ALLAN HANCOCK COLLEGE

# PROGRAM REVIEW

2019-2020

Program Name: Business

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**PROGRAM REVIEW**

**Business**

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## Self-Study

Program review is intended to be a reflective process that builds on the extensive information gathered for the Annual Updates and lays out the program's major directions for the future. (Place your responses in the expandable text boxes below each question.)

### I. Program Mission *(must align with college mission statement)*

Describe the need that is met by the program or the purpose of the program. For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

The Business Program consists of one associate of arts degree program (A.A), one associate in science in business administration for transfer (AS-T) program, six associate of science degree programs (A.S.), three certificate of achievement program and six certificate of accomplishment programs.

The associate of arts degree program in business administration prepares students to begin upper-division work leading to a baccalaureate degree in business administration.

The associate in science in business administration for transfer (AS-T) prepares students to begin upper division work leading to a California State University baccalaureate degree in business or business administration.

The associate in science in business administration for transfer program prepares students to begin upper-division work leading to a California State University baccalaureate degree in business of business administration.

The associate of science degree program in business management prepares students for entry-level management positions. Courses also provide a foundation for upper division courses in a baccalaureate degree program in business.

The associate of science degree program in business marketing prepares students for entry-level positions in marketing. Courses also provide a foundation for upper division courses in a baccalaureate degree program in business.

The associate of science degree in entrepreneurship helps student obtain the comprehensive knowledge and skills necessary to become a successful entrepreneur. Some courses are suitable for transfer.

The associate of science degree paralegal provides students with education, training, and experience that will enable them to become successful paralegal and to advance in the profession.

The business certificate of achievement program prepares students for immediate employment in entry-level management positions. The coursework can be applied to the associate degree programs in business.

The entrepreneurship certificate of achievement helps students gain the basic knowledge and skill necessary to become a successful entrepreneurship.

The paralegal certificate of achievement helps students to gain the basic knowledge and skills necessary for an entry level paralegal position.

The business certificate of accomplishments includes the following: business law, customer service, executive leadership, human resource management, sales and marketing, and supervisory management. All certificate of accomplishments provides vocational, short-term training to help students quickly gain job skills and to enhance personal and professional development.

The business program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.

## II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the program/department has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, and strengths of the program as reflected in its Annual Updates. Show the relationship between the program goals, the mission of the college, the district strategic plan, and the impact on student development and success.

Our business department advisory team stressed the importance of "writing skills" and the ability to "follow instructions." As a result, these goals have been formalized into student learning outcomes which are measured and monitored each semester.

Each business class requires a written, work-based project. In addition, specific instructions are given regarding completing these projects. Then, the projects are assessed based on written skills, content, and ability to follow instructions. A grading rubric was developed to access these projects.

Student surveys indicate that students believe the program is of excellent quality. There were no challenges identified by students in the student survey (see exhibit E1).

Student success rates in online vs. on-site classes has been improved. Plans implemented include earlier due dates and more instructor feedback to strengthen student performance and encourage student persistence. A detailed report of success rates is included herein.

## III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs?

Resource use related to curriculum and curriculum delivery is adequate at this point. Updated restrooms and building updates would be optimal. Existing facility promotes an

outdated look rather than a modern, professional business and industry image. As of Fall 2019 classes are unstable due to recent changes to schedule P.E. department study skills class in the room formerly occupied by the paralegal program, K11-A

## III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs?

Resource use related to curriculum and curriculum delivery is adequate at this point. Updated restrooms and building updates would be optimal. Existing facility promotes an outdated look rather than a modern, professional business and industry image. As of Fall 2019 classes are unstable due to recent changes to schedule P.E. department study skills class in the room formerly occupied by the paralegal program, K11-A

## IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes do you plan based on these data?

Program student learning outcomes have all been completed using the college SLO procedures and policies. Three learning outcomes are shared across all programs and courses; each one applying it to the relevant subject matter. The outcomes are as follows:

1. Recall significant [insert name of business/entrepreneurship/paralegal program or course] issues, theories and applications
2. Apply [insert name of business/entrepreneurship/paralegal program or course] to produce work-based learning project.
3. Develop the ability to follow instructions on assignments and class activities.

Outcome 1 is assessed with a comprehensive exam(s) in each course within the discipline.

Outcome 2 is assessed with a written assignment scored using a rubric. All classes, except FastTrack (one-day Saturday, .5 unit classes) have a work-based learning assignment.

Outcome 3 is assessed by measuring student compliance with specific instructions in each class.

The assessment data indicate that students do well in "recalling significant business principles, theories, and applications Students struggle with analytical and writing skills when faced with producing an "applied" work-based learning project that requires more than restating textbook materials. Students continue to have difficulty following instructions.

Planned interventions include providing students with more opportunity to write and receive feedback on how to improve their depth of analysis. Also, work that does not follow instructions must be returned with a short timeframe to resubmit. Instructors can also utilize the college STARFISH program.

## V. Distance Learning (if applicable)

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.
- As well, describe how program instructors ensure regular substantive instructor- initiated contact in online classes.

Comparison of success and retention for online offerings to the same courses offered face-to-face please see herein pages 30-43.

Presently, a rubric is being utilized and earlier intervention instituted to improve both retention and success rates between online and face-to-face courses.

Online instructor contact is conducted in the follow ways: Announcements, timely feedback on assignments, instructor posts on Discussion Board, rubric, emails, telephone calls, office hours, and STARFISH program.

## VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

- Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Increased frequency of grading, use of rubrics, assignment examples, and early intervention with the STARFISH program have increased student success.

Analysis on data for student success based on gender, age, ethnicity, and online, see herein pages 30-43.

The Business department has seen an increase of younger students under 19 years of age. This can be accounted to the promoting of taking college courses in high school. Also, the college created a "college promise," to those students, who qualify for free tuition. Many of these students lack academic entry skills. Assignments have been implemented to assist students in developing analytical and writing skills necessary for transfer to the university level. Courses have been aligned to give students like assignments in which students can practice these academic skills using different course material. Continuous monitoring and more research are recommended.

**VII. Trend Analyses/Outlook**

Using the information already gathered in the AUs (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last program review

Enrollment trends are good in the business disciplines. There is a significant history of strong enrollment in the program. There was a short period of time where sections were cut due to enrollment management and enrollment was slightly reduced. However, additional sections are slowly being added. As usual, most courses have waiting lists so additional sections should enhance enrollment trends. Degree attainment is good.

A major challenge continues to be helping students develop their analytical and writing skills, as measured by written work-based learning assignments.

The business advisory team has stressed the importance of students mastering the ability to "follow instructions." Students continue to struggle with this learning objective and further improvement is needed in this area.

Online vs. on-site success rates has improved.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments.

The program offers a wide variety of specializations, degrees, certificates, and even one-day, credit/no credit workshops. Classes are offered during the day, evening, Saturdays, online and remote-ERT. This flexible scheduling allows students to gain immediate, short term training to enhance their employability and to prepare for upper division work at a university. The program has a transfer degree. Students also have internship opportunities through the Community Work Education Program (CWE).

**VII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)**

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to

implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five-year period and include target dates and resources needed.)

Presently, no new courses or programs are under consideration.

Presently, the department seeks to grow enrollment in entrepreneurship program. Hiring a full-time faculty member or part-time faculty member should be considered. When the previous full-time entrepreneurship faculty member retired, the position was ranked #10 on the hire list. However, upon review of the AHC president, it was omitted and #11 was hired instead. The department is currently reviewing the entrepreneurship curriculum and discussing ways to market the program.

Business department faculty plan to enhance student success by providing up-to-date work-based learning assignments and assess these assignments using a rubric. Also, business faculty will measure and monitor students ability to follow instructions. Faculty design and measure interventions to improve online student success rates. An assessment will be made at the end of each semester and a timely intervention developed.

**STUDENT DATA SUMMARY**
**BUSINESS, PARALEGAL & REAL ESTATE PROGRAMS**

**State at least three positive factors about the discipline/programs identified by students.**

A total of 91.1% of all students were either satisfied or highly satisfied on how the Business, Paralegal and Real Estate Programs have contributed towards their intellectual growth.

A total of 89.9% of all students were either satisfied or highly satisfied with the quality of instruction with the Business, Paralegal, and Real Estate Programs.

A total of 89.1% of all students were either satisfied or highly satisfied with the clarity of course goals and learning objectives in the Business, Paralegal, and Real Estate Programs.

A total of 88.3% of all students were either satisfied or highly satisfied with the way the Business, Paralegal, and Real Estate Programs meets their educational needs.

The results reflect that students are growing intellectually from the clarity of the course objectives and learning outcomes. Also, students are highly satisfied with the quality of instruction, course goals, and learning objectives, all which meet their educational needs.

**State at least three negative factors about the discipline/programs identified by students. Include the number of percentage of students responding and any implications for planning.**

A total of 12% of all students were either somewhat dissatisfied or highly dissatisfied with the physical facilities and space (e.g., classrooms, labs).

A total of 9.2% of all students were either somewhat dissatisfied or highly dissatisfied with the availability of courses offer in the Business, Paralegal, and Real Estate Programs.

A total of 8.7% of all students were either somewhat dissatisfied or highly dissatisfied about the advice about the Business, Paralegal, and Real Estate Programs from the counselors.

The results indicate that the courses offered have been based on the Administrative enrollment management strategic plans. And better communication between the Business department and counseling can strengthen the direction and advice counselors give our students. Counselors will be periodically invited to monthly department meetings to increase awareness and address specific concerns.

The Business Education department has created a two-year educational plan that will assist students in getting through each program more effectively and in a timely manner. This educational plan will schedule all elective courses within a two-year period. In addition, a Fast Track certificate is offered each semester to increase a student's value in the workplace and build up their resume.

**STUDENT DATA SUMMARY**
**ENTREPRENEURSHIP PROGRAM**

**State at least three positive factors about the discipline/programs identified by students.**

A total of 100% of all students were somewhat satisfied or highly satisfied with the way textbooks and other material used in the courses within the Entrepreneurship Program.

A total of 94% of all students were somewhat satisfied or highly satisfied with feedback and assessment of progress towards learning in the Entrepreneurship Program.

A total of 93% of all students were somewhat satisfied or highly satisfied with the quality of instruction within the Entrepreneurship Program.

A total of 93% of all students were somewhat satisfied or highly satisfied with the contribution towards their intellectual grow within the Entrepreneurship Program.

The results reflect that students are satisfied with the textbooks and materials along with feedback and assessment within the Entrepreneurship Program. Students also satisfied with the quality of instruction, which contributes towards their intellectual growth in the subject matter.

**State at least three negative factors about the discipline/programs identified by students. Include the number of percentage of students responding and any implications for planning.**

A total of 8% of all students were either somewhat dissatisfied or highly dissatisfied with the physical facilities and space (e.g., classrooms, labs).

A total of 8% of all students were either somewhat dissatisfied or highly dissatisfied with the instructional equipment (e.g., computers, lab equipment).

A total of 7% of all students were either somewhat dissatisfied or highly dissatisfied with the availability of courses offered in the Entrepreneurship Program.

The results indicate students are not satisfied with the physical facilities and space. Also, students are dissatisfied with the instructional equipment. Finally, students are dissatisfied that the courses offered within the Entrepreneurship Program, which can be contributed to Administration's decision to not rehire a full-time instructor.

The Business Education department has created a two-year educational plan that will assist students in getting through each program more effectively and in a timely manner. This educational plan will schedule all elective courses within a two-year period. In addition, a Fast Track certificate is offered each semester to increase a student's value in the workplace and build up their resume.

*Assessment Plan*

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

## Mission

The mission of the Department of Business is to provide quality educational opportunities related to Business that enhance student learning to enable students to reach their educational, occupational, or personal goals.

## Business Program Outcomes

1. BUS PSLO – Recall core business issues, theories, and applications.
2. BUS PSLO – Produce a work-based project.
3. BUS PSLO – Demonstrate the ability to follow instructions.

Please note: Business 121, 130, and 140 Program Outcomes are performed from another department.

## Course/Program Alignment (I=Intro, D=Develop, M=Mastery)

| Course | PSLO 1 | PSLO 2 | PSLO 3 |
|---|---|---|---|
| BUS 101 | I | I | I |
| BUS 102 | D/M | D/M | D/M |
| BUS 103 | D/M | D/M | D/M |
| BUS 104 | M | M | M |
| BUS 106 | M | M | M |
| BUS 107 | M | M | M |
| BUS 110 | M | M | M |
| BUS 111 | M | M | M |
| BUS 141 | M | M | M |
| BUS 160 | M | M | M |
| BUS 189 | M | M | M |
| BUS 302 | M | M | M |
| BUS 303 | M | M | M |
| BUS 355 | I | I | I |
| BUS 356 | I | I | I |
| BUS 357 | I | I | I |
| BUS 358 | I | I | I |
| BUS 360 | I | I | I |

| | | | |
|---|---|---|---|
| BUS 361 | I | I | I |
| BUS 362 | I | I | I |
| BUS 363 | I | I | I |
| BUS 364 | I | I | I |
| BUS 365 | I | I | I |
| BUS 366 | I | I | I |
| BUS 367 | I | I | I |
| BUS 368 | I | I | I |
| BUS 369 | I | I | I |
| BUS 370 | I | I | I |
| BUS 371 | I | I | I |
| BUS 372 | I | I | I |
| BUS 373 | I | I | I |
| BUS 374 | I | I | I |
| BUS 375 | I | I | I |
| BUS 376 | I | I | I |
| BUS 377 | I | I | I |
| BUS 378 | I | I | I |
| BUS 379 | I | I | I |
| BUS 380 | I | I | I |
| BUS 381 | I | I | I |

| | | | |
|---|---|---|---|
| BUS 382 | I | I | I |
| BUS 386 | I | I | I |
| BUS 387 | I | I | I |
| BUS 389 | I | I | I |
| BUS 390 | I | I | I |
| BUS 391 | I | I | I |
| BUS 392 | I | I | I |
| BUS 393 | I | I | I |
| BUS 394 | I | I | I |
| BUS 395 | I | I | I |
| BUS 396 | I | I | I |
| BUS 397 | I | I | I |
| BUS 398 | I | I | I |

## Paralegal Program Outcomes

1. PLGL PSLO – Recall core paralegal issues, theories, and applications.

2. PLGL PSLO – Produce a work-based project.

3. PLGL PSLO – Demonstrate the ability to follow instructions.

## Course/Program Alignment (I=Intro, D=Develop, M=Mastery)

| Course | PSLO 1 | PSLO 2 | PSLO 3 |
|---|---|---|---|
| PLGL 101 | I | I | I |
| PLGL 102 | D/M | D/M | D/M |
| PLGL 103 | M | M | M |
| PLGL 104 | M | M | M |
| PLGL 105 | M | M | M |
| PLGL 106 | M | M | M |
| PLGL 107 | M | M | M |
| PLGL 108 | M | M | M |
| PLGL 109 | M | M | M |
| PLGL 110 | M | M | M |
| PLGL 111 | M | M | M |

| | | | |
|---|---|---|---|
| PLGL 112 | M | M | M |

## Entrepreneurship Program Outcomes

1. ENTR PSLO – Recall core entrepreneurship issues, theories, and applications.

2. ENTR PSLO – Produce a work-based project.

3. ENTR PSLO – Demonstrate the ability to follow instructions.

## Course/Program Alignment (I=Intro, D=Develop, M=Mastery)

| Course | PSLO 1 | PSLO 2 | PSLO 3 |
|---|---|---|---|
| ENTR 101 | I | I | I |
| ENTR 102 | D/M | D/M | D/M |

## Real Estate Program Outcomes

1. RE PSLO – Recall core real estate issues, theories, and applications.

2. RE PSLO – Produce a work-based project.

3. RE PSLO – Demonstrate the ability to follow instructions.

## Course/Program Alignment (I=Intro, D=Develop, M=Mastery)

| Course | PSLO 1 | PSLO 2 | PSLO 3 |
|---|---|---|---|
| RE 100 | I | I | I |
| RE 302 | D/M | D/M | D/M |
| RE 303 | M | M | M |

| | | | |
|---|---|---|---|
| RE 305 | M | M | M |
| RE 306 | M | M | M |

## Implementation of Assessment

Responsibility for implementing the assessment lies with the full-time Business faculty. Confident that outcomes are reflected in actual coursework of your major/program and describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5 year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

**Assessment Cycle**

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

| Program Outcome | To be assessed in semester: | Assessment method (s) | Team to review assessment results | Resources needed to conduct assessment | Individual responsible for assessment report | Date we expect to complete review |
|---|---|---|---|---|---|---|
| 1. Recall core business issues, theories, and applications. | TBD | TBD | TBD | None | TBD | TBD |
| 2. Produce a work-based project. | TBD | TBD | TBD | None | TBD | TBD |
| 3. Demonstrate the ability to follow instructions. | TBD | TBD | TBD | None | TBD | TBD |

# REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES - SUMMARY

A review of prerequisites, corequisites, and advisories for all courses in the Discipline/Program is attached hereto as an exhibit.

A content review was completed for all 72 courses (BUS, ENTR, PLGL, RE). All courses had a major modification which included to update required textbooks and materials and Distance Learning. The Prerequisites for the Paralegal courses were removed except for PLGL 111. All 72 courses were updated for Remote-ERT.

During our investigation of changing the Entrepreneurship program, the specialty course ENTR 103 was canceled because it was not offered on a regular basis. However, we are considering bringing it back.

## REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
### Summary

List all courses in Discipline/Program

| **Course Prefix No** | **CURRENT** Prequisite/Coreq/Advisory/ Limitation on Enrollemnt | **LEVEL OF SCRUTINY** (Statistics, Content Review, UC/CSU Comparison, Student Survey- list all) | **RESULT** (i.e., current PCA is established, should be dropped/modified or new PCA is established) | **ACTION TO BE TAKEN** (None, APP- Major or Minor) |
|---|---|---|---|---|
| BUS 101 | None | Content Review | None | APP- Major |
| BUS 102 | None | Content Review | None | APP- Major |
| BUS 103 | None | Content Review | None | APP- Major |
| BUS 104 | BUS 302 - Advisory | Content Review | Current PCA is established | APP- Major |
| BUS 106 | BUS 101 - Advisory | Content Review | Current PCA is established | APP- Major |
| BUS 107 | ENGL 513 - Advisory | Content Review | Current PCA is established | APP- Major |
| BUS 110 | None | Content Review | None | APP- Major |
| BUS 111 | None | Content Review | None | APP- Major |
| BUS 121 | Business 121 may be taken prior or concurrently with Econ 101 or Econ 102 - Advisory | Content Review | Current PCA is established | APP- Major |
| BUS 130 | None | Content Review | None | APP- Major |
| BUS 140 | None | Content Review | None | APP- Major |

**Note: If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.**

## REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
### Summary

List all courses in Discipline/Program

| **Course Prefix No** | **CURRENT** Prequisite/Coreq/Advisory/ Limitation on Enrollemnt | **LEVEL OF SCRUTINY** (Statistics, Content Review, UC/CSU Comparison, Student Survey- list all) | **RESULT** (i.e., current PCA is established, should be dropped/modified or new PCA is established) | **ACTION TO BE TAKEN** (None, APP- Major or Minor) |
|---|---|---|---|---|
| BUS 141 | Completion of or concurrent enrollment in Econ 101 or Econ 102, or Econ 121 or Bus 121 - Advisory | Content Review | Current PCA is established | APP- Major |
| BUS 160 | Eligibility for English 514 and the ability to type 40 words per minute are strongly recommended -Advisory | Content Review | Current PCA is established | APP- Major |
| BUS 189 | None | Content Review | None | APP- Major |
| BUS 302 | None | Content Review | None | APP- Major |
| BUS 303 | None | Content Review | None | APP- Major |
| BUS 355 | None | Content Review | None | APP- Major |
| BUS 356 | None | Content Review | None | APP- Major |
| BUS 357 | None | Content Review | None | APP- Major |
| BUS 358 | None | Content Review | None | APP- Major |
| BUS 360 | None | Content Review | None | APP- Major |
| BUS 361 | None | Content Review | None | APP- Major |

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## REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
### Summary

List all courses in Discipline/Program

| **Course Prefix No** | **CURRENT** Prequisite/Coreq/Advisory/ Limitation on Enrollemnt | **LEVEL OF SCRUTINY** (Statistics, Content Review, UC/CSU Comparison, Student Survey- list all) | **RESULT** (i.e., current PCA is established, should be dropped/modified or new PCA is established) | **ACTION TO BE TAKEN** (None, APP- Major or Minor) |
|---|---|---|---|---|
| BUS 362 | None | Content Review | None | APP- Major |
| BUS 363 | None | Content Review | None | APP- Major |
| BUS 364 | None | Content Review | None | APP- Major |
| BUS 365 | None | Content Review | None | APP- Major |
| BUS 366 | None | Content Review | None | APP- Major |
| BUS 367 | None | Content Review | None | APP- Major |
| BUS 368 | None | Content Review | None | APP- Major |
| BUS 369 | None | Content Review | None | APP- Major |
| BUS 370 | None | Content Review | None | APP- Major |
| BUS 371 | None | Content Review | None | APP- Major |

**Note: If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.**

## REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
### Summary

List all courses in Discipline/Program

| **Course Prefix No** | **CURRENT** Prequisite/Coreq/Advisory/ Limitation on Enrollemnt | **LEVEL OF SCRUTINY** (Statistics, Content Review, UC/CSU Comparison, Student Survey - list all) | **RESULT** (i.e., current PCA is established, should be dropped/modified or new PCA is established) | **ACTION TO BE TAKEN** (None, APP- Major or Minor) |
|---|---|---|---|---|
| BUS 372 | None | Content Review | None | APP- Major |
| BUS 373 | None | Content Review | None | APP- Major |
| BUS 374 | None | Content Review | None | APP- Major |
| BUS 375 | None | Content Review | None | APP- Major |
| BUS 376 | None | Content Review | None | APP- Major |
| BUS 377 | None | Content Review | None | APP- Major |
| BUS 378 | None | Content Review | None | APP- Major |
| BUS 380 | None | Content Review | None | APP- Major |
| BUS 381 | None | Content Review | None | APP- Major |
| BUS 382 | None | Content Review | None | APP- Major |

**Note: If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.**

## REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
### Summary

List all courses in Discipline/Program

| **Course Prefix No** | **CURRENT** Prequisite/Coreq/Advisory/ Limitation on Enrollemnt | **LEVEL OF SCRUTINY** (Statistics, Content Review, UC/CSU Comparison, Student Survey - list all) | **RESULT** (i.e., current PCA is established, should be dropped/modified or new PCA is established) | **ACTION TO BE TAKEN** (None, APP- Major or Minor) |
|---|---|---|---|---|
| BUS 386 | None | Content Review | None | APP- Major |
| BUS 387 | None | Content Review | None | APP- Major |
| BUS 389 | None | Content Review | None | APP- Major |
| BUS 390 | None | Content Review | None | APP- Major |
| BUS 391 | None | Content Review | None | APP- Major |
| BUS 392 | None | Content Review | None | APP- Major |
| BUS 393 | None | Content Review | None | APP- Major |
| BUS 394 | None | Content Review | None | APP- Major |
| BUS 396 | None | Content Review | None | APP- Major |
| BUS 397 | None | Content Review | None | APP- Major |

**Note: If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.**

**REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES**
**Summary**

List all courses in Discipline/Program

| **Course Prefix No** | **CURRENT** Prequisite/Coreq/Advisory/ Limitation on Enrollemnt | **LEVEL OF SCRUTINY** (Statistics, Content Review, UC/CSU Comparison, Student Survey - list all) | **RESULT** (i.e., current PCA is established, should be dropped/modified or new PCA is established) | **ACTION TO BE TAKEN** (None, APP- Major or Minor) |
|---|---|---|---|---|
| BUS 398 | None | Content Review | None | APP- Major |
| ENTR 101 | None | Content Review | None | APP- Major |
| ENTR 102 | None | Content Review | None | APP- Major |
| PLGL 101 | ENGL 514 – Advisory | Content Review | Should be dropped | APP- Major |
| PLGL 102 | ENGL 514 – Advisory | Content Review | Should be dropped | APP- Major |
| PLGL 103 | None | Content Review | None | APP- Major |
| PLGL 104 | ENGL 514 – Advisory | Content Review | Should be dropped | APP- Major |
| PLGL 105 | ENGL 514 – Advisory | Content Review | Should be dropped | APP- Major |
| PLGL 106 | None | Content Review | None | APP- Major |
| PLGL 107 | ENGL 514 – Advisory | Content Review | Should be dropped | APP- Major |
| PLGL 108 | ENGL 514 – Advisory | Content Review | Should be dropped | APP- Major |
| PLGL 109 | PLGL 101, ENGL 101- Advisories | Content Review | Should be dropped | APP- Major |
| PLGL 110 | PLGL 101 – Advisory | Content Review | Should be dropped | APP- Major |
| PLGL 111 | PLGL 101 – Advisory | Content Review | Current PCA is established | APP- Major |
| PLGL 112 | None | Content Review | None | APP- Major |

| | | | | |
|---|---|---|---|---|
| RE 100 | ENGL 101 – Advisory | Content Review | None | APP- Major |
| RE 302 | None | Content Review | None | APP- Major |
| RE 303 | None | Content Review | None | APP- Major |
| RE 305 | None | Content Review | None | APP- Major |
| RE 306 | None | Content Review | None | APP- Major |

## PLAN OF ACTION - PRE-VALIDATION

### Six Year

DEPARTMENT: Business Education
PROGRAM: Business

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

| RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND ACHIEVMENT | **Theme/Objective/ Strategy Number AHC from Strategi Plan** | **TARGET DATE** |
|---|---|---|
| Improve online student success rates by utilizing rubrics and timely intervention based on assessment results. | Goal 2.2.3 | Fall 2021 |
| Improve program student learning outcome #2-Work-based Learning by utilizing rubrics and timely interventions based on assessment results | Goals 2.1.3 2.1.4 and 2.2.2 | Fall 2021 |
| Improve program student learning outcome #3-Ability to Follow Instructions by reviewing instructions on the syllabi fo utmost clarity and including a score for following instructions the course rubrics | Goals 2.1.3 2.1.4 and 2.2.2 | Fall 2021 |

| RECOMMENDATIONS TO ACCOMMODATE CHANGES **STUDENT CHARACTERISTICS** | **Theme/Objective/ Strategy Number AHC from Strategi Plan** | **TARGET DATE** |
|---|---|---|
| **Enrollment Changes**<br>None | | |
| **Demographic Changes**<br>None | | |

| RECOMMENDATIONS TO IMPROVE THE **EDUCATIONA ENVIRONMENT** | **Theme/Objective/ Strategy Number AHC from Strategi Plan** | **TARGET DATE** |
|---|---|---|
| **Curricular Changes**<br>Present course outline updates (identified in this program review) to AHC AP&P | 2.2.3 | Spring 2021 |
| **Co-Curricular Changes**<br>None | | |
| **Neighboring College and University Plans** | | |

| | | |
|---|---|---|
| None | | |
| **Related Community Plans**<br>Maintain Currency through active advisory team involvement | 2.2.3 | Ongoing |
| | | |
| **Recommendations That Require Additional Resources** | | |
| **Facilities**<br>Update K-Building. The building projects an antiquated, non-professional image. | 3.2 and 3.4 | unknown |
| **Equipment** | | |
| **Staffing**<br>More staffing in entrepreneurship program. Consider coordinat<br>for business and paralegal programs. | 3.2 and 3.3 | unknown |

## PROGRAM REVIEW - VALIDATION TEAM MEMBERS

TO: Academic Dean Date: 5/05/21

From: Marie Comstock and Bob Bryant

We recommend the following persons for consideration for the validation team:

DEPARTMENT Business Education
PROGRAM Business, Entrepreneurship, Paralegal and Real Estate

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

| | |
|---|---|
| Anne Cremarosa | Entrepreneurship |
| (Name) | (Related Discipline/Program) |
| Fred Patrick | Political Science |
| (Name) | (Unrelated Discipline/Program) |
| Krystina Musev | Mathematics |
| (Name) | (Unrelated Discipline/Program) |

APPROVED: Rick Rantz — Jul 28, 2021
Academic Dean — Date

# VALIDATION TEAM DUTIES

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

## Duties of a Team Member

Previsit Responsibilities

l. Study the self-study report prepared by the faculty.

Visit Responsibilities

l. Meet with program/discipline faculty.

2. Examine teaching materials, supplies and equipment presently being used in the program.

Postvisit Responsibilities

1. Develop an executive summary of team findings and recommendations.

## The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

VALIDATION TEAM SIGNATURE PAGE

Krystyna Musev
Krystyna Musev (May 29, 2021 16:29 PDT)

Anne Cremarosa (Jul 23, 2021 12:16 PDT)

Robert Bryant
Robert Bryant (Jul 23, 2021 13:13 PDT)

Marie Comstock (Jul 27, 2021 21:03 PDT)

Rick Rantz

Rick Rantz for Fred Patrick

Rick Rantz

Jul 28, 2021

## BUSINESS DISCIPLINE

Headcount Unduplicated

Headcount unduplicated decreased in academic year 2016-2017 and again in 2017-2018. It increased in 2018-2019. Headcount unduplicated ranged from 1,169 – 1,273 during the periods of 2013-2016 but dropped to 1,048 in 2016-2017 and dropped again to 960 in 2017-2018. Most recently, headcount unduplicated increased to 1,039 in 2018-2019. As such, headcount unduplicated has not yet returned to the period between 2013-2016.

The decrease in 2016-2017 coincides with a college-wide enrollment management practices. Enrollment management, reduced sections, and collegewide financial initiatives were factors in the Business and Business Administration enrollment decrease starting in 2016-2017.

Sections of business courses were reduced throughout 2016-2019 (as presented in the sections presented herein). Some department experienced bigger section cuts than others. The Business Department had significant reductions in sections, cooperating with the college enrollment management goals.

The business department enrollment trends reflect a bigger decrease than collegewide enrollment figures, most likely due to a comparatively larger number of sections cut from the business program than some other programs. Collegewide, the enrollment duplicated enrollments dropped in 2015-2016, 2017-18, and 2018-2019 but the percentage of decrease is less than the Business Department.

Enrollment Duplicated

Enrollment duplicated followed the same trend as enrollment unduplicated. It decreased in 2016-2017 and in 2017-2018, but there was a slight increase in 2018-2019. Specifically, enrollment duplicated was 1,970 in 2013-2014, 2,027 in 2014-2015, and at 2,209 in 2015-2016. Then, in academic year 2016-2017 enrollment duplicated dropped to 1,712 and then dropped to 1,608 in 2017 – 2018. Academic year 2018-2019 showed a slight increase with an enrollment duplicated of 1,654. Therefore, enrollment duplicated has not yet returned to the period between 2013-2017.

Sections

Following the same trend as headcount unduplicated and enrollment duplicated, sections increased during the period of 2013-2016, but then decreased in academic year 2016-2017 to academic year 2018-2019. Sections offered in 2018-2019 was 56, the lowest number of sections offered since 2013.
Due to enrollment management, sections in real estate and fast track were significantly reduced during this period.

Real estate has never recovered the cut sections. Rather than offering an array of real estate classes, the department now offers only one real estate course (principles of real estate).

Fast Track has been reduced significantly. Rather than offering a multitude of Saturday fast track course, the fast track program consists of six courses within one of the fast track certificate programs. This is a substantial change from the FastTrack program of the past.

Also, some sections of business courses have been cut and offered only one time per year to encourage increased enrollment in fewer sections. For example, Business 302 and 303 are now only offered one time per year rather than each semester. Sections of small business management and entrepreneurship

have been reduced. The Lompoc Valley business sections have also been reduced. Some specialty courses like international business, advertising, entrepreneurship projects were reduced or not offered. CWE was changed from a department program to a centralized program and the format changed.

Previously it was utilized as a project-based, on campus internship course. This is no longer offered in this format.

Presently, the Business Department has developed a course sequencing plan to help students understand and make a plan to complete their programs.

FTES

FTES has followed the same pattern as headcount unduplicated, enrollment duplicated, and sections, with FTES decreasing in academic year 2016-2017 and 2017-2018. There was an increase in 2018-2019 but FTES has not rebounded to the levels of academic years 2013- 2016. FTES was highest in 2015-2016, coming in at 167.9. As of 2018-2019, FTES is 140. FTES was at an all time low of 129.5 in academic year 2017-2018, coming in at 129.5. This trend is in line with collegewide figures. Collegewide, FTES has decreased every year from 2013 until academic year 2018-2019 but it still falls very short of FTES rates in previous years.

Retention

*For comparison purposes, presently, collegewide retention was 87.6 in Spring 2019. C*ollege wide retention ranged from a low of 85.4% Spring 2013 to 89.4% in Spring 2016 (excluding summer terms).

Overall, business department retention has increased each year since 2013. Retention was 77% in 2013-2014 and 87% in 2018-2019. As such. the overall business department retention described above is in line with college wide retention.

However, the 300-level fast track courses and some courses cross-listed (and taught outside the department), have inflated the overall retention rate. Business 101, 110, 160, and 303 have retention in the 90% plus range. Several courses are in the 80% range include: Business 102 (85%), Business 103 (84%) Business 106 (84%), Bus 141 (83%). It is noteworthy that retention has significantly increased in the 2018-2019 academic year. Retention in business 107 online, 302 and 303 online need improvement. Retention in the summer of 2018 ranged from 77% to 95%. Retention during summer has improved from prior years.

Success Rate

*For comparison purposes, collegewide, success rates ranged from a low of 69.8 in Fall 2014 to a high of 73% in Spring 2019.*

The business department success rate increased from approximately 62% during the period of 2013-2016, to 64% in 2016-2017, to 69% in 2017-2018, and 67% in 2018-2019. However, the fast-track courses and cross listed courses are skewed the results, artificially increasing the success rate for courses taught by Business Faculty. For 2018-2019, Business 110 and 160 meet the collegewide average for success rate (75% for Business 110 and 72% for Business 160). Business 101 has 69%. A strategy is needed to improve success rates in other courses.

Summer success rates are good for Business 101, 110, and 160 (only offered one summer), but improvement is needed in 102 (improved since 2017), 106, and the variable nature of 107 (4 summers out of 6 are good). Summer success rates are good for fast track and the two cross-listed courses taught outside the department.

To increase success rates, instructors have implemented a strategy of earlier interventions and more frequent assessments which utilize a rubric.

