B. Create slide content

1. Insert and format text

2. Insert and format tables
 3. Insert and format charts
 4. Insert and format SmartArt
 5. Insert and format images
 6. Insert and format media
- C. Apply transitions and animations
1. Apply transitions between slides
 2. Animate slide content
 3. Set timing for transitions and animations
- D. Manage multiple presentations
1. Merge content from multiple presentations
 2. Track changes and resolve differences
 3. Protect and share presentations

V. Assignments

I. Appropriate Readings

Traditional Format:

Students will be required to read from the required text, lecture notes, and instructor assigned or provided documents as required.

Online Format:

Students will be required to read from the required text, digital lecture notes, and instructor assigned or digitally provided documents as required. Lab exercises will utilize the same application platform that is utilized in the traditional class setting.

J. Writing Assignments

The student will be expected to complete assignments using a computer in the lab or their own computer, to demonstrate proficiency in using the keyboard, and to utilize lecture notes and handouts when completing lab assignments.

K. Expected Outside Assignments

Students are expected to complete appropriate textbook assignments and other out of class assignments.

L. Specific Assignments that Demonstrate Critical Thinking

Students will be required to observe, analyze, and evaluate their work to see if it is completed accurately with the assigned specifications. They will be required to correct any inaccuracy in their work and interpret and apply instructions and concepts presented in class as they relate to their assignments.

VI. Methods of Evaluation

Traditional Classroom Instruction

Successful completion of lab assignments, performance on tests, quizzes and/or exams, and completion of assigned homework.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

- Traditional Classroom Delivery** Correspondence Delivery
 Hybrid Delivery **Online Delivery**

Traditional Delivery:

Lecture, discussion, audio-visual media, lab exercises and other appropriate methods to be determined by the instructor.

Online Delivery:

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on website or in campus learning platform. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

VIII. Representative Texts and Supplies

New Perspectives on Microsoft® PowerPoint® 2013, Comprehensive Enhanced Edition, 1st Edition. S. Scott Zimmerman; Beverly B. Zimmerman; Ann Shaffer; Katherine T. Pinard. ISBN-13: 978-1-305-50770-8

IX. Discipline/s Assignment

Computer Information Systems, Business, Computer Applications, Computer Office Technology

X. Course Status

Current Status:

Original Approval Date:

Revised By:

Curriculum/Academic Standards Committee Revision Date:

APPENDIX L

Lassen Community College Course Outline**CA 37 – Email and Calendar Applications for Business****1.5 Units****I. Catalog Description**

This course covers a recent version of Microsoft Outlook for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to organize and manage email messages, appointments, meetings, contacts and tasks. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Outlook application.

Recommended Preparation: Successful completion of ENGL105 or equivalent assessment placement.

Does Not Transfer to UC/CSU
12.75 Hours Lecture, 38.25 Hours Lab
Scheduled: Fall

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Pass/No Pass
Credit Type: Credit - Degree Applicable
TOP Code: 070210

III. Course Objectives**D. Course Student Learning Outcomes**

4. Compose professional e-mails following proper e-mail format guidelines, e-mail etiquette, and business communication guidelines
5. Identify the Outlook user interface and configure different e-mail accounts
6. Use features of Outlook's e-mail application to prepare messages, set delivery options, and specify e-mail security settings
7. Use features of Outlook's Contacts application to create and manage individual and group contacts
8. Use features of Outlook's Calendar application to organize appointments, events, and meeting requests
9. Use features of Tasks application to initiate, accept, send and track projects

IV. Course Content

- A. Manage the Outlook environment
1. Customize Outlook settings
 2. Automate Outlook
 3. Print and save information in Outlook
 4. Search in Outlook

- B. Manage messages
 - 1. Create a message
 - 2. Format a message
 - 3. Organize and manage messages
- C. Manage schedules
 - 1. Create and manage calendars
 - 2. Create appointments, meetings, and events
 - 3. Organize and manage appointments, meetings, and events
 - 4. Create and manage notes, tasks, and journals
- D. Manage contacts and groups
 - 1. Create and manage contacts
 - 2. Create and manage groups

V. Assignments

M. Appropriate Readings

Traditional Format:

Students will be required to read from the required text, lecture notes, and instructor assigned or provided documents as required.

