

Business, Computer Studies, and Economic Development Division

Program Review

2006 - 2010

Comprehensive Program Review Report

Program: Business, Computer Studies, and Economic Development (BCSED)

Academic Years Reviewed: Fall 2006-Spring 2010

Area 1 Mission

1.1 State the mission of the program.

The mission of the Business, Computer Studies, and Economic Development Division is to support the mission of Antelope Valley College in all areas possible, including, but not limited to, the following: Associate degree programs, career technical programs, transfer/general education courses, workforce preparation and economic development, personal enrichment and professional development. Program Learning Outcomes are listed below:

- Identify and apply fundamental terminology, concepts, and tools of analysis in accounting, business law, and economics.
- Solve business-related problems using appropriate mathematical tools and concepts.
- Demonstrate communication, presentation, and collaborative skills needed to function effectively as a team member in a diverse business environment.
- Use information technology effectively to analyze and solve business problems and present information appropriate for an audience.

The Business, Computer Studies, and Economic Development division is dedicated to providing students with the hands-on training needed for certification, while learning the fundamentals required for people to be well-educated in a particular discipline. Courses are provided for those planning to transfer to a four-year university, entering the business world, or seeking to upgrade their skills. By mastering the fundamentals, our division provides a solid foundation that students can use to grow and adapt in a rapidly changing global environment.

The Corporate & Community Services (C&CS) department also falls under the BCSED division as *Economic Development*.

Corporate & Community Services is committed to providing life-long learning experiences to our community members through a variety of personal, professional development, and continuing education classes, which are targeted to the needs and interests of the public and local businesses.

1.2 Comment on the areas of the mission, vision, and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.

Antelope Valley College Institutional Learning Outcomes are directly related to the mission of the Business, Computer Studies, and Economic Development Division in a number of ways, as illustrated by the examples below:

- BCSED was one of the first divisions to develop and teach diversity classes (BUS 212, *Women in Organizations*, and MGT 212, *Managerial Responsibilities to Minorities and Special Groups*), and those classes remain popular to this day. These classes incorporate the use of teamwork and reinforce the value of diversity in modern society.
- Most of our courses are vocational in nature and designed to enhance the employment possibilities of those who complete our programs.
- Our programs are technology driven, using up-to-date media to meet course objectives and develop a student's critical thinking and listening skills. Assignments and projects to enhance informational literacy are incorporated into these programs.

Area 2 History

2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

Perhaps the most significant impact on the BCSED division in the last four years is the current budget situation. We have been required to cut courses and reduce the number of students we are able to serve. This created a hardship on the students and has been difficult for the instructors. Some adjunct faculty members have lost their positions while other adjunct and full-time faculty have had their schedules drastically reduced.

The division has been seriously impacted by staff resignations and retirements. We have lost two full-time faculty members since the last program review and are scheduled to lose two more full-time faculty members by the end of this academic year. This represents a 36% decrease in full-time staff in a two-year timeframe. It also leaves the computer networking program area without full-time faculty leadership.

Leadership continuity has been an issue. Since the retirement of our long-time dean in 2007, we have had three deans in three years. One dean left after one year, and the next dean was an interim dean for one year. When the college decided not to extend the interim dean positions on campus, the dean of the Social & Behavioral Sciences Division was assigned the additional responsibility as dean of BCSED, as well, with the intent of adding department chairs. Department chair positions were frozen in the budget.

The work experience program has been discontinued for the foreseeable future. This leaves approximately 150 students unserved each semester.

Since the last program review, the economy in the Antelope Valley has literally collapsed, leaving many students who complete vocational programs unable to secure employment. Feedback from members of our community advisory group reinforces this fact. Some examples appear below:

- Real estate values in some areas have declined by 50%. Fewer students are considering a career in real estate given the ongoing housing recession. Demand for real estate classes has been significantly reduced.
- Office technology students are having difficulty securing employment after program completion. Many local graduates are competing with experienced displaced workers from the Los Angeles basin for the few jobs available in the Antelope Valley.

Corporate & Community Services

The Community Services office was moved to the first floor of the Student Services building, providing easier access to the public. Online registration has been introduced. Programs offered have increased to 45, with a total of 75 individual classes scheduled. The *Pharmacy Technician Training* program began with one class, and increased to two classes offered (at both Lancaster and Palmdale campuses), approximately every nine months. A *Customer Service Academy* (comprised of ten classes) was offered on a contractual basis to community-based organizations. The scheduling had been on a semester basis (limited to offering classes sporadically over 6 months), greatly reducing the ability to bring in sufficient fees. Scheduling for 2010-2011 will cover the fiscal year from July 1st to June 30th. Eleven classes were added to the Fall 2009 schedule, and six classes were added to the Spring 2010 schedule. The office accounting is now being done on Quickbooks. Student workers were brought in to handle the increased phones and walk-in traffic. Marketing and public relations have increased and website pages have been updated. The Course Proposal faculty review process has been reviewed and updated at the request of the AP&P committee. The Procedural Manual is being updated.

2.2 *Briefly describe the program's activities and services in the past four years.*

The BCSED program continues to deliver quality instruction to our students. We have focused on the addition of instructional technology to enhance student convenience and introduce new teaching techniques.

Many of our classes are now taught in online or hybrid formats, making them more accessible to students with special issues such as disability or transportation constraints. Instructors are encouraged to use technology-based delivery systems to enhance traditional classroom environments, as well. Many instructors use *myAVC* and Blackboard extensively to augment their traditional face-to-face classroom delivery style, thus reducing paper copying costs while providing increased access to class materials for students. Division leadership has encouraged this approach, and it appears to be working.

Upgrading BCSED computer labs and classrooms with the latest technology is always a challenge for the division due to the lack of funding sources. Use of Prop. 20 and Block Grant funds for the purchase of computers is not permitted, so we have to rely on other sources – Career Technical Education (CTE) one-time funding, other grants, etc. We have used a rotation schedule in the past to determine where new computers are needed. Computers for two BCSED labs (BE 319 & BE 321) and all BE classrooms were

purchased through CTE funds in 2007. Computers in BE 311 & 320 were upgraded in 2006. The rest of the computer labs (except BE 314) were upgraded prior to 2006.

Corporate & Community Services

Community Services continues to provide and expand offerings of personal and professional development courses, with the addition of the *Pharmacy Technician Training* certificate course and the expansion of the *Customer service Academy* to the general public.

2.3 *Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.*

AVC, in partnership with Victor Valley College, received a grant (SB 70) through the CTE Community Collaborative Project. Some SB 70 funds were used to cover the sabbatical of John Burns for the Spring 2009 semester. No other funds were received during the review period.

Area 3 Curriculum (3.5 and 3.6 updated annually)

3.1 *Identify degrees and certificates currently offered in the program.*

Accounting

- Professional Bookkeeping Certificate
- Professional Bookkeeping Associate Degree

Business

- General Business Certificate
- Business Administration Associate Degree
- General Business Associate Degree

Computer Applications / Computer Information Science

- Business Computer Information Science Certificate
- Computer Applications Certificate
- Computer Networking Certificates
 - 18-unit core certificate
 - 30-unit Multi-Platform Certificate
- Computer Software Developer Certificate
- Business Computer Information Science Associate Degree
- Computer Applications Associate Degree
- Computer Networking Multi-Platform Associate Degree
- Computer Software Developer Associate Degree

Management

- Management Certificate
- Small Business Management Certificate
- Management Associate Degree
- Small Business Management Associate Degree

Marketing

- Marketing Certificate
- Marketing Associate Degree

Office Technology

- Administrative Assistant Certificate
- Administrative Medical Assistant Certificate
- Office Specialist Certificate
- Office Support Award
- Administrative Medical Assistant Associate Degree
- Office Technology Associate Degree

Real Estate

- Real Estate Salesperson Certificate
- Real Estate Broker Certificate
- Real Estate Associate Degree

3.2 *Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.*

Our division offers courses that meet the mission statement of the college as well as the ILOs. As discussed in section 1.2, BCSED courses coordinate well with Antelope Valley College's institutional learning outcome philosophy, especially in the areas of vocational training, the use of technology, critical thinking and decision-making skills, and listening skills.

Faculty members are encouraged to include *Student Learning Outcomes* (SLOs) in their syllabi, and future Course Outline of Record (CORs) revisions may incorporate this requirement, reflecting the importance of teaching these skills.

The following certificates and programs were reviewed and restricted electives identified (Dec. 2008):

Business Computer Information Systems
General Business
Computer Applications
Computer Networking Multi-Platform
Computer Software Developer

Management – Small Business
Marketing
Office Technology – Administrative Medical Assistant

Changes were made to both the Management and the Marketing certificate and associate degree program offerings. Courses have been reviewed and updated to reflect the needs of today's workforce.

The core set of courses for the networking program has been updated to adapt to industry change, and a new course, *Suse Novell Server Administration* (CIS 159), has been developed and will be offered in Fall 2010.

Course outlines of record are currently under revision to support new college requirements.

3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.

As mentioned earlier, BCSED has embraced the educational trend to enhance online learning opportunities for students through the use of hybrid and online course delivery strategies. We also encourage and support the use of technology to augment traditional face-to-face course delivery.

Individual disciplines within the program have responded to the unique requirements of their industries. For example, the accounting industry is experiencing a shift in demand toward certified management accountants. Instructors in the managerial accounting course recognize this change, and draw attention to this shift during course instruction. The administrative office procedures class now includes instruction in voice recognition software to meet the changing demands of employers. The intermediate keyboarding course now includes a learning module designed to introduce students to the techniques used to master 10-key by touch in response to demand for better data entry skills. The business communications/writing courses incorporate the use of social media as found in the workplace (e.g., blogs, chat, wikis, collaborative workspaces).

3.4 Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?

The division recently completed a two-year course rotation schedule to ensure students would have an opportunity to access all classes required for program completion. The course rotation schedule was initially employed successfully. However, we have had to deviate from our rotation schedule due to the state's budget and subsequent cutting of so many classes.

There are some courses, however, that continue to have low enrollment despite their requirements for program or degree completion. For example, OT 113, *Advanced*

Microsoft Word, routinely experiences insufficient enrollment to justify the course offering, as do some of the computer networking program classes. Long-term plans to solve the office technology problem include offering the course as an overlay to CA 111, Beginning Microsoft Word.

3.5 *Are all Course Outlines of Record (CORs) current?*

No, all Course Outlines of Record (CORs) are not current; however, those CORs currently needing attention are for updates only. Plans are underway to complete this project by the end of the Spring 2010 semester.

3.6 *How does the program ensure that all faculty utilize CORs when designing course syllabi?*

All faculty (full-time and part-time) are required to submit syllabi to the division office every semester. Additionally, all faculty are required to show that the COR is being followed through the evaluation process for both full-time and part-time faculty. The office of the division dean monitors compliance.

Area 4 Student Support and Development

4.1 *Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.*

All goals and expectations of student diversity are incorporated into course offerings, classroom setting, and programs of the divisions. Some examples of this include considering diversity goals when selecting textbooks, assigning coursework (i.e., term papers or other assignments covering issues relating to diversity), and writing course syllabi. The adoption of *myAVC* has been a positive step in the direction of instructional technology. *MyAVC* allows instructors and their students to utilize a variety of technological tools, including file sharing, email consolidation, and online college services (library databases, etc.) to enhance the learning environment. Additionally, the college adopted Blackboard, which allows for hybrid teaching and the offering of online courses. By offering online courses, we are facilitating the education of students who might otherwise be unable to complete our courses. In our face-to-face courses, most of the classrooms we use have adequate technological resources (as evidenced by a lack of negative feedback from classroom faculty), although we have an ongoing need for technology upgrades and equipment replacement in the BE classrooms and computer labs.