Credit Awards Degree and Certificate

There is some discrepancy between "Quick Program Facts" data and the "6 Degree/Certificate Business and Business Administration report. Regardless, Academic year 2018-2019 showed the highest number of degrees awarded since the last program review. According to the "Quick Facts Program Facts, a total of 105 degrees were awarded in 2018-2019. According to the "6 Degree/Certificate Business and Business Administration report, there were 128 degrees and 33 certificates, totaling 161. The largest number of degrees and biggest growth was the AS-T Business Administration for Transfer degree with 74 in 2018-2019. The other degree programs showed little variation. The certificate program had a decrease in 2018-2019 because only one fast track certificate program is offered each semester (rather than multiple programs). Non-fast track certificates showed little variation.

Consistent and informed scheduling by the Business Department, the development of student curriculum plans, and the effective promotional efforts of the Counseling Department have been effective. Counselors/administrators are also making sure degrees are posted once earned. In the past, students may have qualified for a degree but failed to file the required paperwork.

FTES/FTEF

The college target is 15+. In 2018-2019, the business FTES/FTEF was 16.978. During the period of 2015 -2018, the FTES/FTEQ ranged from 14.191-14.710. The department did not rehire one retirement position (entrepreneurship) and has reduced associate faculty due to reduced sections.

Fill Rate

The fill rate was good, meeting the fill rate target of 80%+ except for Business 302 and Business 160. However, presently, these classes are meeting fill rates. Business 302 is now offered only one time per year. Business 160 is filling multiple sections. The department has proven to be very successful and scheduling courses that fill. Many courses have waitlists.

Demographics

**Age**:

There is a significant change in the age distribution of business students from 2013 to present. Specifically, the business students are younger, and FTES has increased.

For students under 19, headcount in academic year 2013-2014 through academic year 2018-2019, fluctuated from 197 to 290. In 2018-2019, headcount was 290, with the highest FTES, 36.8, for any previous period. In 2013-2014, FTES for students under 19 was 23.3. Presently, this age category is the second largest age group (second to age group 20-24 which had 311 headcount with 43.7 FTES in 2018-2019.)

This trend coincides with a collegewide increase in headcount and FTES for students under 19 coming to AHC from high school. Also, the college has promoted high school students taking some college courses

at their high school site. Collegewide, students under 19 account for the highest headcount and FTES. Headcount was 4,221 with a FTES of 2,720 in 2013-2014 and rose to 6,018 and FTES of 3,326 in 2019-29.

The headcount of students age 20-24 students has decreased in the business department. In 2013-2014, headcount was 435 with an FTES of 60.0. Headcount began dropping in 2016-2017 and continued to drop with 2018-2019 showing a headcount of 311 for students age 20-24 and a FTES of 43.7. As previously mentioned, this age group remains the highest number of headcount and FTES, but the gap is rapidly closing as the under 19 group continues to grow.

Collegewide the age 20-24 group has decreased every year since 2013/2014. In 2013/2014 headcount was 6,304 with 3,417 FTES. In 2018/2-19 it was a headcount of 5,507 and FTES of 3,070. Collegewide, this is the second largest age category.

The category of students age 25-29 has decreased in the business department. During academic year 2013, headcount was 196 with an FTES of 29.7. In academic year 2018-2019, headcount was 142 with and FTES of 20.4. Headcount started dropping in academic year 2016 and 2017 and continued to drop in subsequent academic years.

This trend coincides with declines collegewide in the age 25-29 category age category, starting in 2016/2017.

The category of business students age 30-34 has remained relatively stable from academic year 2013-2014 through academic year 2018-2019. Academic year 2013-2014 shows a headcount of 117 and FTES

of 15.1 Academic year 2018-2019 had a headcount of 110 with FTES of 13.5. Similar to other age groups previously mentioned, headcount dropped in academic year 2016-2017.

Collegewide, headcount and FTES for students age 30-34 has been declining since 2016/2017. Headcount in 2016/2017 was 1,379 and FTES 578. In 2018-2019, headcount was 1, 173 with FTES 560. The category of students age 35-39 has remained relatively stable from academic year 2013-2014 through academic year 2018-2019, with a headcount of 70 in 2013/2014 and 74 in 2018/2019. The same trend is evident in age group 40-49 with a headcount of 83 in 2013/2014 and 87 in 2018/2019. Collegewide, headcount and FTES for age 35-39 was relatively stable until 2016/2017, Headcount in 2016/2017 was 924 with 357 FTES. 2018/2019 headcount was 758 with FTES 391. Similarly, headcount for age 40-49 declined in 2016/2017. Headcount in 2016 was 1,042 and FTES 379. In 2018/2019 headcount was 801 with 328 FTES.

The category of business students age group 50+ has decreased from 71 in 2013/2014 to 43 in 2018/2019. This may be due to the decreased fast track offerings.

Collegewide, the age group 50+ has deceased, starting in 2016/2017. Headcount in 2016/2017 was 789 with FTES of 227. In 2018/2019 headcount was 608 with FTES 189.

**Ethnicity:**

Enrollment, headcount and FTES, for the category "Asian" has decreased every academic year, falling from a headcount of 47 (6.0 FTE) in 2013/2014 to a headcount of 27 (3.1 FTE) in 2017/2018. Headcount rebounded in 2018/2019 to 35 (4.9 FTE).

Collegewide, there was a decrease every year since 2013/2014.

Enrollment , headcount and FTES, in the category "Black" has fluctuated over the period. In academic year 2013/2014, headcount was 61 (9.6 FTE). Headcount was 54 (7.4 FTE) in 2014/2015. Headcount rebounded in 2015-2016 with a headcount of 89 (12.4 FTS). Headcount fell in 2016/2017 to 34 (4.0 FTE) and was roughly the same in 2017/2018 with a headcount of 33 (4.4 FTE). Headcount rebounded in 2018/2019 at 44 (5.3 FTE).

Collegewide, the category of "Black" started to decrease in 2016/2017. Headcount in 2016/2017 was 583 with FTES 326. In 2018-2019 headcount was 459 with FTES 259.

Enrollment, headcount and FTES in the category of "Filipino" was relatively stable from 2013/2014 through 2015/2016 academic years, ranging from 34-37 (4.9 FTES to 6.1 FTES). Headcount fell in 2016/2017 through 2018/2019. In 2016 headcount was 31 (4.2 FTES) and in 2017/2018 it fell to 24 (3.5 FTES). In 2018/2019 headcount fell further to 20 with and FTES of 2.6.

Collegewide, headcount and FTES of Filipino students was relatively stable, although there was a decrease from a high of 483 in 2016/2017 (FTES 309) to a low of 450(305 FTES) in 2018/2019.
The category of Hispanic was the largest category in the business department until 2018-2019. Now Hispanic is the second largest headcount and FTES in the business department and White has the largest headcount and FTES. Headcount and FTES, for the category of "Hispanic" has fluctuated over the period of 2013/2014 to 2018/19. . Head count was 527 (72.8 FTES) in 2014/2014, 596 (80.3 FTES) in 2014/2015, and 621 (78.9) in 2015/2016. Headcount dropped every year from 2016/2017 to 2018/2019. Headcount was 533 (72.0) in 2016-2017, dropped significantly to 430 (56 FTES) in 2017/2018, and dropped even further to 404 (55.3) in 2018-2019. Generally, all ethic groups dropped

2016/2017, however, the decrease among the this comparatively large ethnic group should be investigated.

Collegewide, Hispanic students had the largest headcount and FTES until 2017/2018. Then, the category of White was higher. Specifically, headcount and FTES of Hispanic students rose steadily from 2013/2014 through 2017-2018. Hispanic headcount and FTES dropped in both 2017/2018 and 2018/2019.

Native American headcount and FTES in the business department has ranged from a headcount of 17 with 1.9 FTES in 2013/2015 to a head count of 30 with 3.9 FTES in 2018/2019.
Collegewide, Native American headcount has risen every year, except 2015-2016. All other years show an increase. In 2013/2014 headcount was 261 with FTES of 136. In 2018/2019 headcount was 358 with a 198 FTES.

The category of "White" was the second largest ethnic group through 2017/2018 ("Hispanic was number one). Then, in 2018-2019, the category of "White" outnumbered the category of "Hispanic." Specifically, headcount was 492 (66.1 FTES) for "White" in 2018/2019 and headcount was 404 (55.3 FTES) for "Hispanic." A historical review shows headcount for "White" was 479 (63.4 FTES) in 2013/2014 was relatively stable until 2016/2017 when it dropped to a headcount of 388 (51.9 FTES). It rebounded in 2017/2018 with a headcount of 406 (57.0 FTES.) It was on the rise again in 2918-2019 as reviewed herein.

Collegewide, Whites overtook the #1 headcount and FTES in 2017-2018. This trend continued in 2018-2019.

**Gender:**

Females outnumbered males every year until 2018-2019. Female enrollment has dropped every academic year since 2014/2015. Female headcount was at the highest level in 2014/2015 with 696 and FTES of 96.0. It dropped in 2018/2019 to a headcount of 485 with 66.4 FTES. This drop should be investigated. This trend is not reflective of collegewide demographics for gender.
Collegewide females outnumbered males starting 2016-2017 and this trend continued through 2018-2019.

Males increased every year until 2016/2017. Male headcount decreased in 2016/1017, decreased again in 2017/2018, but rebounded on 2018/2019, overtaking females in headcount and FTES. Male headcount was 476 (66.3 FTES) in 2013/2014 and was 544 (72.2 FTES) in 2018-2019.

**First time student Headcount and FTES:**

First time headcount and FTES peaked in 2015-2016 with 143 headcount and 15 FTES. Subsequently, it dropped in 2016-2017 with a low of 92 headcount and 10 FTES in 2017-2018. It rebounded in 2018-2019 with 135 headcount and 14 FTES.

Collegewide headcount and FTES dropped in 2016/2017 and this trend continued throughout 2018-2019.

**First time transfer headcount and FTES:**

First time transfer headcount and FTES was the highest in 2013-2014 with a headcount of 139 and 17 FTES. It dropped in 2016-2017 to 74 headcount with 8 FTES. In 2018-2019 headcount was 73 with 9 FTES.

Collegewide, headcount and FTES was the lowest in 2018/2019.

**Continuing**

Continuing students peaked in 2014-2015 with 846 headcount and 117 FTES. It dropped to 767 headcount with 103 FTES in 2016-2017. It dropped further in 2017-2018 to 665 headcount with 92 FTES and rebounded in 2018-2019 with 729 headcount and 99 FTES.

Collegewide headcount and FTES of continuing students dropped in 2017-2018 and 2018-2019.

**Returning**

Headcount and FTES was highest in 2013-2014 with a headcount of 216 and 25 FTES. In 2016-2017 it dropped to 131 headcount and 13 FTES. It remained stable in 2017-2018 but dropped again in 2018-2019 to 108 headcount and 13 FTES.

Collegewide, headcount and FTES dropped for returning students in 2016/2017, rebounded in 2017/2018 but dipped significantly in 2018-2019.

**Special Admit**

This category is small, representing a low of 0 FTES to 4FTES in 2018-2019. Collegewide, special admit has been quite variable, ranging from 505 headcount in 2013-2014 and then raising to 2,260 in 2016/2017, raising to 2,578 in 2017/2018, and then 2,281 in 2018/2019. Presently, the department is participating in the collegewide program to offer some college courses to high school students at their high school site.

**AGE: 3 Program Equity Outcomes – Business 2018-2019**

1. PPG Gap  compare group outcome to overall outcome. If a group is 3% less or lower than overall, then group is disproportionately impacted. PPG modified is the same as PPG gap except the overall outcome is modified NOT to include group outcome.

There were three  negative equity outcomes in the business department as follows:

2. The under 19 group was 3.5% negative for percentage point gap success modified.
    a. This performance was better than collegewide performance which shows a negative 5.0% for under 19 students.
3. The 35-39 group was negative 4.1 for percentage point gap retention modified
4. The 35-39 group had a and negative 9.0 on percentage point at success modified.

Collegewide, there was only a negative outcome in the under 19 age group (discussed above herein).

**ETHNICITY: 3 Program Equity Outcomes – Business 2018-2019**

There were three negative equity outcomes in the busines department as follows:

1. Hispanic had negative 5.2 PPG success modified.
    a. Collegewide, Hispanic had a negative 6.0 % for PPG AHC success modified

2. Pac Isl had negative 7.4% PPG retention modification
3. Pac Isl had a negative 13.3% PPG success modified.
    a. Collegewide, Pac Isl had a negative 8.4% PPG AHC success modified

Collegewide, Black has a negative 5.2% PPG AHC success modified.

**GENDER: 3 Program Equity Outcomes – Business 2018-2019**

There were no negative outcomes for gender.

Collegewide, “unknown” had negative 4.5% PPG AHC success modified.

**First Time, First Time Trans, Continuing, Returning, Special Admit: 3 Program Equity Outcomes**

**Business 2018-2019**

There were two negative equity outcomes.

1. First time students had a negative 7.3% for PPG success modified.
    a. Collegewide first time students had a negative 11.2% PPG AHC success modified
2. Full time transfer had a negative 5.1 % for PPG success modified.

**Online/Onsite course comparison business**

This section analyzes the number of online vs. online courses by headcount, sections, retention, and success rate. Data is arranged by course number. Headcount trends are also described.

Headcount:

*Note: More students attend AHC in person than online. Collegewide onsite headcount rose in 2016-2017 and 2017-2018 with 14,458 and 14,466, respectively. It dropped in 2019-2019 with 13,515. College wide online headcount was the lowest in 2018-2019 with 6,744 students. It was the highest in 2015-2016 with 7,580. Collegewide onsite was relative stable in 2014-2015 and 2015-2016 with 13,514 and 13,623, respectively.*

Overall, business courses are offered in an extremely routine manner both onsite and online every semester and every year. Courses are full and it is extremely rare to cancel a course.

The Business Department Onsite vs. Online sections, by course is as follows:

Business 101 – More sections are offered in person vs. onsite. In person sections were at high of 9 in 2018-2019, and other years showed 6-7 sections. Onsite in years 2015 through 2018. sections ranged from 3-4 for all years, except there were 5 sections in 2015-2016.

Business 102 - There has been 3 on person sections each year since 2014/2015. There have been 2 online sections offered each year since 2014/2015.

Business 103 – This course is primarily offered onsite. There has been 1 onsite section offered every year since 2015. There was 1 in online section offered in 2015-2016, and 2 sections offered in 2014-2015.

Business 104 – This course has been primarily offered online with 2 sections offered each year. There was 1 section onsite

Business 106 – This course has 2-4 sections offered online each year. On site sections are between 1-2 with no onsite in 2018-2019.

Business 107 – This course has 3-4 sections offered online each year. There have been no onsite offerings.

Business 110 – This course has 3-4 sections offered online each year, except 5 sections were offered in 2017-2018.

Business 111 – This course has 1 online section each year except 2018-2019 when no online sections were offered. There was 1 onsite section offered in 2015-2016.

Business 121 – This course is offered online. It is scheduled and taught by the Economics discipline/faculty. A total of 3-4 online sections are offered every year except 2 were offered in 2018-2019.

Business 130 - This course is offered online. It is scheduled and taught by the Economics discipline/faculty. A total of 2-3 online sections are offered each year.

Business 140 – This course has not been offered since 2014-2015, when there was one online section and 1 onsite section.

Business 141 – This course is offered online. A total of 2 sections are offered each year.

Business 160 – Generally, this course is offered one semester online and one semester on site, except there were 3 onsite sections in 2018-2019.

Business 302 – This course is offered primarily online. A total of 2 online sections are offered every year, except 1 section was offered online in 2018-2019. There was 1 onsite section in 2081-2019 and 1 onsite section 2016-2017.

Business 303 – This course is offered online, with 1-2 sections offered each year.

More students attend AHC in person than online. Collegewide onsite headcount rose in 2016-2017 and 2017-2018 with 14,458 and 14,466, respectively. It dropped in 2019-2019 with 13,515.

College wide online headcount was the lowest in 2018-2019 with 6,744 students. It was the highest in 2015-2016 with 7,580. Collegewide onsite was relative stable in 2014-2015 and 2015-2016 with 13,514 and 13,623, respectively.

**Online v. Onsite Retention and Success rate is as follows:**

*Note: for comparison purposes, college wide retention, ranged from a low of 85.4% Spring 2013 to 89.4% in Spring 2016 (excluding summer terms). Presently, collegewide retention was 87.6 in Spring 2019.*

*Collegewide, success rates ranged from a low of 69.8 in Fall 2014 to a high of 73% in Spring 2019.*

<u>Business 101</u>

For year 2018-2019, this course had higher retention online (93.7%) vs onsite (90.1%). Years 2015-2016 through 2017-2018 showed higher retention for onsite sections, approximately 2%-4% higher. Retention for onsite sections ranged from 78.2 in 2017-2018 to 81.9 for 2015-2016.

Success rate for Business 101 online courses in 2017-2018 and 2018-2019 were higher than onsite courses, approximately 6% to 7% higher online. Specifically, success rates for 2018-2019 online was 73% vs. 66.3% onsite; and online success rate for 2017-2018 was 69.1% vs. 63.2%. Success rate was nearly even in 2016-2017 and 2015-2016.

<u>Business 102</u>

For year 2018-2019, this course had higher retention online (86.9%) vs onsite (81.6%). In all prior years, onsite retention was significantly higher than online, approximately 10% to 30 % higher for onsite vs online each year.

For year 2018-2019, success rate was higher online (60.6% ) vs onsite (40.86%). For all other years, onsite success rate was significantly higher. During the period of 2014 – 2018, onsite success ranged from 54.3% in 2016-2017 to 63.5% in 2014-2015.

Business 103 – This is primarily an online course. Retention online has ranged from 60% in 2017-2018 to 84.4% 2018-2019. Success rate for online is problematic, 27.3% in 2016-2017, 53.3% in 2017- 2018 and 37.5% in 2018-2019.

Business 104

Retention is better onsite. In 2015-2016 retention was 86.7% onsite vs. 70.5% online. For 2016-2017, retention was 91.7% onsite vs. 76.8% online. In 2017-2018, onsite retention was 88.9% vs 76.9% online. There were no onsite sections in 2018-2019.

Business 106

Onsite retention is significantly better than online. Onsite retention for 2014-2015 was 71.7 onsite vs. 52.9% online. In 2015-2016, retention onsite was 87.5% vs. 57.9% online. In 2016-2017, retention onsite was 78.6% vs 56.8% online. In 2017-2018, onsite retention was 100% vs. 71.6 online. In 2018-2019, there were no onsite course and retention online was 84.4%.

Success rate was variable when comparing onsite with online. On site success rates ranged from 39.1% to 57.1%. Online success rates range 41.2% to 65.4%.

Business 107

This course has only been offered online. Retention ranged from 64.3% to 74.7%. Success rates has ranged from 40%-56%. These figures need to be improved.

Business 111

This course has only been offered online except 1 section of 2015-2016. Retention ranged from 66.7% to 100%. Success ranged from 44.4% to 78.3%.

Business 121

This course is only offered online and is taught outside of the department (economics discipline). Retention has ranged from 82.% percent 88.1%. Success ranged from 70.6% to 76.6%.

Business 130

This course is only offered online. Retention has ranged from 77.3% to 93.2%. Success rates have ranged from 67.0 to 80.0%.

Business 140

This course has not been offered since 2014-2015.

Business 141

This course has only been offered online. Retention has ranged from 63.9% to 90.5%. Success rate has ranged from 41.7% to 61.9%.

Business 160

The retention rate in both online and onsite courses is good. However, overall retention is better in online courses, with online ranging from 91.4% to 96.9%. Onsite retention ranges from 81.0% to 92.8%. Overall, success rates is higher in online courses than onsite success rate. Online success rates ranged from 71.7% - 96.9%. Onsite success rate ranged from 61.5% 81.6%.

Business 302

Business 302 was offered onsite in 2016-2017 and 2018-2019 and online in every year. Online retention ranged from 53.1% to 77.0 percent. Retention in online sections needs to be improved. The two sections of Business 302 onsite was 86.7% in 2018-2018 and 100% in 2016-2017. Success rates for online ranged from 34.3% in 2014-2015 to 50% in 2018-2019. Retention and success rates need improvement

in online courses. Presently, a rubric is being utilized and earlier intervention instituted to improve both retention and success rates.

Business 303

This course is only offered online. Retention has ranged from 50% to 71.7%. It was 65.5% in 2018-2019 and 62.5 in 2017-2018. Success rates ranged from 41.4% to 56.3%. Retention and success rates need improvement in online courses. Presently, a rubric is being utilized and earlier intervention instituted to improve both retention and success rates.

**FTES/FTEF and Fill Rate Efficiency Graph:**

In Spring 2019, all sections of Business 101 and 107 were efficient, and Business 303 was close to efficiency goals. Business 102 was less efficient due to lower fill rate. Two fast track courses had low efficiency (these Saturday courses go with minimum 15 students with one instructor). In Spring 2018, Business 101, 107, 160, and 110 showed high efficiency. Business 102, 106, and 302 had lower efficiency (lower fill rates and lower FTES/FTEF). Four of the fast-track classes had lower FTES/FTEF fill rate efficiency. In Fall 2018, Business 101, 110, and 361 were efficient with Business 102 close to the goals (lower fill rate). Business 160 and Business 302 had lower efficiency. Three fast-track orders had lower efficiency.

Business Administration Award/Major Match

If a student has the same program of study and major as the award earned, they will be a "Major Match." If not, they will be a "Major Split."

A total of 47% of the students who get an A.S. degree in Management are a major split. Further 73% of those earing a A.S. Degree in Marketing are a major split. This is because the degree requirements are so similar. Also, these students might also get an A. A. degree in Business Administration. A total of 61% of

the A. A. Degree in Business Administration degrees are a major split and a total of 39% of the AS-T degree in Business Administration for Transfer are a major split.

Learning Outcomes

The College has been in the process of finalizing a plan for learning outcomes. Initially, the department assessed program learning outcomes and student learning out comes (by course). This was done during years 2014 -2015. At that time, the outcomes did not need to be updated annually. Subsequently, the College revised the procedure and reporting of learning outcomes. There were few performance evaluations thereafter, except one class in 2018. As such, the data available is dated but will be summarized here. Future measure and monitoring of learning outcomes conforming with institutional policy will be ongoing.

The business program learning outcomes are as follows:

1. Apply business principles to produce a work-based learning project (BUS PSLO #1)
2. Demonstrate the ability to follow instructions (BUS PSLO #2)
3. Recall significant business issues, theories, and applications (BUS PSLO #3)

Historically, students in the business department met program learning outcomes, PLO, ranging from 81% to 88%. There was little variability between courses, except as follows:

a) BUS PSLO #1, all students: Business 101 with 68% met, and Business 102 with 79%
b) BUS PSLO #2, all students: Business 103 71%
c) BUS PSLO #1, Ethnicity: Hispanic 71%
d) BUS PSLO #2, age:20-24 years 75%
e) BUS PSLO #2, ethnicity: Hispanic 71%
f) BUS PSLO #3, age: 20-24 years old 78%
g) (BUS PSLO #3, ethnicity: Hispanic 71%

The business program course learning outcomes (CLO) are as follows:

1. Apply business principles to produce a work-based learning project (BUS CLO #1)
2. Demonstrate the ability to follow instructions (BUS CLO #2)
3. Recall significant business issues, theories, and applications (BUS CLO#3)

Historically, students in the business department met the course learning outcomes (CLO), ranging from 81% to 91%. There was little variability in CLOs except as follows:

a) Business 101 – 68% for CLO#2 and 68% CLO 3
b) Business 102 – 76% for CLO 2 and 75% for CLO #3
c) Business 103 – 76% for CLO #1, 77% for CLO#2, and 71% for CLO #3.
d) Business 106 – 79% fir CLO #2 and 77% for CLO #3

Historically, the business department outcomes, which matched up to institutional outcomes, ranged from 84% to 93%, indicating the business department is supporting institutional success.

**ENTREPRENURSHIP DICIPLINE**
**FALL 2014-Spring 2020**

The Entrepreneurship program is basically a business program with the addition of three specialized entrepreneurship courses. The three specialized courses are: ENTR 101 – Introduction to Entrepreneurship, ENTR 102- Entrepreneurship Projects, and Entrepreneurship 103 - New Venture Laboratory.

Entrepreneurship 101 is the only course regularly offered. Entrepreneurship 102 has not been offered since academic year 2014-2015. There is no enrollment data on Entrepreneurship 103. With past college enrollment management practices, specialized courses with potential lower enrollment were sacrificed for higher enrollment courses. This has hurt the entrepreneurship program. Further, when the program started there was 1 full time faculty member. When this faculty member retired, no replacement was made. Presently, there are no full-time faculty in the entrepreneurship program. Associate faculty populate the program. The program needs attention with a marketing blitz. According to the Quick Program Facts, there were 5.1 full time equivalency students in academic year 2014-2015 with three sections offered. This rose to 11.5 11.8 full time equivalency students in academic years 2017-2018 and 2018-2019, with five sections offered. In academic year 2019-2020, the full-time equivalency was 9.3 students, with 4 sections offered.

According to the Quick Program Facts, 2014-2015, the unduplicated head count was 45 students. This rose to 114-115 students in 2017-18 and 2018-2019. In 2019-2020 if fell to 91 students. According to the "1 Outcomes ENTR data," the Fall 2014 semester unduplicated headcount was 22, peaked to 90 Spring 2018 semester, and fell to 62 in Spring 2020 semester.

There was 1 entrepreneurship certificate awarded in 2015-2016 and 1 entrepreneurship degree offered in in 2017-2018. Both degrees were an Award/Major match.

The introduction course, ENTR 101, is efficient, as measured in 2019 FTES/FFEF. The program is taught 100% by associate faculty (no full-time faculty in the program). There is no data for the other two courses. In Fall 2020, the fill rate for ENTR 101 was 100%. In Spring 2020, the fill rate was 74%. The retention for ENTR 101 is good, ranging from 81% to 99% every semester except Fall 2016 (77%) and Fall 2018 (76%). ENTR 102 has not been offered since 2014-2015 academic year. There is no data for ENTR 103. Success rate has been variable, swinging from a low of 37% in Fall 2019 to a high of 84% in Spring 2020.

In 2019-2020 there were 9.33 full time equivalency students. Of these 74% were under 20. Approximately 89% of all entrepreneurship students were under the age 24 in academic year 2019-2020. This trend for primarily younger students was present since the program started. This course is routinely taught at local high schools, with college credit. As such, one would expect the lower age of students.

In 2019-2020, 58% of entrepreneurship students were Hispanic. In the same year, approximately 30% were White.

In 2019-2020, approximately 41% of entrepreneurship students were female and 61% were males. This gender trend is present from academic year 2015-16 to 2019-2020.

Approximately 48% of all entrepreneurship students are "special admit," high school students taking ENTR at their high school site. Approximately 25% are continuing students. Approximately 23% are first time students.

Regarding equity outcomes for 2019-2020, the retention of White students (65%) and success rates among Hispanic students (61.9%) could improve to match the group outcomes. The success rate of males, 57.9% verses 70% for females could improve. It is noteworthy that the high school students have good retention and success rates, 100% in both categories in 2019-2020. These are high school students. First students have a low success rate of 25%; and continuing students have a 52.6% success .

Learning Outcomes – Entrepreneurship

There are program student learning outcomes for all three Entrepreneurship are as follows:

1. Recall significant entrepreneurship issues, theories, and applications.
2. Apply entrepreneurship principles to produce work-based learning projects
3. Demonstrate the ability to follow instructions on assignments and class activities.

Students performed successfully all three program student learning outcome for all three courses, except for two semesters as follows: Spring 2016 40.91% -50% of students (9 – 11 students) were below institutional standards on outcomes 1-3 described above; and Spring 2014 were 33.33% (8 students) of students were below institutional standards on outcomes 1-3 described above. The entrepreneurship course student learning outcomes are identical to the program student learning outcomes.

## PARALEGAL DISCIPLINE

The paralegal program is presently an evening program. All instructors are part-time (associate faculty). The headcount unduplicated in 2019-2020 was 86 students. Although this was an increase in unduplicated headcount from 2018-2019 with 74 students, unduplicated headcount was largest in 2014-

2015 with 135 students. Academic year 2015-2016 had 102 unduplicated headcount, 2016-2017 had 89, and 2017-2018 had 98. Duplicated enrollment followed the same trend.

Full time equivalency students has dropped. In 2019-2020 FTES was 19.2 with 8 sections. This is significantly less than the 29.8 FTES and 15 sections in 2014-2015. When sections drop, enrollment drops. Unfortunately, with past college enrollment management practices, specialized courses with potential lower enrollment were sacrificed for higher enrollment courses. This has impacted the paralegal program.

Nonetheless, the highest number of certificates was awarded in 2019-2020, totaling 11 certificates. There were 6 A.S. degrees awarded the same year. In 2014-2015 there were 9 certificates and 9 A.S. degrees.

Generally, the fill rate is good, approximately 80% for all courses, except PLGL 102 which is close to 80%.
Overall, retention is good, ranging from 85% to 98% from 2014 to 2020.
Overall, success rate is good, ranging from 81% - 98% every semester, except Fall 2015 (75%), and Fall 2018 (72%). In all years, success rates have been good.

All courses each semester show good retention and success rates, with the exception of PLGL 104 which had a lower retention rate until 2019-2020. PLGL also had a lower success rate until 2016-2017. Recently, a course sequence (pathway) has been established so students can anticipate which classes are being offered. Scheduling has been done with precision and classes are not cancelled. However, with more marketing and easing enrollment management quotas, the program should be able to return or exceed 2014 levels.

Age

With the exception of under 20 years old, all age groups have similar representation in the paralegal program. In 2019-2020, headcount ranged from headcount ranged from 13 students to 17 students in age groups 20 to 39 years of age. Headcount was 10 for ages 40 – 50+.

Ethnicity

In 2019-2020,

Whites (7.64 FTES) and Hispanics (9.12) had the largest headcount, with 38 students each ethnic group. This is the same trend in prior years.

Gender

Females outnumber males in the paralegal program for all years. In 2019-2020 the headcount for females was 68 (15.6 FTES). For males it was 16 (3.4 FTES). This was the trend in all years.

Continuing Students

The largest category of students is continuing students. In 2019-2020 the headcount was 67 (15.0 FTES) for continuing and 15 (2.3 FTES) for returning.

Program Equity

Overall, all retention and success outcomes were good except the 25-29 age group had lower retention and lower success rates. Additionally, age 35 – 39 age group and 30-34 had lower success rates.

All ethnic groups had good retention and success rates.

Females had a lower retention and success rate than males. Notably, most students are females.

Returning students had a lower retention and success rate.

Online

There are no online classes in the paralegal program. All courses are taught on campus in the evening.

Efficiency

Fill rates hover around 80%. Many have a fill rate in the 90% range.

Major Match

From 83% - 100% of students have a major match in the A.S. Degree program. Only 2015-2017 was the exception with only a 57% major match.

Certificates showed a major match of 71% - 100%.

Program Learning Outcomes

The program learning outcomes are as follows:

1. Recall significant paralegal issues, theories, and applications.
2. Apply paralegal principles to produce a work-based learning project.
3. Demonstrate the ability to follow instructions.

There have been few evaluations of learning outcomes. There are no full-time faculty members in the departments. This is an area of improvement. However, retention, success rates, and degrees awarded are good.

Real Estate

The 5-year average for sections in academic years 2013 to 2018 is 2 (sections). One RE 100 class (Real Estate Principals) is offered each semester. Occasionally, there was a section of legal aspects of real estate.

The 5-year average for FTES is 4.69 students.

Retention is good, ranging from 78% - 97.80 over the five-year period. Success rate is relatively low, ranging from 56% - 84.40%.

There were no degrees or certificates in the last five years.

This program was a successful program until sections were cut during enrollment management. This discipline needs review and promotion.