Online Format:

Students will be required to read from the required text, digital lecture notes, and instructor assigned or digitally provided documents as required. Lab exercises will utilize the same application platform that is utilized in the traditional class setting.

N. Writing Assignments

The student will be expected to complete assignments using a computer in the lab or their own computer, to demonstrate proficiency in using the keyboard, and to utilize lecture notes and handouts when completing lab assignments.

O. Expected Outside Assignments

Students are expected to complete appropriate textbook assignments and other out of class assignments.

P. Specific Assignments that Demonstrate Critical Thinking

Students will be required to observe, analyze, and evaluate their work to see if it is completed accurately with the assigned specifications. They will be required to correct any inaccuracy in their work and interpret and apply instructions and concepts presented in class as they relate to their assignments.

VI. Methods of Evaluation

Traditional Classroom Instruction

Successful completion of lab assignments, performance on tests, quizzes and/or exams, and completion of assigned homework.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Delivery:

Lecture, discussion, audio-visual media, lab exercises and other appropriate methods to be determined by the instructor.

Online Delivery:

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on website or in campus learning platform. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

VIII. Representative Texts and Supplies

Microsoft Outlook 2013: Complete, 1st Edition, Steven M. Freund and Corinne Hoisington, Cengage (2014). ISBN-13: 9781285168876. One USB flash drive 1mb or larger.

IX. Discipline/s Assignment

Computer Information Systems, Business, Computer Applications, Computer Office Technology

X. Course Status

Current Status:

Original Approval Date:

Revised By:

Curriculum/Academic Standards Committee Revision Date:

APPENDIX M

Institution with Agreement	Lassen Course Number										
	Bus 1A	Bus 1B	Bus 2	Bus 13	Bus 22	Bus 25	Bus 27	CS 1	Econ 10	Econ 11	
Agreement	ACC 207 & 207A				FRL 201 & HRT 240				EC 202	Econ 201	
Cal Poly Pomona	Bus 214	Bus 215			Bus 207				Econ 222	Econ 221	
Cal Poly SLO									Econ 202	Econ 201	
CSU Bakersfield	Acct 210	Acct 220			Bus 110		Comp 225	Comp 110	Econ 111	Econ 110	
CSU Channel Islands	Acct 201	Acct 202	Badm 101	A bus 261					Econ 102	Econ 103	
CSU Chico	Acc 230	Acc 231			Law 240				Eco 211	Eco 210	
CSU Dominguez Hills	Acct 2251	Acct 2253			Acct 2701			itm 1270	Econ 2302	Econ 2301	
CSU East Bay	Acct 4A	Acct 4B			BA 18						
CSU Fresno			Buadm 210								
CSU Fullerton	Acct 201	Acct 202			Blaw 220				Econ 100	Econ 101	
CSU Long Beach					Fin 2050				Econ 2020	Econ 2010	
CSU Los Angeles	Bus 203	Bus 205			Bus 206				Bus 201	Bus 202 & Envs 284	
CSU Monterey Bay	Acct 220	Acct 230			Blaw 108		Engl 205	Comp 100	Econ 161	Econ 160	
CSU Northridge	Acct 1	Acct 2			Mgmt 10				Econ 1A	Econ 1B	
CSU Sacramento	Acct 211	Acct 212	Mgmt 100		Mgmt 230			lst 101	Econ 202	Econ 200	
CSU San Bernardino	Acc 2110										
CSU Stanislaus	BA 250	BA 252			BA 210				Econ 210		
Humboldt State	Acctg 201	Acctg 202			Fin 240		lds 290		Econ 101	Econ 102	
San Diego State	Acct 100	Acct 101							Econ 102	Econ 101	
San Francisco State	BUS1 20	BUS1 21	BUS3 10		BUS3 80	BUS3 10			Econ 1A	Econ 1B	
San Jose State	Bus 230A	Bus 230B			Bus 225						
Sonoma State			UGBA 10						Econ 1		
UC Berkeley	Mgmt 11A	Mgmt 11B			AGRESEC 18			Eng CS 15	Econ 1B	Econ 1A	
UC Davis	Mgmt 30A	Mgmt 30B							Econ 20A & 20B		
UC Irvine	Mgmt 1A	Mgmt 1B							Econ 2	Econ 1	
UCLA	Econ 6A								Econ 1		
UC Merced	Bus 20	Bus 21	Bus 10					CS 8	Econ 2	Econ 3	
UC Riverside	Mgt 4							Cogs 3	Econ 3	Econ 1	
UC San Diego	Econ 3A	Econ 3B							Econ 2	Econ 1	
UC Santa Barbara	Econ 10A	Econ 10B						Comp 2	Econ 2	Econ 1	
UC Santa Cruz											