4.2 *Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.*

The additions of *myAVC* and Blackboard have definitely met the college's mission of attempting to focus on "student-centered learning...through higher educational standards

and innovative programs and services in a professional, team-driven environment.” Both technological programs are innovative and allow better communication between and among students and instructors. Additionally, these programs, or programs much like them, familiarize students with technology-based communication they will encounter as they move on to four-year universities or into industry.

The addition of online tutoring services (Smart Thinking) in the Writing Center has been particularly helpful for students. The availability of online library learning tutorials through the college website has also made it easier for students to access information.

BCSED has an on-going need for technology upgrades and equipment replacement in our classrooms and computer labs.

Area 5 Data Analysis and Environmental Scan (updated annually)

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data, and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence, and the number of degrees and certificates, as applicable. Consider data on gender, age, ethnicity, night vs. day classes, etc.

Gender

Gender breakdown over the last five academic years shows a persistent trend favoring female enrollment. Overall, females account for about 58% of all course enrollment in the program.

Age

Students are getting younger. Consistently, students in the “less than 20” and “20 to 24” age groups make up the largest enrollment segments by age.

Success and Retention

Success rates remained constant at approximately two-thirds of enrolled students while retention rates hold steady at approximately 80%.

Certificates and Degrees

Certificate and degree awards have significantly improved over the five-year time frame from a total of 126 to a total of 163 – an increase of 29.4%. This trend may indicate that we have more students in our courses with declared program majors.

(See attached appendices for statistical information.)

Most Popular Courses by Discipline

Discipline	Course Title	2008-2009 Units
Accounting 201	Financial Accounting	784
Accounting 111	Bookkeeping	747
Business 101	Introduction to Business	2523
Business 201	Business Law	759
Computer Applications 103	Intro. to Microcomputers	2382
Computer Applications 221	Computer Concepts & Applications	248
Computer Information Science 101	Intro. to Computer Information Science	687
Computer Information Science 111	Intro. to Programming & Algorithms	234
Management 101	Management Principles	384
Management 212	Managerial Responsibilities to Minorities and Special Groups	174
Marketing 101	Introduction to Marketing	291
Office Technology 101	Beginning Computer Keyboarding	600
Office Technology 102	Intermediate Computer Keyboarding	207
Real Estate 101	Real Estate Principles	522
Real Estate 105	Real Estate Practices	366
	Total	10,908

The program enrollment indicates that 63.7% is represented by 21% of course offerings based on 15 courses.

Faculty

Full-time faculty in the program make up 17% of total instructors teaching a total of 30% of course offerings. With the loss of staff taking place this academic year, full-time faculty will make up only 14% of total instructors, assuming adjunct instructor count remains constant. See Addendum 1.

Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

The most significant finding revealed by the data is that, although our certificates and degrees awarded are increasing, the majority of our enrollment appears to come from introductory courses which means that a significant amount of our students are probably not business majors. Scheduling for future course offerings and numbers of sections should consider this fact while still taking into account the need for all students to

complete program requirements. Courses that meet college-wide requirements with transfer capability may require priority status in order to best meet the needs of the students, especially when course offerings must be limited due to budget constraints.

The further erosion of the ratio of full-time faculty to part-time faculty continues to be of concern, especially when, as mentioned earlier, program leadership from full-time faculty members is no longer available due to staff reductions. Replacement of such programmatic leadership positions is imperative in order to maintain the integrity of the program and to spearhead new program development and champion existing program growth.

Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

Younger students are technology driven. To paraphrase our dean: The students are technology natives while the faculty are technology immigrants. (Marc Prensky – digital natives vs. digital immigrants). Incorporating significant use of technology into all forms of course delivery better meets the needs of younger technology natives. Our program is doing an excellent job of responding to this trend.

Success and retention rates are holding steady and certificates and degrees awarded are increasing indicating BCSED students overall are able to complete program requirements successfully in most cases with exceptions as noted above.

The BCSED has responded well to changes in learner populations.

5.2 *Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.*

Curriculum

Seven recommendations were specified during the last program review. The following recommendations have not yet been implemented.

- Regular meetings between the division's faculty and college student services and instructional support services staff need to be arranged to ensure effective communication and improve student success.
- The reassigned time for the division's academic advisor needs to be reinstated.

Student Learning Outcomes

See area six below.

Personnel and Support Services

Most of the recommendations in this area have not been implemented. Significant budget constraints are a major contributor to the situation. The recommendations still requiring attention are below:

- The college needs to rectify a significant imbalance of the division's full-time to part-time faculty ratio.
- The division needs to evaluate the need to hire full-time instructors for the marketing, real estate, and business law courses.
- Additional funds for staff development are needed to help faculty and staff maintain their levels of competency by attending training sessions, workshops, and seminars.
- Additional clerical office staff is needed for the division office. Our division currently shares (50%) a Clerical II position with Social & Behavioral Sciences. The Clerical II is working temporarily in the Corporate & Community Services department due to the absence of that department's secretary, so there is no one in the division office at this time. This has created additional work for the BCSED administrative assistant.

Recommendations regarding computer equipment and staffing for open computer labs are no longer a part of the division's responsibility. This responsibility has been transferred to the information technology department since the last program review.

Area 6 Student and Program Learning Outcomes Assessment (updated annually)

6.1 Briefly review program learning outcome activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

Nearly all courses in the division have SLOs, and instructor-created assessments based on the SLOs. Each assessment is appropriate to the subject matter for the course. Instructors are individually responsible for submitting SLO assessment data to the institutional research department each semester. Ideally, this information should be submitted first to the primary program full-time faculty member for review and consolidation.

Part of the challenge with SLO assessment is the significant number of course offerings in our program. That coupled with the deterioration of our full-time to part-time staffing ratio has resulted in less than stellar performance in this area. The institutional research department reports that SLO data was received for 20 courses in Fall 2009. With roughly 80 courses in the division, this represents approximately 25% compliance. Significantly more work needs to be done in this area.

6.2 *How have adjunct faculty and/or part-time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?*

The division dean has emailed all adjunct instructors informing them that SLOs may be included in the syllabi, and must be assessed each semester. SLO review is included as part of the part-time faculty evaluations and communicated to new faculty at the time of hire.

6.3 *What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.*

As mentioned earlier, more work must be done in this area. Leadership from full-time faculty in each division in coordination with the dean is required in order to improve overall compliance.

6.4 *If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.*

No such findings have been made.

Area 7 Collaboration with Other Programs

Discuss collaborative efforts undertaken with other instructional, student services or administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

Our division collaborates with several programs on campus. For example, the Writing Center staff routinely serve as guest speakers to help students avail themselves of Writing Center resources. Library research workshops are conducted in many classes to help students acquaint themselves with library instructional resources. Student assignments are made in many management classes requiring students to produce education plans or counseling appointments if such plans have not yet been developed. Close coordination with the Office for Students with Disabilities is routinely required to meet the needs of students with special circumstances.

Area 8 Outreach Activities

Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry. Describe any plans to begin new outreach activities.

Significant industry involvement was required in the redesign of the networking program. The full-time faculty member responsible for this area took part in a sabbatical leave to work in the industry. As a result, he was able to make the contacts necessary to access the knowledge of current experts in the field. Students will benefit from a current, up-to-date program that meets employers' expectations.

Articulation meetings were held with local high schools to improve communication and review program requirements. Advisory committee members (comprised of professionals in the community) met for roundtable discussions to review program requirements with current industry practitioners. These events will be ongoing.

Career Technical Education Collaborative grant funds (SB 70) will be used to make available the *Second Life* virtual technology training for middle and high school students, faculty, and AVC college faculty.

Corporate & Community Services

Direct marketing was increased with a positive response from the community. An Open House to the public, which includes campus and community organization representation, was held in February 2010 (at no cost outlay to the program). Attendance at on- and off-campus and community Job Fairs, Marketing Expos, and workshops were initiated.

Area 9 Goals and Objectives (updated annually)

List the goals and objectives the program has for the next four years.

Goal: A specific action.

Objectives: Significant steps or actions needed to achieve the goal.

Time Frame: Period of time the goal and objectives will be addressed.

Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Goal 1: Improve Compliance for SLOs.

Objectives: Develop tracking mechanism and SLO rotation schedule; develop and schedule a regular, recurring SLO evaluation process.

Time Frame: Fall 2010

Justification: Required for accreditation

Goal 2: Continue New Course Development

Objectives: Write the COR; submit it to AP&P for review. Once approved, get the course on the schedule.

Time Frame: Have at least one new course on the Fall 2011 schedule; possible courses include Internet marketing, business ethics, voice recognition, etc.

Justification: This goal supports AVC's mission to provide a "quality, comprehensive education" by adding courses to our division.

Goal 3: Reinstate Work Experience Program

Objectives: Replace course offering in schedule even if enrollment must be limited due to budget constraints.

Time Frame: Spring 2011 schedule

Justification: Supports the mission of Antelope Valley College to develop vocational programs that prepare students for employment.

Goal 4: Support continued development of Palmdale campus computer labs in order to expand course offerings

Objectives: Develop plan for moving technology-based courses to Palmdale campus.

Justification: Consistent with college mission to better serve the needs of students in South Antelope Valley.

Corporate & Community Services

Goal 1: Increase program offerings.

To increase both the Corporate and Community program offerings (over 50 will be submitted to AP&P in Spring 2010), begin offering on-line courses, adopt courses dropped by the college, further establish and solidify community ties, offer classes specifically directed towards youth (arts & crafts, home economics), and increase course offerings directed to the cultural and economic diversity of our community.

Objectives: Significant steps or actions needed to achieve the goal.
Increase marketing of Course Proposals to community members, respond to phone and emailed offerings sooner.

Time Frame: Period of time the goal and objectives will be addresses.

Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

The program is expanding to provide more courses to meet the ever-changing needs of our community.

Area 10 Long-Term Resource Planning (updated annually)

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided, please make this known in context.

Replacement of full-time staff positions vacated over the last two years is critical to maintaining the integrity of the programs currently offered. The networking, business law, and marketing programs continue to be without champions. Two of the positions vacated served the needs of the general student population in addition to the program under review by teaching the introductory transfer-level courses that make up a significant percentage of our program enrollment.

Note: Several faculty members are approaching retirement age. Over the next four years, it is quite possible we will see more attrition due to retirement. There is no current plan in place to address this issue.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

The college and our division continue to experience increases in enrollment. As mentioned earlier, replacement of vacated positions is critical to maintain program integrity.

Full-time instructor, computer networking—replacement
Full-time instructor, general business and accounting—replacement
Full-time instructor, general business—replacement
Full-time instructor, accounting—replacement
Full-time instructor, business law—new
Full-time instructor, marketing—new

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

At this time, the facilities, equipment and technology on the main college campus is sufficient to support existing programs, assuming the technology will be kept current by the IT department. Our BCSED computer labs have been updated with the exception of one (BE 314). Plans are underway to upgrade that lab in 2010 using grant funds.