# 2019-20 Program Data

Contents


1 - Enrollment, headcount, sections, FTES, retention, success
2 - Demographics
3 - Equity outcomes
4 - Online\Face to face comparison
5 - Efficiency
6 - Program awards & majors
7 - Faculty load
A - Course demographic detail
B - Awards by major detail


## STEP 1 | Choose subjects: BUS

Subjects: BUS

## STEP 2 | Choose awards: Multiple values

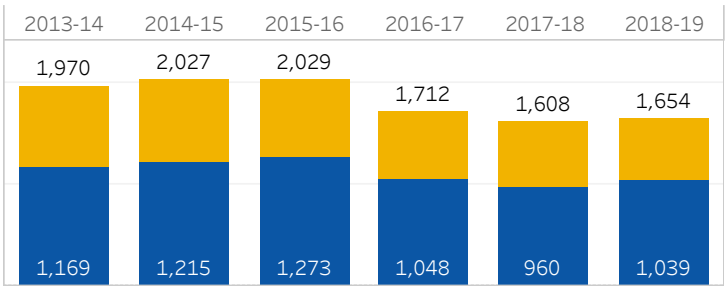
Awards: Business & Business Administration

## STEP 3 | Choose majors: Multiple values

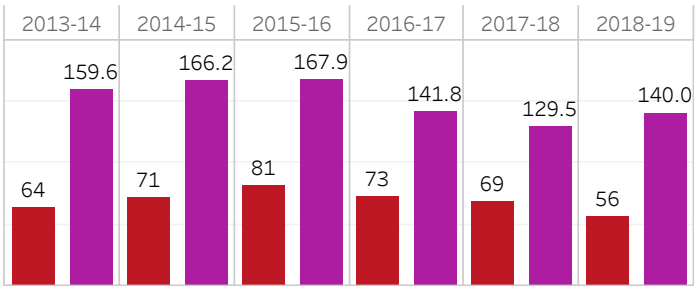
Student Majors: Business & Business Administration

## Quick Program Facts

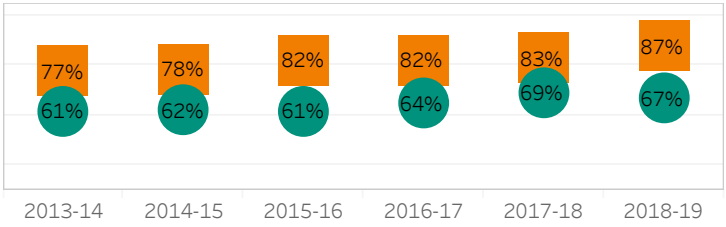
Headcount (undup)=Blue | Enrollment (dup)=Gold



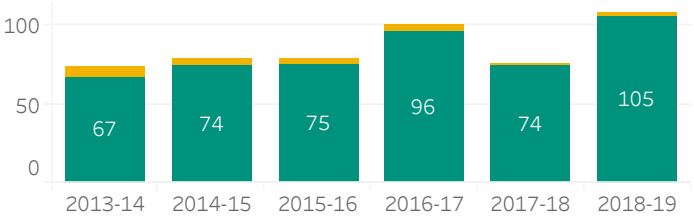

Sections=Red | FTES=Purple



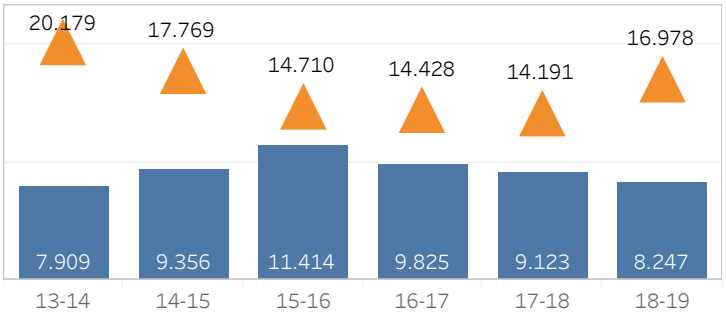

Retention=Orange | Success=Green



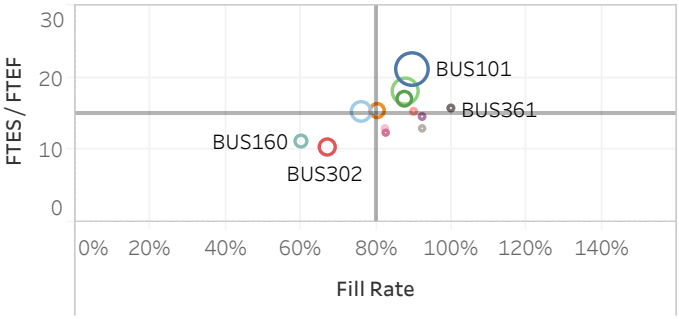

Credit Awards - Gold=Cert | Green=Degree




FTEF=Bar | FTES/FTEF=Triangle




Program Efficiency Fall 2018




Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

## 1 Outcomes BUS

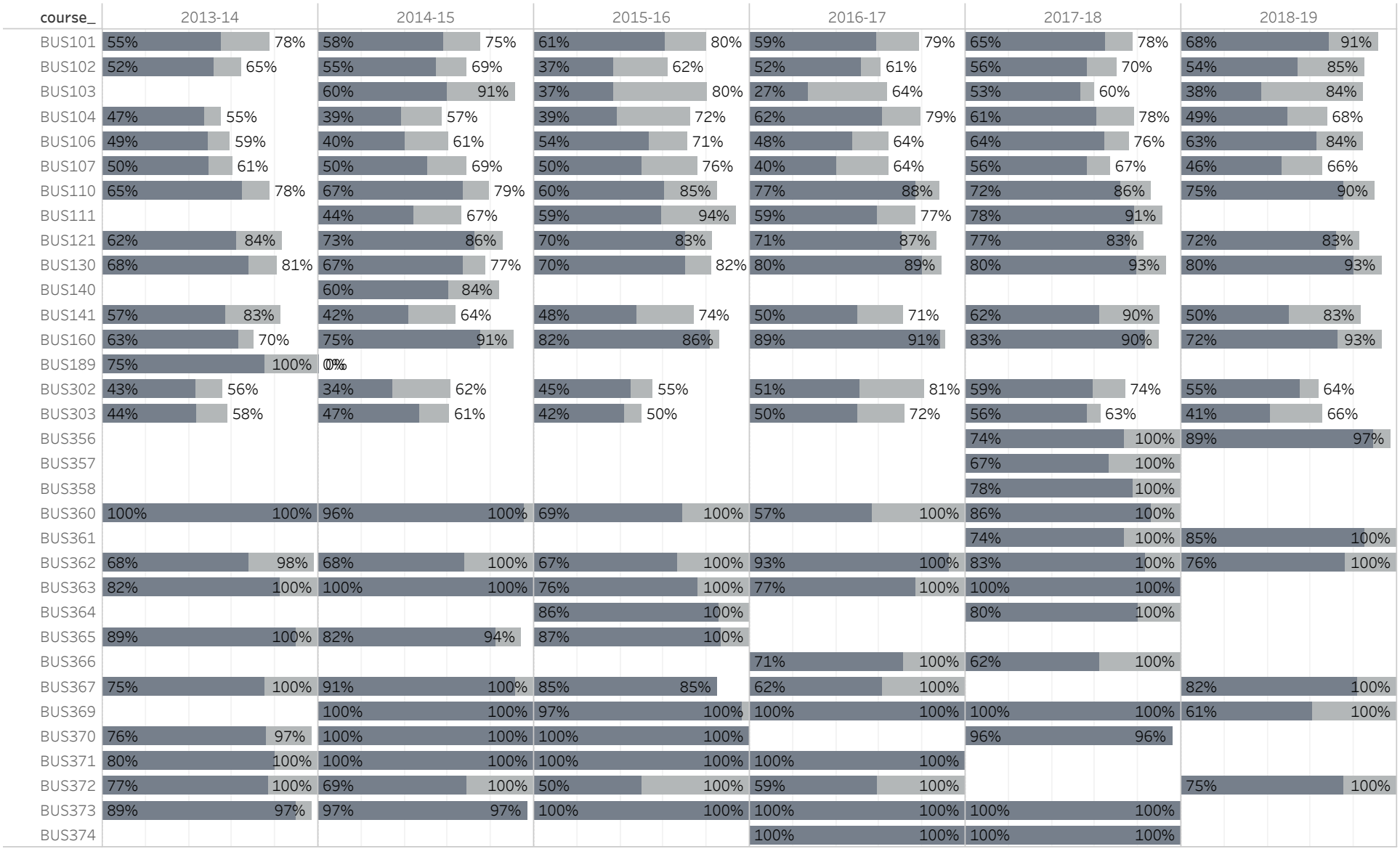
course_
All

| | Sum 2013 | Fall 2013 | Spring 2014 | Sum 2014 | Fall 2014 | Spring 2015 | Sum 2015 | Fall 2015 | Winter 2016 | Spring 2016 | Sum 2016 | Fall 2016 | Winter 2017 | Spring 2017 | Sum 2017 | Fall 2017 | Winter 2018 | Spring 2018 | Sum 2018 | Fall 2018 | Winter 2019 | Spring 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sections | 7 | 27 | 30 | 7 | 30 | 34 | 10 | 34 | 3 | 34 | 8 | 31 | 3 | 31 | 8 | 30 | 3 | 28 | 7 | 25 | 2 | 22 |
| Headcount | 206 | 566 | 610 | 214 | 603 | 645 | 270 | 586 | 75 | 591 | 130 | 563 | 53 | 523 | 160 | 512 | 57 | 459 | 213 | 509 | 59 | 467 |
| Enrollment | 241 | 832 | 897 | 245 | 849 | 933 | 300 | 795 | 80 | 854 | 174 | 744 | 60 | 734 | 182 | 689 | 65 | 672 | 230 | 769 | 64 | 591 |
| retained | 173 | 663 | 685 | 179 | 681 | 727 | 228 | 650 | 61 | 717 | 126 | 609 | 44 | 620 | 141 | 561 | 48 | 581 | 204 | 681 | 47 | 513 |
| Retention % | 72% | 80% | 76% | 73% | 80% | 78% | 76% | 82% | 76% | 84% | 72% | 82% | 73% | 84% | 77% | 81% | 74% | 86% | 89% | 89% | 73% | 87% |
| success | 148 | 515 | 543 | 137 | 540 | 576 | 186 | 456 | 47 | 553 | 103 | 452 | 32 | 515 | 125 | 455 | 44 | 485 | 168 | 507 | 36 | 389 |
| Success % | 61% | 62% | 61% | 56% | 64% | 62% | 62% | 57% | 59% | 65% | 59% | 61% | 53% | 70% | 69% | 66% | 68% | 72% | 73% | 66% | 56% | 66% |
| FTES | 23.4 | 65.8 | 70.4 | 23.8 | 68.8 | 73.6 | 29.6 | 65.4 | 7.8 | 65.2 | 16.9 | 62.9 | 5.8 | 56.1 | 16.6 | 55.8 | 6.3 | 50.7 | 22.3 | 57.7 | 6.2 | 53.8 |

## Outcomes Allan Hancock College Credit

| | Sum 2013 | Fall 2013 | Spring 2014 | Sum 2014 | Fall 2014 | Spring 2015 | Sum 2015 | Fall 2015 | Winter 2016 | Spring 2016 | Sum 2016 | Fall 2016 | Winter 2017 | Spring 2017 | Sum 2017 | Fall 2017 | Winter 2018 | Spring 2018 | Sum 2018 | Fall 2018 | Winter 2019 | Spring 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sections | 285 | 1,069 | 1,141 | 306 | 1,141 | 1,209 | 355 | 1,177 | 41 | 1,220 | 357 | 1,184 | 41 | 1,214 | 333 | 1,168 | 45 | 1,186 | 270 | 1,145 | 47 | 1,159 |
| Headcount | 5,421 | 10,922 | 11,293 | 5,185 | 11,084 | 11,249 | 5,593 | 10,982 | 1,051 | 11,341 | 4,354 | 12,111 | 1,023 | 11,636 | 5,306 | 11,889 | 1,118 | 11,320 | 4,596 | 11,380 | 1,171 | 10,580 |
| Enrollment | 8,455 | 28,612 | 29,369 | 8,168 | 29,153 | 28,984 | 8,789 | 28,471 | 1,270 | 28,153 | 8,305 | 29,268 | 1,314 | 28,161 | 8,052 | 28,754 | 1,480 | 26,960 | 6,868 | 28,650 | 1,535 | 26,193 |
| Retention % | 89.1% | 87.0% | 85.2% | 89.4% | 86.8% | 85.4% | 89.6% | 86.4% | 84.4% | 89.4% | 90.4% | 88.0% | 86.5% | 88.1% | 90.3% | 87.0% | 87.2% | 88.1% | 90.3% | 87.1% | 87.8% | 87.6% |
| Success % | 77.5% | 70.6% | 70.2% | 77.7% | 69.8% | 71.4% | 77.4% | 70.2% | 70.6% | 73.2% | 79.6% | 71.5% | 77.2% | 74.0% | 80.3% | 71.5% | 78.9% | 74.1% | 79.6% | 71.3% | 79.2% | 73.5% |
| FTES | 978 | 3,852 | 3,868 | 944 | 3,900 | 4,048 | 1,009 | 3,807 | 111 | 3,715 | 967 | 4,197 | 115 | 4,020 | 900 | 4,126 | 139 | 3,869 | 835 | 4,061 | 169 | 3,827 |

# 1 Retention & Success by academic year by course BUS

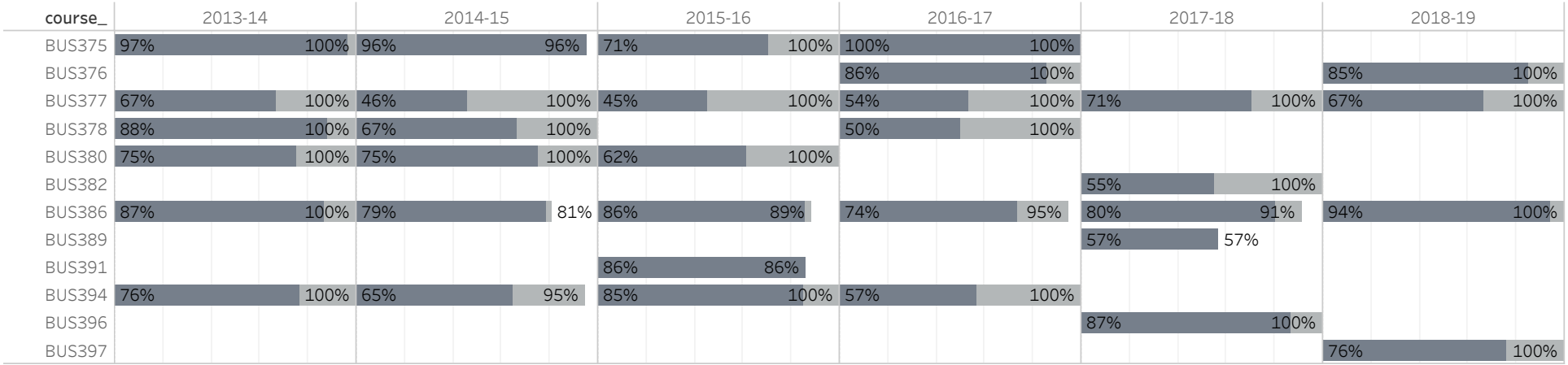



Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter keeps 22 of 37 members. The CB04 filter keeps C, D and N. The subject filter keeps BUS. The course filter has multiple members selected.

Measure Names

- Retention %
- Success %

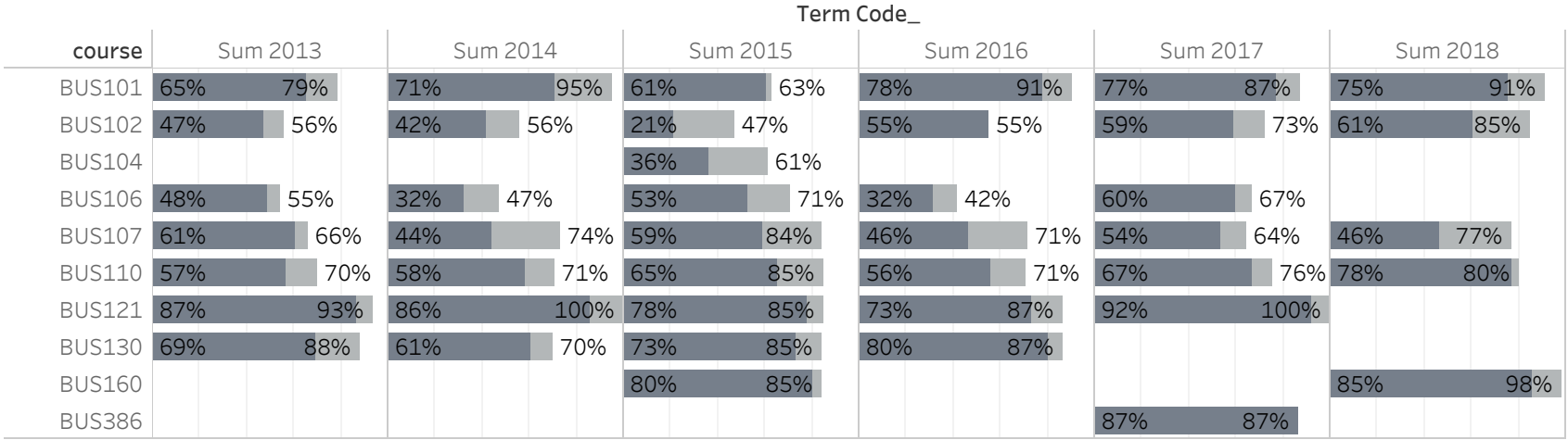
# 1 Retention & Success by academic year by course BUS




Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter keeps 22 of 37 members. The CB04 filter keeps C, D and N. The subject filter keeps BUS. The course filter has multiple members selected.

Measure Names
- Retention %
- Success %

# 1 Retention & Success by summer term by course BUS

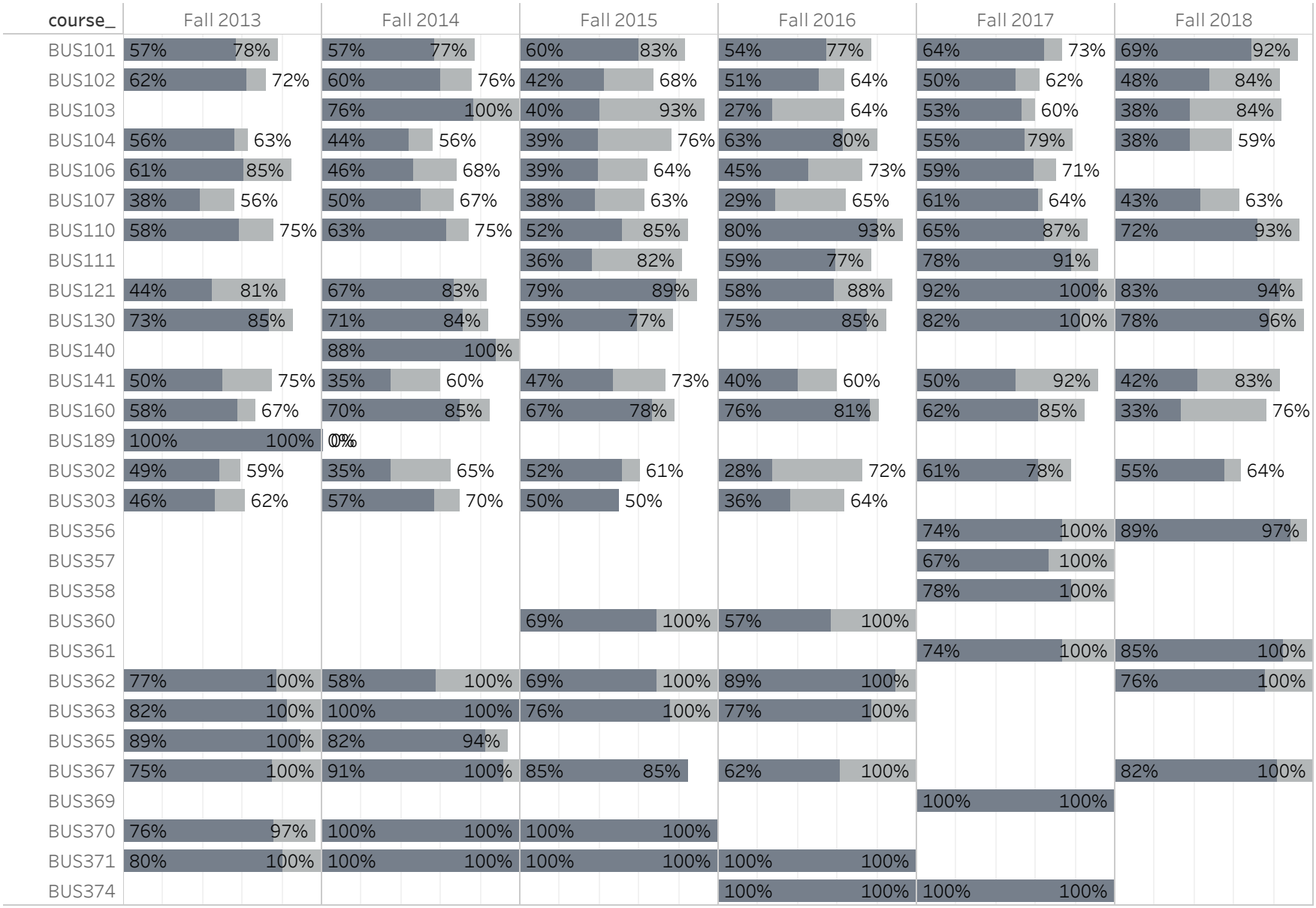



Retention % and Success % for each course broken down by Term Code_. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04 and subject. The TERM_CODE filter keeps 6 of 37 members. The CB04 filter keeps C, D and N. The subject filter keeps BUS. The view is filtered on course, which has multiple members selected.

Measure Names

- Retention %
- Success %

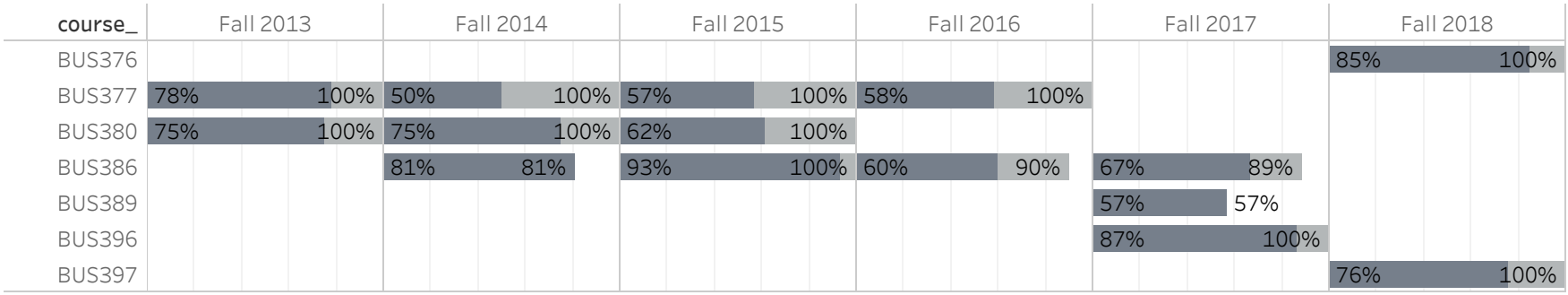
# 1 Retention & Success by fall term by course BUS




Measure Names

- Retention %
- Success %

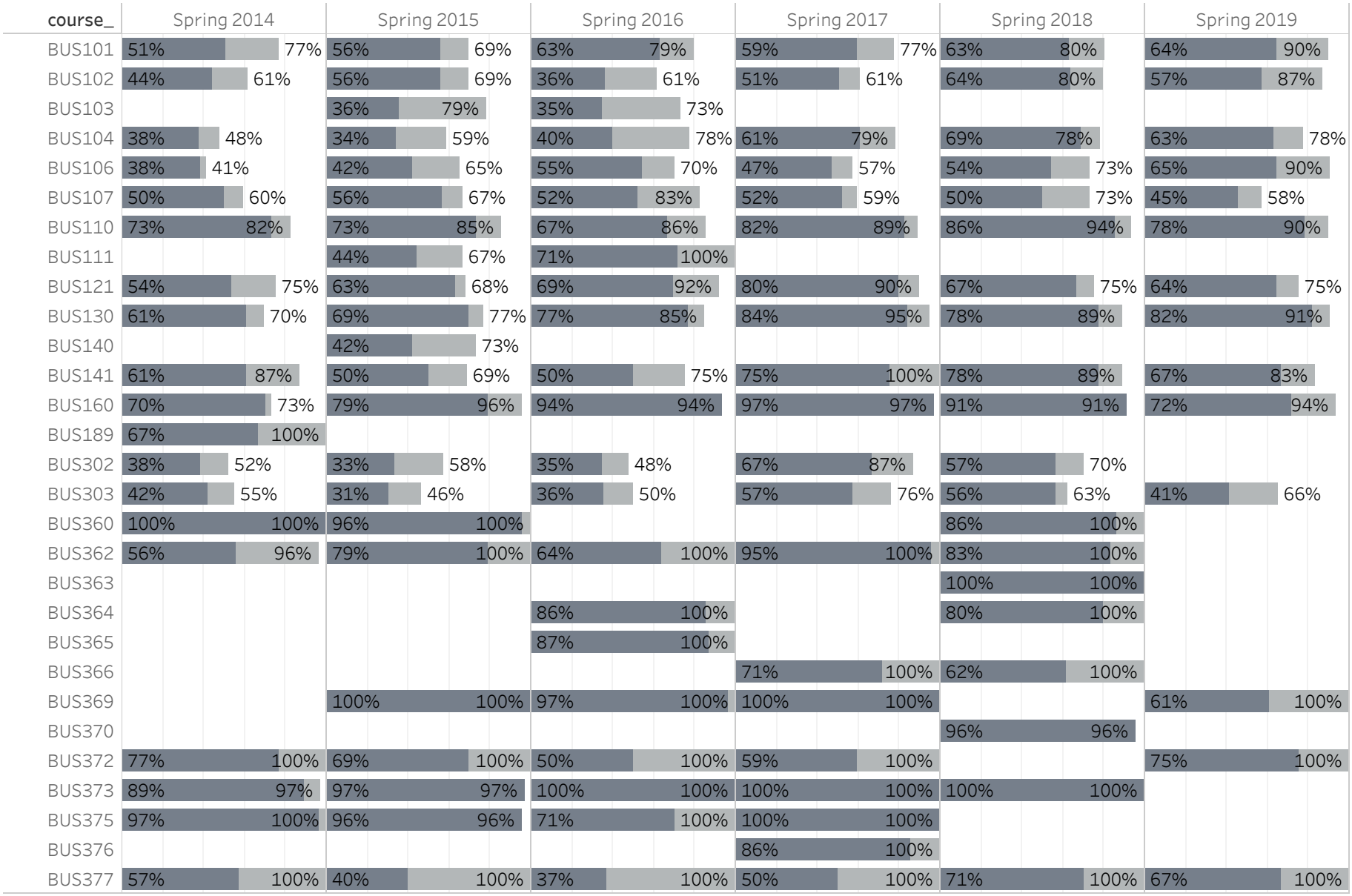
# 1 Retention & Success by fall term by course BUS



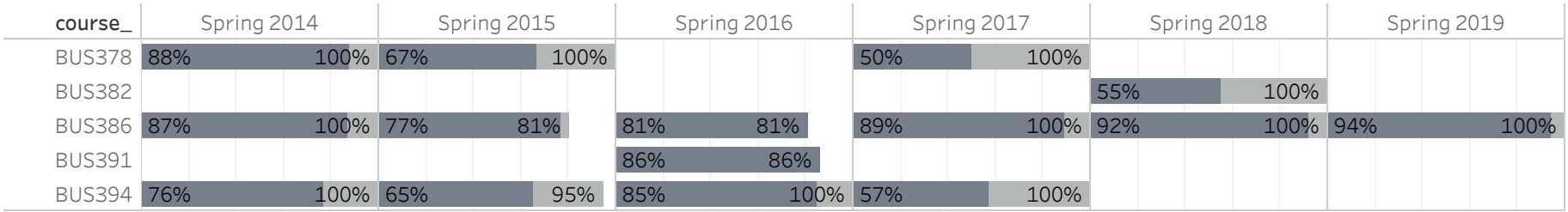

Measure Names

- Retention %
- Success %

# 1 Retention & Success by spring term by course BUS



# 1 Retention & Success by spring term by course BUS




Measure Names

- Retention %
- Success %

# 2 Program Demographics BUS

Choose individual course via filter or see Appendix A for full demographic course details

course_
All

Academic Year

| Age Category | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Under 19 | 210 | 23.3 | 212 | 25.8 | 197 | 24.1 | 209 | 27.0 | 208 | 25.5 | 290 | 36.8 |
| 20-24 | 435 | 60.0 | 481 | 70.1 | 479 | 64.3 | 388 | 57.7 | 345 | 47.7 | 311 | 43.7 |
| 25-29 | 196 | 29.7 | 207 | 28.1 | 216 | 29.9 | 175 | 22.6 | 152 | 20.3 | 142 | 20.4 |
| 30-34 | 117 | 15.1 | 119 | 16.0 | 138 | 18.3 | 101 | 12.6 | 85 | 12.8 | 110 | 13.5 |
| 35-39 | 70 | 10.7 | 66 | 9.4 | 89 | 10.5 | 70 | 7.7 | 62 | 7.4 | 74 | 10.4 |
| 40-49 | 83 | 10.8 | 92 | 11.0 | 118 | 14.4 | 79 | 9.1 | 75 | 10.9 | 87 | 10.4 |
| 50+ | 71 | 9.9 | 51 | 5.8 | 56 | 6.3 | 50 | 4.9 | 46 | 4.9 | 43 | 4.8 |

| ETHNICITY | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Asian | 47 | 6.0 | 44 | 5.6 | 39 | 5.0 | 35 | 4.4 | 27 | 3.1 | 35 | 4.9 |
| Black | 61 | 9.6 | 54 | 7.4 | 89 | 12.4 | 34 | 4.0 | 33 | 4.4 | 44 | 5.3 |
| Filipino | 33 | 5.3 | 37 | 6.1 | 34 | 4.9 | 31 | 4.3 | 24 | 3.5 | 20 | 2.6 |
| Hispanic | 527 | 72.8 | 596 | 80.3 | 621 | 78.9 | 533 | 72.0 | 430 | 56.0 | 404 | 55.3 |
| NativeAm | 17 | 1.9 | 18 | 1.8 | 21 | 2.3 | 20 | 2.3 | 27 | 3.5 | 30 | 3.9 |
| PacIsl | 5 | 0.5 | 5 | 0.6 | 6 | 0.6 | 3 | 0.3 | 11 | 1.3 | 11 | 1.3 |
| White | 479 | 63.4 | 461 | 64.4 | 463 | 63.8 | 388 | 51.9 | 406 | 57.0 | 492 | 66.1 |

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Female | 693 | 93.3 | 696 | 96.0 | 639 | 85.6 | 549 | 70.2 | 500 | 67.2 | 485 | 66.4 |
| Male | 476 | 66.3 | 519 | 70.2 | 635 | 82.3 | 494 | 68.9 | 453 | 61.3 | 544 | 72.2 |
| Unknown | | | | | | | 1 | 0.1 | 4 | 0.4 | 7 | 0.9 |

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| First Time | 106 | 13 | 115 | 13 | 143 | 15 | 114 | 14 | 92 | 10 | 135 | 14 |
| First Time Transfer | 139 | 17 | 114 | 13 | 136 | 15 | 74 | 8 | 81 | 10 | 73 | 9 |
| Continuing | 753 | 104 | 846 | 117 | 841 | 111 | 767 | 103 | 665 | 92 | 729 | 99 |
| Returning | 216 | 25 | 189 | 22 | 207 | 24 | 131 | 13 | 132 | 14 | 108 | 13 |
| Special Admit | 11 | 1 | 4 | 0 | 11 | 2 | 11 | 1 | 29 | 3 | 40 | 4 |
| Unknown | | | 1 | 1 | 1 | 1 | | | | | | |
| **Grand Total** | **1,169** | **160** | **1,215** | **166** | **1,273** | **168** | **1,044** | **139** | **957** | **129** | **1,036** | **139** |

# 2 Demographics Allan Hancock College Credit

| Age Category | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Under 19 | 4,221 | 2,720 | 4,269 | 2,742 | 4,528 | 2,759 | 5,805 | 3,105 | 6,308 | 3,155 | 6,018 | 3,326 |
| 20-24 | 6,304 | 3,417 | 6,122 | 3,441 | 6,054 | 3,341 | 5,700 | 3,398 | 5,460 | 3,190 | 5,057 | 3,070 |
| 25-29 | 2,497 | 1,100 | 2,585 | 1,182 | 2,555 | 1,118 | 2,440 | 1,255 | 2,395 | 1,212 | 2,071 | 1,101 |
| 30-34 | 1,520 | 508 | 1,542 | 563 | 1,533 | 528 | 1,379 | 578 | 1,327 | 556 | 1,173 | 560 |
| 35-39 | 978 | 317 | 944 | 320 | 969 | 292 | 924 | 357 | 891 | 328 | 758 | 319 |
| 40-49 | 1,253 | 378 | 1,212 | 400 | 1,262 | 356 | 1,042 | 379 | 1,040 | 384 | 801 | 328 |
| 50+ | 878 | 259 | 891 | 244 | 966 | 248 | 789 | 227 | 676 | 210 | 608 | 189 |

| ETHNICITY | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Asian | 627 | 297 | 585 | 277 | 582 | 275 | 512 | 264 | 469 | 214 | 386 | 186 |
| Black | 634 | 327 | 617 | 340 | 673 | 359 | 583 | 326 | 555 | 278 | 459 | 259 |
| Filipino | 450 | 271 | 477 | 320 | 473 | 292 | 483 | 309 | 462 | 269 | 450 | 305 |
| Hispanic | 7,654 | 4,475 | 7,959 | 4,698 | 8,196 | 4,670 | 8,206 | 4,873 | 7,475 | 4,482 | 6,604 | 4,071 |
| NativeAm | 261 | 136 | 270 | 144 | 263 | 133 | 307 | 144 | 348 | 167 | 358 | 198 |
| Other | 1 | 0 | 5 | 1 | 2 | 0 | 4 | 1 | 5 | 2 | 2 | 1 |
| PacIsl | 105 | 50 | 122 | 59 | 97 | 50 | 119 | 62 | 141 | 62 | 131 | 74 |
| White | 7,033 | 3,143 | 6,671 | 3,050 | 6,728 | 2,862 | 7,016 | 3,146 | 7,819 | 3,541 | 7,236 | 3,751 |

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Female | 8,474 | 4,635 | 8,253 | 4,714 | 8,360 | 4,479 | 8,768 | 4,922 | 8,937 | 4,913 | 8,454 | 4,877 |
| Male | 8,281 | 4,061 | 8,445 | 4,174 | 8,643 | 4,159 | 8,340 | 4,181 | 8,126 | 4,049 | 7,027 | 3,916 |
| Unknown | 4 | 2 | 3 | 2 | 3 | 2 | 109 | 23 | 181 | 51 | 121 | 52 |

| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| First Time | 2,859 | 1,169 | 2,904 | 1,176 | 2,920 | 1,185 | 2,777 | 1,194 | 2,562 | 1,089 | 2,666 | 1,240 |
| First Time Transfer | 2,871 | 681 | 2,408 | 598 | 2,634 | 616 | 2,111 | 541 | 2,352 | 656 | 1,766 | 564 |
| Continuing | 9,363 | 5,831 | 10,402 | 6,334 | 10,178 | 5,991 | 10,502 | 6,487 | 9,986 | 6,305 | 9,576 | 6,120 |
| Returning | 4,211 | 919 | 3,039 | 672 | 3,196 | 675 | 2,277 | 551 | 2,382 | 539 | 1,964 | 496 |
| Special Admit | 505 | 96 | 560 | 107 | 935 | 173 | 2,260 | 353 | 2,578 | 424 | 2,281 | 425 |
| Unknown | 6 | 3 | 13 | 3 | 6 | 2 | 4 | 0 | 1 | 0 | 1 | 0 |
| **Grand Total** | **16,758** | **8,699** | **16,700** | **8,890** | **17,004** | **8,641** | **17,217** | **9,126** | **17,235** | **9,014** | **15,597** | **8,845** |

# 3 Program Equity Outcomes BUS

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2018-19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **Under 19** | 290 | 418 | 37 | 87.6% | 0.3% | | 63.9% | -3.5% | 15 |
| **20-24** | 311 | 489 | 44 | 86.3% | -1.5% | 8 | 69.7% | 4.6% | |
| **25-29** | 142 | 254 | 20 | 89.4% | 2.4% | | 64.2% | -2.8% | 7 |
| **30-34** | 110 | 150 | 13 | 85.3% | -2.2% | 4 | 68.7% | 2.4% | |
| **35-39** | 74 | 122 | 10 | 83.6% | -4.1% | 5 | 58.2% | -9.0% | 11 |
| **40-49** | 87 | 154 | 10 | 92.2% | 5.3% | | 67.5% | 1.1% | |
| **50+** | 43 | 67 | 5 | 86.6% | -0.8% | 1 | 76.1% | 10.0% | |
| **Grand Total** | **1,039** | **1,654** | **140** | **87.4%** | | | **66.5%** | | |