APPENDIX N

Business Program Program Number of Sections by Course

Course No.	2010-11				2011-12				2012-13				2013-14			2014-15			
	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Fall	Sprg	Total	Sumr	Fall	Sprg	Total
BUS 2		2		2		1	1	2		1	1	2	2		2		2		2
BUS 10		1		1		1		1		1		1	1		1		1		1
BUS 13		1		1		1		1		1		1	1	1	2			1	1
BUS 18			1	1									1		1		1		1
BUS 19			1	1			1	1			1	1		1	1			1	1
BUS 22		1		1		1		1		1	1	2	1		1	1	1		2
BUS 25			1	1			1	1			1	1		1	1			1	1
BUS 27		1	2	3			2	2			2	2		1	1			1	1
BUS 75																			
BUS 76														1	1				
BUS 77																			
BUS 78														1	1				
BUS 79																			
BUS 1A		1		1		1		1		1		1	1		1		1		1
BUS 1B			1	1			1	1			1	1		1	1			1	1
BUS 1C			1	1			1	1			1	1						1	1
BUS 34A		1		1		1		1									1		1
BUS 34B											1	1						1	1
CA 31		1		1		1		1		1		1	1		1		1		1
CA 32			1	1							1	1		1	1			1	1
CA 54																			
CA 55			1	1															
CA 56			1	1							1	1		1	1			1	1
CA 57																			
CA 59	1		1	2															
CA 150	1	2	2	5			2	2	1	1	1	3	1	1	2		1	1	2
COT 50		1	1	2		1	1	2	1	1		2	1		1		1		1
COT 52		1		1	1	1	1	3	2	1	1	4		1	1			1	1
COT 59						1	1											1	1
CS 1			1	1			1	1		1		1		1	1		1		1
ECON 10		2		2		2		2		2		2	2		2		2		2
ECON 11			1	1			2	2			2	2		2	2			2	2
Grand Total	2	15	16	33	1	11	15	27	4	12	15	31	12	14	26	1	13	14	28

APPENDIX O

Business Program FTES by Time of Day

Time of Day	Subject	2010-11				2011-12				2012-13				2013-14			2014-15			
		Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Sumr	Fall	Sprg	Total	Fall	Sprg	Total	Sumr	Fall	Sprg	Total
Not Evening	BUS		17.1	12.7	29.8		12.6	11.8	24.4		12.7	14.7	27.4	10.5	5.4	15.9	1.2	10.4	6.7	18.2
	CS	1.8	4.0	4.5	10.3		1.9	0.9	2.8	0.5	2.4	1.4	4.3	2.2	1.0	3.2		2.4	1.4	3.9
	CA		3.4	2.1	5.5	0.8	2.6	4.6	8.0	0.5	0.6	0.6	1.8	1.1	1.0	2.1		0.4	0.7	1.1
	COT			3.8	3.8			1.0	1.0		1.0		1.0		1.3	1.3		0.5		0.5
	ECON		6.3	3.7	10.0		6.0	6.0	12.0		5.3	5.1	10.4	4.1	4.2	8.3		3.4	3.8	7.2
	Total	1.8	30.8	26.8	59.4	0.8	23.1	24.4	48.2	1.0	22.1	21.8	44.8	17.9	12.9	30.8	1.2	17.1	12.6	30.9
Evening	BUS						0.5		0.5			0.6	0.6		0.1	0.1				
	CA			0.7	0.7							0.4	0.4		0.2	0.2				
	Total			0.7	0.7		0.5		0.5			1.0	1.0		0.4	0.4				
Grand Total		1.8	30.8	27.5	60.1	0.8	23.6	24.4	48.7	1.0	22.1	22.8	45.8	17.9	13.3	31.2	1.2	17.1	12.6	30.9