The Palmdale campus, however, should be upgraded to provide the same level of service.

10.3 Identify funding needed to support student learning.

Funding is required for staffing issues and Palmdale campus development, as mentioned earlier.

Area 11 Recommendations and Comments

*11.1 List recommended changes to the Educational Master Plan to:
Meet student needs.
Respond to PLOs and SLOs.
Reflect changes in the disciplines, educational methodology, and technology.
Address external mandates such as state requirements, industry and professional standards, etc.*

None

11.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

Unknown

Area 12 Report to the Board of Trustees

Prepare a one-page synopsis of the program review.

See page 18.

Business, Computer Studies, and Economic Development Division Summary

The largest challenges facing our division over the last four years have been due in great part to staff attrition. The loss of two full-time staff members with two more to come at the end of this semester, coupled with a lack of continuity in leadership, has left the division battered. More staff attrition is expected in the near future. Despite those issues, we continue to maintain our focus on students which is central to the mission of our program and the college. This leaves less time, however, for administrative responsibilities.

One administrative responsibility requiring immediate attention is SLO compliance. The high number of courses offered by our program, along with the large number of part-time faculty members, makes this a significant challenge. Several of our courses are taught by part-timers only. A formal process led by a motivated, capable faculty member must be developed.

Classroom instruction continues to blossom with the addition of technology support from the college. We must plan for the replacement of equipment and software in order to remain current with new technology. *MyAVC* and Blackboard have been important improvements. Both of these products support the mission of the college to provide innovative programs and services. These technologies are used extensively in our division to the benefit of both instructors and students.

Data analysis reveals that our students are younger, success and retention rates for our program remain constant, and certificates and degrees awarded by our program are increasing. The most important findings of the data analysis center around enrollment concentration and our full-time to part-time faculty ratio. Nearly two thirds of our program enrollment is represented by only 1/5 of our course offerings, making these courses key to meeting the needs of our students. Full-time staff members now teach only 14% of all course offerings.

We continue to interact well with our community to keep up with industry trends. Advisory committee feedback reinforces this conclusion.

We developed four goals for the following program review period:

1. Improve compliance for SLOs
2. Continue new course development
3. Reinstate the work experience program
4. Support continued development of the Palmdale campus computer labs in order to expand course offerings

Financial and philosophical support from the college is needed to replace the full-time faculty members who have already left, plan to leave or likely to leave soon; and to upgrade the computer labs on the Palmdale campus.

APPENDICES

Appendix 1	BCSED Full-Time and Adjunct Faculty
Appendix 2	Gender Analysis
Appendix 3	Ethnicity Analysis
Appendix 4	Age Analysis
Appendix 5	CRN Count Analysis
Appendix 6	GPA Analysis
Appendix 7	Success Analysis
Appendix 8	Retention Analysis
Appendix 9	Certificate Analysis
Appendix 10	Degree Analysis
Appendix 11	Adjunct LHE & FTEF Analysis
Appendix 12	Overload LHE & FTEF Analysis
Appendix 13	F/T Instructor LHE & FTEF Analysis
Appendix 14	Overall LHE & FTEF Analysis
Appendix 15	Student Unit Courses
Appendix 16	Student GPA by Course

BCSED Full-Time and Adjunct Faculty

BCSED has eight disciplines: Accounting, Business, Computer Applications, Computer Information Science, Management, Marketing, Office Technology, and Real Estate. Faculty consists of the following:

Accounting	2 full-time	4 - 5 adjuncts
Business	1 full-time	14 - 16
Computer Applications	2 full-time	14
Computer Information Science	1 full-time	5 - 6
Management	} 1 full-time	4
Marketing		2 - 3
Office Technology	1 full-time	8 - 9
Real Estate	<u>1 full-time</u>	<u>4 - 6</u>
	9 full-time	63 adjuncts

GENDER

Subject	Gender	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT	F	209	14	227	11	224	17	261	11	268	16	268	12	232
	M	136	7	140	5	120	8	143	1	168	6	150	7	181
	N	2		5	1	5	2	7		9		5		6
<i>ACCT Total</i>		347	21	372	17	349	27	411	12	445	22	423	19	419
BUS	F	432	61	484	12	460	81	461	8	482	98	490	42	503
	M	310	44	355	8	298	39	339	12	331	55	377	11	360
	N	7	2	6	1	8	1	10	2	6	1	9	1	14
<i>BUS Total</i>		749	107	845	21	766	121	810	22	819	154	876	54	877
CA	F	272	71	363	20	316	101	337	17	320	116	348	16	348
	M	239	57	277	13	254	79	261	6	270	89	301	9	238
	N	4	1	6		5	1	8		4	2	3	1	6
<i>CA Total</i>		515	129	646	33	575	181	606	23	594	207	652	26	592
CIS	F	65	14	56		52	21	52		47	20	58		68
	M	150	29	143		130	32	139		163	43	158		161
	N	2		2		3		4		7	2	2		2
<i>CIS Total</i>		217	43	201		185	53	195		217	65	218		231
MGT	F	42	12	64		43	9	94	6	66	8	75	4	88
	M	55	25	63		48	5	50	4	56	10	83	5	84
	N	1		1				2	1	1		2	1	5
<i>MGT Total</i>		98	37	128		91	14	146	11	123	18	160	10	177
MKTG	F	30		50		23		37		42		32		38
	M	40		31		30		29		22		30		40
	N	1				1				2				
<i>MKTG Total</i>		71		81		54		66		66		62		78
OT	F	217	52	220	6	211	54	234	1	221	34	222	29	213
	M	46	8	30	3	45	17	36		31	11	45	3	48
	N	5		2		3	1	3		4	1	2	1	1
<i>OT Total</i>		268	60	252	9	259	72	273	1	256	46	269	33	262
RE	F	140	43	144	15	155	33	109		115	23	100		90
	M	107	28	75	7	78	30	78		90	21	78		88
	N	2		4		3	4	3		4		3		1
<i>RE Total</i>		249	71	223	22	236	67	190		209	44	181		179
Grand Total		2514	468	2748	102	2515	535	2697	69	2729	556	2841	142	2815

ETHNICITY

Subject	Ethnicity	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT		2		3	1	3	1	2		2	1	3		2
	Am. Indian or Alaskan Native	2		1		5	1	5		3		6		5
	Asian or Pacific Islander	23		24		18	1	27	2	33	2	34	2	21
	Black Non-Hispanic	58	6	72	4	68	2	67		83	6	64	6	69
	Hispanic	83	4	84	6	91	6	108	6	123	6	118	6	112
	Other	24	2	34	1	20	3	34	1	31		29	2	41
	White Non-Hispanic	155	9	154	5	144	13	168	3	170	7	169	3	169
<i>ACCT Total</i>		347	21	372	17	349	27	411	12	445	22	423	19	419
BUS		6		4		5	2	1		7		3		2
	Am. Indian or Alaskan Native	9		6		5	2	6		5		11	1	6
	Asian or Pacific Islander	31	7	43	1	33	2	41		27	12	54	4	43
	Black Non-Hispanic	168	34	185	3	190	43	210	6	230	28	206	10	261
	Hispanic	170	29	214	9	196	29	221	7	207	47	229	19	219
	Other	49	8	50	2	52	2	55	4	50	11	68	6	80
	White Non-Hispanic	316	29	343	6	285	41	276	5	293	56	305	14	266
<i>BUS Total</i>		749	107	845	21	766	121	810	22	819	154	876	54	877
CA		2		2	1	8	5	4	1	3	2	5		2
	Am. Indian or Alaskan Native	3	1	4		3	1	3		7	2	8		6
	Asian or Pacific Islander	21	10	38	1	26	9	28	2	29	12	44		36
	Black Non-Hispanic	120	33	137	13	129	35	118	5	126	37	163	8	139
	Hispanic	126	26	175	5	123	45	168	8	162	63	131	8	157
	Other	29	8	45	2	41	13	51	1	30	24	51	1	43
	White Non-Hispanic	214	51	245	11	245	73	234	6	237	67	250	9	209
<i>CA Total</i>		515	129	646	33	575	181	606	23	594	207	652	26	592
CIS		1					1	1		1	1	2		1
	Am. Indian or Alaskan Native	3	2	3			1			2		3		
	Asian or Pacific Islander	16	2	15		14	3	13		21	7	11		14
	Black Non-Hispanic	24	4	20		19	9	20		35	5	41		34
	Hispanic	42	9	44		45	16	41		52	16	57		61
	Other	14	4	17		19	3	33		25	5	15		26
	White Non-Hispanic	117	22	102		88	20	87		81	31	89		95
<i>CIS Total</i>		217	43	201		185	53	195		217	65	218		231

ETHNICITY (Cont.)

Subject	Ethnicity	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
MGT			2	1						3		1		1
	Am. Indian or Alaskan Native					2		1	1	3		2	1	2
	Asian or Pacific Islander	1	5	4		1		2		3		7		3
	Black Non-Hispanic	30	13	52		31	6	59	3	35	10	55	5	48
	Hispanic	21	6	23		19	1	32	4	34	2	39	2	42
	Other	10		9		4	3	6		11	1	16	1	18
	White Non-Hispanic	36	11	39		34	4	46	3	34	5	40	1	63
<i>MGT Total</i>		98	37	128		91	14	146	11	123	18	160	10	177
MKTG		2												
	Am. Indian or Alaskan Native	1						1		1		1		
	Asian or Pacific Islander	3		2		1		2		1		5		4
	Black Non-Hispanic	18		23		13		14		21		16		20
	Hispanic	15		19		14		19		13		9		19
	Other	2		6		4		4		6		10		7
	White Non-Hispanic	30		31		22		26		24		21		28
<i>MKTG Total</i>		71		81		54		66		66		62		78
OT		1	1	1		3		3		2	1	1	1	3
	Am. Indian or Alaskan Native	5		5		3		1			1	2		2
	Asian or Pacific Islander	8	3	11		6	1	10		11	4	10		7
	Black Non-Hispanic	84	20	49	2	75	33	103		91	16	105	12	99
	Hispanic	62	17	90	3	82	14	65	1	68	14	72	8	68
	Other	18	5	16	1	16	3	20		13	1	15	2	14
	White Non-Hispanic	90	14	80	3	74	21	71		71	9	64	10	69
<i>OT Total</i>		268	60	252	9	259	72	273	1	256	46	269	33	262
RE		1		1	1	1		1		2		1		
	Am. Indian or Alaskan Native	1		1		1		2		1	1	2		3
	Asian or Pacific Islander	8	4	13		10	5	8		14	2	8		6
	Black Non-Hispanic	62	22	66	4	68	15	57		66	14	51		55
	Hispanic	73	27	70	6	70	14	49		58	6	46		42
	Other	18	1	18	2	22	8	18		24	5	21		17
	White Non-Hispanic	86	17	54	9	64	25	55		44	16	52		56
<i>RE Total</i>		249	71	223	22	236	67	190		209	44	181		179
Grand Total		2514	468	2748	102	2515	535	2697	69	2729	556	2841	142	2815