# 3 Program Equity Outcomes BUS

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2018-19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| Asian | 35 | 55 | 5 | 94.5% | 7.4% | | 74.5% | 8.3% | |
| Black | 44 | 59 | 5 | 89.8% | 2.6% | | 66.1% | -0.4% | 1 |
| Filipino | 20 | 30 | 3 | 86.7% | -0.7% | 1 | 70.0% | 3.6% | |
| Hispanic | 404 | 672 | 55 | 86.5% | -1.5% | 11 | 63.4% | -5.2% | 36 |
| Native Am | 30 | 43 | 4 | 86.0% | -1.4% | 1 | 69.8% | 3.3% | |
| Pac Isl | 11 | 15 | 1 | 80.0% | -7.4% | 2 | 53.3% | -13.3% | 2 |
| White | 492 | 769 | 66 | 87.5% | 0.3% | | 68.3% | 3.3% | |
| Unknown | 3 | 11 | 1 | 100.0% | | | 90.9% | | |
| **Grand Total** | **1,039** | **1,654** | **140** | **87.4%** | | | **66.5%** | | |

# 3 Program Equity Outcomes BUS

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2018-19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **Female** | 486 | 801 | 67 | 87.1% | -0.4% | 4 | 65.9% | -1.1% | 10 |
| **Male** | 547 | 840 | 73 | 87.6% | 0.5% | | 67.3% | 1.5% | |
| **Unknown** | 7 | 13 | 1 | 84.6% | | | 53.8% | | |
| **Grand Total** | **1,039** | **1,654** | **140** | **87.4%** | | | **66.5%** | | |

# 3 Program Equity Outcomes BUS

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2018-19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **First Time** | 136 | 190 | 14 | 90.5% | 3.6% | | 60.0% | -7.3% | 14 |
| **First Time Tran..** | 73 | 102 | 9 | 90.2% | 3.0% | | 61.8% | -5.1% | 6 |
| **Continuing** | 731 | 1,173 | 99 | 86.7% | -2.3% | 27 | 67.3% | 2.9% | |
| **Returning** | 109 | 146 | 13 | 84.9% | -2.7% | 4 | 64.4% | -2.3% | 4 |
| **Special Admit** | 41 | 43 | 4 | 93.0% | 5.8% | | 90.7% | 24.8% | |
| **Grand Total** | **1,039** | **1,654** | **140** | **87.4%** | | | **66.5%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2018-19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| **Under 19** | 6,018 | 25,368 | 3,326 | 87.7% | 0.1% | | 70.3% | -5.0% | 1,280 |
| **20-24** | 5,057 | 21,398 | 3,070 | 87.4% | -0.4% | 85 | 73.8% | 0.8% | |
| **25-29** | 2,071 | 6,766 | 1,101 | 87.6% | 0.0% | 3 | 75.8% | 2.8% | |
| **30-34** | 1,173 | 3,694 | 560 | 87.6% | -0.1% | 4 | 78.1% | 5.1% | |
| **35-39** | 758 | 2,083 | 319 | 89.3% | 1.7% | | 78.5% | 5.4% | |
| **40-49** | 801 | 2,412 | 328 | 88.6% | 1.0% | | 78.4% | 5.3% | |
| **50+** | 608 | 1,525 | 189 | 87.1% | -0.6% | 9 | 78.4% | 5.2% | |
| **Grand Total** | **15,700** | **63,246** | **8,893** | **87.7%** | | | **73.3%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2018-19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| Asian | 386 | 1,388 | 186 | 87.8% | 0.1% | | 75.5% | 2.3% | |
| Black | 459 | 1,839 | 259 | 87.3% | -0.4% | 7 | 68.4% | -5.1% | 94 |
| Filipino | 450 | 1,982 | 305 | 89.7% | 2.1% | | 77.2% | 4.1% | |
| Hispanic | 6,604 | 29,012 | 4,071 | 86.5% | -2.1% | 623 | 70.0% | -6.0% | 1,752 |
| Native Am | 358 | 1,449 | 198 | 85.9% | -1.8% | 26 | 71.6% | -1.7% | 25 |
| Other | 2 | 5 | 1 | 80.0% | | | 80.0% | | |
| Pac Isl | 131 | 576 | 74 | 86.5% | -1.2% | 7 | 64.9% | -8.4% | 49 |
| White | 7,236 | 26,635 | 3,751 | 88.9% | 2.1% | | 77.0% | 6.4% | |
| Unknown | 106 | 360 | 47 | 90.3% | 2.6% | | 77.5% | 4.2% | |
| **Grand Total** | **15,700** | **63,246** | **8,893** | **87.7%** | | | **73.3%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2018-19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| **Female** | 8,493 | 34,707 | 4,898 | 87.6% | -0.2% | 81 | 74.4% | 2.4% | |
| **Male** | 7,084 | 28,097 | 3,940 | 87.8% | 0.2% | | 72.0% | -2.3% | 633 |
| **Unknown** | 130 | 442 | 55 | 88.7% | 1.0% | | 68.8% | -4.5% | 20 |
| **Grand Total** | **15,700** | **63,246** | **8,893** | **87.7%** | | | **73.3%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

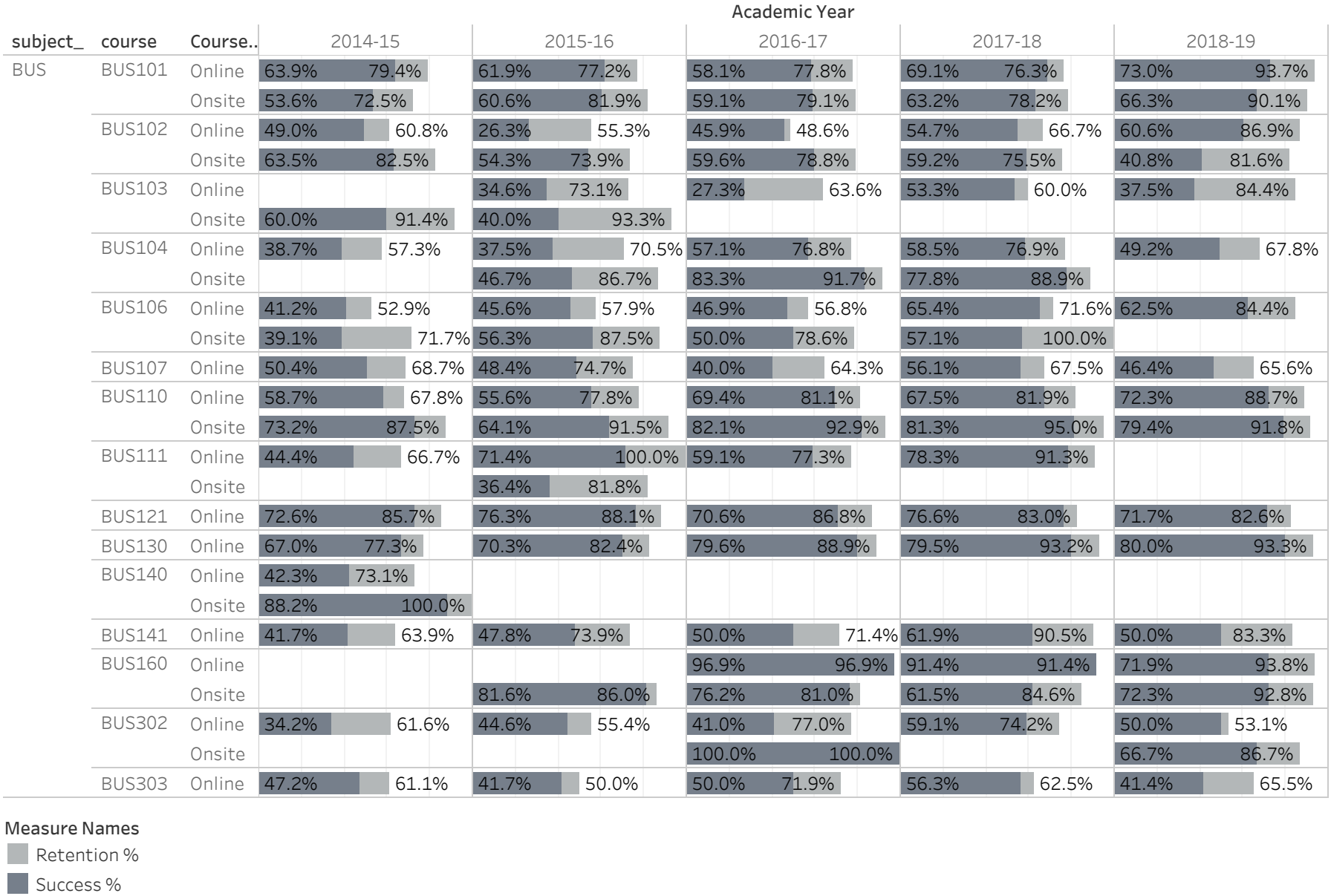
Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2018-19 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| **First Time** | 2,690 | 9,523 | 1,252 | 86.3% | -1.6% | 149 | 63.8% | -11.2% | 1,070 |
| **First Time Tran..** | 1,805 | 3,601 | 575 | 90.7% | 3.2% | | 79.3% | 6.3% | |
| **Continuing** | 9,600 | 42,556 | 6,138 | 86.9% | -2.4% | 1,023 | 73.4% | 0.3% | |
| **Returning** | 1,965 | 3,693 | 497 | 87.1% | -0.6% | 21 | 73.4% | 0.2% | |
| **Special Admit** | 2,309 | 3,872 | 431 | 97.3% | 10.3% | | 90.0% | 17.7% | |
| **Unknown** | 1 | 1 | 0 | 100.0% | | | 0.0% | | |
| **Grand Total** | **15,700** | **63,246** | **8,893** | **87.7%** | | | **73.3%** | | |

# 4 Online / Onsite course comparison BUS
## *All online courses and matching onsite courses*

| | | | Academic Year | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| subject | course | Course Type | Hea.. | Enr.. | Sect.. | FTES | Hea.. | Enr.. | Sect.. | FTES | Hea.. | Enr.. | Sect.. | FTES | Hea.. | Enr.. | Sect.. | FTES | Hea.. | Enr.. | Sect.. | FTES |
| BUS | BUS101 | Online | 154 | 155 | 4 | 15.1 | 186 | 189 | 5 | 18.4 | 116 | 117 | 4 | 11.4 | 96 | 97 | 3 | 9.4 | 109 | 111 | 3 | 10.8 |
| | | Onsite | 210 | 211 | 6 | 22.3 | 225 | 226 | 7 | 23.9 | 212 | 215 | 6 | 22.7 | 217 | 220 | 7 | 23.0 | 293 | 294 | 9 | 30.4 |
| | BUS102 | Online | 101 | 102 | 3 | 9.9 | 74 | 76 | 3 | 7.4 | 71 | 74 | 3 | 7.2 | 69 | 75 | 3 | 7.3 | 98 | 99 | 3 | 9.6 |
| | | Onsite | 62 | 63 | 2 | 6.5 | 45 | 46 | 2 | 4.8 | 52 | 52 | 2 | 5.4 | 46 | 49 | 2 | 5.1 | 49 | 49 | 2 | 5.1 |
| | BUS103 | Online | | | | | 26 | 26 | 1 | 2.5 | 22 | 22 | 1 | 2.1 | 15 | 15 | 1 | 1.5 | 32 | 32 | 1 | 3.1 |
| | | Onsite | 35 | 35 | 2 | 3.5 | 15 | 15 | 1 | 1.5 | | | | | | | | | | | | |
| | BUS104 | Online | 70 | 75 | 2 | 7.3 | 104 | 112 | 3 | 10.9 | 54 | 56 | 2 | 5.4 | 59 | 65 | 2 | 6.3 | 58 | 59 | 2 | 5.7 |
| | | Onsite | | | | | 15 | 15 | 1 | 1.4 | 12 | 12 | 1 | 0.9 | 9 | 9 | 1 | 0.6 | | | | |
| | BUS106 | Online | 66 | 68 | 2 | 6.6 | 57 | 57 | 3 | 5.5 | 77 | 81 | 4 | 7.9 | 80 | 81 | 4 | 7.9 | 64 | 64 | 2 | 6.2 |
| | | Onsite | 45 | 46 | 2 | 4.7 | 32 | 32 | 2 | 3.2 | 42 | 42 | 2 | 4.4 | 14 | 14 | 1 | 1.5 | | | | |
| | BUS107 | Online | 107 | 115 | 3 | 11.2 | 91 | 95 | 3 | 9.2 | 109 | 115 | 4 | 11.2 | 114 | 123 | 4 | 11.9 | 120 | 125 | 4 | 12.1 |
| | BUS110 | Online | 113 | 121 | 3 | 11.8 | 114 | 117 | 3 | 11.4 | 105 | 111 | 4 | 10.8 | 153 | 160 | 5 | 15.5 | 139 | 141 | 4 | 13.7 |
| | | Onsite | 164 | 168 | 5 | 18.0 | 140 | 142 | 6 | 15.0 | 156 | 156 | 4 | 16.7 | 79 | 80 | 2 | 8.4 | 97 | 97 | 3 | 10.4 |
| | BUS111 | Online | 27 | 27 | 1 | 2.6 | 21 | 21 | 1 | 2.0 | 22 | 22 | 1 | 2.1 | 23 | 23 | 1 | 2.2 | | | | |
| | | Onsite | | | | | 11 | 11 | 1 | 1.1 | | | | | | | | | | | | |
| | BUS121 | Online | 83 | 84 | 3 | 8.2 | 57 | 59 | 3 | 5.7 | 64 | 68 | 4 | 6.6 | 46 | 47 | 4 | 4.6 | 46 | 46 | 2 | 4.5 |
| | BUS130 | Online | 97 | 97 | 3 | 9.4 | 73 | 74 | 3 | 7.2 | 52 | 54 | 3 | 5.2 | 44 | 44 | 2 | 4.3 | 44 | 45 | 2 | 4.4 |
| | BUS140 | Online | 26 | 26 | 1 | 2.5 | | | | | | | | | | | | | | | | |
| | | Onsite | 17 | 17 | 1 | 1.8 | | | | | | | | | | | | | | | | |
| | BUS141 | Online | 35 | 36 | 2 | 3.5 | 23 | 23 | 2 | 2.2 | 14 | 14 | 2 | 1.4 | 21 | 21 | 2 | 2.0 | 17 | 18 | 2 | 1.7 |
| | BUS160 | Online | | | | | | | | | 32 | 32 | 1 | 3.1 | 35 | 35 | 1 | 3.4 | 32 | 32 | 1 | 3.1 |
| | | Onsite | | | | | 113 | 114 | 4 | 11.7 | 21 | 21 | 1 | 2.2 | 13 | 13 | 1 | 1.4 | 83 | 83 | 3 | 8.4 |
| | BUS302 | Online | 67 | 73 | 2 | 7.1 | 55 | 56 | 2 | 5.4 | 59 | 61 | 2 | 5.9 | 64 | 66 | 2 | 6.4 | 32 | 32 | 1 | 3.1 |
| | | Onsite | | | | | | | | | 13 | 13 | 1 | 1.2 | | | | | 15 | 15 | 1 | 1.0 |
| | BUS303 | Online | 36 | 36 | 2 | 3.5 | 24 | 24 | 2 | 2.3 | 32 | 32 | 2 | 3.1 | 16 | 16 | 1 | 1.6 | 29 | 29 | 1 | 2.8 |

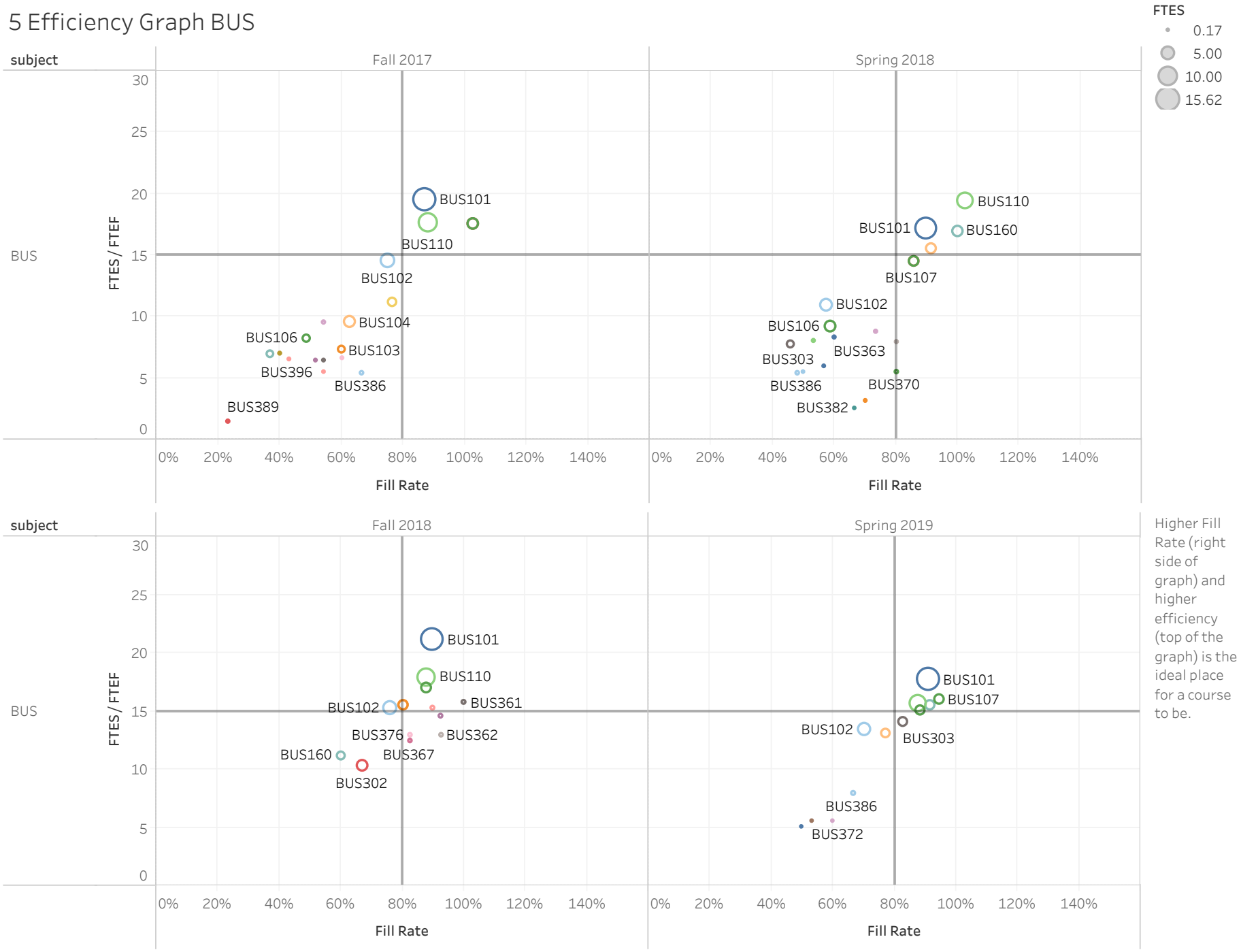
# 4 Online / Onsite Retention & Success course comparison BUS
## *All online courses and matching onsite courses*



# 4 Online / Onsite credit course comparison Allan Hancock College

| | | Academic Year | | | | |
|---|---|---|---|---|---|---|
| Course Type | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Online | Headcount | 7,143 | 7,580 | 7,006 | 7,152 | 6,744 |
| | Enrollment | 14,732 | 15,710 | 15,695 | 15,548 | 15,081 |
| | Sections | 445 | 509 | 517 | 501 | 457 |
| | Retention % | 81.2% | 83.1% | 83.2% | 84.2% | 84.6% |
| | Success % | 60.7% | 64.0% | 65.8% | 67.5% | 67.7% |
| | FTES | 1,421 | 1,496 | 1,524 | 1,523 | 1,490 |
| Onsite | Headcount | 13,514 | 13,623 | 14,458 | 14,466 | 13,515 |
| | Enrollment | 51,573 | 50,973 | 51,353 | 49,698 | 48,165 |
| | Sections | 2,211 | 2,284 | 2,279 | 2,231 | 2,164 |
| | Retention % | 88.1% | 89.6% | 89.9% | 89.0% | 88.6% |
| | Success % | 74.5% | 75.1% | 76.1% | 75.8% | 75.1% |
| | FTES | 7,471 | 7,145 | 7,775 | 7,511 | 7,403 |
| **Grand Total** | Headcount | **16,709** | **17,009** | **17,251** | **17,276** | **15,700** |
| | Enrollment | **66,305** | **66,683** | **67,048** | **65,246** | **63,246** |
| | Sections | **2,656** | **2,793** | **2,796** | **2,732** | **2,621** |
| | Retention % | **86.5%** | **88.1%** | **88.3%** | **87.9%** | **87.7%** |
| | Success % | **71.5%** | **72.5%** | **73.7%** | **73.8%** | **73.3%** |
| | FTES | **8,892** | **8,642** | **9,298** | **9,034** | **8,893** |

# 5 Efficiency Graph BUS




Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

# 5 Efficiency Table BUS

| Academic Year | Term Code_ | course_ | FTES | FTEF+ | FTES / FTEF | Enrollment | Maximum Enrollment | MaxEnroll.. | Fill Rate |
|---|---|---|---|---|---|---|---|---|---|
| 2017-18 | Sum 2017 | BUS101 | 3 | 0.212 | 14.2 | 31 | 35 | 35 | 89% |
| | | BUS102 | 2 | 0.212 | 10.1 | 22 | 35 | 35 | 63% |
| | | BUS106 | 1 | 0.212 | 6.9 | 15 | 35 | 35 | 43% |
| | | BUS107 | 3 | 0.212 | 12.8 | 28 | 35 | 35 | 80% |
| | | BUS110 | 6 | 0.424 | 13.3 | 58 | 70 | 35 | 83% |
| | | BUS121 | 1 | 0.000 | | 13 | 35 | 35 | 37% |
| | | BUS386 | 0 | 0.067 | 5.9 | 15 | 35 | 35 | 43% |
| | | Total | **17** | **1.339** | **12.4** | **182** | **280** | **35** | **65%** |
| | Fall 2017 | BUS101 | 16 | 0.800 | 19.5 | 153 | 176 | 35 | 87% |
| | | BUS102 | 6 | 0.400 | 14.6 | 58 | 77 | 39 | 75% |
| | | BUS103 | 1 | 0.200 | 7.3 | 15 | 25 | 25 | 60% |
| | | BUS104 | 4 | 0.400 | 9.5 | 42 | 67 | 34 | 63% |
| | | BUS106 | 2 | 0.200 | 8.3 | 17 | 35 | 35 | 49% |
| | | BUS107 | 3 | 0.200 | 17.5 | 36 | 35 | 35 | 103% |
| | | BUS110 | 11 | 0.600 | 17.6 | 105 | 119 | 40 | 88% |
| | | BUS111 | 2 | 0.200 | 11.2 | 23 | 30 | 30 | 77% |
| | | BUS121 | 1 | 0.000 | | 12 | 45 | 45 | 27% |
| | | BUS130 | 2 | 0.000 | | 17 | 45 | 45 | 38% |
| | | BUS141 | 1 | 0.000 | | 12 | 40 | 40 | 30% |
| | | BUS160 | 1 | 0.200 | 6.9 | 13 | 35 | 35 | 37% |
| | | BUS302 | 3 | 0.200 | 17.5 | 36 | 35 | 35 | 103% |
| | | BUS356 | 0 | 0.033 | 5.5 | 19 | 35 | 35 | 54% |
| | | BUS357 | 0 | 0.033 | 6.7 | 21 | 35 | 35 | 60% |
| | | BUS358 | 0 | 0.033 | 6.5 | 18 | 35 | 35 | 51% |
| | | BUS361 | 0 | 0.033 | 6.5 | 19 | 35 | 35 | 54% |
| | | BUS369 | 0 | 0.033 | 9.5 | 19 | 35 | 35 | 54% |
| | | BUS374 | 0 | 0.033 | 7.0 | 14 | 35 | 35 | 40% |
| | | BUS386 | 0 | 0.067 | 5.5 | 18 | 27 | 27 | 67% |
| | | BUS389 | 0 | 0.199 | 1.5 | 7 | 30 | 30 | 23% |
| | | BUS396 | 0 | 0.033 | 6.5 | 15 | 35 | 35 | 43% |
| | | Total | **56** | **3.897** | **14.3** | **689** | **1,066** | **36** | **65%** |

# 5 Efficiency Table BUS

| Academic Year | Term Code_ | course_ | FTES | FTEF+ | FTES / FTEF | Enrollment | Maximum Enrollment | MaxEnroll.. | Fill Rate |
|---|---|---|---|---|---|---|---|---|---|
| 2017-18 | Winter 2018 | BUS106 | 3 | 0.212 | 11.9 | 26 | 35 | 35 | 74% |
| | | BUS107 | 3 | 0.212 | 13.3 | 29 | 35 | 35 | 83% |
| | | BUS121 | 1 | 0.000 | | 10 | 40 | 40 | 25% |
| | | Total | **6** | **0.424** | **14.9** | **65** | **110** | **37** | **59%** |
| | Spring 2018 | BUS101 | 14 | 0.800 | 17.2 | 133 | 148 | 37 | 90% |
| | | BUS102 | 4 | 0.400 | 11.0 | 44 | 77 | 39 | 57% |
| | | BUS104 | 3 | 0.200 | 15.5 | 32 | 35 | 35 | 91% |
| | | BUS106 | 4 | 0.400 | 9.2 | 37 | 63 | 32 | 59% |
| | | BUS107 | 3 | 0.200 | 14.6 | 30 | 35 | 35 | 86% |
| | | BUS110 | 8 | 0.400 | 19.4 | 77 | 75 | 38 | 103% |
| | | BUS121 | 1 | 0.000 | | 12 | 40 | 40 | 30% |
| | | BUS130 | 3 | 0.000 | | 27 | 40 | 40 | 68% |
| | | BUS141 | 1 | 0.000 | | 9 | 40 | 40 | 23% |
| | | BUS160 | 3 | 0.200 | 17.0 | 35 | 35 | 35 | 100% |
| | | BUS302 | 3 | 0.200 | 14.6 | 30 | 35 | 35 | 86% |
| | | BUS303 | 2 | 0.200 | 7.8 | 16 | 35 | 35 | 46% |
| | | BUS360 | 0 | 0.033 | 8.8 | 22 | 30 | 30 | 73% |
| | | BUS362 | 0 | 0.033 | 8.0 | 24 | 30 | 30 | 80% |
| | | BUS363 | 0 | 0.033 | 8.3 | 18 | 30 | 30 | 60% |
| | | BUS364 | 0 | 0.033 | 5.5 | 15 | 30 | 30 | 50% |
| | | BUS366 | 0 | 0.066 | 3.2 | 21 | 30 | 30 | 70% |
| | | BUS370 | 0 | 0.066 | 5.5 | 24 | 30 | 30 | 80% |
| | | BUS373 | 0 | 0.033 | 8.0 | 16 | 30 | 30 | 53% |
| | | BUS377 | 0 | 0.033 | 6.0 | 17 | 30 | 30 | 57% |
| | | BUS382 | 0 | 0.066 | 2.5 | 20 | 30 | 30 | 67% |
| | | BUS386 | 0 | 0.067 | 5.5 | 13 | 27 | 27 | 48% |
| | | Total | **51** | **3.463** | **14.7** | **672** | **955** | **34** | **70%** |
| | Total | | **129** | **9.123** | **14.2** | **1,608** | **2,411** | **35** | **67%** |
| 2018-19 | Sum 2018 | BUS101 | 7 | 0.401 | 16.3 | 69 | 80 | 40 | 86% |
| | | BUS102 | 3 | 0.212 | 15.1 | 33 | 40 | 40 | 83% |
| | | BUS107 | 3 | 0.212 | 11.9 | 26 | 35 | 35 | 74% |

# 5 Efficiency Table BUS

| Academic Year | Term Code_ | course_ | FTES | FTEF+ | FTES / FTEF | Enrollment | Maximum Enrollment | MaxEnroll.. | Fill Rate |
|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | Sum 2018 | BUS110 | 4 | 0.212 | 18.3 | 40 | 40 | 40 | 100% |
| | | BUS160 | 6 | 0.422 | 14.7 | 62 | 70 | 35 | 89% |
| | | Total | **22** | **1.459** | **15.3** | **230** | **265** | **38** | **87%** |
| | Fall 2018 | BUS101 | 17 | 0.800 | 21.1 | 165 | 184 | 37 | 90% |
| | | BUS102 | 6 | 0.400 | 15.3 | 61 | 80 | 40 | 76% |
| | | BUS103 | 3 | 0.200 | 15.5 | 32 | 40 | 40 | 80% |
| | | BUS104 | 3 | 0.200 | 15.5 | 32 | 40 | 40 | 80% |
| | | BUS107 | 3 | 0.200 | 17.0 | 35 | 40 | 40 | 88% |
| | | BUS110 | 11 | 0.600 | 17.9 | 107 | 122 | 41 | 88% |
| | | BUS121 | 2 | 0.000 | | 18 | 40 | 40 | 45% |
| | | BUS130 | 2 | 0.000 | | 23 | 45 | 45 | 51% |
| | | BUS141 | 1 | 0.000 | | 12 | 40 | 40 | 30% |
| | | BUS160 | 2 | 0.200 | 11.2 | 21 | 35 | 35 | 60% |
| | | BUS302 | 4 | 0.400 | 10.2 | 47 | 70 | 35 | 67% |
| | | BUS356 | 1 | 0.033 | 15.2 | 36 | 40 | 40 | 90% |
| | | BUS361 | 1 | 0.033 | 15.7 | 40 | 40 | 40 | 100% |
| | | BUS362 | 0 | 0.033 | 12.9 | 37 | 40 | 40 | 93% |
| | | BUS367 | 0 | 0.033 | 12.5 | 33 | 40 | 40 | 83% |
| | | BUS376 | 0 | 0.033 | 12.9 | 33 | 40 | 40 | 83% |
| | | BUS397 | 0 | 0.033 | 14.6 | 37 | 40 | 40 | 93% |
| | | Total | **58** | **3.198** | **18.0** | **769** | **976** | **39** | **79%** |
| | Winter 2019 | BUS106 | 3 | 0.212 | 15.1 | 33 | 35 | 35 | 94% |
| | | BUS107 | 3 | 0.212 | 14.2 | 31 | 35 | 35 | 89% |
| | | Total | **6** | **0.424** | **14.7** | **64** | **70** | **35** | **91%** |
| | Spring 2019 | BUS101 | 18 | 1.000 | 17.7 | 171 | 188 | 38 | 91% |
| | | BUS102 | 5 | 0.400 | 13.5 | 54 | 77 | 39 | 70% |
| | | BUS104 | 3 | 0.200 | 13.1 | 27 | 35 | 35 | 77% |
| | | BUS106 | 3 | 0.200 | 15.1 | 31 | 35 | 35 | 89% |
| | | BUS107 | 3 | 0.200 | 16.0 | 33 | 35 | 35 | 94% |
| | | BUS110 | 9 | 0.600 | 15.7 | 91 | 104 | 35 | 88% |
| | | BUS121 | 3 | 0.000 | | 28 | 40 | 40 | 70% |

# 5 Efficiency Table BUS

| Academic Year | Term Code_ | course_ | FTES | FTEF+ | FTES / FTEF | Enrollment | Maximum Enrollment | MaxEnroll.. | Fill Rate |
|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | Spring 2019 | BUS130 | 2 | 0.000 | | 22 | 40 | 40 | 55% |
| | | BUS141 | 1 | 0.000 | | 6 | 40 | 40 | 15% |
| | | BUS160 | 3 | 0.200 | 15.5 | 32 | 35 | 35 | 91% |
| | | BUS303 | 3 | 0.200 | 14.1 | 29 | 35 | 35 | 83% |
| | | BUS369 | 0 | 0.033 | 5.5 | 18 | 30 | 30 | 60% |
| | | BUS372 | 0 | 0.033 | 5.5 | 16 | 30 | 30 | 53% |
| | | BUS377 | 0 | 0.033 | 5.0 | 15 | 30 | 30 | 50% |
| | | BUS386 | 1 | 0.067 | 8.0 | 18 | 27 | 27 | 67% |
| | | Total | **54** | **3.166** | **17.0** | **591** | **781** | **36** | **76%** |
| | Total | | **140** | **8.247** | **17.0** | **1,654** | **2,092** | **37** | **79%** |
| **Grand Total** | | | **269** | **17.370** | **15.5** | **3,262** | **4,503** | **36** | **72%** |

## 6 Degree/Certificate Business & Business Administration

| | | | | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Program Desc | Degree | Degree Major | Degree Desc (group) | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Unduplicated | Business | AS | Management | Associate in Science | 12 | 14 | 13 | 9 | 17 | 15 |
| | | | Marketing | Associate in Science | 7 | 6 | 9 | 5 | 8 | 11 |
| | | C2 | Business | Certificate 18.5-30 units | 6 | 4 | 3 | 4 | 1 | 3 |
| | | CT | Business Law | Other Credit Award <6 units | 1 | 2 | 1 | 3 | 2 | |
| | | | Customer Service | Other Credit Award <6 units | 1 | 1 | | 1 | 5 | |
| | | | Executive Leadership | Other Credit Award <6 units | | | 1 | | | 12 |
| | | | Human Resource Mgmt | Other Credit Award <6 units | | 1 | 7 | 8 | 4 | |
| | | | Sales and Marketing | Other Credit Award <6 units | 3 | 2 | 6 | 2 | 6 | 5 |
| | | | Supervisory Management | Other Credit Award <6 units | 12 | 5 | 9 | 11 | 13 | 13 |
| | Business Administration | AA | Business Administration | Associate in Arts | 44 | 32 | 29 | 35 | 23 | 28 |
| | | AS-T | Business Admin for Transfer | Associate in Science - Transfe | 26 | 44 | 49 | 69 | 47 | 74 |
| Duplicated | Business | AS | Management | Associate in Science | 12 | 14 | 13 | 9 | 17 | 15 |
| | | | Marketing | Associate in Science | 7 | 6 | 9 | 5 | 8 | 11 |
| | | C2 | Business | Certificate 18.5-30 units | 6 | 4 | 3 | 4 | 1 | 3 |
| | | CT | Business Law | Other Credit Award <6 units | 1 | 2 | 1 | 3 | 2 | |
| | | | Customer Service | Other Credit Award <6 units | 1 | 1 | | 1 | 5 | |
| | | | Executive Leadership | Other Credit Award <6 units | | | 1 | | | 12 |
| | | | Human Resource Mgmt | Other Credit Award <6 units | | 1 | 7 | 8 | 4 | |
| | | | Sales and Marketing | Other Credit Award <6 units | 3 | 2 | 6 | 2 | 6 | 5 |
| | | | Supervisory Management | Other Credit Award <6 units | 12 | 5 | 9 | 11 | 13 | 13 |
| | Business Administration | AA | Business Administration | Associate in Arts | 44 | 32 | 29 | 35 | 23 | 28 |
| | | AS-T | Business Admin for Transfer | Associate in Science - Transfe | 26 | 44 | 49 | 70 | 47 | 74 |
| Unduplicated | Total | | | | **83** | **83** | **95** | **114** | **92** | **129** |
| Duplicated | Total | | | | **112** | **111** | **127** | **148** | **126** | **161** |