AGE

Subject	Age Group	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT	Less Than 20	73	2	74	2	68	4	76	4	72	2	78	3	73
	20-24	124	5	136	9	120	7	154	4	185	3	159	6	155
	25-29	36	3	43		38	5	49	1	53	3	60	1	49
	30-34	21		25	1	32	3	31	1	30	1	25	4	36
	35-39	14	2	14	2	15	2	22	1	24	2	26		21
	40-49	51	6	51	3	48	1	48	1	54	8	40	3	46
	50+	28	3	29		28	5	31		27	3	35	2	39
<i>ACCT Total</i>		347	21	372	17	349	27	411	12	445	22	423	19	419
BUS	Less Than 20	243	19	266	6	245	22	289	7	195	22	279	11	219
	20-24	250	37	330	6	269	40	239	9	302	54	290	18	299
	25-29	76	18	82	2	77	13	88	2	91	22	85	6	102
	30-34	51	11	47		39	10	45	1	52	9	56	7	61
	35-39	26	5	32	1	50	9	54	3	46	18	57	3	56
	40-49	76	13	60	3	57	17	56		95	18	68	6	85
	50+	27	4	28	3	29	10	39		38	11	40	3	55
<i>BUS Total</i>		749	107	845	21	766	121	810	22	819	154	876	54	877
CA	Less Than 20	90	19	173	5	92	28	143	6	114	44	138	6	135
	20-24	153	27	155	9	153	48	151	5	145	41	167	6	123
	25-29	50	21	74	7	64	18	70		73	25	74	1	66
	30-34	44	10	34	2	57	15	47	2	57	20	37	3	47
	35-39	24	15	39	2	54	18	40	3	55	12	51	3	45
	40-49	88	18	103	3	98	31	94	2	83	34	102	5	95
	50+	66	19	68	5	57	23	61	5	67	31	83	2	81
<i>CA Total</i>		515	129	646	33	575	181	606	23	594	207	652	26	592
CIS	Less Than 20	45	15	48		49	14	51		57	10	69		55
	20-24	87	14	78		77	24	70		91	22	83		91
	25-29	27	5	31		16	3	17		26	11	32		30
	30-34	16	2	9		13	2	17		12	7	10		16
	35-39	8	1	10		5	2	10		7	3	6		13
	40-49	27	3	19		14	4	18		12	8	7		16
	50+	7	3	6		11	4	12		12	4	11		10
<i>CIS Total</i>		217	43	201		185	53	195		217	65	218		231

AGE (Cont.)

Subject	Age Group	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
MGT	Less Than 20	20	5	23		18	4	24	3	17	4	29	3	35
	20-24	30	13	47		31	4	47	2	43	5	52	5	67
	25-29	11	2	12		10	4	18	1	20	3	18	1	22
	30-34	10	4	11		9		12		10	4	12	1	15
	35-39	8	3	8		7		9	1	12		17		10
	40-49	14	3	17		9	2	20	2	13	1	23		19
	50+	5	7	10		7		16	2	8	1	9		9
<i>MGT Total</i>		98	37	128		91	14	146	11	123	18	160	10	177
MKTG	Less Than 20	18		30		10		22		14		20		14
	20-24	28		25		30		28		25		26		29
	25-29	12		10		5		3		2		3		14
	30-34	5		4		2		3		2		6		4
	35-39	2		3		1		4		6				5
	40-49	6		6		5		4		12		7		8
	50+			3		1		2		5				4
<i>MKTG Total</i>		71		81		54		66		66		62		78
OT	Less Than 20	50	5	46	2	40	14	39		33	4	29	4	35
	20-24	64	13	71	3	64	17	70		57	10	58	14	59
	25-29	27	8	22	1	29	6	40		43	6	40	4	28
	30-34	31	9	18	2	25	9	21		24	4	32	2	18
	35-39	18	5	19		16	7	24	1	19	8	28	4	26
	40-49	54	12	42	1	52	12	42		44	7	47	2	58
	50+	24	8	34		33	7	37		36	7	35	3	38
<i>OT Total</i>		268	60	252	9	259	72	273	1	256	46	269	33	262
RE	Less Than 20	35	8	33	3	32	6	27		28	5	29		27
	20-24	47	15	38	7	46	9	37		31	10	35		38
	25-29	22	10	22	3	22	10	19		25	5	23		15
	30-34	23	7	19	1	22	8	12		14	3	9		13
	35-39	21	7	18	3	30	8	23		19	3	16		20
	40-49	60	13	55	4	42	13	33		46	7	34		31
	50+	41	11	38	1	42	13	39		46	11	35		35
<i>RE Total</i>		249	71	223	22	236	67	190		209	44	181		179
Grand Total		2514	468	2748	102	2515	535	2697	69	2729	556	2841	142	2815

CRN COUNT

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	8	1	8	1	8	1	10	1	7	1	7	1	7
ACCT 113	1		1		1		1		1		1		1
ACCT 115	1				1				1				1
ACCT 121	1		1		1		1		2		1		1
ACCT 131			1				1				1		
ACCT 201	5		6		5		6		6		5		6
ACCT 205	2		2		2		2		3		2		3
BUS 101	19	2	19	1	20	2	17	1	18	2	16	1	16
BUS 105	3	1	5		4	1	5		4	1	4		4
BUS 111	4	1	6	1	5	1	4		3	1	3	1	5
BUS 113	3		3		3		3		2		3		2
BUS 121					1				2				2
BUS 201	5	1	6		6	1	6		5	1	5		5
BUS 203	1		1		1				1		1		1
BUS 212	6	1	5		5	1	4		4	2	4	1	4
CA 103	17	6	21	1	20	7	19	1	19	8	17	1	16
CA 107	1	1	1		1	1	1		1	1	1		1
CA 110			1										
CA 111	3	1	2	1	2	1	3		2	1	2		3
CA 121	2		2		2		2		2		2		2
CA 131	1		1		1		1		1		1		1
CA 132	1		1		1		1		1		1		1
CA 133	1		1		1								
CA 141	2		1		2		2		2		2		2
CA 151	1		1		1		1		1		1		1
CA 153	1				1				1				1
CA 171	2		2		2	1	2		2	1	2		2
CA 173			1				1				1		
CA 175	1		1		1		1		1		1		2
CA 176			1								1		1
CA 182	1				1		1						
CA 221	2		2		2		2		2		2		2
CIS 101	5	2	5		5	2	5		4	2	5		4
CIS 111	3	1	2		2	1	3		2	1	2		2
CIS 113	1				1				1				1
CIS 121	1		1				1				1		

CRN COUNT (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
CIS 123			1				1						1
CIS 141			1		1				1				1
CIS 145	1		1		1		1		1		1		1
CIS 157	1		1		1				1				1
CIS 161	1		1		1		1		1	1	1		1
CIS 173	1				1				1				1
CIS 174	2												
MGT 101	2	1	2		3	1	3	1	3	1	3	1	4
MGT 105		1	1				1				1		
MGT 111							1						
MGT 115			1				1				1		
MGT 121					1				1				1
MGT 123		1											
MGT 198A		1											
MGT 201	1		1		1		1		1	1	1		1
MGT 212	2		2		1		2		2		1		2
MKTG 101	2		2		2		2		2		2		2
MKTG 112			1				1				1		
MKTG 121	1				1				1				1
OT 101	7	2	6	1	6	1	6		7	1	5	1	6
OT 102	2	1	2		2		2		2		2	1	2
OT 103	1		1		1		1	1	1		1		1
OT 105	1		1		1	1	1		1		1		1
OT 107	1		1		1								
OT 110			1										
OT 111	4	1	2	1	2	1	2		2	1			
OT 113			1				1						
OT 116													
OT 121	1		1		1		1		1		1		1
OT 131													
OT 133													
OT 150			1				1		1		1		1
OT 152	1	1	1		1	1	1		1	1	1		1
OT 201	2		1		1		1		1				1
OT 205	1				1				1				1
OT 207	1				1		1				1		

CRN COUNT (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
OT 208													
RE 101	4	1	4	1	4	2	4		5	1	4		4
RE 105	1	1	1		2	1	2		2	1	2		2
RE 111	1		1		1		1		1		1		1
RE 121	1				1				1				1
RE 131	1		1		1		1				1		
RE 141	1		1		1		1		1		1		
RE 143	1												
RE 161									1				
Grand Total	151	29	153	8	151	28	148	5	145	30	129	8	140

GPA

Class	2006-2007	2007-2008	2008-2009
ACCT 111	2.60	2.40	2.44
ACCT 113	3.30	2.84	3.19
ACCT 115	3.50	3.13	3.55
ACCT 121	3.16	3.07	3.24
ACCT 131	4.00	2.81	3.38
ACCT 201	2.44	2.88	2.65
ACCT 205	3.25	3.01	3.08
BUS 101	2.48	2.49	2.55
BUS 105	2.46	2.55	2.50
BUS 111	2.15	2.51	2.27
BUS 113	2.51	2.44	2.61
BUS 121	2.79	2.81	2.73
BUS 201	2.62	2.50	2.65
BUS 203	3.27	3.42	3.04
BUS 212	2.44	2.76	2.46
CA 103	2.67	2.73	2.94
CA 107	2.96	2.67	2.90
CA 110	3.33		
CA 111	2.70	3.07	2.84
CA 121	2.25	2.58	2.57
CA 131	3.45	3.43	3.18
CA 132	4.00	3.20	2.83
CA 133	4.00		
CA 141	2.68	2.51	2.82
CA 151	3.47	3.02	3.44
CA 153	3.15	2.95	3.75
CA 171	2.77	2.68	2.74
CA 173	3.00	3.09	3.50
CA 175	2.58	2.54	2.38
CA 176	2.67		2.45
CA 182	2.32	2.65	
CA 221	1.83	2.36	2.60
CIS 101	2.77	2.84	2.66
CIS 111	2.47	2.57	2.18
CIS 113	3.06	3.00	
CIS 121	2.79	2.50	2.79
CIS 123	2.23	3.20	2.15
CIS 141	2.60	1.56	2.25
CIS 145	3.25	2.78	2.14
CIS 157	3.04	3.60	3.30
CIS 161	3.10	2.76	2.58
CIS 173	2.33	1.78	2.86

GPA

Class	2006-2007	2007-2008	2008-2009
CIS 174			
MGT 101	2.28	2.52	2.26
MGT 105	3.73	2.67	2.93
MGT 111		3.00	
MGT 115	2.75	2.55	3.25
MGT 121	2.67	1.40	1.75
MGT 123	2.67		
MGT 198A			
MGT 201	2.47	2.58	2.66
MGT 212	2.69	2.74	2.53
MKTG 101	2.38	2.74	2.55
MKTG 112	2.69	2.83	2.75
MKTG 121	3.73	3.71	3.73
OT 101	1.98	2.16	2.34
OT 101L			
OT 102	2.81	2.39	2.64
OT 103	3.27	3.50	3.00
OT 105			
OT 107			
OT 110	2.57		
OT 111	3.38	3.00	2.79
OT 113	3.15	3.08	
OT 116			
OT 121	3.39	3.31	3.11
OT 131			
OT 133			
OT 150	2.76	2.88	2.88
OT 152	2.84	2.67	3.09
OT 201	2.81	3.12	3.75
OT 205	2.86	2.33	3.69
OT 207	3.13	2.78	3.69
OT 208			
RE 101	2.13	2.27	2.06
RE 105	3.30	2.82	2.92
RE 111	2.87	3.02	2.44
RE 121	2.89	3.08	2.69
RE 131	1.94	3.25	3.80
RE 141	3.09	3.17	3.38
RE 143			
RE 161		2.15	

SUCCESS

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	45.3%	52.4%	46.9%	70.6%	47.5%	59.3%	53.1%	66.7%	49.1%	59.1%	47.3%	68.4%	48.0%
ACCT 113	91.7%		72.7%		91.7%		42.1%		80.0%		72.7%		70.8%
ACCT 115	83.9%				79.2%				87.5%				97.1%
ACCT 121	66.7%		77.8%		77.3%		83.3%		65.2%		73.7%		56.5%
ACCT 131			80.0%				79.2%				82.8%		
ACCT 201	56.6%		48.7%		59.3%		73.8%		63.8%		66.9%		62.2%
ACCT 205	80.0%		70.2%		85.2%		91.9%		80.2%		77.0%		88.4%
BUS 101	54.7%	68.4%	58.8%	64.3%	60.4%	62.0%	57.8%	90.9%	57.0%	66.7%	65.4%	60.0%	65.9%
BUS 105	63.8%	62.5%	59.8%		55.3%	84.6%	61.6%		61.0%	80.0%	61.8%		61.1%
BUS 111	52.2%	90.0%	54.8%	100.0%	50.6%	65.0%	55.2%		54.5%	85.7%	59.7%	93.8%	60.8%
BUS 113	85.0%		75.6%		72.3%		70.5%		75.5%		68.8%		68.9%
BUS 121					48.0%				62.2%				60.0%
BUS 201	70.2%	77.8%	76.7%		71.6%	79.2%	73.7%		67.2%	84.6%	73.0%		45.7%
BUS 203	82.4%		92.3%		100.0%				92.3%		70.6%		93.3%
BUS 212	55.1%	80.0%	55.6%		57.7%	89.5%	70.9%		65.2%	72.2%	59.4%	64.3%	64.5%
CA 103	66.3%	87.7%	64.0%	100.0%	63.4%	75.7%	69.7%	100.0%	71.3%	72.5%	73.5%	96.2%	78.0%
CA 107	72.7%	77.8%	68.2%		68.2%	53.3%	58.8%		68.2%	72.0%	80.0%		61.9%
CA 110			60.0%										
CA 111	71.4%	66.7%	83.3%	57.1%	61.9%	75.0%	89.5%		83.3%	75.0%	74.4%		73.7%
CA 121	47.5%		58.1%		52.5%		55.6%		51.3%		41.3%		44.2%
CA 131	36.4%		68.8%		66.7%		64.7%		77.8%		58.6%		68.2%
CA 132	0.0%		50.0%		50.0%		57.1%		33.3%		50.0%		27.3%
CA 133	33.3%		0.0%		100.0%								
CA 141	77.4%		88.9%		61.9%		62.5%		64.0%		63.3%		78.8%
CA 151	79.2%		81.8%		90.0%		76.9%		76.9%		80.0%		84.0%
CA 153	91.7%				87.5%				79.2%				100.0%
CA 171	60.0%		77.5%		53.5%	79.2%	63.8%		58.8%	60.0%	60.8%		47.4%
CA 173			100.0%				80.8%				85.7%		
CA 175	60.0%		85.0%		91.7%		87.5%		71.4%		66.7%		65.0%
CA 176			100.0%								85.7%		100.0%
CA 182	66.7%				80.0%		88.9%						
CA 221	28.6%		50.0%		45.7%		51.4%		48.6%		33.3%		62.5%
CIS 101	62.4%	74.3%	72.8%		56.2%	80.6%	75.3%		68.6%	83.3%	62.4%		70.2%
CIS 111	47.9%	40.0%	59.5%		60.0%	78.9%	63.9%		52.9%	50.0%	52.3%		30.6%
CIS 113	100.0%				93.8%				64.3%				0.0%

SUCCESS (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
CIS 121	100.0%		73.3%				64.7%				61.1%		
CIS 123			69.2%				71.4%						63.6%
CIS 141			53.8%		90.9%				36.4%				66.7%
CIS 145	64.3%		92.9%		56.3%		38.9%		50.0%		21.4%		30.8%
CIS 157	72.7%		66.7%		81.3%				86.4%				100.0%
CIS 161	76.2%		78.3%		80.0%		86.2%		44.8%	89.5%	73.3%		42.3%
CIS 173	66.7%				66.7%				45.5%				50.0%
CIS 174	88.9%												
MGT 101	69.7%	86.7%	61.5%		50.9%	85.7%	49.1%	63.6%	62.9%	58.8%	41.5%	50.0%	53.5%
MGT 105		100.0%	88.9%				62.5%				73.3%		
MGT 111							100.0%						
MGT 115			88.0%				66.7%				100.0%		
MGT 121					25.0%				28.6%				44.4%
MGT 123		69.2%											
MGT 198A		100.0%											
MGT 201	68.2%		65.2%		75.0%		55.2%		50.0%	100.0%	57.1%		61.3%
MGT 212	73.3%		84.2%		71.4%		61.1%		68.3%		66.7%		71.1%
MKTG 101	53.8%		56.1%		36.8%		58.8%		62.7%		62.5%		71.4%
MKTG 112			66.7%				75.0%				88.9%		
MKTG 121	75.0%				77.8%				76.5%				87.5%
OT 101	39.1%	56.7%	45.8%	50.0%	36.3%	47.8%	32.4%		39.6%	80.0%	37.6%	41.7%	42.6%
OT 102	65.8%	100.0%	76.9%		57.1%		53.6%		60.6%		65.0%	28.6%	82.1%
OT 103	100.0%		100.0%		87.5%		50.0%	0.0%	33.3%		100.0%		100.0%
OT 105	60.0%		42.1%		33.3%	69.2%	46.2%		66.7%		25.0%		37.5%
OT 107	100.0%		100.0%		33.3%								
OT 110			85.7%										
OT 111	96.0%	90.0%	100.0%	100.0%	66.7%	58.3%	78.9%		71.4%	80.0%			
OT 113			85.7%				83.3%						
OT 116													
OT 121	61.5%		74.1%		91.3%		90.9%		88.2%		80.0%		78.6%
OT 131													
OT 133													
OT 150			66.7%				61.5%		83.3%		85.7%		77.3%
OT 152	81.8%	78.3%	68.4%		61.5%	52.0%	50.0%		65.0%	0.0%	75.0%		62.5%
OT 201	74.1%		63.6%		78.6%		46.7%		89.5%				80.0%
OT 205	54.5%				77.8%				72.2%				100.0%

SUCCESS (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
OT 207	92.3%				63.6%		50.0%				81.3%		
OT 208													
RE 101	52.1%	63.4%	47.5%	81.8%	51.9%	81.8%	56.3%		49.1%	50.0%	43.9%		45.4%
RE 105	85.7%	77.4%	90.9%		63.4%	91.3%	65.9%		60.4%	85.0%	86.8%		59.0%
RE 111	74.3%		80.6%		72.7%		62.1%		74.1%		78.6%		0.0%
RE 121	92.0%				80.6%				88.5%				82.1%
RE 131	66.7%		66.7%		50.0%		66.7%				100.0%		
RE 141	80.0%		72.7%		60.9%		87.5%		73.7%		72.7%		
RE 143	100.0%												
RE 161									59.5%				

RETENTION

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	61.0%	85.7%	61.3%	76.5%	63.6%	85.2%	68.7%	91.7%	76.7%	77.3%	65.9%	73.7%	70.9%
ACCT 113	91.7%		90.9%		91.7%		57.9%		88.0%		72.7%		83.3%
ACCT 115	90.3%				91.7%				100.0%				97.1%
ACCT 121	83.3%		88.9%		100.0%		100.0%		82.6%		84.2%		69.6%
ACCT 131			80.0%				87.5%				89.7%		
ACCT 201	64.6%		65.5%		75.8%		80.0%		69.8%		75.4%		74.8%
ACCT 205	82.0%		70.2%		88.9%		91.9%		88.4%		83.6%		94.2%
BUS 101	72.3%	71.1%	77.9%	78.6%	77.3%	78.0%	77.3%	90.9%	73.4%	77.1%	83.3%	80.0%	80.6%
BUS 105	78.7%	75.0%	73.2%		78.9%	92.3%	78.8%		87.0%	93.3%	77.9%		83.3%
BUS 111	73.1%	100.0%	76.2%	100.0%	74.1%	85.0%	71.6%		70.9%	90.5%	77.9%	100.0%	80.4%
BUS 113	96.7%		86.7%		83.0%		86.4%		88.7%		79.7%		80.0%
BUS 121					56.0%				71.1%				75.0%
BUS 201	87.7%	88.9%	88.4%		89.4%	83.3%	86.5%		88.8%	88.5%	85.1%		45.7%
BUS 203	82.4%		92.3%		100.0%				92.3%		76.5%		93.3%
BUS 212	76.6%	90.0%	74.1%		71.1%	94.7%	87.3%		77.5%	79.6%	88.7%	64.3%	86.0%
CA 103	86.7%	93.4%	85.7%	100.0%	82.1%	86.8%	88.5%	100.0%	87.9%	86.8%	86.0%	96.2%	89.9%
CA 107	86.4%	83.3%	68.2%		72.7%	60.0%	70.6%		72.7%	72.0%	84.0%		61.9%
CA 110			60.0%										
CA 111	91.4%	100.0%	91.7%	100.0%	71.4%	87.5%	94.7%		94.4%	75.0%	93.0%		84.2%
CA 121	90.0%		83.9%		85.0%		75.0%		76.9%		67.4%		67.4%
CA 131	63.6%		75.0%		70.4%		76.5%		83.3%		86.2%		77.3%
CA 132	0.0%		50.0%		50.0%		57.1%		33.3%		50.0%		45.5%
CA 133	33.3%		0.0%		100.0%								
CA 141	87.1%		94.4%		85.7%		83.3%		88.0%		90.0%		87.9%
CA 151	83.3%		86.4%		95.0%		92.3%		88.5%		83.3%		88.0%
CA 153	100.0%				87.5%				91.7%				100.0%
CA 171	65.0%		87.5%		62.8%	87.5%	85.1%		70.6%	65.0%	68.6%		76.3%
CA 173			100.0%				88.5%				85.7%		
CA 175	90.0%		95.0%		100.0%		95.8%		85.7%		88.9%		80.0%
CA 176			100.0%								95.2%		100.0%
CA 182	94.4%				95.0%		94.4%						
CA 221	71.4%		92.5%		89.1%		81.1%		70.3%		59.5%		77.1%
CIS 101	83.9%	85.7%	84.8%		74.2%	86.1%	83.9%		89.5%	90.5%	86.4%		87.2%
CIS 111	70.8%	80.0%	73.0%		73.3%	84.2%	80.6%		72.5%	66.7%	79.5%		36.7%
CIS 113	100.0%				100.0%				64.3%				5.9%
CIS 121	100.0%		93.3%				70.6%				77.8%		