## 6 Majors Business & Business Administration - Headcount

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|---|---|
| Business Admin for Transfer | 32 | 92 | 172 | 243 | 266 | 388 |
| Business Administration | 722 | 764 | 769 | 694 | 748 | 791 |
| Management | 743 | 780 | 734 | 678 | 524 | 402 |
| Marketing | 226 | 261 | 281 | 273 | 249 | 200 |
| Grand Total | 1,716 | 1,886 | 1,919 | 1,854 | 1,742 | 1,687 |

# 6 Business & Business Administration Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

| | | | | | Academic Year Graduation Desc | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
| Program.. | Degree | Degree Major | Degree Desc (group) | Major .. | HC | % | HC | % | HC | % | HC | % | HC | % | HC | % |
| Business | AS | Management | Associate in Science | Match | 7 | 58% | 11 | 79% | 7 | 54% | 7 | 78% | 12 | 71% | 8 | 53% |
| | | | | Split | 5 | 42% | 3 | 21% | 6 | 46% | 2 | 22% | 5 | 29% | 7 | 47% |
| | | Marketing | Associate in Science | Match | 1 | 14% | | | 2 | 22% | 3 | 60% | 1 | 13% | 3 | 27% |
| | | | | Split | 6 | 86% | 6 | 100% | 7 | 78% | 2 | 40% | 7 | 88% | 8 | 73% |
| | C2 | Business | Certificate 18.5-30 units | Split | 6 | 100% | 4 | 100% | 3 | 100% | 4 | 100% | 1 | 100% | 3 | 100% |
| | CT | Business Law | Other Credit Award <6 uni.. | Split | 1 | 100% | 2 | 100% | 1 | 100% | 3 | 100% | 2 | 100% | | |
| | | Customer Service | Other Credit Award <6 uni.. | Split | 1 | 100% | 1 | 100% | | | 1 | 100% | 5 | 100% | | |
| | | Executive Leadership | Other Credit Award <6 units | Match | | | | | | | | | | | 1 | 8% |
| | | | | Split | | | | | 1 | 100% | | | | | 11 | 92% |
| | | Human Resource Mgmt | Other Credit Award <6 uni.. | Split | | | 1 | 100% | 7 | 100% | 8 | 100% | 4 | 100% | | |
| | | Sales and Marketing | Other Credit Award <6 uni.. | Split | 3 | 100% | 2 | 100% | 6 | 100% | 2 | 100% | 6 | 100% | 5 | 100% |
| | | Supervisory Management | Other Credit Award <6 uni.. | Split | 12 | 100% | 5 | 100% | 9 | 100% | 11 | 100% | 13 | 100% | 13 | 100% |
| | Total | | | | 28 | | 24 | | 35 | | 29 | | 38 | | 43 | |
| Business Administration | AA | Business Administration | Associate in Arts | Match | 20 | 45% | 17 | 53% | 21 | 72% | 20 | 57% | 12 | 52% | 11 | 39% |
| | | | | Split | 24 | 55% | 15 | 47% | 8 | 28% | 15 | 43% | 11 | 48% | 17 | 61% |
| | AS-T | Business Admin for Transfer | Associate in Science - Transfe | Match | | | 4 | 9% | 8 | 16% | 29 | 42% | 22 | 47% | 45 | 61% |
| | | | | Split | 26 | 100% | 40 | 91% | 41 | 84% | 40 | 58% | 25 | 53% | 29 | 39% |
| | Total | | | | 58 | | 61 | | 62 | | 86 | | 58 | | 92 | |

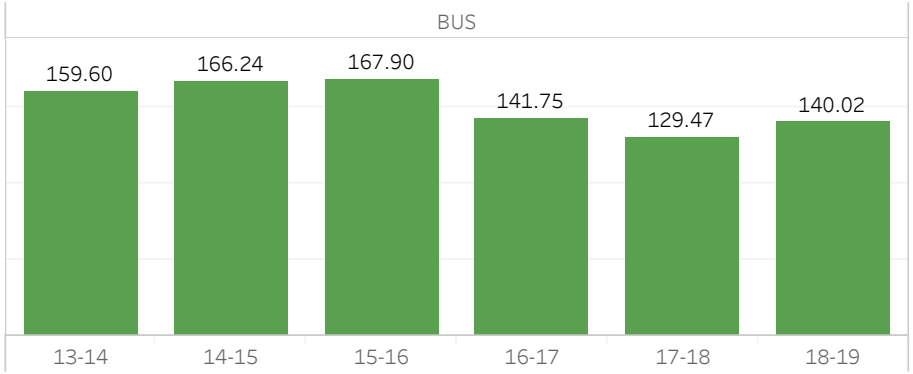
# 6 Degree/Certificate Allan Hancock College

| | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|
| | Degree Desc (group) | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Unduplicated | 6 to fewer than 18 units | | | | 1 | 2 | 1 |
| | 18 to fewer than 30 units | 1 | | | | | 1 |
| | Associate in Arts | 552 | 571 | 494 | 523 | 493 | 571 |
| | Associate in Arts - Transfer | 13 | 42 | 92 | 126 | 159 | 162 |
| | Associate in Science | 275 | 299 | 277 | 319 | 313 | 313 |
| | Associate in Science - Transfe | 38 | 90 | 95 | 128 | 126 | 190 |
| | CE Certificate | 50 | 38 | 12 | 41 | 68 | 67 |
| | Cert 6-18 Not Approved | 208 | 235 | 253 | 317 | 301 | 278 |
| | Cert 12-18 units Approved | | | 1 | | | |
| | Cert 18.5-30 units Not Approv | | | | | | 35 |
| | Certificate 18.5-30 units | 185 | 172 | 150 | 180 | 174 | 176 |
| | Certificate 30.5-60 units | 515 | 555 | 511 | 596 | 619 | 666 |
| | Certificate 60.5+ units | 34 | 37 | 38 | 34 | 33 | 38 |
| | Other Credit Award <6 units | 62 | 42 | 128 | 124 | 126 | 92 |
| Duplicated | 6 to fewer than 18 units | | | | 1 | 2 | 1 |
| | 18 to fewer than 30 units | 1 | | | | | 1 |
| | Associate in Arts | 800 | 795 | 709 | 726 | 737 | 790 |
| | Associate in Arts - Transfer | 13 | 42 | 95 | 130 | 163 | 163 |
| | Associate in Science | 309 | 318 | 307 | 347 | 345 | 342 |
| | Associate in Science - Transfe | 38 | 98 | 99 | 133 | 138 | 206 |
| | CE Certificate | 50 | 38 | 12 | 49 | 72 | 78 |
| | Cert 6-18 Not Approved | 216 | 240 | 261 | 364 | 328 | 300 |
| | Cert 12-18 units Approved | | | 1 | | | |
| | Cert 18.5-30 units Not Approv | | | | | | 35 |
| | Certificate 18.5-30 units | 196 | 184 | 158 | 188 | 194 | 190 |
| | Certificate 30.5-60 units | 547 | 575 | 527 | 624 | 656 | 707 |
| | Certificate 60.5+ units | 34 | 37 | 38 | 34 | 33 | 38 |
| | Other Credit Award <6 units | 69 | 63 | 141 | 136 | 150 | 103 |
| **Unduplicated** | Total | **1,473** | **1,517** | **1,491** | **1,703** | **1,674** | **1,793** |
| **Duplicated** | Total | **2,273** | **2,390** | **2,348** | **2,732** | **2,818** | **2,954** |

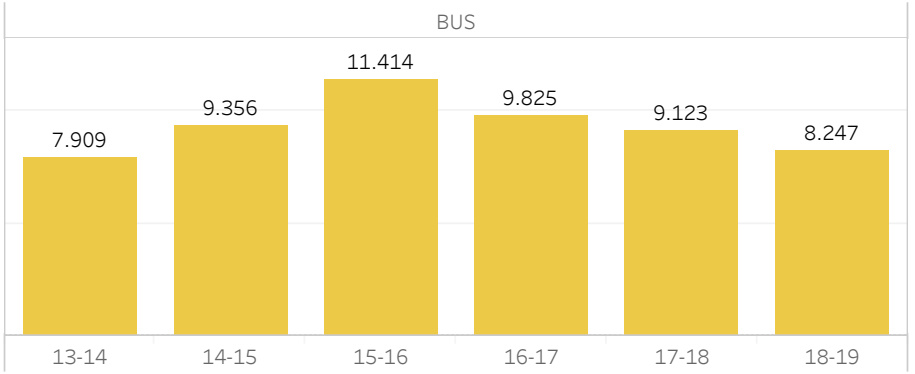
# 7 FTEF+Overload, FTES & Efficiency - BUS

| Academic Year | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2013-2014 | | | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | |
| FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF |
| 7.909 | 159.60 | 20.2 | 9.356 | 166.24 | 17.8 | 11.414 | 167.90 | 14.7 | 9.825 | 141.75 | 14.4 | 9.123 | 129.47 | 14.2 | 8.247 | 140.02 | 17.0 |

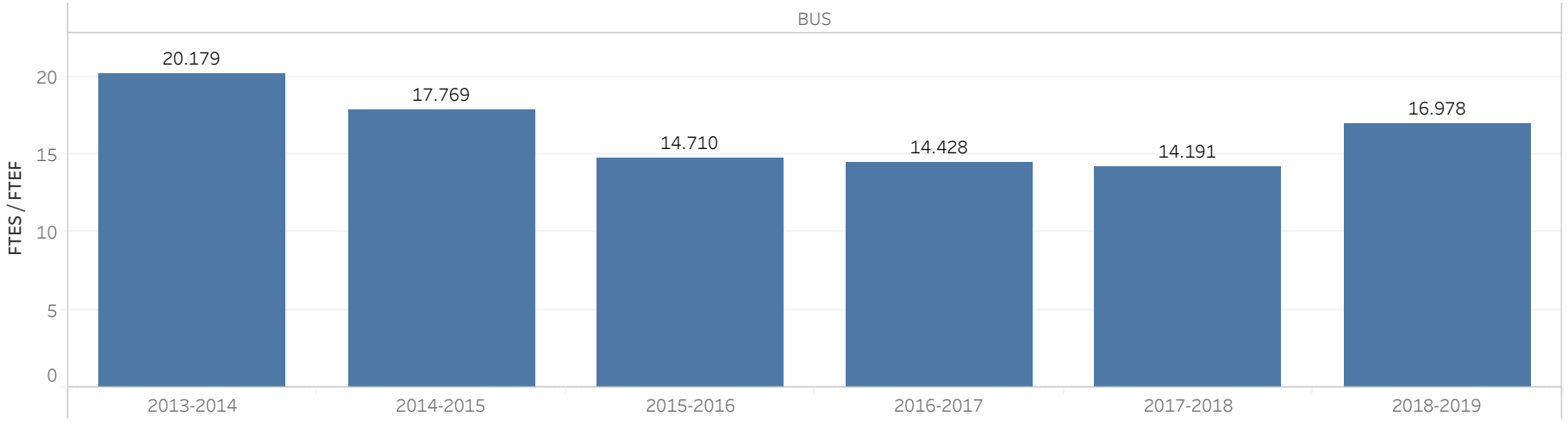
## FTES




## FTEF




## FTEF/ FTES



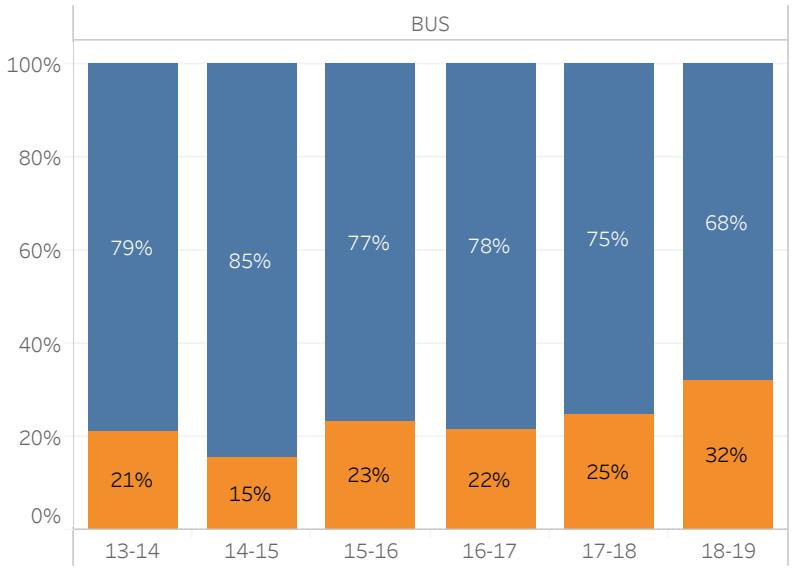
## 7 FTEF, overload, sections by faculty type BUS

| SUBJECT | Faculty Type | 2013-2014 FTEF | 2013-2014 Overload | 2013-2014 Faculty | 2013-2014 Sections | 2014-2015 FTEF | 2014-2015 Overload | 2014-2015 Faculty | 2014-2015 Sections | 2015-2016 FTEF | 2015-2016 Overload | 2015-2016 Faculty | 2015-2016 Sections |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BUS | Instructional - FT | 4.260 | 2.516 | 4.00 | 45.00 | 5.260 | 3.134 | 4.00 | 52.00 | 6.496 | 2.934 | 4.00 | 57.00 |
| | Instructional - PT | 1.133 | 0.000 | 7.00 | 19.00 | 0.962 | 0.000 | 7.00 | 19.00 | 1.984 | 0.000 | 6.00 | 25.00 |
| **Grand Total** | | **5.393** | **2.516** | **11.00** | **64.00** | **6.222** | **3.134** | **11.00** | **71.00** | **8.480** | **2.934** | **10.00** | **82.00** |

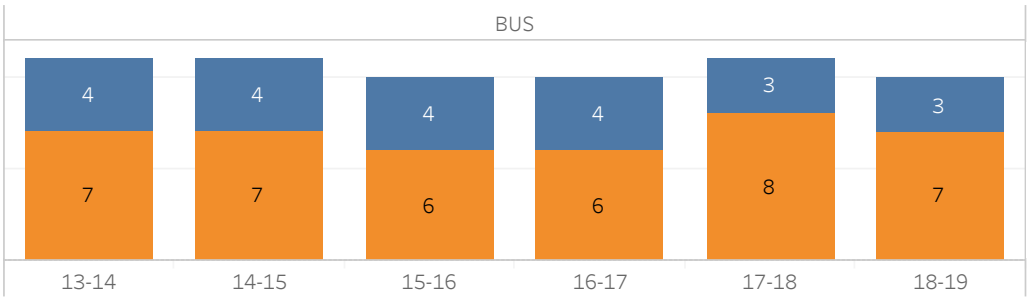
| SUBJECT | Faculty Type | 2016-2017 FTEF | 2016-2017 Overload | 2016-2017 Faculty | 2016-2017 Sections | 2017-2018 FTEF | 2017-2018 Overload | 2017-2018 Faculty | 2017-2018 Sections | 2018-2019 FTEF | 2018-2019 Overload | 2018-2019 Faculty | 2018-2019 Sections |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BUS | Instructional - FT | 5.70 | 2.57 | 4.00 | 52.00 | 4.96 | 2.53 | 3.00 | 47.00 | 4.47 | 1.67 | 3.00 | 37.00 |
| | Instructional - PT | 1.56 | 0.00 | 6.00 | 22.00 | 1.63 | 0.00 | 8.00 | 22.00 | 2.11 | 0.00 | 7.00 | 19.00 |
| **Grand Total** | | **7.26** | **2.57** | **10.00** | **74.00** | **6.59** | **2.53** | **11.00** | **69.00** | **6.58** | **1.67** | **10.00** | **56.00** |

Faculty Type
- Instructional - FT
- Instructional - PT

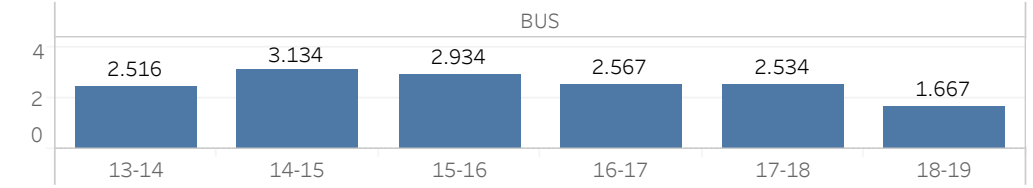
## %FTEF by Faculty Type




## Faculty count by type



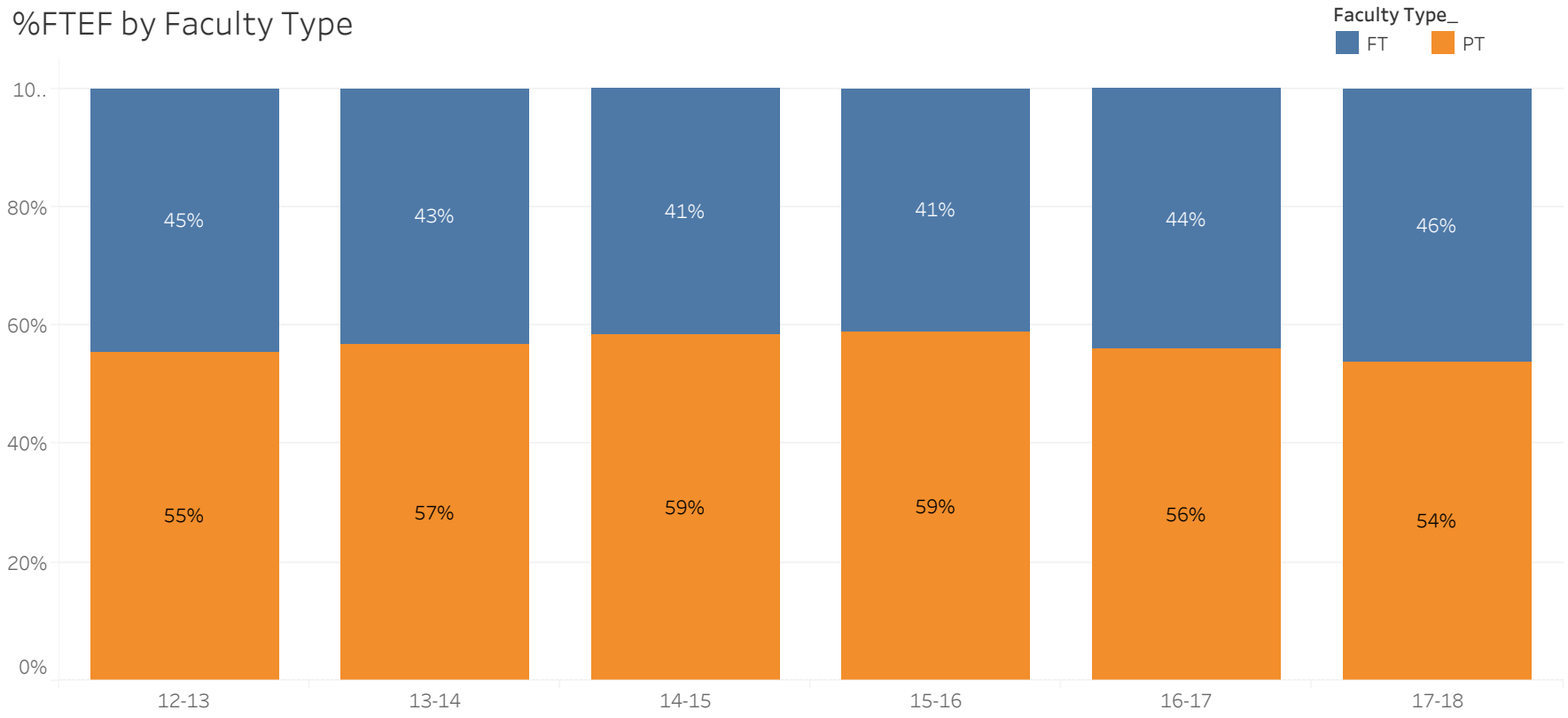

## Overload



# 7 FTEF+Overload by Faculty Type Allan Hancock College

| Instruction Type | Faculty Type | Academic Year 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|---|---|---|---|
| Instructional | Instructional - FT | 270.689 | 277.160 | 288.448 | 307.136 | 313.022 | 314.389 |
| | Instructional - PT | 334.887 | 358.454 | 379.747 | 356.486 | 332.909 | 314.401 |
| | Total | **605.576** | **635.614** | **668.195** | **663.622** | **645.931** | **628.790** |
| NonInstructional | NonInstructional - FT | 74.437 | 78.174 | 74.123 | 76.788 | 76.504 | 79.857 |
| | NonInstructional - PT | 30.412 | 35.530 | 37.100 | 33.873 | 35.866 | 29.230 |
| | Total | **104.849** | **113.704** | **111.223** | **110.661** | **112.370** | **109.087** |
| Grand Total | | **710.425** | **749.318** | **779.418** | **774.283** | **758.301** | **737.877** |

## %FTEF by Faculty Type



# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS101** | Under 19 | 123 | 13.4 | 80.6% | 61.2% | 116 | 12.1 | 78.8% | 65.3% | 183 | 18.9 | 90.9% | 64.0% |
| | 20-24 | 120 | 12.4 | 76.0% | 54.5% | 111 | 11.6 | 74.6% | 63.2% | 105 | 10.7 | 89.5% | 71.4% |
| | 25-29 | 46 | 4.7 | 80.4% | 56.5% | 37 | 3.8 | 89.2% | 75.7% | 44 | 4.6 | 97.8% | 71.1% |
| | 30-34 | 16 | 1.6 | 87.5% | 75.0% | 17 | 1.7 | 76.5% | 64.7% | 30 | 3.2 | 90.3% | 74.2% |
| | 35-39 | 6 | 0.6 | 83.3% | 66.7% | 11 | 1.1 | 81.8% | 63.6% | 18 | 1.8 | 88.9% | 72.2% |
| | 40-49 | 8 | 0.8 | 62.5% | 62.5% | 10 | 1.1 | 63.6% | 54.5% | 15 | 1.5 | 100.0% | 73.3% |
| | 50+ | 6 | 0.6 | 66.7% | 50.0% | 9 | 0.9 | 66.7% | 55.6% | 5 | 0.5 | 60.0% | 60.0% |
| **BUS102** | Under 19 | 27 | 2.8 | 67.9% | 53.6% | 21 | 2.1 | 76.2% | 61.9% | 46 | 4.6 | 82.6% | 34.8% |
| | 20-24 | 59 | 5.9 | 59.3% | 49.2% | 43 | 4.7 | 74.5% | 51.1% | 50 | 5.0 | 88.0% | 72.0% |
| | 25-29 | 18 | 1.8 | 50.0% | 38.9% | 18 | 2.1 | 52.4% | 47.6% | 24 | 2.4 | 83.3% | 54.2% |
| | 30-34 | 9 | 0.9 | 55.6% | 55.6% | 8 | 0.8 | 62.5% | 50.0% | 11 | 1.1 | 90.9% | 63.6% |
| | 35-39 | 3 | 0.3 | 66.7% | 66.7% | 8 | 0.8 | 100.0% | 100.0% | 8 | 0.9 | 77.8% | 33.3% |
| | 40-49 | 8 | 0.8 | 75.0% | 75.0% | 12 | 1.4 | 57.1% | 50.0% | 6 | 0.6 | 83.3% | 50.0% |
| | 50+ | 1 | 0.1 | 100.0% | 100.0% | 5 | 0.5 | 80.0% | 80.0% | 2 | 0.2 | 100.0% | 100.0% |
| **BUS103** | Under 19 | 3 | 0.3 | 33.3% | 33.3% | | | | | 2 | 0.2 | 100.0% | 0.0% |
| | 20-24 | 6 | 0.6 | 83.3% | 50.0% | 6 | 0.6 | 66.7% | 66.7% | 16 | 1.6 | 87.5% | 56.3% |
| | 25-29 | 4 | 0.4 | 100.0% | 25.0% | 1 | 0.1 | 0.0% | 0.0% | 4 | 0.4 | 100.0% | 25.0% |
| | 30-34 | 2 | 0.2 | 50.0% | 0.0% | 4 | 0.4 | 75.0% | 75.0% | 4 | 0.4 | 75.0% | 50.0% |
| | 35-39 | 4 | 0.4 | 25.0% | 0.0% | | | | | 4 | 0.4 | 75.0% | 0.0% |
| | 40-49 | 3 | 0.3 | 66.7% | 33.3% | 3 | 0.3 | 33.3% | 33.3% | 1 | 0.1 | 0.0% | 0.0% |
| | 50+ | | | | | 1 | 0.1 | 100.0% | 0.0% | 1 | 0.1 | 100.0% | 0.0% |
| **BUS104** | Under 19 | 4 | 0.4 | 100.0% | 75.0% | 6 | 0.6 | 83.3% | 66.7% | 7 | 0.7 | 57.1% | 42.9% |
| | 20-24 | 27 | 2.6 | 77.8% | 55.6% | 21 | 2.1 | 90.9% | 77.3% | 17 | 1.7 | 58.8% | 52.9% |
| | 25-29 | 18 | 1.7 | 73.7% | 63.2% | 17 | 1.8 | 63.2% | 47.4% | 11 | 1.1 | 90.9% | 54.5% |
| | 30-34 | 9 | 1.0 | 90.0% | 70.0% | 12 | 1.1 | 91.7% | 58.3% | 12 | 1.2 | 66.7% | 50.0% |
| | 35-39 | 2 | 0.2 | 100.0% | 50.0% | 6 | 0.7 | 75.0% | 62.5% | 4 | 0.4 | 50.0% | 25.0% |
| | 40-49 | 5 | 0.5 | 60.0% | 60.0% | 5 | 0.5 | 80.0% | 60.0% | 5 | 0.5 | 80.0% | 60.0% |
| | 50+ | 1 | 0.1 | 100.0% | 100.0% | 2 | 0.1 | 0.0% | 0.0% | 2 | 0.3 | 66.7% | 33.3% |
| **BUS106** | Under 19 | 13 | 1.3 | 61.5% | 38.5% | 19 | 1.9 | 78.9% | 52.6% | 9 | 0.9 | 77.8% | 55.6% |
| | 20-24 | 49 | 4.9 | 67.3% | 53.1% | 32 | 3.2 | 75.8% | 63.6% | 25 | 2.4 | 88.0% | 72.0% |
| | 25-29 | 18 | 1.8 | 55.6% | 38.9% | 17 | 1.7 | 64.7% | 64.7% | 15 | 1.5 | 80.0% | 53.3% |
| | 30-34 | 18 | 1.8 | 72.2% | 50.0% | 11 | 1.1 | 90.9% | 72.7% | 3 | 0.3 | 66.7% | 33.3% |
| | 35-39 | 9 | 0.9 | 77.8% | 55.6% | 5 | 0.5 | 60.0% | 60.0% | 8 | 0.8 | 87.5% | 50.0% |
| | 40-49 | 11 | 1.1 | 54.5% | 54.5% | 7 | 0.7 | 85.7% | 85.7% | 2 | 0.2 | 100.0% | 100.0% |
| | 50+ | 5 | 0.5 | 40.0% | 20.0% | 3 | 0.3 | 66.7% | 66.7% | 2 | 0.2 | 100.0% | 100.0% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS107** | Under 19 | 11 | 1.1 | 63.6% | 36.4% | 9 | 0.9 | 55.6% | 44.4% | 16 | 1.6 | 56.3% | 43.8% |
| | 20-24 | 43 | 4.4 | 60.0% | 42.2% | 46 | 4.9 | 64.0% | 52.0% | 39 | 3.9 | 67.5% | 52.5% |
| | 25-29 | 21 | 2.2 | 73.9% | 43.5% | 12 | 1.2 | 83.3% | 66.7% | 22 | 2.3 | 70.8% | 41.7% |
| | 30-34 | 13 | 1.4 | 85.7% | 42.9% | 16 | 1.8 | 68.4% | 57.9% | 17 | 1.7 | 58.8% | 52.9% |
| | 35-39 | 7 | 0.8 | 50.0% | 25.0% | 9 | 0.9 | 77.8% | 66.7% | 12 | 1.4 | 71.4% | 42.9% |
| | 40-49 | 10 | 1.0 | 50.0% | 40.0% | 18 | 1.7 | 72.2% | 61.1% | 6 | 0.6 | 66.7% | 16.7% |
| | 50+ | 4 | 0.4 | 50.0% | 25.0% | 4 | 0.6 | 50.0% | 50.0% | 8 | 0.8 | 62.5% | 50.0% |
| **BUS110** | Under 19 | 40 | 4.1 | 97.5% | 95.0% | 41 | 4.4 | 90.9% | 70.5% | 48 | 4.9 | 89.6% | 79.2% |
| | 20-24 | 139 | 14.6 | 90.8% | 79.6% | 96 | 10.1 | 90.1% | 78.2% | 102 | 10.5 | 89.4% | 78.8% |
| | 25-29 | 38 | 4.0 | 76.9% | 64.1% | 42 | 4.5 | 77.8% | 60.0% | 29 | 2.9 | 96.6% | 69.0% |
| | 30-34 | 14 | 1.4 | 92.9% | 64.3% | 22 | 2.2 | 86.4% | 68.2% | 22 | 2.2 | 95.5% | 86.4% |
| | 35-39 | 10 | 1.0 | 70.0% | 50.0% | 7 | 0.7 | 71.4% | 57.1% | 13 | 1.4 | 92.9% | 57.1% |
| | 40-49 | 14 | 1.7 | 75.0% | 62.5% | 14 | 1.5 | 80.0% | 80.0% | 19 | 1.9 | 73.7% | 52.6% |
| | 50+ | 6 | 0.6 | 83.3% | 83.3% | 6 | 0.6 | 83.3% | 83.3% | 2 | 0.2 | 100.0% | 100.0% |
| **BUS111** | Under 19 | 2 | 0.2 | 100.0% | 50.0% | 1 | 0.1 | 100.0% | 100.0% | | | | |
| | 20-24 | 8 | 0.8 | 87.5% | 62.5% | 4 | 0.4 | 100.0% | 100.0% | | | | |
| | 25-29 | 3 | 0.3 | 100.0% | 66.7% | 4 | 0.4 | 75.0% | 75.0% | | | | |
| | 30-34 | 2 | 0.2 | 100.0% | 100.0% | 4 | 0.4 | 100.0% | 75.0% | | | | |
| | 35-39 | 2 | 0.2 | 0.0% | 0.0% | 3 | 0.3 | 100.0% | 66.7% | | | | |
| | 40-49 | 2 | 0.2 | 50.0% | 50.0% | 6 | 0.6 | 83.3% | 66.7% | | | | |
| | 50+ | 3 | 0.3 | 66.7% | 66.7% | 1 | 0.1 | 100.0% | 100.0% | | | | |
| **BUS121** | Under 19 | 9 | 1.0 | 100.0% | 70.0% | 8 | 0.8 | 100.0% | 100.0% | 11 | 1.1 | 81.8% | 72.7% |
| | 20-24 | 26 | 2.6 | 77.8% | 74.1% | 22 | 2.2 | 78.3% | 69.6% | 16 | 1.6 | 81.3% | 62.5% |
| | 25-29 | 12 | 1.2 | 91.7% | 83.3% | 9 | 0.9 | 77.8% | 66.7% | 7 | 0.7 | 85.7% | 85.7% |
| | 30-34 | 8 | 0.8 | 100.0% | 87.5% | 1 | 0.1 | 100.0% | 100.0% | 5 | 0.5 | 80.0% | 80.0% |
| | 35-39 | 6 | 0.6 | 83.3% | 33.3% | 3 | 0.3 | 100.0% | 100.0% | 2 | 0.2 | 50.0% | 50.0% |
| | 40-49 | 2 | 0.2 | 100.0% | 0.0% | 2 | 0.2 | 50.0% | 50.0% | 2 | 0.2 | 100.0% | 50.0% |
| | 50+ | 3 | 0.3 | 66.7% | 66.7% | 1 | 0.1 | 100.0% | 100.0% | 3 | 0.3 | 100.0% | 100.0% |
| **BUS130** | Under 19 | 12 | 1.2 | 83.3% | 75.0% | 5 | 0.5 | 100.0% | 60.0% | 9 | 0.9 | 100.0% | 88.9% |
| | 20-24 | 18 | 1.8 | 89.5% | 73.7% | 16 | 1.6 | 87.5% | 87.5% | 12 | 1.2 | 91.7% | 83.3% |
| | 25-29 | 7 | 0.7 | 85.7% | 85.7% | 8 | 0.8 | 100.0% | 87.5% | 9 | 1.0 | 80.0% | 70.0% |
| | 30-34 | 5 | 0.5 | 100.0% | 100.0% | 4 | 0.4 | 75.0% | 75.0% | 5 | 0.5 | 100.0% | 60.0% |
| | 35-39 | 2 | 0.2 | 100.0% | 100.0% | 6 | 0.6 | 100.0% | 66.7% | 1 | 0.1 | 100.0% | 100.0% |
| | 40-49 | 6 | 0.6 | 83.3% | 66.7% | 3 | 0.3 | 100.0% | 66.7% | 7 | 0.7 | 100.0% | 85.7% |
| | 50+ | 3 | 0.3 | 100.0% | 100.0% | 2 | 0.2 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS141** | Under 19 | 2 | 0.2 | 100.0% | 50.0% | 4 | 0.4 | 75.0% | 50.0% | 6 | 0.6 | 83.3% | 33.3% |
| | 20-24 | 8 | 0.8 | 75.0% | 75.0% | 11 | 1.1 | 100.0% | 72.7% | 6 | 0.6 | 83.3% | 50.0% |
| | 25-29 | | | | | | | | | 2 | 0.2 | 50.0% | 50.0% |
| | 30-34 | | | | | 3 | 0.3 | 66.7% | 66.7% | 2 | 0.3 | 100.0% | 66.7% |
| | 35-39 | 1 | 0.1 | 100.0% | 0.0% | | | | | | | | |
| | 40-49 | 1 | 0.1 | 0.0% | 0.0% | | | | | 1 | 0.1 | 100.0% | 100.0% |
| | 50+ | 2 | 0.2 | 50.0% | 0.0% | 3 | 0.3 | 100.0% | 33.3% | | | | |
| **BUS160** | Under 19 | | | | | 3 | 0.3 | 100.0% | 100.0% | 4 | 0.4 | 75.0% | 50.0% |
| | 20-24 | 15 | 1.5 | 93.3% | 93.3% | 12 | 1.2 | 83.3% | 83.3% | 18 | 1.8 | 88.9% | 72.2% |
| | 25-29 | 11 | 1.1 | 81.8% | 72.7% | 12 | 1.2 | 91.7% | 75.0% | 15 | 1.5 | 100.0% | 53.3% |
| | 30-34 | 11 | 1.1 | 100.0% | 100.0% | 9 | 0.9 | 100.0% | 100.0% | 16 | 1.6 | 93.8% | 81.3% |
| | 35-39 | 7 | 0.7 | 85.7% | 85.7% | 4 | 0.4 | 75.0% | 75.0% | 19 | 2.0 | 90.0% | 75.0% |
| | 40-49 | 2 | 0.2 | 50.0% | 50.0% | 6 | 0.6 | 100.0% | 83.3% | 27 | 2.7 | 96.3% | 66.7% |
| | 50+ | 7 | 0.7 | 100.0% | 100.0% | 2 | 0.2 | 50.0% | 50.0% | 15 | 1.5 | 93.3% | 93.3% |
| **BUS302** | Under 19 | 5 | 0.5 | 40.0% | 40.0% | 6 | 0.6 | 66.7% | 50.0% | 6 | 0.6 | 66.7% | 66.7% |
| | 20-24 | 26 | 2.6 | 92.6% | 63.0% | 23 | 2.2 | 78.3% | 69.6% | 13 | 1.2 | 61.5% | 53.8% |
| | 25-29 | 17 | 1.7 | 66.7% | 38.9% | 11 | 1.1 | 63.6% | 63.6% | 7 | 0.5 | 57.1% | 42.9% |
| | 30-34 | 9 | 0.9 | 88.9% | 44.4% | 10 | 1.1 | 72.7% | 45.5% | 4 | 0.3 | 50.0% | 50.0% |
| | 35-39 | 9 | 0.9 | 77.8% | 44.4% | 4 | 0.5 | 80.0% | 40.0% | 7 | 0.7 | 57.1% | 42.9% |
| | 40-49 | 3 | 0.4 | 100.0% | 50.0% | 8 | 0.8 | 87.5% | 62.5% | 7 | 0.6 | 85.7% | 71.4% |
| | 50+ | 2 | 0.2 | 100.0% | 100.0% | 2 | 0.2 | 50.0% | 50.0% | 3 | 0.3 | 66.7% | 66.7% |
| **BUS303** | Under 19 | 2 | 0.2 | 0.0% | 0.0% | 4 | 0.4 | 75.0% | 50.0% | 7 | 0.7 | 42.9% | 14.3% |
| | 20-24 | 14 | 1.4 | 85.7% | 57.1% | 4 | 0.4 | 50.0% | 50.0% | 10 | 1.0 | 80.0% | 70.0% |
| | 25-29 | 4 | 0.4 | 100.0% | 75.0% | 2 | 0.2 | 50.0% | 50.0% | 7 | 0.7 | 71.4% | 28.6% |
| | 30-34 | 4 | 0.4 | 100.0% | 100.0% | 2 | 0.2 | 50.0% | 50.0% | 1 | 0.1 | 100.0% | 0.0% |
| | 35-39 | 4 | 0.4 | 25.0% | 0.0% | 1 | 0.1 | 100.0% | 100.0% | 2 | 0.2 | 50.0% | 50.0% |
| | 40-49 | 2 | 0.2 | 50.0% | 0.0% | 3 | 0.3 | 66.7% | 66.7% | 1 | 0.1 | 100.0% | 100.0% |
| | 50+ | 2 | 0.2 | 50.0% | 50.0% | | | | | 1 | 0.1 | 0.0% | 0.0% |
| **BUS356** | Under 19 | | | | | 3 | 0.0 | 100.0% | 66.7% | 7 | 0.1 | 100.0% | 100.0% |
| | 20-24 | | | | | 3 | 0.0 | 100.0% | 66.7% | 8 | 0.1 | 100.0% | 75.0% |
| | 25-29 | | | | | 1 | 0.0 | 100.0% | 100.0% | 8 | 0.1 | 87.5% | 87.5% |
| | 30-34 | | | | | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% |
| | 35-39 | | | | | 4 | 0.0 | 100.0% | 75.0% | 2 | 0.0 | 100.0% | 100.0% |
| | 40-49 | | | | | 3 | 0.0 | 100.0% | 66.7% | 8 | 0.1 | 100.0% | 87.5% |
| | 50+ | | | | | 4 | 0.0 | 100.0% | 75.0% | 1 | 0.0 | 100.0% | 100.0% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS357** | Under 19 | | | | | 3 | 0.0 | 100.0% | 100.0% | | | | |
| | 20-24 | | | | | 4 | 0.0 | 100.0% | 50.0% | | | | |
| | 25-29 | | | | | 2 | 0.0 | 100.0% | 50.0% | | | | |
| | 30-34 | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | 35-39 | | | | | 3 | 0.0 | 100.0% | 33.3% | | | | |
| | 40-49 | | | | | 6 | 0.1 | 100.0% | 83.3% | | | | |
| | 50+ | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS358** | Under 19 | | | | | 2 | 0.0 | 100.0% | 50.0% | | | | |
| | 20-24 | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 25-29 | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 30-34 | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 35-39 | | | | | 3 | 0.0 | 100.0% | 66.7% | | | | |
| | 40-49 | | | | | 4 | 0.1 | 100.0% | 100.0% | | | | |
| | 50+ | | | | | 4 | 0.0 | 100.0% | 50.0% | | | | |
| **BUS360** | Under 19 | | | | | 3 | 0.0 | 100.0% | 33.3% | | | | |
| | 20-24 | 1 | 0.0 | 100.0% | 0.0% | 5 | 0.1 | 100.0% | 100.0% | | | | |
| | 25-29 | 2 | 0.0 | 100.0% | 50.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 30-34 | 1 | 0.0 | 100.0% | 0.0% | 2 | 0.0 | 100.0% | 50.0% | | | | |
| | 35-39 | 4 | 0.0 | 100.0% | 25.0% | 4 | 0.1 | 100.0% | 100.0% | | | | |
| | 40-49 | 5 | 0.1 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 100.0% | | | | |
| | 50+ | 1 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS361** | Under 19 | | | | | 3 | 0.0 | 100.0% | 66.7% | 10 | 0.1 | 100.0% | 80.0% |
| | 20-24 | | | | | 4 | 0.0 | 100.0% | 75.0% | 5 | 0.1 | 100.0% | 80.0% |
| | 25-29 | | | | | 2 | 0.0 | 100.0% | 100.0% | 7 | 0.1 | 100.0% | 100.0% |
| | 30-34 | | | | | 1 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 66.7% |
| | 35-39 | | | | | 4 | 0.0 | 100.0% | 50.0% | 2 | 0.0 | 100.0% | 100.0% |
| | 40-49 | | | | | 3 | 0.0 | 100.0% | 66.7% | 9 | 0.1 | 100.0% | 88.9% |
| | 50+ | | | | | 2 | 0.0 | 100.0% | 100.0% | 4 | 0.0 | 100.0% | 75.0% |
| **BUS362** | Under 19 | 5 | 0.1 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 50.0% | 12 | 0.2 | 100.0% | 83.3% |
| | 20-24 | 11 | 0.2 | 100.0% | 100.0% | 5 | 0.0 | 100.0% | 60.0% | 6 | 0.1 | 100.0% | 66.7% |
| | 25-29 | 7 | 0.1 | 100.0% | 71.4% | 3 | 0.0 | 100.0% | 100.0% | 7 | 0.1 | 100.0% | 100.0% |
| | 30-34 | 5 | 0.1 | 100.0% | 80.0% | 4 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 33.3% |
| | 35-39 | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% |
| | 40-49 | 7 | 0.1 | 100.0% | 100.0% | 7 | 0.1 | 100.0% | 85.7% | 7 | 0.1 | 100.0% | 57.1% |
| | 50+ | 5 | 0.1 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS363** | Under 19 | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 20-24 | 1 | 0.0 | 100.0% | 100.0% | 5 | 0.1 | 100.0% | 100.0% | | | | |
| | 25-29 | 2 | 0.0 | 100.0% | 50.0% | 3 | 0.0 | 100.0% | 100.0% | | | | |
| | 30-34 | 3 | 0.0 | 100.0% | 33.3% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 35-39 | 6 | 0.1 | 100.0% | 66.7% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 40-49 | 6 | 0.1 | 100.0% | 100.0% | 4 | 0.1 | 100.0% | 100.0% | | | | |
| | 50+ | 4 | 0.1 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS364** | Under 19 | | | | | 2 | 0.0 | 100.0% | 0.0% | | | | |
| | 20-24 | | | | | 3 | 0.0 | 100.0% | 100.0% | | | | |
| | 25-29 | | | | | 4 | 0.1 | 100.0% | 100.0% | | | | |
| | 40-49 | | | | | 4 | 0.0 | 100.0% | 75.0% | | | | |
| | 50+ | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS366** | Under 19 | 2 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 50.0% | | | | |
| | 20-24 | 3 | 0.0 | 100.0% | 66.7% | 6 | 0.1 | 100.0% | 66.7% | | | | |
| | 25-29 | 4 | 0.0 | 100.0% | 50.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 30-34 | 2 | 0.0 | 100.0% | 50.0% | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | 35-39 | 1 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 33.3% | | | | |
| | 40-49 | 2 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 66.7% | | | | |
| | 50+ | | | | | 4 | 0.0 | 100.0% | 75.0% | | | | |
| **BUS367** | Under 19 | | | | | | | | | 8 | 0.1 | 100.0% | 87.5% |
| | 20-24 | | | | | | | | | 5 | 0.0 | 100.0% | 60.0% |
| | 25-29 | 2 | 0.0 | 100.0% | 100.0% | | | | | 5 | 0.1 | 100.0% | 100.0% |
| | 30-34 | 2 | 0.0 | 100.0% | 50.0% | | | | | | | | |
| | 35-39 | 3 | 0.0 | 100.0% | 33.3% | | | | | 3 | 0.0 | 100.0% | 100.0% |
| | 40-49 | 4 | 0.0 | 100.0% | 75.0% | | | | | 9 | 0.1 | 100.0% | 77.8% |
| | 50+ | 2 | 0.0 | 100.0% | 50.0% | | | | | 3 | 0.0 | 100.0% | 66.7% |
| **BUS369** | Under 19 | | | | | | | | | 2 | 0.0 | 100.0% | 50.0% |
| | 20-24 | 3 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 100.0% | 5 | 0.0 | 100.0% | 60.0% |
| | 25-29 | 5 | 0.1 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 50.0% |
| | 30-34 | 6 | 0.1 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% |
| | 35-39 | 1 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 50.0% |
| | 40-49 | 5 | 0.1 | 100.0% | 100.0% | 8 | 0.1 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 66.7% |
| | 50+ | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 50.0% |
| **BUS370** | Under 19 | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 20-24 | | | | | 6 | 0.1 | 83.3% | 83.3% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| BUS370 | 25-29 | | | | | 8 | 0.1 | 100.0% | 100.0% | | | | |
| | 35-39 | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 40-49 | | | | | 5 | 0.1 | 100.0% | 100.0% | | | | |
| | 50+ | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| BUS371 | Under 19 | 2 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 25-29 | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 30-34 | 3 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 35-39 | 5 | 0.1 | 100.0% | 100.0% | | | | | | | | |
| | 40-49 | 3 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 50+ | 2 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| BUS372 | Under 19 | 1 | 0.0 | 100.0% | 100.0% | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | 20-24 | 2 | 0.0 | 100.0% | 50.0% | | | | | 5 | 0.1 | 100.0% | 80.0% |
| | 25-29 | 7 | 0.0 | 100.0% | 42.9% | | | | | 4 | 0.0 | 100.0% | 50.0% |
| | 30-34 | 2 | 0.0 | 100.0% | 50.0% | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | 35-39 | 2 | 0.0 | 100.0% | 0.0% | | | | | 2 | 0.0 | 100.0% | 50.0% |
| | 40-49 | 5 | 0.1 | 100.0% | 100.0% | | | | | 2 | 0.0 | 100.0% | 100.0% |
| | 50+ | 3 | 0.0 | 100.0% | 66.7% | | | | | 1 | 0.0 | 100.0% | 100.0% |
| BUS373 | Under 19 | 2 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 20-24 | 3 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 25-29 | 3 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 100.0% | | | | |
| | 30-34 | 5 | 0.1 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 35-39 | 4 | 0.1 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 40-49 | 5 | 0.1 | 100.0% | 100.0% | 5 | 0.1 | 100.0% | 100.0% | | | | |
| | 50+ | 4 | 0.1 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| BUS374 | Under 19 | 3 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 20-24 | 4 | 0.1 | 100.0% | 100.0% | 6 | 0.1 | 100.0% | 100.0% | | | | |
| | 25-29 | 4 | 0.1 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 30-34 | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 35-39 | 4 | 0.1 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 40-49 | 4 | 0.1 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 50+ | 3 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| BUS375 | 20-24 | 7 | 0.1 | 100.0% | 100.0% | | | | | | | | |
| | 25-29 | 3 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 30-34 | 3 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 35-39 | 4 | 0.1 | 100.0% | 100.0% | | | | | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS375** | 40-49 | 4 | 0.1 | 100.0% | 100.0% | | | | | | | | |
| | 50+ | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| **BUS376** | Under 19 | 1 | 0.0 | 100.0% | 0.0% | | | | | 6 | 0.1 | 100.0% | 100.0% |
| | 20-24 | 3 | 0.0 | 100.0% | 100.0% | | | | | 6 | 0.1 | 100.0% | 83.3% |
| | 25-29 | 1 | 0.0 | 100.0% | 100.0% | | | | | 7 | 0.1 | 100.0% | 85.7% |
| | 30-34 | 2 | 0.0 | 100.0% | 100.0% | | | | | 1 | 0.0 | 100.0% | 0.0% |
| | 35-39 | 1 | 0.0 | 100.0% | 100.0% | | | | | 3 | 0.0 | 100.0% | 100.0% |
| | 40-49 | 5 | 0.1 | 100.0% | 80.0% | | | | | 7 | 0.1 | 100.0% | 71.4% |
| | 50+ | 1 | 0.0 | 100.0% | 100.0% | | | | | 3 | 0.0 | 100.0% | 100.0% |
| **BUS377** | Under 19 | 4 | 0.0 | 100.0% | 75.0% | 2 | 0.0 | 100.0% | 50.0% | 1 | 0.0 | 100.0% | 100.0% |
| | 20-24 | 7 | 0.1 | 100.0% | 57.1% | 3 | 0.0 | 100.0% | 100.0% | 4 | 0.0 | 100.0% | 50.0% |
| | 25-29 | 5 | 0.0 | 100.0% | 40.0% | 2 | 0.0 | 100.0% | 100.0% | 5 | 0.0 | 100.0% | 60.0% |
| | 30-34 | 3 | 0.0 | 100.0% | 33.3% | 2 | 0.0 | 100.0% | 50.0% | 1 | 0.0 | 100.0% | 100.0% |
| | 35-39 | 3 | 0.0 | 100.0% | 33.3% | 3 | 0.0 | 100.0% | 33.3% | 1 | 0.0 | 100.0% | 0.0% |
| | 40-49 | 5 | 0.1 | 100.0% | 80.0% | 2 | 0.0 | 100.0% | 50.0% | 2 | 0.0 | 100.0% | 100.0% |
| | 50+ | 1 | 0.0 | 100.0% | 0.0% | 3 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% |
| **BUS378** | Under 19 | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 20-24 | 7 | 0.1 | 100.0% | 57.1% | | | | | | | | |
| | 25-29 | 1 | 0.0 | 100.0% | 0.0% | | | | | | | | |
| | 30-34 | 1 | 0.0 | 100.0% | 0.0% | | | | | | | | |
| | 40-49 | 4 | 0.0 | 100.0% | 50.0% | | | | | | | | |
| **BUS382** | Under 19 | | | | | 2 | 0.0 | 100.0% | 0.0% | | | | |
| | 20-24 | | | | | 8 | 0.1 | 100.0% | 50.0% | | | | |
| | 35-39 | | | | | 2 | 0.0 | 100.0% | 50.0% | | | | |
| | 40-49 | | | | | 4 | 0.0 | 100.0% | 75.0% | | | | |
| | 50+ | | | | | 4 | 0.0 | 100.0% | 75.0% | | | | |
| **BUS386** | Under 19 | 6 | 0.2 | 85.7% | 57.1% | 5 | 0.2 | 100.0% | 100.0% | 4 | 0.1 | 100.0% | 100.0% |
| | 20-24 | 8 | 0.2 | 100.0% | 75.0% | 22 | 0.6 | 95.5% | 86.4% | 6 | 0.2 | 100.0% | 83.3% |
| | 25-29 | 6 | 0.1 | 100.0% | 66.7% | 4 | 0.1 | 75.0% | 75.0% | 3 | 0.1 | 100.0% | 100.0% |
| | 30-34 | 5 | 0.1 | 80.0% | 60.0% | 3 | 0.1 | 100.0% | 66.7% | 1 | 0.0 | 100.0% | 100.0% |
| | 35-39 | 3 | 0.1 | 100.0% | 100.0% | 4 | 0.1 | 75.0% | 50.0% | 1 | 0.0 | 100.0% | 100.0% |
| | 40-49 | 5 | 0.2 | 100.0% | 100.0% | 3 | 0.1 | 100.0% | 66.7% | 1 | 0.0 | 100.0% | 100.0% |
| | 50+ | 4 | 0.1 | 100.0% | 75.0% | 5 | 0.1 | 80.0% | 80.0% | 2 | 0.1 | 100.0% | 100.0% |
| **BUS389** | Under 19 | | | | | 1 | 0.1 | 100.0% | 100.0% | | | | |
| | 20-24 | | | | | 1 | 0.0 | 0.0% | 0.0% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS389** | 25-29 | | | | | 1 | 0.0 | 0.0% | 0.0% | | | | |
| | 30-34 | | | | | 2 | 0.1 | 50.0% | 50.0% | | | | |
| | 35-39 | | | | | 1 | 0.1 | 100.0% | 100.0% | | | | |
| | 50+ | | | | | 1 | 0.1 | 100.0% | 100.0% | | | | |
| **BUS394** | Under 19 | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 20-24 | 1 | 0.0 | 100.0% | 0.0% | | | | | | | | |
| | 25-29 | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | 30-34 | 3 | 0.0 | 100.0% | 0.0% | | | | | | | | |
| | 40-49 | 7 | 0.1 | 100.0% | 71.4% | | | | | | | | |
| | 50+ | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| **BUS396** | Under 19 | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | 20-24 | | | | | 4 | 0.0 | 100.0% | 75.0% | | | | |
| | 25-29 | | | | | 4 | 0.0 | 100.0% | 75.0% | | | | |
| | 35-39 | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | 40-49 | | | | | 3 | 0.0 | 100.0% | 100.0% | | | | |
| | 50+ | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS397** | Under 19 | | | | | | | | | 10 | 0.1 | 100.0% | 90.0% |
| | 20-24 | | | | | | | | | 7 | 0.1 | 100.0% | 71.4% |
| | 25-29 | | | | | | | | | 6 | 0.1 | 100.0% | 83.3% |
| | 30-34 | | | | | | | | | 2 | 0.0 | 100.0% | 100.0% |
| | 35-39 | | | | | | | | | 2 | 0.0 | 100.0% | 50.0% |
| | 40-49 | | | | | | | | | 7 | 0.1 | 100.0% | 57.1% |
| | 50+ | | | | | | | | | 3 | 0.0 | 100.0% | 66.7% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS101** | Asian | 9 | 0.9 | 88.9% | 66.7% | 4 | 0.4 | 75.0% | 75.0% | 20 | 2.0 | 95.0% | 85.0% |
| | Black | 11 | 1.1 | 54.5% | 45.5% | 6 | 0.6 | 83.3% | 83.3% | 12 | 1.3 | 100.0% | 76.9% |
| | Filipino | 12 | 1.2 | 83.3% | 75.0% | 9 | 0.9 | 88.9% | 88.9% | 7 | 0.7 | 100.0% | 85.7% |
| | Hispanic | 185 | 19.7 | 75.4% | 54.5% | 147 | 15.3 | 74.7% | 60.0% | 153 | 15.8 | 87.7% | 58.1% |
| | Native Am | 6 | 0.7 | 57.1% | 42.9% | 8 | 0.8 | 62.5% | 50.0% | 9 | 0.9 | 88.9% | 66.7% |
| | Pac Isl | 1 | 0.1 | 0.0% | 0.0% | 4 | 0.4 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% |
| | White | 98 | 10.0 | 87.8% | 67.3% | 132 | 13.8 | 80.7% | 68.1% | 197 | 20.2 | 92.5% | 72.9% |
| | Unknown | 2 | 0.3 | 100.0% | 66.7% | 1 | 0.1 | 0.0% | 0.0% | 1 | 0.1 | 100.0% | 100.0% |
| **BUS102** | Asian | 4 | 0.4 | 50.0% | 50.0% | 1 | 0.1 | 100.0% | 100.0% | 3 | 0.3 | 100.0% | 100.0% |
| | Black | 4 | 0.4 | 25.0% | 0.0% | 6 | 0.6 | 100.0% | 66.7% | 5 | 0.5 | 100.0% | 80.0% |
| | Filipino | 8 | 0.8 | 75.0% | 50.0% | 2 | 0.2 | 50.0% | 50.0% | 2 | 0.2 | 50.0% | 50.0% |
| | Hispanic | 58 | 5.9 | 67.8% | 59.3% | 47 | 5.3 | 62.3% | 45.3% | 60 | 6.1 | 85.2% | 47.5% |
| | Native Am | 2 | 0.2 | 50.0% | 50.0% | 1 | 0.1 | 100.0% | 100.0% | 3 | 0.3 | 66.7% | 66.7% |
| | Pac Isl | | | | | | | | | 1 | 0.1 | 0.0% | 0.0% |
| | White | 45 | 4.6 | 52.2% | 43.5% | 57 | 6.1 | 73.8% | 63.9% | 72 | 7.1 | 86.1% | 55.6% |
| | Unknown | 2 | 0.3 | 100.0% | 100.0% | | | | | 1 | 0.1 | 100.0% | 100.0% |
| **BUS103** | Asian | 1 | 0.1 | 0.0% | 0.0% | | | | | | | | |
| | Black | | | | | 1 | 0.1 | 0.0% | 0.0% | 1 | 0.1 | 100.0% | 100.0% |
| | Filipino | | | | | 1 | 0.1 | 100.0% | 100.0% | 2 | 0.2 | 100.0% | 50.0% |
| | Hispanic | 7 | 0.7 | 71.4% | 14.3% | 4 | 0.4 | 75.0% | 75.0% | 15 | 1.5 | 86.7% | 26.7% |
| | Native Am | | | | | | | | | 1 | 0.1 | 100.0% | 100.0% |
| | Pac Isl | | | | | | | | | 1 | 0.1 | 100.0% | 0.0% |
| | White | 14 | 1.4 | 64.3% | 35.7% | 9 | 0.9 | 55.6% | 44.4% | 12 | 1.2 | 75.0% | 41.7% |
| **BUS104** | Asian | 4 | 0.4 | 50.0% | 50.0% | 1 | 0.1 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% |
| | Black | 3 | 0.3 | 100.0% | 66.7% | 4 | 0.5 | 80.0% | 40.0% | 3 | 0.3 | 33.3% | 0.0% |
| | Filipino | 3 | 0.2 | 66.7% | 66.7% | 2 | 0.3 | 100.0% | 66.7% | | | | |
| | Hispanic | 35 | 3.5 | 88.9% | 69.4% | 23 | 2.3 | 75.0% | 58.3% | 23 | 2.3 | 75.0% | 54.2% |
| | Native Am | | | | | 2 | 0.1 | 50.0% | 0.0% | 3 | 0.3 | 100.0% | 100.0% |
| | White | 21 | 2.1 | 68.2% | 50.0% | 36 | 3.7 | 79.5% | 66.7% | 28 | 2.7 | 60.7% | 42.9% |
| **BUS106** | Asian | 4 | 0.4 | 50.0% | 50.0% | 3 | 0.3 | 100.0% | 33.3% | 2 | 0.2 | 100.0% | 50.0% |
| | Black | 2 | 0.2 | 100.0% | 100.0% | 3 | 0.3 | 66.7% | 33.3% | 1 | 0.1 | 100.0% | 0.0% |
| | Filipino | 3 | 0.3 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% | | | | |
| | Hispanic | 49 | 4.9 | 63.3% | 36.7% | 34 | 3.4 | 74.3% | 60.0% | 28 | 2.7 | 78.6% | 50.0% |
| | Native Am | 2 | 0.2 | 50.0% | 50.0% | 6 | 0.6 | 83.3% | 83.3% | 1 | 0.1 | 0.0% | 0.0% |
| | Pac Isl | 2 | 0.2 | 50.0% | 0.0% | 2 | 0.2 | 50.0% | 50.0% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS106** | White | 55 | 5.5 | 70.9% | 60.0% | 43 | 4.2 | 76.7% | 69.8% | 32 | 3.1 | 90.6% | 78.1% |
| | Unknown | 2 | 0.6 | 0.0% | 0.0% | 2 | 0.2 | 50.0% | 50.0% | | | | |
| **BUS107** | Asian | 2 | 0.2 | 0.0% | 0.0% | 3 | 0.3 | 33.3% | 33.3% | 4 | 0.4 | 50.0% | 25.0% |
| | Black | 2 | 0.2 | 100.0% | 50.0% | 7 | 0.7 | 100.0% | 57.1% | 4 | 0.4 | 75.0% | 0.0% |
| | Filipino | 1 | 0.1 | 100.0% | 100.0% | 4 | 0.4 | 75.0% | 75.0% | 1 | 0.1 | 100.0% | 100.0% |
| | Hispanic | 52 | 5.5 | 64.9% | 40.4% | 40 | 4.3 | 56.8% | 50.0% | 38 | 3.9 | 57.5% | 37.5% |
| | Native Am | 1 | 0.1 | 100.0% | 100.0% | 4 | 0.5 | 80.0% | 40.0% | 6 | 0.6 | 66.7% | 66.7% |
| | Pac Isl | | | | | 3 | 0.3 | 66.7% | 66.7% | 2 | 0.2 | 50.0% | 0.0% |
| | White | 50 | 5.0 | 64.7% | 39.2% | 52 | 5.4 | 73.2% | 62.5% | 65 | 6.6 | 70.6% | 54.4% |
| | Unknown | 1 | 0.1 | 0.0% | 0.0% | 1 | 0.1 | 0.0% | 0.0% | | | | |
| **BUS110** | Asian | 8 | 0.9 | 66.7% | 66.7% | 12 | 1.3 | 92.3% | 69.2% | 11 | 1.1 | 100.0% | 81.8% |
| | Black | 6 | 0.6 | 100.0% | 83.3% | 8 | 0.9 | 88.9% | 55.6% | 7 | 0.7 | 85.7% | 85.7% |
| | Filipino | 7 | 0.7 | 100.0% | 85.7% | 8 | 0.8 | 87.5% | 87.5% | 4 | 0.4 | 100.0% | 100.0% |
| | Hispanic | 152 | 16.0 | 88.4% | 74.8% | 118 | 12.6 | 84.0% | 70.4% | 100 | 10.4 | 87.3% | 71.6% |
| | Native Am | 2 | 0.2 | 100.0% | 100.0% | 3 | 0.3 | 100.0% | 66.7% | 4 | 0.4 | 100.0% | 100.0% |
| | Pac Isl | | | | | 2 | 0.2 | 100.0% | 50.0% | 4 | 0.4 | 100.0% | 75.0% |
| | White | 82 | 8.5 | 88.0% | 79.5% | 77 | 7.9 | 87.5% | 76.3% | 104 | 10.5 | 90.5% | 75.2% |
| | Unknown | 1 | 0.5 | 80.0% | 80.0% | | | | | 1 | 0.1 | 100.0% | 100.0% |
| **BUS111** | Black | | | | | 1 | 0.1 | 100.0% | 100.0% | | | | |
| | Hispanic | 12 | 1.2 | 83.3% | 58.3% | 10 | 1.0 | 90.0% | 80.0% | | | | |
| | Native Am | | | | | 1 | 0.1 | 100.0% | 100.0% | | | | |
| | White | 10 | 1.0 | 70.0% | 60.0% | 11 | 1.1 | 90.9% | 72.7% | | | | |
| **BUS121** | Asian | 2 | 0.2 | 100.0% | 50.0% | 3 | 0.3 | 66.7% | 66.7% | | | | |
| | Black | 5 | 0.5 | 100.0% | 80.0% | 1 | 0.1 | 100.0% | 100.0% | 2 | 0.2 | 100.0% | 100.0% |
| | Filipino | 1 | 0.1 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 0.0% | | | | |
| | Hispanic | 28 | 2.7 | 82.1% | 57.1% | 16 | 1.6 | 93.8% | 93.8% | 17 | 1.7 | 88.2% | 82.4% |
| | Native Am | 5 | 0.5 | 100.0% | 80.0% | 2 | 0.2 | 50.0% | 50.0% | 1 | 0.1 | 100.0% | 100.0% |
| | White | 22 | 2.1 | 86.4% | 81.8% | 23 | 2.3 | 79.2% | 70.8% | 26 | 2.5 | 76.9% | 61.5% |
| | Unknown | 1 | 0.5 | 80.0% | 80.0% | | | | | | | | |
| **BUS130** | Asian | 1 | 0.1 | 100.0% | 0.0% | | | | | | | | |
| | Black | 2 | 0.2 | 50.0% | 50.0% | 2 | 0.2 | 100.0% | 100.0% | | | | |
| | Filipino | 1 | 0.1 | 100.0% | 100.0% | 3 | 0.3 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% |
| | Hispanic | 16 | 1.6 | 93.8% | 87.5% | 14 | 1.4 | 100.0% | 64.3% | 7 | 0.7 | 100.0% | 71.4% |
| | Native Am | 1 | 0.1 | 100.0% | 100.0% | 2 | 0.2 | 100.0% | 100.0% | 2 | 0.2 | 100.0% | 50.0% |
| | Pac Isl | | | | | | | | | 1 | 0.1 | 100.0% | 100.0% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| BUS130 | White | 30 | 2.9 | 86.7% | 76.7% | 23 | 2.2 | 87.0% | 82.6% | 33 | 3.3 | 91.2% | 82.4% |
| | Unknown | 1 | 0.3 | 100.0% | 100.0% | | | | | | | | |
| BUS141 | Asian | 1 | 0.1 | 0.0% | 0.0% | | | | | | | | |
| | Black | 2 | 0.2 | 50.0% | 0.0% | 1 | 0.1 | 100.0% | 0.0% | 2 | 0.2 | 50.0% | 0.0% |
| | Filipino | | | | | | | | | 1 | 0.1 | 100.0% | 0.0% |
| | Hispanic | 7 | 0.7 | 100.0% | 85.7% | 8 | 0.8 | 100.0% | 62.5% | 6 | 0.7 | 85.7% | 57.1% |
| | Native Am | 1 | 0.1 | 0.0% | 0.0% | | | | | | | | |
| | White | 3 | 0.3 | 66.7% | 33.3% | 11 | 1.1 | 90.9% | 72.7% | 8 | 0.8 | 87.5% | 62.5% |
| | Unknown | | | | | 1 | 0.1 | 0.0% | 0.0% | | | | |
| BUS160 | Asian | 2 | 0.2 | 100.0% | 100.0% | 2 | 0.2 | 100.0% | 100.0% | 4 | 0.4 | 100.0% | 25.0% |
| | Black | | | | | 1 | 0.1 | 100.0% | 100.0% | 14 | 1.4 | 100.0% | 85.7% |
| | Filipino | 1 | 0.1 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% | 4 | 0.5 | 60.0% | 60.0% |
| | Hispanic | 26 | 2.6 | 96.2% | 92.3% | 18 | 1.8 | 88.9% | 83.3% | 48 | 4.8 | 95.8% | 77.1% |
| | Native Am | | | | | 1 | 0.1 | 100.0% | 100.0% | 7 | 0.7 | 85.7% | 71.4% |
| | Pac Isl | | | | | 1 | 0.1 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% |
| | White | 24 | 2.4 | 83.3% | 83.3% | 24 | 2.4 | 87.5% | 79.2% | 34 | 3.4 | 91.2% | 67.6% |
| | Unknown | | | | | | | | | 2 | 0.2 | 100.0% | 50.0% |
| BUS302 | Asian | 1 | 0.2 | 100.0% | 50.0% | 1 | 0.1 | 100.0% | 0.0% | 2 | 0.2 | 100.0% | 50.0% |
| | Black | 3 | 0.3 | 100.0% | 66.7% | | | | | 2 | 0.2 | 50.0% | 50.0% |
| | Filipino | 3 | 0.3 | 66.7% | 66.7% | 1 | 0.1 | 100.0% | 100.0% | 3 | 0.2 | 66.7% | 0.0% |