RETENTION (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
CIS 123			100.0%				78.6%						90.9%
CIS 141			69.2%		100.0%				81.8%				95.2%
CIS 145	78.6%		100.0%		68.8%		44.4%		62.5%		50.0%		53.8%
CIS 157	86.4%		83.3%		81.3%				90.9%				100.0%
CIS 161	85.7%		87.0%		84.0%		96.6%		72.4%	94.7%	83.3%		73.1%
CIS 173	75.0%				100.0%				81.8%				70.0%
CIS 174	88.9%												
MGT 101	81.8%	86.7%	69.2%		72.7%	85.7%	61.4%	63.6%	72.6%	58.8%	52.3%	60.0%	78.8%
MGT 105		100.0%	100.0%				87.5%				93.3%		
MGT 111							100.0%						
MGT 115			96.0%				73.3%				100.0%		
MGT 121					37.5%				71.4%				88.9%
MGT 123		69.2%											
MGT 198A		100.0%											
MGT 201	77.3%		78.3%		75.0%		58.6%		64.3%	100.0%	77.1%		80.6%
MGT 212	77.8%		86.8%		76.2%		61.1%		68.3%		70.0%		82.2%
MKTG 101	92.3%		89.4%		55.3%		80.4%		76.5%		87.5%		85.7%
MKTG 112			72.2%				75.0%				88.9%		
MKTG 121	100.0%				83.3%				82.4%				91.7%
OT 101	58.3%	73.3%	68.3%	100.0%	76.6%	52.2%	56.1%		59.7%	86.7%	59.1%	75.0%	60.1%
OT 102	68.4%	100.0%	76.9%		65.7%		67.9%		78.8%		77.5%	66.7%	85.7%
OT 103	100.0%		100.0%		87.5%		50.0%	100.0%	66.7%		100.0%		100.0%
OT 105	100.0%		84.2%		73.3%	76.9%	88.5%		86.7%		95.8%		100.0%
OT 107	100.0%		100.0%		33.3%								
OT 110			100.0%										
OT 111	96.0%	100.0%	100.0%	100.0%	66.7%	75.0%	84.2%		81.0%	93.3%			
OT 113			92.9%				100.0%						
OT 116													
OT 121	61.5%		74.1%		95.7%		90.9%		94.1%		93.3%		92.9%
OT 131													
OT 133													
OT 150			94.4%				84.6%		100.0%		100.0%		100.0%
OT 152	90.9%	100.0%	94.7%		76.9%	80.0%	50.0%		80.0%	0.0%	79.2%		91.7%
OT 201	85.2%		81.8%		85.7%		53.3%		94.7%				80.0%
OT 205	72.7%				77.8%				100.0%				100.0%
OT 207	92.3%				72.7%		64.3%				81.3%		

RETENTION (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
OT 208													
RE 101	71.5%	80.5%	76.6%	90.9%	69.5%	81.8%	68.9%		84.9%	86.7%	72.0%		65.7%
RE 105	97.1%	87.1%	100.0%		73.2%	95.7%	79.5%		89.6%	95.0%	92.5%		82.0%
RE 111	82.9%		94.4%		87.9%		75.9%		81.5%		96.4%		0.0%
RE 121	92.0%				90.3%				100.0%				92.9%
RE 131	96.3%		92.6%		100.0%		66.7%				100.0%		
RE 141	85.0%		77.3%		73.9%		87.5%		84.2%		72.7%		
RE 143	100.0%												
RE 161									92.9%				

CERTIFICATES

Major	2006-2007	2007-2008	2008-2009	Grand Total
Administrative Assistant Cert	4	1		8
Bus Computer Info Science Cert	3	1		9
Business Med Office Assist. Cert				2
Business-General Cert	3	2	4	24
Computer Applications Cert	1		1	4
Computer Networking Core Cert	5	3	6	18
Computer Networking Multi Cert	3	4	2	11
Computer Software Dev Cert	1		1	6
Escrow Cert	1			1
Management Cert			1	3
Marketing Cert		1	1	3
Office Specialist Cert	4	1	2	15
Office Support Award LCert	4	4	2	24
Professional Bookkeeping Cert	2	2	8	13
Real Estate Broker's Cert	1	2	3	10
Real Estate Salesperson Cert	2	1	3	10
Small Business Management Cert				1

Grand Total	34	22	34	162
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DEGREES

Degree	Major	2006-2007	2007-2008	2008-2009
Associate in Arts	Business-General		1	

Associate in Arts Total

1

Associate in Science	Administrative Assistant	7	2	4
	Bus Computer Info Science	2	1	4
	Business Administration	44	66	82
	Business Medical Office Assist.			
	Business-General	8	12	14
	Computer Applications	2	3	1
	Computer Networking Multi-Plat	2	5	6
	Computer Software Developer	6	2	2
	Escrow	1		
	Management			3
	Marketing	2	2	1
	Office Specialist			2
	Professional Bookkeeping	4	4	9
	Real Estate		4	1
Small Business Management	1	2		

Associate in Science Total

79

103

129

Grand Total		79	104	129
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ADJUNCT LHE

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	6		9		6		9		12		9		12
ACCT 113			3				3				3		
ACCT 115	1				2				2				2
ACCT 131			3										
ACCT 201			4		4								4
ACCT 205													4
BUS 101	18	3	18	3	18	3	15		12	3	21		18
BUS 105	6	3	12		9	3	12		9	3	9		9
BUS 111	9	3	9	3	9	3	6		6	3	3	3	9
BUS 113	3				3		3		3		6		3
BUS 121									3				3
BUS 201	9	3	9		9	3	9		6	3	6		6
BUS 203	3		3		3				3		3		3
BUS 212	3	3	3		3	3	3		3	3	3	3	3
CA 103	28	16	44	4	40	16	32	4	36	16	36	4	36
CA 107	4	4	4		4	4	4		4	4	4		4
CA 110			4										
CA 111	4	4	4	4		4	4		8	4	8		4
CA 131	4		4		4		4		4		4		4
CA 132	0		0		0		0		0		0		0
CA 133	0		0		0								
CA 141	1.8		1.8		1.8		1.8		1.8		1.8		1.8
CA 151													4
CA 153	4				4				4				4
CA 171													8
CA 175	0		4		4		4		4		4		4
CA 176			0								4		
CA 182	4				4		4						
CIS 101	4	4	4		4	4	4		4	4	8		4
CIS 111	4		4		4		4		4		4		4
CIS 113	4				4				4				4
CIS 121	0		3				3				3		
CIS 123			4				4						
CIS 141			4		4				4				4
CIS 145	4		4		4		4		4		4		4
CIS 157	4		4		4				4				4
CIS 161	4		4		4		4						
CIS 173	4				0				4				0

ADJUNCT LHE (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
CIS 174	0												
MGT 101	3		3		3		3		3		6	3	6
MGT 105		3	3				3				3		
MGT 111							0						
MGT 115											0		
MGT 121					3				3				3
MGT 198A		1											
MGT 212											3		6
MKTG 101	6		6		3		6		6		6		6
MKTG 112			3				3				3		
MKTG 121	3				3				3				3
OT 101	8.2	4.1	12.3	4.1	12.3	4.1	12.3		12.3	4.1	8.2	4.1	8.2
OT 102	4.1	0	4.1		4.1		4.1		4.1		4.1		4.1
OT 103	0		0		0		0		0		0		0
OT 105	1.4		1.4		1.4				1.4		1.4		1.4
OT 107	0		0		0								
OT 110			0										
OT 111	0	0	0	0		0	0		0	0			
OT 113			4				4						
OT 121	4				4				4		4		4
OT 131													
OT 133													
OT 150			3				3		3		3		3
OT 152	3	3	3		3	3	3		3	3	3		3
OT 201	3				3				3				3
OT 205													3
OT 207	3				3		3				3		
OT 208													
RE 101	3	3	3	3	3	3	6		6	3			3
RE 105	3	3	3		6	3	6		6	3	6		3
RE 111	3		3		3		3		3		3		3
RE 121	3				3				3				3
RE 131	3		3		3		3				3		
RE 141	3		3		3		3		3		3		
RE 161									3				
	192.5	60.1	227.6	21.1	219.6	56.1	202.2	4	218.6	56.1	206.5	17.1	235.5

ADJUNCT FTEF

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	0.4	0	0.6	0	0.4	0	0.6	0	0.8	0	0.6	0	0.8
ACCT 113	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0
ACCT 115	0.066667	0	0	0	0.133333	0	0	0	0.133333	0	0	0	0.133333
ACCT 131	0	0	0.2	0	0	0	0	0	0	0	0	0	0
ACCT 201	0	0	0.266667	0	0.266667	0	0	0	0	0	0	0	0.266667
ACCT 205	0	0	0	0	0	0	0	0	0	0	0	0	0.266667
BUS 101	1.2	0.2	1.2	0.2	1.2	0.2	1	0	0.8	0.2	1.4	0	1.2
BUS 105	0.4	0.2	0.8	0	0.6	0.2	0.8	0	0.6	0.2	0.6	0	0.6
BUS 111	0.6	0.2	0.6	0.2	0.6	0.2	0.4	0	0.4	0.2	0.2	0.2	0.6
BUS 113	0.2	0	0	0	0.2	0	0.2	0	0.2	0	0.4	0	0.2
BUS 121	0	0	0	0	0	0	0	0	0.2	0	0	0	0.2
BUS 201	0.6	0.2	0.6	0	0.6	0.2	0.6	0	0.4	0.2	0.4	0	0.4
BUS 203	0.2	0	0.2	0	0.2	0	0	0	0.2	0	0.2	0	0.2
BUS 212	0.2	0.2	0.2	0	0.2	0.2	0.2	0	0.2	0.2	0.2	0.2	0.2
CA 103	1.866667	1.066667	2.933333	0.266667	2.666667	1.066667	2.133333	0.266667	2.4	1.066667	2.4	0.266667	2.4
CA 107	0.266667	0.266667	0.266667	0	0.266667	0.266667	0.266667	0	0.266667	0.266667	0.266667	0	0.266667
CA 110	0	0	0.266667	0	0	0	0	0	0	0	0	0	0
CA 111	0.266667	0.266667	0.266667	0.266667	0	0.266667	0.266667	0	0.533333	0.266667	0.533333	0	0.266667
CA 131	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CA 132	0	0	0	0	0	0	0	0	0	0	0	0	0
CA 133	0	0	0	0	0	0	0	0	0	0	0	0	0
CA 141	0.12	0	0.12	0	0.12	0	0.12	0	0.12	0	0.12	0	0.12
CA 151	0	0	0	0	0	0	0	0	0	0	0	0	0.266667
CA 153	0.266667	0	0	0	0.266667	0	0	0	0.266667	0	0	0	0.266667
CA 171	0	0	0	0	0	0	0	0	0	0	0	0	0.533333
CA 175	0	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CA 176	0	0	0	0	0	0	0	0	0	0	0.266667	0	0
CA 182	0.266667	0	0	0	0.266667	0	0.266667	0	0	0	0	0	0
CIS 101	0.266667	0.266667	0.266667	0	0.266667	0.266667	0.266667	0	0.266667	0.266667	0.533333	0	0.266667
CIS 111	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CIS 113	0.266667	0	0	0	0.266667	0	0	0	0.266667	0	0	0	0.266667
CIS 121	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0
CIS 123	0	0	0.266667	0	0	0	0.266667	0	0	0	0	0	0
CIS 141	0	0	0.266667	0	0.266667	0	0	0	0.266667	0	0	0	0.266667
CIS 145	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CIS 157	0.266667	0	0.266667	0	0.266667	0	0	0	0.266667	0	0	0	0.266667
CIS 161	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0	0	0	0	0

ADJUNCT FTEF (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
CIS 173	0.266667	0	0	0	0	0	0	0	0.266667	0	0	0	0
CIS 174	0	0	0	0	0	0	0	0	0	0	0	0	0
MGT 101	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.4	0.2	0.4
MGT 105	0	0.2	0.2	0	0	0	0.2	0	0	0	0.2	0	0
MGT 111	0	0	0	0	0	0	0	0	0	0	0	0	0
MGT 115	0	0	0	0	0	0	0	0	0	0	0	0	0
MGT 121	0	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
MGT 198A	0	0.066667	0	0	0	0	0	0	0	0	0	0	0
MGT 212	0	0	0	0	0	0	0	0	0	0	0.2	0	0.4
MKTG 101	0.4	0	0.4	0	0.2	0	0.4	0	0.4	0	0.4	0	0.4
MKTG 112	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0
MKTG 121	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
OT 101	0.546667	0.273333	0.82	0.273333	0.82	0.273333	0.82	0	0.82	0.273333	0.546667	0.273333	0.546667
OT 102	0.273333	0	0.273333	0	0.273333	0	0.273333	0	0.273333	0	0.273333	0	0.273333
OT 103	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 105	0.093333	0	0.093333	0	0.093333	0	0	0	0.093333	0	0.093333	0	0.093333
OT 107	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 110	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 111	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 113	0	0	0.266667	0	0	0	0.266667	0	0	0	0	0	0
OT 121	0.266667	0	0	0	0.266667	0	0	0	0.266667	0	0.266667	0	0.266667
OT 131	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 133	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 150	0	0	0.2	0	0	0	0.2	0	0.2	0	0.2	0	0.2
OT 152	0.2	0.2	0.2	0	0.2	0.2	0.2	0	0.2	0.2	0.2	0	0.2
OT 201	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
OT 205	0	0	0	0	0	0	0	0	0	0	0	0	0.2
OT 207	0.2	0	0	0	0.2	0	0.2	0	0	0	0.2	0	0
OT 208	0	0	0	0	0	0	0	0	0	0	0	0	0
RE 101	0.2	0.2	0.2	0.2	0.2	0.2	0.4	0	0.4	0.2	0	0	0.2
RE 105	0.2	0.2	0.2	0	0.4	0.2	0.4	0	0.4	0.2	0.4	0	0.2
RE 111	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
RE 121	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
RE 131	0.2	0	0.2	0	0.2	0	0.2	0	0	0	0.2	0	0
RE 141	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0
RE 161	0	0	0	0	0	0	0	0	0.2	0	0	0	0
	12.8333	4.00667	15.1733	1.40667	14.64	3.74	13.48	0.26667	14.5733	3.74	13.7667	1.14	15.7

OVERLOAD LHE

Class	200630	200670	200730	200770	200830	200870	200930
ACCT 111		3	3	3			
ACCT 131				3			
ACCT 201	4	4					
BUS 101	3	3	6	6	3	6	6
BUS 111							
BUS 121			3				
BUS 212	3	3	3				
CA 103		4	4	4	4	4	4
CA 111	4	4	4	4			
CA 121							
CA 151				4			
CA 171						4	
CA 173		4					
CA 221	5	5	5	5	5	5	5
CIS 101	4	4	4	4			
CIS 123							4
CIS 161					4	4	4
MGT 101				3	3	3	6
MGT 115		3		3			
MGT 201	3		3		3		
MGT 212							
OT 101	4.1	4.1	4.1		4.1		
OT 102	4.1	4.1	4.1		4.1		
OT 105				1.4			
OT 111		0					
OT 113							
OT 121		4		4			
OT 205							
RE 101	3	3	3			3	
RE 131				1.1			
Grand Total	37.2	52.2	46.2	45.5	30.2	29	29

OVERLOAD FTEF

Class	200630	200670	200730	200770	200830	200870	200930
ACCT 111	0	0.2	0.2	0.2	0	0	0
ACCT 131	0	0	0	0.2	0	0	0
ACCT 201	0.266666667	0.266666667	0	0	0	0	0
BUS 101	0.2	0.2	0.4	0.4	0.2	0.4	0.4
BUS 111	0	0	0	0	0	0	0
BUS 121	0	0	0.2	0	0	0	0
BUS 212	0.2	0.2	0.2	0	0	0	0
CA 103	0	0.266666667	0.266666667	0.266666667	0.266666667	0.266666667	0.266666667
CA 111	0.266666667	0.266666667	0.266666667	0.266666667	0	0	0
CA 121	0	0	0	0	0	0	0
CA 151	0	0	0	0.266666667	0	0	0
CA 171	0	0	0	0	0	0.266666667	0
CA 173	0	0.266666667	0	0	0	0	0
CA 221	0.333333333	0.333333333	0.333333333	0.333333333	0.333333333	0.333333333	0.333333333
CIS 101	0.266666667	0.266666667	0.266666667	0.266666667	0	0	0
CIS 123	0	0	0	0	0	0	0.266666667
CIS 161	0	0	0	0	0.266666667	0.266666667	0.266666667
MGT 101	0	0	0	0.2	0.2	0.2	0.4
MGT 115	0	0.2	0	0.2	0	0	0
MGT 201	0.2	0	0.2	0	0.2	0	0
MGT 212	0	0	0	0	0	0	0
OT 101	0.273333333	0.273333333	0.273333333	0	0.273333333	0	0
OT 102	0.273333333	0.273333333	0.273333333	0	0.273333333	0	0
OT 105	0	0	0	0.093333333	0	0	0
OT 111	0	0	0	0	0	0	0
OT 113	0	0	0	0	0	0	0
OT 121	0	0.266666667	0	0.266666667	0	0	0
OT 205	0	0	0	0	0	0	0
RE 101	0.2	0.2	0.2	0	0	0.2	0
RE 131	0	0	0	0.073333333	0	0	0
Grand Total	2.48	3.48	3.08	3.0333333	2.0133333	1.9333333	1.9333333

F/T INSTRUCTOR LHE

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	6	3	9	3	6	3	9	3	6	3	3	3	3
ACCT 113	3				3				3				3
ACCT 115	1												
ACCT 121	2.5		2.5		2.5		2.5		2.5		2.5		2.5
ACCT 131											3		
ACCT 201	8		8		8		12		12		8		8
ACCT 205	4		4		4		4		8		4		8
BUS 101	12	3	12		12	3	9	3	12	3	6	3	6
BUS 105													
BUS 111	3		6		6		3		3		3		3
BUS 113	3		3		3		3		3		3		3
BUS 121									3				3
BUS 212	6		6		3		6		6	3	6		6
CA 103	8	4	8		8	8	8		8	8	8		
CA 111													4
CA 121	4		4		4		4		4		4		4
CA 151	4		4		4				4		4		
CA 171	4		4		4	4	4		4	4	4		
CA 173							4				4		
CA 221	5		5		5		5		5		5		5
CIS 101	4	4	4		4	4	4		4	4	4		4
CIS 111	4	4	4		4	4	4		4	0	4		4
CIS 161										4			
MGT 101	3	3	3		6	3	3	3	3	3			
MGT 115													
MGT 123		3											
MGT 201			3				3			0	3		3
MGT 212	3		3		3		3		3				
MKTG 101					3								
OT 101					4.1		4.1				4.1		4.1
OT 102							4.1				4.1	4.1	4.1
OT 103								0					
OT 105						1.4							
OT 107													
OT 111	0				0		0						
OT 116													
OT 201	3		3				3						
OT 205	3				3				3				
RE 101	3		3		3		3		3		3		3
RE 143	0												
Grand Total	96.5	24	98.5	3	102.6	30.4	104.7	9	103.5	32	89.7	10.1	80.7

F/T INSTRUCTOR FTEF

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	0.4	0.2	0.6	0.2	0.4	0.2	0.6	0.2	0.4	0.2	0.2	0.2	0.2
ACCT 113	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
ACCT 115	0.06667	0	0	0	0	0	0	0	0	0	0	0	0
ACCT 121	0.16667	0	0.16667	0	0.16667	0	0.16667	0	0.16667	0	0.16667	0	0.16667
ACCT 131	0	0	0	0	0	0	0	0	0	0	0.2	0	0
ACCT 201	0.53333	0	0.53333	0	0.53333	0	0.8	0	0.8	0	0.53333	0	0.53333
ACCT 205	0.26667	0	0.26667	0	0.26667	0	0.26667	0	0.53333	0	0.26667	0	0.53333
BUS 101	0.8	0.2	0.8	0	0.8	0.2	0.6	0.2	0.8	0.2	0.4	0.2	0.4
BUS 105	0	0	0	0	0	0	0	0	0	0	0	0	0
BUS 111	0.2	0	0.4	0	0.4	0	0.2	0	0.2	0	0.2	0	0.2
BUS 113	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
BUS 121	0	0	0	0	0	0	0	0	0.2	0	0	0	0.2
BUS 212	0.4	0	0.4	0	0.2	0	0.4	0	0.4	0.2	0.4	0	0.4
CA 103	0.53333	0.26667	0.53333	0	0.53333	0.53333	0.53333	0	0.53333	0.53333	0.53333	0	0
CA 111	0	0	0	0	0	0	0	0	0	0	0	0	0.26667
CA 121	0.26667	0	0.26667	0	0.26667	0	0.26667	0	0.26667	0	0.26667	0	0.26667
CA 151	0.26667	0	0.26667	0	0.26667	0	0	0	0.26667	0	0.26667	0	0
CA 171	0.26667	0	0.26667	0	0.26667	0.26667	0.26667	0	0.26667	0.26667	0.26667	0	0
CA 173	0	0	0	0	0	0	0.26667	0	0	0	0.26667	0	0
CA 221	0.33333	0	0.33333	0	0.33333	0	0.33333	0	0.33333	0	0.33333	0	0.33333
CIS 101	0.26667	0.26667	0.26667	0	0.26667	0.26667	0.26667	0	0.26667	0.26667	0.26667	0	0.26667
CIS 111	0.26667	0.26667	0.26667	0	0.26667	0.26667	0.26667	0	0.26667	0	0.26667	0	0.26667
CIS 161	0	0	0	0	0	0	0	0	0	0.26667	0	0	0
MGT 101	0.2	0.2	0.2	0	0.4	0.2	0.2	0.2	0.2	0.2	0	0	0
MGT 115	0	0	0	0	0	0	0	0	0	0	0	0	0
MGT 123	0	0.2	0	0	0	0	0	0	0	0	0	0	0
MGT 201	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0.2
MGT 212	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0	0	0
MKTG 101	0	0	0	0	0.2	0	0	0	0	0	0	0	0
OT 101	0	0	0	0	0.27333	0	0.27333	0	0	0	0.27333	0	0.27333
OT 102	0	0	0	0	0	0	0.27333	0	0	0	0.27333	0.27333	0.27333
OT 103	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 105	0	0	0	0	0	0.09333	0	0	0	0	0	0	0
OT 107	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 111	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 116	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 201	0.2	0	0.2	0	0	0	0.2	0	0	0	0	0	0
OT 205	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0
RE 101	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
RE 143	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	6.4333	1.6	6.5667	0.2	6.84	2.0267	6.98	0.6	6.9	2.1333	5.98	0.6733	5.38