| | Hispanic | 34 | 3.3 | 67.6% | 38.2% | 24 | 2.3 | 70.8% | 50.0% | 21 | 1.7 | 57.1% | 52.4% |
| | Native Am | 1 | 0.1 | 100.0% | 100.0% | 4 | 0.4 | 100.0% | 50.0% | 1 | 0.1 | 100.0% | 100.0% |
| | Pac Isl | | | | | | | | | 2 | 0.2 | 50.0% | 50.0% |
| | White | 29 | 3.0 | 93.5% | 61.3% | 33 | 3.4 | 74.3% | 68.6% | 16 | 1.5 | 68.8% | 68.8% |
| | Unknown | | | | | 1 | 0.1 | 0.0% | 0.0% | | | | |
| BUS303 | Asian | 2 | 0.2 | 50.0% | 50.0% | | | | | | | | |
| | Filipino | 2 | 0.2 | 50.0% | 0.0% | 1 | 0.1 | 100.0% | 100.0% | | | | |
| | Hispanic | 10 | 1.0 | 70.0% | 50.0% | 7 | 0.7 | 42.9% | 28.6% | 12 | 1.2 | 66.7% | 33.3% |
| | Native Am | | | | | | | | | 1 | 0.1 | 100.0% | 100.0% |
| | White | 18 | 1.7 | 77.8% | 55.6% | 8 | 0.8 | 75.0% | 75.0% | 16 | 1.6 | 62.5% | 43.8% |
| BUS356 | Asian | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Black | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Filipino | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Hispanic | | | | | 7 | 0.1 | 100.0% | 71.4% | 18 | 0.3 | 94.4% | 88.9% |
| | Native Am | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS356** | Pac Isl | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | White | | | | | 10 | 0.1 | 100.0% | 70.0% | 14 | 0.2 | 100.0% | 85.7% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| **BUS357** | Black | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | Hispanic | | | | | 12 | 0.1 | 100.0% | 66.7% | | | | |
| | Pac Isl | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | White | | | | | 7 | 0.1 | 100.0% | 71.4% | | | | |
| **BUS358** | Black | | | | | 2 | 0.0 | 100.0% | 50.0% | | | | |
| | Hispanic | | | | | 10 | 0.1 | 100.0% | 80.0% | | | | |
| | White | | | | | 6 | 0.1 | 100.0% | 83.3% | | | | |
| **BUS360** | Black | 2 | 0.0 | 100.0% | 50.0% | | | | | | | | |
| | Filipino | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Hispanic | 9 | 0.1 | 100.0% | 44.4% | 14 | 0.2 | 100.0% | 85.7% | | | | |
| | Native Am | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | White | 1 | 0.0 | 100.0% | 100.0% | 6 | 0.1 | 100.0% | 83.3% | | | | |
| **BUS361** | Asian | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Black | | | | | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 50.0% |
| | Hispanic | | | | | 12 | 0.1 | 100.0% | 75.0% | 19 | 0.3 | 100.0% | 89.5% |
| | Native Am | | | | | | | | | 1 | 0.0 | 100.0% | 0.0% |
| | Pac Isl | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | White | | | | | 6 | 0.1 | 100.0% | 66.7% | 15 | 0.2 | 100.0% | 86.7% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| **BUS362** | Asian | 2 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% |
| | Filipino | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 0.0% | 1 | 0.0 | 100.0% | 100.0% |
| | Hispanic | 27 | 0.4 | 100.0% | 92.6% | 11 | 0.1 | 100.0% | 81.8% | 20 | 0.2 | 100.0% | 80.0% |
| | Native Am | 3 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Pac Isl | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | White | 8 | 0.1 | 100.0% | 87.5% | 9 | 0.1 | 100.0% | 88.9% | 14 | 0.1 | 100.0% | 64.3% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| **BUS363** | Asian | 2 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Black | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Filipino | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Hispanic | 13 | 0.2 | 100.0% | 69.2% | 12 | 0.2 | 100.0% | 100.0% | | | | |
| | Native Am | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | White | 4 | 0.0 | 100.0% | 75.0% | 4 | 0.1 | 100.0% | 100.0% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS364** | Filipino | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Hispanic | | | | | 11 | 0.1 | 100.0% | 81.8% | | | | |
| | Pac Isl | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | White | | | | | 2 | 0.0 | 100.0% | 50.0% | | | | |
| **BUS366** | Black | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | Filipino | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | Hispanic | 9 | 0.1 | 100.0% | 77.8% | 10 | 0.1 | 100.0% | 80.0% | | | | |
| | Native Am | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Pac Isl | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | White | 4 | 0.0 | 100.0% | 50.0% | 7 | 0.1 | 100.0% | 42.9% | | | | |
| **BUS367** | Asian | 1 | 0.0 | 100.0% | 100.0% | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Black | 3 | 0.0 | 100.0% | 66.7% | | | | | | | | |
| | Hispanic | 8 | 0.1 | 100.0% | 50.0% | | | | | 15 | 0.2 | 100.0% | 80.0% |
| | Native Am | | | | | | | | | 1 | 0.0 | 100.0% | 0.0% |
| | White | 1 | 0.0 | 100.0% | 100.0% | | | | | 15 | 0.2 | 100.0% | 86.7% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| **BUS369** | Hispanic | 8 | 0.1 | 100.0% | 100.0% | 11 | 0.2 | 100.0% | 100.0% | 7 | 0.1 | 100.0% | 71.4% |
| | Native Am | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Pac Isl | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | White | 12 | 0.2 | 100.0% | 100.0% | 6 | 0.1 | 100.0% | 100.0% | 11 | 0.1 | 100.0% | 54.5% |
| **BUS370** | Asian | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Black | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Hispanic | | | | | 14 | 0.2 | 100.0% | 100.0% | | | | |
| | White | | | | | 8 | 0.1 | 87.5% | 87.5% | | | | |
| **BUS371** | Hispanic | 11 | 0.2 | 100.0% | 100.0% | | | | | | | | |
| | White | 5 | 0.1 | 100.0% | 100.0% | | | | | | | | |
| **BUS372** | Hispanic | 13 | 0.1 | 100.0% | 46.2% | | | | | 6 | 0.1 | 100.0% | 83.3% |
| | White | 9 | 0.1 | 100.0% | 77.8% | | | | | 10 | 0.1 | 100.0% | 70.0% |
| **BUS373** | Black | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Filipino | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Hispanic | 13 | 0.2 | 100.0% | 100.0% | 9 | 0.1 | 100.0% | 100.0% | | | | |
| | Pac Isl | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | White | 11 | 0.2 | 100.0% | 100.0% | 5 | 0.1 | 100.0% | 100.0% | | | | |
| | Unknown | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| **BUS374** | Black | 2 | 0.0 | 100.0% | 100.0% | | | | | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| BUS374 | Hispanic | 15 | 0.2 | 100.0% | 100.0% | 9 | 0.1 | 100.0% | 100.0% | | | | |
| | Native Am | 2 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | White | 4 | 0.1 | 100.0% | 100.0% | 5 | 0.1 | 100.0% | 100.0% | | | | |
| BUS375 | Filipino | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Hispanic | 10 | 0.2 | 100.0% | 100.0% | | | | | | | | |
| | White | 11 | 0.2 | 100.0% | 100.0% | | | | | | | | |
| BUS376 | Asian | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Black | 1 | 0.0 | 100.0% | 100.0% | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Hispanic | 7 | 0.1 | 100.0% | 85.7% | | | | | 17 | 0.2 | 100.0% | 88.2% |
| | White | 6 | 0.1 | 100.0% | 83.3% | | | | | 13 | 0.2 | 100.0% | 76.9% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| BUS377 | Asian | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Black | 1 | 0.0 | 100.0% | 0.0% | | | | | | | | |
| | Filipino | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Hispanic | 19 | 0.2 | 100.0% | 52.6% | 11 | 0.1 | 100.0% | 81.8% | 9 | 0.1 | 100.0% | 77.8% |
| | Native Am | 1 | 0.0 | 100.0% | 0.0% | 1 | 0.0 | 100.0% | 0.0% | 1 | 0.0 | 100.0% | 0.0% |
| | White | 5 | 0.0 | 100.0% | 60.0% | 5 | 0.0 | 100.0% | 60.0% | 5 | 0.0 | 100.0% | 60.0% |
| BUS378 | Hispanic | 10 | 0.1 | 100.0% | 40.0% | | | | | | | | |
| | White | 4 | 0.0 | 100.0% | 75.0% | | | | | | | | |
| BUS382 | Filipino | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | Hispanic | | | | | 12 | 0.1 | 100.0% | 66.7% | | | | |
| | Native Am | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | White | | | | | 6 | 0.0 | 100.0% | 50.0% | | | | |
| BUS386 | Asian | | | | | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 50.0% |
| | Filipino | | | | | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% |
| | Hispanic | 27 | 0.6 | 92.9% | 67.9% | 24 | 0.5 | 87.5% | 75.0% | 7 | 0.2 | 100.0% | 100.0% |
| | Native Am | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.1 | 100.0% | 100.0% | | | | |
| | White | 9 | 0.2 | 100.0% | 88.9% | 18 | 0.5 | 94.4% | 83.3% | 8 | 0.2 | 100.0% | 100.0% |
| BUS389 | Black | | | | | 1 | 0.1 | 100.0% | 100.0% | | | | |
| | Hispanic | | | | | 5 | 0.2 | 40.0% | 40.0% | | | | |
| | White | | | | | 1 | 0.1 | 100.0% | 100.0% | | | | |
| BUS394 | Hispanic | 10 | 0.1 | 100.0% | 50.0% | | | | | | | | |
| | White | 4 | 0.0 | 100.0% | 75.0% | | | | | | | | |
| BUS396 | Hispanic | | | | | 8 | 0.1 | 100.0% | 75.0% | | | | |
| | Native Am | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| BUS396 | White | | | | | 6 | 0.1 | 100.0% | 100.0% | | | | |
| BUS397 | Asian | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Black | | | | | | | | | 2 | 0.0 | 100.0% | 50.0% |
| | Filipino | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Hispanic | | | | | | | | | 17 | 0.2 | 100.0% | 76.5% |
| | Pac Isl | | | | | | | | | 1 | 0.0 | 100.0% | 0.0% |
| | White | | | | | | | | | 14 | 0.2 | 100.0% | 78.6% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS101** | Female | 148 | 15.2 | 76.7% | 56.7% | 145 | 15.0 | 75.0% | 62.8% | 186 | 18.9 | 89.9% | 69.1% |
| | Male | 177 | 18.9 | 80.2% | 60.4% | 163 | 17.1 | 80.7% | 67.5% | 211 | 21.9 | 92.1% | 67.3% |
| | Unknown | | | | | 3 | 0.3 | 33.3% | 33.3% | 3 | 0.3 | 100.0% | 66.7% |
| **BUS102** | Female | 58 | 6.0 | 54.1% | 49.2% | 57 | 6.2 | 69.4% | 53.2% | 69 | 6.9 | 81.4% | 52.9% |
| | Male | 65 | 6.6 | 67.7% | 53.8% | 57 | 6.2 | 71.0% | 59.7% | 77 | 7.7 | 89.6% | 55.8% |
| | Unknown | | | | | | | | | 1 | 0.1 | 0.0% | 0.0% |
| **BUS103** | Female | 10 | 1.0 | 60.0% | 20.0% | 10 | 1.0 | 50.0% | 50.0% | 17 | 1.7 | 88.2% | 47.1% |
| | Male | 12 | 1.2 | 66.7% | 33.3% | 5 | 0.5 | 80.0% | 60.0% | 15 | 1.5 | 80.0% | 26.7% |
| **BUS104** | Female | 34 | 3.3 | 85.7% | 65.7% | 41 | 4.2 | 73.3% | 53.3% | 36 | 3.5 | 63.9% | 41.7% |
| | Male | 32 | 3.1 | 72.7% | 57.6% | 27 | 2.8 | 86.2% | 72.4% | 22 | 2.2 | 73.9% | 60.9% |
| **BUS106** | Female | 58 | 5.8 | 70.7% | 55.2% | 53 | 5.3 | 75.9% | 63.0% | 30 | 2.9 | 83.3% | 60.0% |
| | Male | 62 | 6.5 | 58.5% | 41.5% | 40 | 3.9 | 77.5% | 67.5% | 34 | 3.3 | 85.3% | 64.7% |
| | Unknown | | | | | 1 | 0.1 | 0.0% | 0.0% | | | | |
| **BUS107** | Female | 60 | 6.0 | 67.7% | 40.3% | 73 | 7.8 | 67.5% | 56.3% | 64 | 6.5 | 67.2% | 44.8% |
| | Male | 49 | 5.1 | 60.4% | 39.6% | 40 | 4.1 | 69.0% | 57.1% | 55 | 5.5 | 64.9% | 49.1% |
| | Unknown | | | | | 1 | 0.1 | 0.0% | 0.0% | 1 | 0.1 | 0.0% | 0.0% |
| **BUS110** | Female | 119 | 12.8 | 82.4% | 68.8% | 105 | 10.9 | 86.4% | 68.2% | 117 | 11.9 | 89.8% | 72.9% |
| | Male | 139 | 14.6 | 92.9% | 83.7% | 122 | 12.9 | 86.0% | 75.2% | 117 | 12.1 | 89.9% | 77.3% |
| | Unknown | 1 | 0.1 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% |
| **BUS111** | Female | 15 | 1.5 | 73.3% | 60.0% | 13 | 1.3 | 84.6% | 69.2% | | | | |
| | Male | 7 | 0.7 | 85.7% | 57.1% | 10 | 1.0 | 100.0% | 90.0% | | | | |
| **BUS121** | Female | 27 | 2.8 | 89.7% | 72.4% | 15 | 1.6 | 81.3% | 62.5% | 20 | 1.9 | 85.0% | 80.0% |
| | Male | 38 | 3.8 | 84.6% | 69.2% | 31 | 3.0 | 83.9% | 83.9% | 26 | 2.5 | 80.8% | 65.4% |
| **BUS130** | Female | 38 | 3.8 | 92.3% | 84.6% | 27 | 2.6 | 96.3% | 85.2% | 24 | 2.4 | 92.0% | 80.0% |
| | Male | 15 | 1.5 | 80.0% | 66.7% | 17 | 1.7 | 88.2% | 70.6% | 20 | 1.9 | 95.0% | 80.0% |
| **BUS141** | Female | 4 | 0.4 | 100.0% | 100.0% | 7 | 0.7 | 100.0% | 85.7% | 7 | 0.8 | 100.0% | 62.5% |
| | Male | 10 | 1.0 | 60.0% | 30.0% | 14 | 1.4 | 85.7% | 50.0% | 10 | 1.0 | 70.0% | 40.0% |
| **BUS160** | Female | 34 | 3.4 | 88.2% | 88.2% | 32 | 3.2 | 87.5% | 81.3% | 37 | 3.7 | 91.9% | 62.2% |
| | Male | 19 | 1.9 | 94.7% | 89.5% | 16 | 1.6 | 93.8% | 87.5% | 75 | 7.6 | 93.4% | 77.6% |
| | Unknown | | | | | | | | | 2 | 0.2 | 100.0% | 50.0% |
| **BUS302** | Female | 44 | 4.5 | 78.7% | 48.9% | 35 | 3.6 | 73.0% | 48.6% | 25 | 2.2 | 68.0% | 64.0% |
| | Male | 27 | 2.6 | 85.2% | 55.6% | 28 | 2.7 | 78.6% | 75.0% | 22 | 1.9 | 59.1% | 45.5% |
| | Unknown | | | | | 1 | 0.1 | 0.0% | 0.0% | | | | |
| **BUS303** | Female | 19 | 1.8 | 63.2% | 47.4% | 7 | 0.7 | 57.1% | 57.1% | 14 | 1.4 | 92.9% | 71.4% |
| | Male | 13 | 1.3 | 84.6% | 53.8% | 9 | 0.9 | 66.7% | 55.6% | 15 | 1.5 | 40.0% | 13.3% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS356** | Female | | | | | 12 | 0.1 | 100.0% | 75.0% | 19 | 0.2 | 100.0% | 84.2% |
| | Male | | | | | 7 | 0.1 | 100.0% | 71.4% | 16 | 0.2 | 93.8% | 93.8% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| **BUS357** | Female | | | | | 18 | 0.2 | 100.0% | 66.7% | | | | |
| | Male | | | | | 3 | 0.0 | 100.0% | 66.7% | | | | |
| **BUS358** | Female | | | | | 13 | 0.2 | 100.0% | 84.6% | | | | |
| | Male | | | | | 5 | 0.0 | 100.0% | 60.0% | | | | |
| **BUS360** | Female | 10 | 0.1 | 100.0% | 60.0% | 15 | 0.2 | 100.0% | 93.3% | | | | |
| | Male | 4 | 0.0 | 100.0% | 50.0% | 6 | 0.1 | 100.0% | 66.7% | | | | |
| | Unknown | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS361** | Female | | | | | 14 | 0.2 | 100.0% | 71.4% | 20 | 0.3 | 100.0% | 85.0% |
| | Male | | | | | 5 | 0.1 | 100.0% | 80.0% | 19 | 0.2 | 100.0% | 84.2% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| **BUS362** | Female | 22 | 0.3 | 100.0% | 86.4% | 16 | 0.2 | 100.0% | 81.3% | 19 | 0.2 | 100.0% | 78.9% |
| | Male | 19 | 0.3 | 100.0% | 100.0% | 7 | 0.1 | 100.0% | 85.7% | 17 | 0.2 | 100.0% | 76.5% |
| | Unknown | | | | | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 0.0% |
| **BUS363** | Female | 15 | 0.2 | 100.0% | 73.3% | 14 | 0.2 | 100.0% | 100.0% | | | | |
| | Male | 7 | 0.1 | 100.0% | 85.7% | 4 | 0.1 | 100.0% | 100.0% | | | | |
| **BUS364** | Female | | | | | 10 | 0.1 | 100.0% | 90.0% | | | | |
| | Male | | | | | 4 | 0.0 | 100.0% | 75.0% | | | | |
| | Unknown | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| **BUS366** | Female | 10 | 0.1 | 100.0% | 80.0% | 11 | 0.1 | 100.0% | 63.6% | | | | |
| | Male | 4 | 0.0 | 100.0% | 50.0% | 9 | 0.1 | 100.0% | 66.7% | | | | |
| | Unknown | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| **BUS367** | Female | 9 | 0.1 | 100.0% | 44.4% | | | | | 20 | 0.2 | 100.0% | 70.0% |
| | Male | 4 | 0.1 | 100.0% | 100.0% | | | | | 13 | 0.2 | 100.0% | 100.0% |
| **BUS369** | Female | 13 | 0.2 | 100.0% | 100.0% | 14 | 0.2 | 100.0% | 100.0% | 9 | 0.1 | 100.0% | 55.6% |
| | Male | 8 | 0.1 | 100.0% | 100.0% | 5 | 0.1 | 100.0% | 100.0% | 9 | 0.1 | 100.0% | 66.7% |
| **BUS370** | Female | | | | | 22 | 0.3 | 95.5% | 95.5% | | | | |
| | Male | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS371** | Female | 12 | 0.2 | 100.0% | 100.0% | | | | | | | | |
| | Male | 4 | 0.1 | 100.0% | 100.0% | | | | | | | | |
| **BUS372** | Female | 17 | 0.2 | 100.0% | 64.7% | | | | | 8 | 0.1 | 100.0% | 100.0% |
| | Male | 5 | 0.0 | 100.0% | 40.0% | | | | | 8 | 0.1 | 100.0% | 50.0% |
| **BUS373** | Female | 18 | 0.3 | 100.0% | 100.0% | 8 | 0.1 | 100.0% | 100.0% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS373** | Male | 8 | 0.1 | 100.0% | 100.0% | 7 | 0.1 | 100.0% | 100.0% | | | | |
| | Unknown | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS374** | Female | 17 | 0.3 | 100.0% | 100.0% | 9 | 0.1 | 100.0% | 100.0% | | | | |
| | Male | 6 | 0.1 | 100.0% | 100.0% | 5 | 0.1 | 100.0% | 100.0% | | | | |
| **BUS375** | Female | 13 | 0.2 | 100.0% | 100.0% | | | | | | | | |
| | Male | 9 | 0.1 | 100.0% | 100.0% | | | | | | | | |
| **BUS376** | Female | 9 | 0.1 | 100.0% | 77.8% | | | | | 18 | 0.2 | 100.0% | 77.8% |
| | Male | 5 | 0.1 | 100.0% | 100.0% | | | | | 14 | 0.2 | 100.0% | 100.0% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 0.0% |
| **BUS377** | Female | 18 | 0.2 | 100.0% | 55.6% | 10 | 0.1 | 100.0% | 80.0% | 7 | 0.1 | 100.0% | 71.4% |
| | Male | 10 | 0.1 | 100.0% | 50.0% | 6 | 0.1 | 100.0% | 66.7% | 8 | 0.1 | 100.0% | 62.5% |
| | Unknown | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| **BUS378** | Female | 6 | 0.1 | 100.0% | 66.7% | | | | | | | | |
| | Male | 8 | 0.0 | 100.0% | 37.5% | | | | | | | | |
| **BUS382** | Female | | | | | 11 | 0.1 | 100.0% | 63.6% | | | | |
| | Male | | | | | 8 | 0.1 | 100.0% | 50.0% | | | | |
| | Unknown | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| **BUS386** | Female | 26 | 0.6 | 96.2% | 76.9% | 24 | 0.6 | 95.8% | 79.2% | 7 | 0.2 | 100.0% | 85.7% |
| | Male | 11 | 0.3 | 91.7% | 66.7% | 22 | 0.5 | 86.4% | 81.8% | 11 | 0.3 | 100.0% | 100.0% |
| **BUS389** | Female | | | | | 4 | 0.1 | 50.0% | 50.0% | | | | |
| | Male | | | | | 3 | 0.2 | 66.7% | 66.7% | | | | |
| **BUS394** | Female | 11 | 0.1 | 100.0% | 63.6% | | | | | | | | |
| | Male | 3 | 0.0 | 100.0% | 33.3% | | | | | | | | |
| **BUS396** | Female | | | | | 12 | 0.2 | 100.0% | 91.7% | | | | |
| | Male | | | | | 3 | 0.0 | 100.0% | 66.7% | | | | |
| **BUS397** | Female | | | | | | | | | 19 | 0.2 | 100.0% | 73.7% |
| | Male | | | | | | | | | 17 | 0.2 | 100.0% | 76.5% |
| | Unknown | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS101** | First Time | 70 | 7.3 | 78.6% | 57.1% | 56 | 5.8 | 73.2% | 53.6% | 65 | 6.7 | 87.7% | 52.3% |
| | First Time Transfer | 11 | 1.1 | 54.5% | 36.4% | 16 | 1.7 | 81.3% | 75.0% | 27 | 2.8 | 96.3% | 66.7% |
| | Continuing | 227 | 23.4 | 79.5% | 60.3% | 191 | 19.9 | 77.4% | 66.7% | 238 | 24.5 | 92.1% | 70.0% |
| | Returning | 18 | 1.8 | 83.3% | 55.6% | 28 | 2.9 | 67.9% | 42.9% | 39 | 3.9 | 84.6% | 64.1% |
| | Special Admit | 4 | 0.4 | 75.0% | 75.0% | 22 | 2.1 | 100.0% | 100.0% | 34 | 3.3 | 94.1% | 91.2% |
| **BUS102** | First Time | 14 | 1.4 | 71.4% | 28.6% | 6 | 0.6 | 50.0% | 33.3% | 14 | 1.4 | 92.9% | 0.0% |
| | First Time Transfer | 7 | 0.7 | 14.3% | 14.3% | 9 | 0.9 | 55.6% | 55.6% | 10 | 1.0 | 80.0% | 60.0% |
| | Continuing | 83 | 8.4 | 66.7% | 60.7% | 84 | 9.1 | 73.6% | 59.3% | 107 | 10.7 | 85.2% | 60.2% |
| | Returning | 18 | 1.8 | 50.0% | 44.4% | 16 | 1.6 | 62.5% | 43.8% | 14 | 1.4 | 78.6% | 50.0% |
| | Special Admit | 2 | 0.3 | 33.3% | 33.3% | 2 | 0.2 | 100.0% | 100.0% | 2 | 0.2 | 100.0% | 100.0% |
| **BUS103** | First Time | 3 | 0.3 | 66.7% | 0.0% | | | | | 1 | 0.1 | 100.0% | 0.0% |
| | First Time Transfer | 5 | 0.5 | 40.0% | 20.0% | 1 | 0.1 | 0.0% | 0.0% | 2 | 0.2 | 50.0% | 0.0% |
| | Continuing | 11 | 1.1 | 63.6% | 27.3% | 12 | 1.2 | 66.7% | 66.7% | 28 | 2.7 | 89.3% | 42.9% |
| | Returning | 3 | 0.3 | 100.0% | 66.7% | 2 | 0.2 | 50.0% | 0.0% | 1 | 0.1 | 0.0% | 0.0% |
| **BUS104** | First Time | 5 | 0.5 | 80.0% | 80.0% | 2 | 0.2 | 100.0% | 0.0% | 1 | 0.1 | 100.0% | 0.0% |
| | First Time Transfer | 5 | 0.5 | 60.0% | 20.0% | 3 | 0.3 | 33.3% | 33.3% | | | | |
| | Continuing | 54 | 5.2 | 80.4% | 62.5% | 58 | 6.0 | 78.1% | 67.2% | 56 | 5.5 | 66.7% | 49.1% |
| | Returning | 2 | 0.2 | 100.0% | 100.0% | 5 | 0.5 | 100.0% | 20.0% | 1 | 0.1 | 100.0% | 100.0% |
| **BUS106** | First Time | 10 | 1.1 | 45.5% | 18.2% | 7 | 0.7 | 57.1% | 28.6% | 3 | 0.3 | 66.7% | 33.3% |
| | First Time Transfer | 17 | 1.9 | 47.4% | 42.1% | 10 | 1.0 | 70.0% | 50.0% | 10 | 1.0 | 90.0% | 60.0% |
| | Continuing | 76 | 7.6 | 73.7% | 57.9% | 61 | 6.1 | 77.4% | 66.1% | 45 | 4.4 | 84.4% | 64.4% |
| | Returning | 17 | 1.7 | 52.9% | 29.4% | 16 | 1.6 | 81.3% | 81.3% | 5 | 0.5 | 80.0% | 60.0% |
| | Special Admit | | | | | | | | | 1 | 0.1 | 100.0% | 100.0% |
| **BUS107** | First Time | 10 | 1.0 | 60.0% | 40.0% | 8 | 0.8 | 87.5% | 50.0% | 10 | 1.0 | 60.0% | 40.0% |
| | First Time Transfer | 8 | 0.8 | 50.0% | 25.0% | 17 | 1.7 | 82.4% | 64.7% | 13 | 1.3 | 84.6% | 46.2% |
| | Continuing | 78 | 8.1 | 66.3% | 42.2% | 72 | 7.8 | 62.5% | 55.0% | 80 | 8.3 | 58.8% | 42.4% |
| | Returning | 12 | 1.2 | 66.7% | 41.7% | 18 | 1.7 | 66.7% | 55.6% | 16 | 1.6 | 87.5% | 68.8% |
| | Special Admit | 2 | 0.2 | 50.0% | 0.0% | | | | | 1 | 0.1 | 100.0% | 100.0% |
| **BUS110** | First Time | 6 | 0.6 | 100.0% | 66.7% | 8 | 0.8 | 87.5% | 37.5% | 9 | 0.9 | 100.0% | 33.3% |
| | First Time Transfer | 10 | 1.3 | 92.3% | 76.9% | 16 | 1.6 | 81.3% | 68.8% | 13 | 1.3 | 100.0% | 76.9% |
| | Continuing | 218 | 23.0 | 88.8% | 78.5% | 184 | 19.5 | 85.6% | 73.8% | 188 | 19.4 | 89.5% | 79.6% |
| | Returning | 24 | 2.4 | 75.0% | 62.5% | 18 | 1.8 | 94.4% | 77.8% | 23 | 2.3 | 82.6% | 52.2% |
| | Special Admit | 1 | 0.1 | 100.0% | 100.0% | 2 | 0.3 | 100.0% | 33.3% | 2 | 0.2 | 100.0% | 100.0% |
| **BUS111** | First Time Transfer | | | | | 2 | 0.2 | 50.0% | 0.0% | | | | |
| | Continuing | 19 | 1.8 | 84.2% | 68.4% | 18 | 1.7 | 94.4% | 88.9% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS111** | Returning | 2 | 0.2 | 0.0% | 0.0% | 3 | 0.3 | 100.0% | 66.7% | | | | |
| | Special Admit | 1 | 0.1 | 100.0% | 0.0% | | | | | | | | |
| **BUS121** | First Time | 5 | 0.6 | 83.3% | 50.0% | 2 | 0.2 | 100.0% | 100.0% | 3 | 0.3 | 66.7% | 66.7% |
| | First Time Transfer | 8 | 1.0 | 70.0% | 70.0% | 8 | 0.9 | 66.7% | 44.4% | 2 | 0.2 | 100.0% | 100.0% |
| | Continuing | 44 | 4.3 | 90.9% | 72.7% | 27 | 2.6 | 88.9% | 85.2% | 28 | 2.7 | 82.1% | 67.9% |
| | Returning | 8 | 0.8 | 87.5% | 75.0% | 7 | 0.7 | 71.4% | 71.4% | 12 | 1.2 | 83.3% | 75.0% |
| | Special Admit | | | | | 2 | 0.2 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% |
| **BUS130** | First Time | 5 | 0.5 | 100.0% | 100.0% | 2 | 0.2 | 100.0% | 100.0% | 6 | 0.6 | 100.0% | 100.0% |
| | First Time Transfer | 6 | 0.7 | 85.7% | 85.7% | 5 | 0.5 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 100.0% |
| | Continuing | 31 | 3.0 | 83.9% | 71.0% | 30 | 2.9 | 90.0% | 76.7% | 30 | 3.0 | 90.3% | 74.2% |
| | Returning | 9 | 0.9 | 100.0% | 100.0% | 6 | 0.6 | 100.0% | 66.7% | 7 | 0.7 | 100.0% | 85.7% |
| | Special Admit | 2 | 0.2 | 100.0% | 50.0% | 1 | 0.1 | 100.0% | 100.0% | | | | |
| **BUS141** | First Time | 2 | 0.2 | 100.0% | 50.0% | 1 | 0.1 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 0.0% |
| | First Time Transfer | 1 | 0.1 | 100.0% | 100.0% | 1 | 0.1 | 0.0% | 0.0% | 2 | 0.2 | 0.0% | 0.0% |
| | Continuing | 10 | 1.0 | 60.0% | 40.0% | 14 | 1.4 | 100.0% | 64.3% | 13 | 1.4 | 92.9% | 64.3% |
| | Returning | 1 | 0.1 | 100.0% | 100.0% | 3 | 0.3 | 100.0% | 100.0% | 1 | 0.1 | 100.0% | 0.0% |
| | Special Admit | | | | | 2 | 0.2 | 50.0% | 0.0% | | | | |
| **BUS160** | First Time | 1 | 0.1 | 100.0% | 100.0% | | | | | 16 | 1.6 | 93.8% | 87.5% |
| | First Time Transfer | | | | | 2 | 0.2 | 100.0% | 100.0% | 6 | 0.6 | 100.0% | 66.7% |
| | Continuing | 50 | 5.0 | 90.0% | 88.0% | 42 | 4.2 | 88.1% | 81.0% | 88 | 9.0 | 92.1% | 71.9% |
| | Returning | 2 | 0.2 | 100.0% | 100.0% | 4 | 0.4 | 100.0% | 100.0% | 4 | 0.4 | 100.0% | 25.0% |
| **BUS302** | First Time | 5 | 0.5 | 60.0% | 20.0% | 2 | 0.2 | 50.0% | 0.0% | 5 | 0.5 | 80.0% | 80.0% |
| | First Time Transfer | 5 | 0.5 | 80.0% | 60.0% | 5 | 0.5 | 40.0% | 20.0% | 2 | 0.2 | 50.0% | 0.0% |
| | Continuing | 54 | 5.5 | 82.5% | 49.1% | 50 | 5.0 | 82.4% | 68.6% | 32 | 2.8 | 59.4% | 50.0% |
| | Returning | 7 | 0.7 | 85.7% | 85.7% | 8 | 0.8 | 50.0% | 37.5% | 8 | 0.7 | 75.0% | 75.0% |
| **BUS303** | First Time | 3 | 0.3 | 66.7% | 33.3% | | | | | 2 | 0.2 | 50.0% | 0.0% |
| | First Time Transfer | 1 | 0.1 | 100.0% | 100.0% | 2 | 0.2 | 50.0% | 50.0% | 1 | 0.1 | 100.0% | 0.0% |
| | Continuing | 20 | 1.9 | 75.0% | 50.0% | 14 | 1.4 | 64.3% | 57.1% | 22 | 2.1 | 68.2% | 45.5% |
| | Returning | 8 | 0.8 | 62.5% | 50.0% | | | | | 2 | 0.2 | 50.0% | 50.0% |
| | Special Admit | | | | | | | | | 2 | 0.2 | 50.0% | 50.0% |
| **BUS356** | First Time | | | | | 2 | 0.0 | 100.0% | 100.0% | 6 | 0.1 | 100.0% | 100.0% |
| | First Time Transfer | | | | | 1 | 0.0 | 100.0% | 0.0% | 2 | 0.0 | 100.0% | 100.0% |
| | Continuing | | | | | 13 | 0.1 | 100.0% | 69.2% | 26 | 0.4 | 96.2% | 84.6% |
| | Returning | | | | | 3 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% |
| **BUS357** | First Time | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS357** | Continuing | | | | | 14 | 0.1 | 100.0% | 64.3% | | | | |
| | Returning | | | | | 6 | 0.1 | 100.0% | 66.7% | | | | |
| **BUS358** | First Time | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | Continuing | | | | | 17 | 0.2 | 100.0% | 82.4% | | | | |
| **BUS360** | First Time | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | Continuing | 12 | 0.1 | 100.0% | 66.7% | 18 | 0.2 | 100.0% | 88.9% | | | | |
| | Returning | 2 | 0.0 | 100.0% | 0.0% | 3 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS361** | First Time | | | | | 3 | 0.0 | 100.0% | 66.7% | 8 | 0.1 | 100.0% | 87.5% |
| | First Time Transfer | | | | | | | | | 2 | 0.0 | 100.0% | 100.0% |
| | Continuing | | | | | 14 | 0.2 | 100.0% | 85.7% | 28 | 0.4 | 100.0% | 82.1% |
| | Returning | | | | | 2 | 0.0 | 100.0% | 0.0% | 2 | 0.0 | 100.0% | 100.0% |
| **BUS362** | First Time | 4 | 0.1 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | 11 | 0.1 | 100.0% | 72.7% |
| | First Time Transfer | 4 | 0.1 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 66.7% |
| | Continuing | 25 | 0.4 | 100.0% | 92.0% | 16 | 0.2 | 100.0% | 75.0% | 21 | 0.2 | 100.0% | 76.2% |
| | Returning | 8 | 0.1 | 100.0% | 87.5% | 3 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% |
| **BUS363** | First Time | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | First Time Transfer | 2 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | Continuing | 16 | 0.2 | 100.0% | 81.3% | 12 | 0.2 | 100.0% | 100.0% | | | | |
| | Returning | 4 | 0.0 | 100.0% | 50.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS364** | First Time | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | Continuing | | | | | 13 | 0.2 | 100.0% | 84.6% | | | | |
| | Returning | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS366** | First Time | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 0.0% | | | | |
| | Continuing | 11 | 0.1 | 100.0% | 72.7% | 16 | 0.2 | 100.0% | 81.3% | | | | |
| | Returning | 2 | 0.0 | 100.0% | 50.0% | 3 | 0.0 | 100.0% | 0.0% | | | | |
| **BUS367** | First Time | | | | | | | | | 10 | 0.1 | 100.0% | 80.0% |
| | First Time Transfer | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | Continuing | 10 | 0.1 | 100.0% | 60.0% | | | | | 21 | 0.3 | 100.0% | 81.0% |
| | Returning | 3 | 0.0 | 100.0% | 66.7% | | | | | 1 | 0.0 | 100.0% | 100.0% |
| **BUS369** | First Time | | | | | | | | | 3 | 0.0 | 100.0% | 66.7% |
| | First Time Transfer | 2 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | Continuing | 14 | 0.2 | 100.0% | 100.0% | 13 | 0.2 | 100.0% | 100.0% | 15 | 0.1 | 100.0% | 60.0% |
| | Returning | 5 | 0.1 | 100.0% | 100.0% | 4 | 0.1 | 100.0% | 100.0% | | | | |
| **BUS370** | First Time | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | First Time Transfer | | | | | 3 | 0.0 | 100.0% | 100.0% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| BUS370 | Continuing | | | | | 19 | 0.3 | 94.7% | 94.7% | | | | |
| | Returning | | | | | 1 | 0.0 | 100.0% | 100.0% | | | | |
| BUS371 | First Time | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Continuing | 13 | 0.2 | 100.0% | 100.0% | | | | | | | | |
| | Returning | 2 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| BUS372 | First Time | | | | | | | | | 1 | 0.0 | 100.0% | 100.0% |
| | First Time Transfer | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Continuing | 15 | 0.1 | 100.0% | 53.3% | | | | | 14 | 0.2 | 100.0% | 78.6% |
| | Returning | 6 | 0.1 | 100.0% | 66.7% | | | | | 1 | 0.0 | 100.0% | 0.0% |
| BUS373 | First Time | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| | First Time Transfer | 5 | 0.1 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Continuing | 20 | 0.3 | 100.0% | 100.0% | 10 | 0.2 | 100.0% | 100.0% | | | | |
| | Returning | 1 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 100.0% | 100.0% | | | | |
| BUS374 | First Time | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | First Time Transfer | 1 | 0.0 | 100.0% | 100.0% | 1 | 0.0 | 100.0% | 100.0% | | | | |
| | Continuing | 20 | 0.3 | 100.0% | 100.0% | 10 | 0.2 | 100.0% | 100.0% | | | | |
| | Returning | 1 | 0.0 | 100.0% | 100.0% | 2 | 0.0 | 100.0% | 100.0% | | | | |
| BUS375 | First Time | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | First Time Transfer | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Continuing | 20 | 0.3 | 100.0% | 100.0% | | | | | | | | |
| BUS376 | First Time | 1 | 0.0 | 100.0% | 100.0% | | | | | 5 | 0.1 | 100.0% | 100.0% |
| | First Time Transfer | | | | | | | | | 2 | 0.0 | 100.0% | 50.0% |
| | Continuing | 12 | 0.2 | 100.0% | 83.3% | | | | | 24 | 0.3 | 100.0% | 83.3% |
| | Returning | 1 | 0.0 | 100.0% | 100.0% | | | | | 2 | 0.0 | 100.0% | 100.0% |
| BUS377 | First Time | 3 | 0.0 | 100.0% | 66.7% | 2 | 0.0 | 100.0% | 0.0% | 1 | 0.0 | 100.0% | 100.0% |
| | Continuing | 19 | 0.1 | 100.0% | 47.4% | 11 | 0.1 | 100.0% | 81.8% | 14 | 0.1 | 100.0% | 64.3% |
| | Returning | 6 | 0.1 | 100.0% | 66.7% | 4 | 0.0 | 100.0% | 75.0% | | | | |
| BUS378 | First Time | 2 | 0.0 | 100.0% | 50.0% | | | | | | | | |
| | First Time Transfer | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| | Continuing | 10 | 0.1 | 100.0% | 50.0% | | | | | | | | |
| | Returning | 1 | 0.0 | 100.0% | 0.0% | | | | | | | | |
| BUS382 | First Time | | | | | 1 | 0.0 | 100.0% | 0.0% | | | | |
| | Continuing | | | | | 19 | 0.2 | 100.0% | 57.9% | | | | |
| BUS386 | First Time | 3 | 0.1 | 100.0% | 66.7% | 2 | 0.1 | 100.0% | 100.0% | | | | |
| | First Time Transfer | 1 | 0.0 | 100.0% | 100.0% | 3 | 0.0 | 33.3% | 33.3% | | | | |