OVERALL LHE

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	12	3	21	3	15	3	21	3	18	3	12	3	15
ACCT 113	3		3		3		3		3		3		3
ACCT 115	2				2				2				2
ACCT 121	2.5		2.5		2.5		2.5		2.5		2.5		2.5
ACCT 131			3				3				3		
ACCT 201	12		16		12		12		12		8		12
ACCT 205	4		4		4		4		8		4		12
BUS 101	33	6	33	3	36	6	30	3	27	6	33	3	30
BUS 105	6	3	12		9	3	12		9	3	9		9
BUS 111	12	3	15	3	15	3	9		9	3	6	3	12
BUS 113	6		3		6		6		6		9		6
BUS 121					3				6				6
BUS 201	9	3	9		9	3	9		6	3	6		6
BUS 203	3		3		3				3		3		3
BUS 212	12	3	12		9	3	9		9	6	9	3	9
CA 103	36	20	56	4	52	24	44	4	48	24	48	4	40
CA 107	4	4	4		4	4	4		4	4	4		4
CA 110			4										
CA 111	8	4	8	4	4	4	8		8	4	8		8
CA 121	4		4		4		4		4		4		4
CA 131	4		4		4		4		4		4		4
CA 132	0		0		0		0		0		0		0
CA 133	0		0		0								
CA 141	1.8		1.8		1.8		1.8		1.8		1.8		1.8
CA 151	4		4		4		4		4		4		4
CA 153	4				4				4				4
CA 171	4		4		4	4	4		4	4	8		8
CA 173			4				4				4		
CA 175	0		4		4		4		4		4		4
CA 176			0								4		
CA 182	4				4		4						
CA 221	10		10		10		10		10		10		10
CIS 101	12	8	12		12	8	12		8	8	12		8
CIS 111	8	4	8		8	4	8		8	0	8		8
CIS 113	4				4				4				4
CIS 121	0		3				3				3		
CIS 123			4				4						4

OVERALL LHE (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
CIS 141			4		4				4				4
CIS 145	4		4		4		4		4		4		4
CIS 157	4		4		4				4				4
CIS 161	4		4		4		4		4	4	4		4
CIS 173	4				0				4				0
CIS 174	0												
MGT 101	6	3	6		9	3	9	3	9	3	9	3	12
MGT 105		3	3				3				3		
MGT 111							0						
MGT 115			3				3				0		
MGT 121					3				3				3
MGT 123		3											
MGT 198A		1											
MGT 201	3		3		3		3		3	0	3		3
MGT 212	3		3		3		3		3		3		6
MKTG 101	6		6		6		6		6		6		6
MKTG 112			3				3				3		
MKTG 121	3				3				3				3
OT 101	12.3	4.1	16.4	4.1	20.5	4.1	16.4		16.4	4.1	12.3	4.1	12.3
OT 102	8.2	0	8.2		8.2		8.2		8.2		8.2	4.1	8.2
OT 103	0		0		0		0	0	0		0		0
OT 105	1.4		1.4		1.4	1.4	1.4		1.4		1.4		1.4
OT 107	0		0		0								
OT 110			0										
OT 111	0	0	0	0	0	0	0		0	0			
OT 113			4				4						
OT 116													
OT 121	4		4		4		4		4		4		4
OT 131													
OT 133													
OT 150			3				3		3		3		3
OT 152	3	3	3		3	3	3		3	3	3		3
OT 201	6		3		3		3		3				3
OT 205	3				3				3				3
OT 207	3				3		3				3		
OT 208													
RE 101	9	3	9	3	9	3	9		9	3	6		6

OVERALL LHE (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
RE 105	3	3	3		6	3	6		6	3	6		3
RE 111	3		3		3		3		3		3		3
RE 121	3				3				3				3
RE 131	3		3		3		4.1				3		
RE 141	3		3		3		3		3		3		
RE 143	0												
RE 161									3				
Grand Total	326.2	84.1	378.3	24.1	368.4	86.5	352.4	13	352.3	88.1	325.2	27.2	345.2

OVERALL FTEF

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
ACCT 111	0.8	0.2	1.4	0.2	1	0.2	1.4	0.2	1.2	0.2	0.8	0.2	1
ACCT 113	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
ACCT 115	0.133333	0	0	0	0.133333	0	0	0	0.133333	0	0	0	0.133333
ACCT 121	0.166667	0	0.166667	0	0.166667	0	0.166667	0	0.166667	0	0.166667	0	0.166667
ACCT 131	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0
ACCT 201	0.8	0	1.066667	0	0.8	0	0.8	0	0.8	0	0.533333	0	0.8
ACCT 205	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.533333	0	0.266667	0	0.8
BUS 101	2.2	0.4	2.2	0.2	2.4	0.4	2	0.2	1.8	0.4	2.2	0.2	2
BUS 105	0.4	0.2	0.8	0	0.6	0.2	0.8	0	0.6	0.2	0.6	0	0.6
BUS 111	0.8	0.2	1	0.2	1	0.2	0.6	0	0.6	0.2	0.4	0.2	0.8
BUS 113	0.4	0	0.2	0	0.4	0	0.4	0	0.4	0	0.6	0	0.4
BUS 121	0	0	0	0	0.2	0	0	0	0.4	0	0	0	0.4
BUS 201	0.6	0.2	0.6	0	0.6	0.2	0.6	0	0.4	0.2	0.4	0	0.4
BUS 203	0.2	0	0.2	0	0.2	0	0	0	0.2	0	0.2	0	0.2
BUS 212	0.8	0.2	0.8	0	0.6	0.2	0.6	0	0.6	0.4	0.6	0.2	0.6
CA 103	2.4	1.333333	3.733333	0.266667	3.466667	1.6	2.933333	0.266667	3.2	1.6	3.2	0.266667	2.666667
CA 107	0.266667	0.266667	0.266667	0	0.266667	0.266667	0.266667	0	0.266667	0.266667	0.266667	0	0.266667
CA 110	0	0	0.266667	0	0	0	0	0	0	0	0	0	0
CA 111	0.533333	0.266667	0.533333	0.266667	0.266667	0.266667	0.533333	0	0.533333	0.266667	0.533333	0	0.533333
CA 121	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CA 131	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CA 132	0	0	0	0	0	0	0	0	0	0	0	0	0
CA 133	0	0	0	0	0	0	0	0	0	0	0	0	0
CA 141	0.12	0	0.12	0	0.12	0	0.12	0	0.12	0	0.12	0	0.12
CA 151	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CA 153	0.266667	0	0	0	0.266667	0	0	0	0.266667	0	0	0	0.266667
CA 171	0.266667	0	0.266667	0	0.266667	0.266667	0.266667	0	0.266667	0.266667	0.533333	0	0.533333
CA 173	0	0	0.266667	0	0	0	0.266667	0	0	0	0.266667	0	0
CA 175	0	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CA 176	0	0	0	0	0	0	0	0	0	0	0.266667	0	0
CA 182	0.266667	0	0	0	0.266667	0	0.266667	0	0	0	0	0	0
CA 221	0.666667	0	0.666667	0	0.666667	0	0.666667	0	0.666667	0	0.666667	0	0.666667
CIS 101	0.8	0.533333	0.8	0	0.8	0.533333	0.8	0	0.533333	0.533333	0.8	0	0.533333
CIS 111	0.533333	0.266667	0.533333	0	0.533333	0.266667	0.533333	0	0.533333	0	0.533333	0	0.533333
CIS 113	0.266667	0	0	0	0.266667	0	0	0	0.266667	0	0	0	0.266667
CIS 121	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0

OVERALL FTEF (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
CIS 123	0	0	0.266667	0	0	0	0.266667	0	0	0	0	0	0.266667
CIS 141	0	0	0.266667	0	0.266667	0	0	0	0.266667	0	0	0	0.266667
CIS 145	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
CIS 157	0.266667	0	0.266667	0	0.266667	0	0	0	0.266667	0	0	0	0.266667
CIS 161	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0.266667	0.266667	0	0.266667
CIS 173	0.266667	0	0	0	0	0	0	0	0.266667	0	0	0	0
CIS 174	0	0	0	0	0	0	0	0	0	0	0	0	0
MGT 101	0.4	0.2	0.4	0	0.6	0.2	0.6	0.2	0.6	0.2	0.6	0.2	0.8
MGT 105	0	0.2	0.2	0	0	0	0.2	0	0	0	0.2	0	0
MGT 111	0	0	0	0	0	0	0	0	0	0	0	0	0
MGT 115	0	0	0.2	0	0	0	0.2	0	0	0	0	0	0
MGT 121	0	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
MGT 123	0	0.2	0	0	0	0	0	0	0	0	0	0	0
MGT 198A	0	0.066667	0	0	0	0	0	0	0	0	0	0	0
MGT 201	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
MGT 212	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.4
MKTG 101	0.4	0	0.4	0	0.4	0	0.4	0	0.4	0	0.4	0	0.4
MKTG 112	0	0	0.2	0	0	0	0.2	0	0	0	0.2	0	0
MKTG 121	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
OT 101	0.82	0.273333	1.093333	0.273333	1.366667	0.273333	1.093333	0	1.093333	0.273333	0.82	0.273333	0.82
OT 102	0.546667	0	0.546667	0	0.546667	0	0.546667	0	0.546667	0	0.546667	0.273333	0.546667
OT 103	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 105	0.093333	0	0.093333	0	0.093333	0.093333	0.093333	0	0.093333	0	0.093333	0	0.093333
OT 107	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 110	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 111	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 113	0	0	0.266667	0	0	0	0.266667	0	0	0	0	0	0
OT 116	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 121	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667	0	0.266667
OT 131	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 133	0	0	0	0	0	0	0	0	0	0	0	0	0
OT 150	0	0	0.2	0	0	0	0.2	0	0.2	0	0.2	0	0.2
OT 152	0.2	0.2	0.2	0	0.2	0.2	0.2	0	0.2	0.2	0.2	0	0.2
OT 201	0.4	0	0.2	0	0.2	0	0.2	0	0.2	0	0	0	0.2
OT 205	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
OT 207	0.2	0	0	0	0.2	0	0.2	0	0	0	0.2	0	0
OT 208	0	0	0	0	0	0	0	0	0	0	0	0	0

OVERALL FTEF (Cont.)

Class	200630	200650	200670	200710	200730	200750	200770	200810	200830	200850	200870	200910	200930
RE 101	0.6	0.2	0.6	0.2	0.6	0.2	0.6	0	0.6	0.2	0.4	0	0.4
RE 105	0.2	0.2	0.2	0	0.4	0.2	0.4	0	0.4	0.2	0.4	0	0.2
RE 111	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2
RE 121	0.2	0	0	0	0.2	0	0	0	0.2	0	0	0	0.2
RE 131	0.2	0	0.2	0	0.2	0	0.273333	0	0	0	0.2	0	0
RE 141	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0.2	0	0
RE 143	0	0	0	0	0	0	0	0	0	0	0	0	0
RE 161	0	0	0	0	0	0	0	0	0.2	0	0	0	0
Grand Total	21.747	5.6067	25.22	1.6067	24.56	5.7667	23.493	0.8667	23.487	5.8733	21.68	1.8133	23.013