# Appendix A: Program/Course Demographics by Outcome BUS

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | |
| | | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % | Headcount | FTES | Retention % | Success % |
| **BUS386** | Continuing | 30 | 0.8 | 93.5% | 77.4% | 36 | 0.9 | 94.4% | 86.1% | 18 | 0.5 | 100.0% | 94.4% |
| | Returning | 3 | 0.0 | 100.0% | 33.3% | 5 | 0.1 | 100.0% | 60.0% | | | | |
| **BUS389** | Continuing | | | | | 6 | 0.2 | 50.0% | 50.0% | | | | |
| | Returning | | | | | 1 | 0.1 | 100.0% | 100.0% | | | | |
| **BUS394** | First Time | 1 | 0.0 | 100.0% | 0.0% | | | | | | | | |
| | Continuing | 12 | 0.1 | 100.0% | 58.3% | | | | | | | | |
| | Returning | 1 | 0.0 | 100.0% | 100.0% | | | | | | | | |
| **BUS396** | Continuing | | | | | 13 | 0.2 | 100.0% | 84.6% | | | | |
| | Returning | | | | | 2 | 0.0 | 100.0% | 100.0% | | | | |
| **BUS397** | First Time | | | | | | | | | 9 | 0.1 | 100.0% | 88.9% |
| | First Time Transfer | | | | | | | | | 3 | 0.0 | 100.0% | 66.7% |
| | Continuing | | | | | | | | | 22 | 0.2 | 100.0% | 68.2% |
| | Returning | | | | | | | | | 3 | 0.0 | 100.0% | 100.0% |

## Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
--Headcount & Percentages are the students who are a major match/split for a specific award.
--Data is sorted by program/major of the earned award.

| | | | | | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Major Match | Program Desc | Degree | Degree Major | Student Major | Degree Desc (group) | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Match | Business | AS | Management | Management | Associate in Science | 7 | 11 | 7 | 7 | 12 | 8 |
| | | | Marketing | Marketing | Associate in Science | 1 | | 2 | 3 | 1 | 3 |
| | | CT | Executive Leadership | Executive Leadership | Other Credit Award <6 u.. | | | | | | 1 |
| | | Total | | | | **8** | **11** | **9** | **10** | **13** | **12** |
| | Business Administration | AA | Business Administration | Business Administration | Associate in Arts | 20 | 17 | 21 | 20 | 12 | 11 |
| | | AS-T | Business Admin for Transfer | Business Admin for Transfer | Associate in Science - Tr.. | | 4 | 8 | 29 | 22 | 45 |
| | | Total | | | | **20** | **21** | **29** | **48** | **34** | **56** |
| | Total | | | | | **28** | **32** | **38** | **58** | **47** | **68** |
| Split | Business | AS | Management | Accounting | Associate in Science | 1 | | | | 1 | |
| | | | | Administration Of Justice | Associate in Science | | | | | 1 | |
| | | | | Agricultural Science | Associate in Science | | | | | | 1 |
| | | | | Business Admin for Transfer | Associate in Science | | | 1 | | | 2 |
| | | | | Business Administration | Associate in Science | 2 | | 1 | | 1 | 1 |
| | | | | Early Chldhood Ed for Transfer | Associate in Science | | | | | 1 | |
| | | | | Marketing | Associate in Science | 1 | 1 | 1 | 2 | 1 | 2 |
| | | | | Mathematics and Science | Associate in Science | | | 1 | | | |
| | | | | Registered Nursing | Associate in Science | | | 1 | | | |
| | | | | Social and Behavioral Sciences | Associate in Science | 1 | | | | | |
| | | | | Undeclared | Associate in Science | | 2 | | | | 1 |
| | | | | Viticulture | Associate in Science | | | 1 | | | |
| | | | Marketing | Accounting | Associate in Science | 1 | | | | 1 | |
| | | | | Administration Of Justice | Associate in Science | | | | | 1 | |
| | | | | Agricultural Science | Associate in Science | | | | | | 1 |
| | | | | Business Admin for Transfer | Associate in Science | | | 1 | | | 2 |
| | | | | Business Administration | Associate in Science | 1 | | 1 | | 1 | 1 |
| | | | | Computer Business Info Syste.. | Associate in Science | | | | | | 1 |
| | | | | Management | Associate in Science | 3 | 6 | 3 | 2 | 4 | 2 |
| | | | | Mathematics and Science | Associate in Science | | | 1 | | | |
| | | | | Registered Nursing | Associate in Science | | | 1 | | | |
| | | | | Social and Behavioral Sciences | Associate in Science | 1 | | | | | |
| | | | | Undeclared | Associate in Science | | | | | | 1 |
| | | C2 | Business | Business Administration | Certificate 18.5-30 units | 1 | 1 | | | | |

# Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
--Headcount & Percentages are the students who are a major match/split for a specific award.
--Data is sorted by program/major of the earned award.

| | | | | | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Major Match | Program Desc | Degree | Degree Major | Student Major | Degree Desc (group) | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Split | Business | C2 | Business | Management | Certificate 18.5-30 units | 5 | 1 | 2 | 3 | 1 | 3 |
| | | | | Marketing | Certificate 18.5-30 units | | 1 | | 1 | | |
| | | | | Social and Behavioral Sciences | Certificate 18.5-30 units | | | 1 | | | |
| | | | | Undeclared | Certificate 18.5-30 units | | 1 | | | | |
| | | CT | Business Law | Administration Of Justice | Other Credit Award <6 u.. | | | | 1 | | |
| | | | | Business Administration | Other Credit Award <6 u.. | | 1 | | | | |
| | | | | Entrepreneurship | Other Credit Award <6 u.. | | | | 1 | 1 | |
| | | | | Management | Other Credit Award <6 u.. | 1 | 1 | | | | |
| | | | | Paralegal Studies | Other Credit Award <6 u.. | | | | | 1 | |
| | | | | Psychology | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | Social and Behavioral Sciences | Other Credit Award <6 u.. | | | | 1 | | |
| | | | Customer Service | Business Administration | Other Credit Award <6 u.. | | | | | 2 | |
| | | | | Entrepreneurship | Other Credit Award <6 u.. | | | | | 2 | |
| | | | | Management | Other Credit Award <6 u.. | 1 | | | | | |
| | | | | Paralegal Studies | Other Credit Award <6 u.. | | | | | 1 | |
| | | | | Psychology | Other Credit Award <6 u.. | | | | 1 | | |
| | | | | Undeclared | Other Credit Award <6 u.. | | 1 | | | | |
| | | | Executive Leadership | Accounting | Other Credit Award <6 u.. | | | | | | 1 |
| | | | | Art | Other Credit Award <6 u.. | | | | | | 1 |
| | | | | Business Admin for Transfer | Other Credit Award <6 u.. | | | | | | 3 |
| | | | | Business Administration | Other Credit Award <6 u.. | | | | | | 3 |
| | | | | Electronic Technology | Other Credit Award <6 u.. | | | | | | 1 |
| | | | | Management | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | Paralegal Studies | Other Credit Award <6 u.. | | | | | | 1 |
| | | | | Social and Behavioral Sciences | Other Credit Award <6 u.. | | | | | | 1 |
| | | | Human Resource Mgmt | Administration Of Justice | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | Business Admin for Transfer | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | Business Administration | Other Credit Award <6 u.. | | | 1 | 3 | | |
| | | | | Chemistry | Other Credit Award <6 u.. | | | | 1 | | |
| | | | | Computer Science | Other Credit Award <6 u.. | | | | 1 | | |
| | | | | Entrepreneurship | Other Credit Award <6 u.. | | | | | 2 | |
| | | | | Environmental Technology | Other Credit Award <6 u.. | | | | 1 | | |

## Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
--Headcount & Percentages are the students who are a major match/split for a specific award.
--Data is sorted by program/major of the earned award.

| | | | | | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Major Match | Program Desc | Degree | Degree Major | Student Major | Degree Desc (group) | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Split | Business | CT | Human Resource Mgmt | Licensed Vocational Nursing | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | Paralegal Studies | Other Credit Award <6 u.. | | | 1 | | 1 | |
| | | | | Psychology | Other Credit Award <6 u.. | | | 2 | | | |
| | | | | Recreation Management | Other Credit Award <6 u.. | | 1 | | 1 | | |
| | | | | Registered Nursing | Other Credit Award <6 u.. | | | | | 1 | |
| | | | | Social and Behavioral Sciences | Other Credit Award <6 u.. | | | | 1 | | |
| | | | Sales and Marketing | Administration Of Justice | Other Credit Award <6 u.. | 1 | | | | | |
| | | | | Biology | Other Credit Award <6 u.. | | | 1 | | 1 | |
| | | | | Business Admin for Transfer | Other Credit Award <6 u.. | | | | | | 1 |
| | | | | Business Administration | Other Credit Award <6 u.. | | | 2 | | | |
| | | | | Computer Business Info Syste.. | Other Credit Award <6 u.. | | | 1 | | | 1 |
| | | | | Electronic Technology | Other Credit Award <6 u.. | | | | | 1 | |
| | | | | English | Other Credit Award <6 u.. | | | | | 1 | |
| | | | | Film And Video Production | Other Credit Award <6 u.. | | | | | 1 | |
| | | | | Management | Other Credit Award <6 u.. | | 2 | 1 | | | 2 |
| | | | | Marketing | Other Credit Award <6 u.. | 1 | | | 2 | 2 | 1 |
| | | | | Psychology | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | Undeclared | Other Credit Award <6 u.. | 1 | | | | | |
| | | | Supervisory Management | Accounting | Other Credit Award <6 u.. | 2 | | | | | |
| | | | | Administration Of Justice | Other Credit Award <6 u.. | | 1 | | | 1 | |
| | | | | Arts and Humanities | Other Credit Award <6 u.. | | | | | | 1 |
| | | | | Automotive Chassis | Other Credit Award <6 u.. | 1 | | | | | |
| | | | | Business Admin for Transfer | Other Credit Award <6 u.. | | | | | 2 | |
| | | | | Business Administration | Other Credit Award <6 u.. | 1 | 1 | 1 | | 2 | 3 |
| | | | | Culinology | Other Credit Award <6 u.. | | | | | 1 | |
| | | | | Entrepreneurship | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | General | Other Credit Award <6 u.. | | | 1 | 1 | 1 | 1 |
| | | | | Legal Secretarial | Other Credit Award <6 u.. | | 1 | | | | |
| | | | | Lib Studies Elem Teacher Prep | Other Credit Award <6 u.. | | | | | 1 | |
| | | | | Management | Other Credit Award <6 u.. | 4 | | 3 | 6 | 4 | 6 |
| | | | | Marketing | Other Credit Award <6 u.. | 1 | | | 1 | 1 | 1 |
| | | | | Mathematics and Science | Other Credit Award <6 u.. | | | 1 | | | |

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--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
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--Data is sorted by program/major of the earned award.

| | | | | | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Major Match | Program Desc | Degree | Degree Major | Student Major | Degree Desc (group) | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Split | Business | CT | Supervisory Management | Psychology | Other Credit Award <6 u.. | | | | 2 | | |
| | | | | Social and Behavioral Sciences | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | Social Sciences | Other Credit Award <6 u.. | 2 | | | 1 | | |
| | | | | Spanish | Other Credit Award <6 u.. | | | 1 | | | |
| | | | | Special Education | Other Credit Award <6 u.. | | | | | | 1 |
| | | | | Undeclared | Other Credit Award <6 u.. | 1 | 2 | | | | |
| | | Total | | | | 25 | 18 | 30 | 25 | 31 | 37 |
| | Business Administration | AA | Business Administration | Accounting | Associate in Arts | 4 | 4 | 2 | 3 | | 2 |
| | | | | Admin Assistant/Secretarial | Associate in Arts | 1 | | | | | |
| | | | | Administration Of Justice | Associate in Arts | | | | 1 | | |
| | | | | Architectural Drafting | Associate in Arts | 1 | 1 | | | | |
| | | | | Biology | Associate in Arts | | | | | 1 | |
| | | | | Biology for Transfer | Associate in Arts | | | | | | 1 |
| | | | | Business Admin for Transfer | Associate in Arts | | 1 | 3 | 4 | 4 | 11 |
| | | | | Chemistry | Associate in Arts | | 1 | | | | |
| | | | | Computer Business Info Syste.. | Associate in Arts | | | | | | 2 |
| | | | | Computer Science | Associate in Arts | | | | | 1 | |
| | | | | Culinology | Associate in Arts | | | 1 | | | |
| | | | | Dental Assisting | Associate in Arts | | | | 1 | | |
| | | | | Electronic Engineering Tech | Associate in Arts | | | | 1 | | |
| | | | | Electronic Technology | Associate in Arts | | | | | 1 | |
| | | | | Engineering | Associate in Arts | 1 | 1 | | 1 | | |
| | | | | Engineering Technology | Associate in Arts | | 1 | | | | |
| | | | | Fire Technology | Associate in Arts | | | | 1 | | |
| | | | | International Studies | Associate in Arts | 1 | | | | | |
| | | | | Lib Studies Elem Teacher Prep | Associate in Arts | | 1 | | | | |
| | | | | Management | Associate in Arts | 8 | 3 | | 2 | 4 | 1 |
| | | | | Marketing | Associate in Arts | 1 | | 1 | 1 | | |
| | | | | Mathematics and Science | Associate in Arts | | | 1 | | | |
| | | | | Mathematics: Comp Sci Emph.. | Associate in Arts | 1 | | | | | |
| | | | | Psychology | Associate in Arts | 1 | | | | | |
| | | | | Social and Behavioral Sciences | Associate in Arts | | 1 | | | | |

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--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
--Headcount & Percentages are the students who are a major match/split for a specific award.
--Data is sorted by program/major of the earned award.

| | | | | | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Major Match | Program Desc | Degree | Degree Major | Student Major | Degree Desc (group) | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Split | Business Administration | AA | Business Administration | Undeclared | Associate in Arts | 5 | 1 | | | | |
| | | AS-T | Business Admin for Transfer | Accounting | Associate in Science - Tr.. | 2 | 8 | 4 | 7 | 3 | 6 |
| | | | | Agribusiness: Wine Business | Associate in Science - Tr.. | | | | | 1 | |
| | | | | Architectural Drafting | Associate in Science - Tr.. | 1 | | | | | |
| | | | | Biology | Associate in Science - Tr.. | | | 1 | 1 | | |
| | | | | Business Administration | Associate in Science - Tr.. | 6 | 14 | 22 | 15 | 8 | 13 |
| | | | | Computer Business Info Syste.. | Associate in Science - Tr.. | | | | | | 1 |
| | | | | Computer Science | Associate in Science - Tr.. | | 1 | | 1 | 1 | |
| | | | | Culinology | Associate in Science - Tr.. | | | 1 | | | |
| | | | | Dance | Associate in Science - Tr.. | | | 1 | | | |
| | | | | Dental Assisting | Associate in Science - Tr.. | | | | 1 | | |
| | | | | Electronic Engineering Tech | Associate in Science - Tr.. | | | 1 | 1 | | |
| | | | | Engineering | Associate in Science - Tr.. | 1 | | | | 1 | 1 |
| | | | | Engineering Technology | Associate in Science - Tr.. | | 1 | | | | |
| | | | | International Studies | Associate in Science - Tr.. | | 1 | | | | |
| | | | | Management | Associate in Science - Tr.. | 10 | 8 | 5 | 5 | 7 | 5 |
| | | | | Marketing | Associate in Science - Tr.. | | 4 | 2 | 5 | 2 | 3 |
| | | | | Mathematics and Science | Associate in Science - Tr.. | | | | 1 | | |
| | | | | Paralegal Studies | Associate in Science - Tr.. | | | | | 1 | |
| | | | | Physics | Associate in Science - Tr.. | | | | 1 | | |
| | | | | Political Science for Transfer | Associate in Science - Tr.. | | | | | 1 | |
| | | | | Psychology | Associate in Science - Tr.. | | | 1 | | | |
| | | | | Recreation Management | Associate in Science - Tr.. | 1 | | | | | |
| | | | | Social and Behavioral Sciences | Associate in Science - Tr.. | | | | 1 | | |
| | | | | Social Sciences | Associate in Science - Tr.. | | 1 | | | | |
| | | | | Undeclared | Associate in Science - Tr.. | 5 | 2 | 3 | 2 | | |
| | | Total | | | | **42** | **48** | **46** | **49** | **32** | **45** |
| | Total | | | | | **65** | **65** | **74** | **73** | **62** | **81** |
| **Grand Total** | | | | | | **83** | **83** | **95** | **114** | **92** | **129** |

# Program Data

Contents

1 - Enrollment, headcount, sections, FTES, retention, success
2 - Demographics
3 - Equity outcomes
4 - Online\Face to face comparison
5 - Efficiency
6 - Program awards & majors
7 - Faculty load
A - Course demographic detail
B - Awards by major detail

## STEP 1 | Choose subjects: ENTR

Subjects: ENTR

## STEP 2 | Choose awards: Entrepreneurship

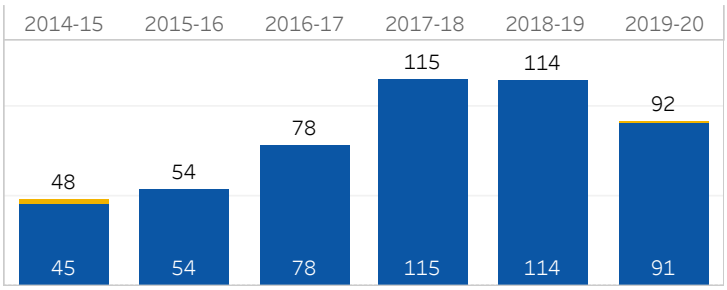
Awards: Entrepreneurship

## STEP 3 | Choose majors: Entrepreneurship

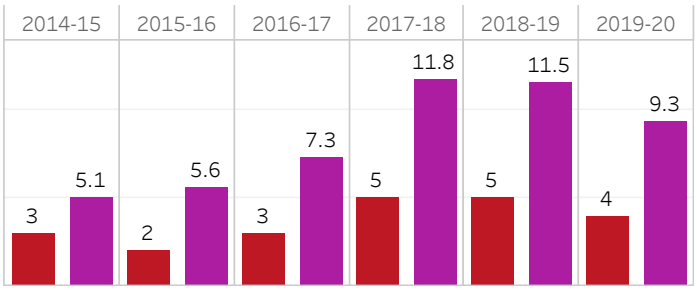
Student Majors: Entrepreneurship

## Quick Program Facts

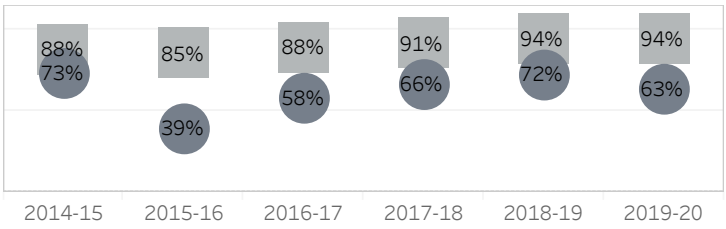
Headcount (undup)=Blue | Enrollment (dup)=Gold



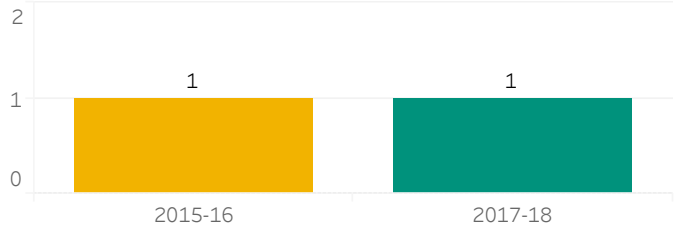

Sections=Red | FTES=Purple



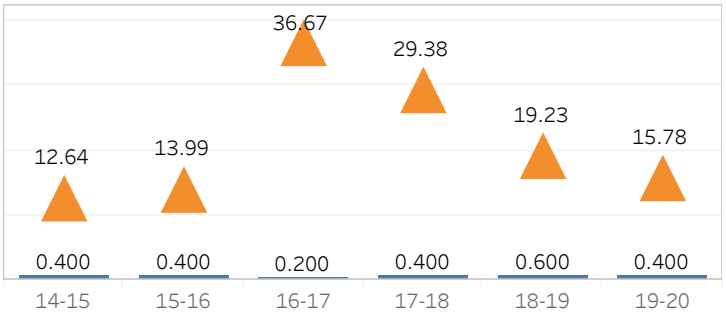

Retention=square | Success=circle



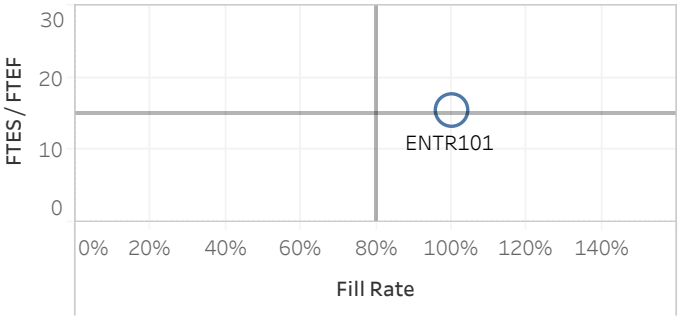

Credit Awards - Gold=Cert | Green=AA/AS / Pink=ADT




FTEF=Bar | FTES/FTEF=Triangle




Program Efficiency Fall 2019




Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

## 1 Outcomes ENTR

course_
All

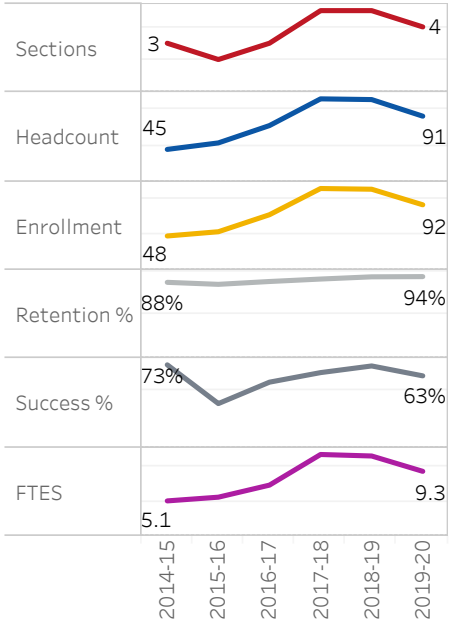
EW Grade
Exclude EW

| | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sections | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 4 | 1 | 4 | 1 | 3 |
| Headcount | 22 | 26 | 31 | 23 | 31 | 47 | 25 | 90 | 25 | 89 | 30 | 62 |
| Enrollment | 22 | 26 | 31 | 23 | 31 | 47 | 25 | 90 | 25 | 89 | 30 | 62 |
| retained | 21 | 21 | 25 | 21 | 24 | 45 | 21 | 84 | 19 | 88 | 28 | 36 |
| Retention % | 95% | 81% | 81% | 91% | 77% | 96% | 84% | 93% | 76% | 99% | 93% | 95% |
| success | 18 | 17 | 13 | 8 | 13 | 32 | 12 | 64 | 14 | 68 | 11 | 32 |
| Success % | 82% | 65% | 42% | 35% | 42% | 68% | 48% | 71% | 56% | 76% | 37% | 84% |
| FTES | 2.28 | 2.78 | 3.21 | 2.38 | 3.21 | 4.12 | 2.59 | 9.16 | 2.59 | 8.95 | 3.11 | 6.21 |

## Outcomes Allan Hancock College Credit

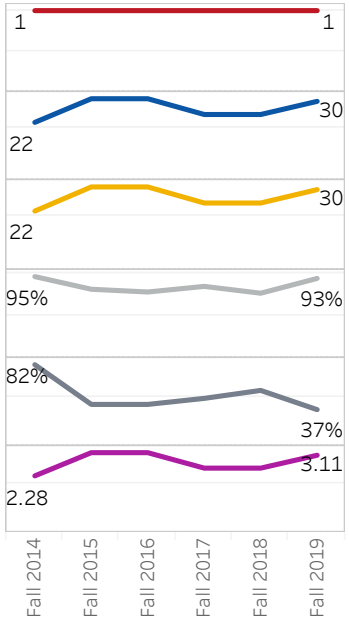
| | Sum 2014 | Fall 2014 | Spring 2015 | Sum 2015 | Fall 2015 | Winter 2016 | Spring 2016 | Sum 2016 | Fall 2016 | Winter 2017 | Spring 2017 | Sum 2017 | Fall 2017 | Winter 2018 | Spring 2018 | Sum 2018 | Fall 2018 | Winter 2019 | Spring 2019 | Sum 2019 | Fall 2019 | Winter 2020 | Spring 2020 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sections | 306 | 1,141 | 1,209 | 355 | 1,177 | 41 | 1,220 | 357 | 1,184 | 41 | 1,214 | 333 | 1,168 | 45 | 1,186 | 270 | 1,145 | 47 | 1,159 | 299 | 1,208 | 46 | 1,212 |
| Headco.. | 5,185 | 11,084 | 11,249 | 5,593 | 10,982 | 1,051 | 11,341 | 4,354 | 12,111 | 1,023 | 11,636 | 5,306 | 11,889 | 1,118 | 11,320 | 4,596 | 11,380 | 1,171 | 10,580 | 4,940 | 12,091 | 1,198 | 11,342 |
| Enrollm.. | 8,168 | 29,153 | 28,984 | 8,789 | 28,471 | 1,270 | 28,153 | 8,305 | 29,268 | 1,314 | 28,161 | 8,052 | 28,754 | 1,480 | 26,960 | 6,868 | 28,650 | 1,535 | 26,193 | 7,252 | 30,166 | 1,586 | 26,977 |
| Retention % | 89% | 87% | 85% | 90% | 86% | 84% | 89% | 90% | 88% | 87% | 88% | 90% | 87% | 87% | 88% | 90% | 87% | 88% | 88% | 92% | 88% | 87% | 92% |
| Success % | 78% | 70% | 71% | 77% | 70% | 71% | 73% | 80% | 71% | 77% | 74% | 80% | 71% | 79% | 74% | 80% | 71% | 79% | 74% | 81% | 72% | 75% | 85% |
| FTES | 944 | 3,900 | 4,048 | 1,009 | 3,807 | 111 | 3,715 | 967 | 4,197 | 115 | 4,020 | 900 | 4,126 | 139 | 3,869 | 835 | 4,061 | 169 | 3,827 | 846 | 4,136 | 138 | 3,763 |

## ENTR Academic Year



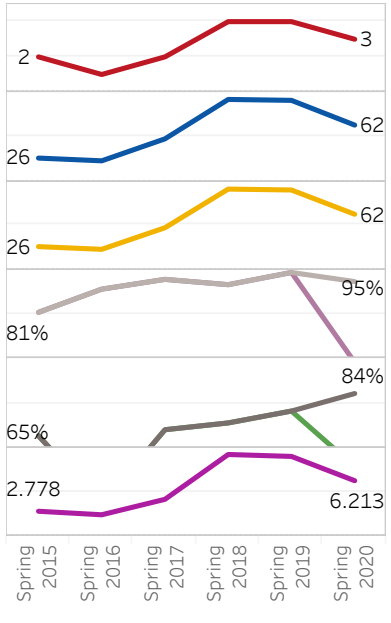

## Summer Terms

## Fall Terms

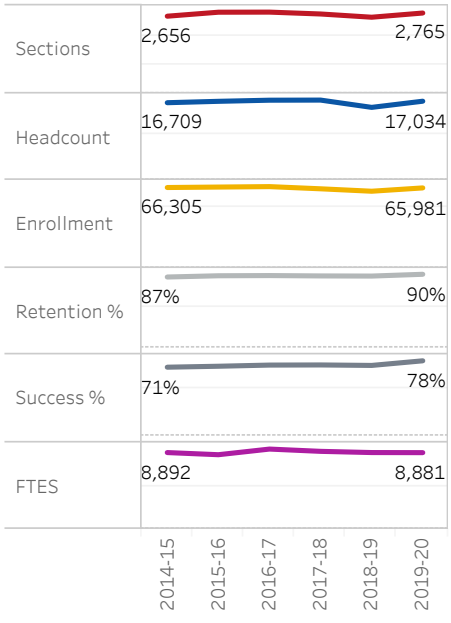



## Winter Terms

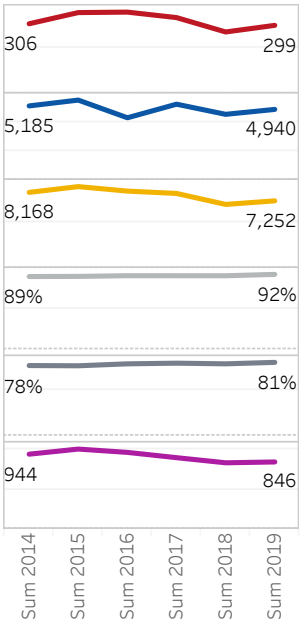
## Spring Terms



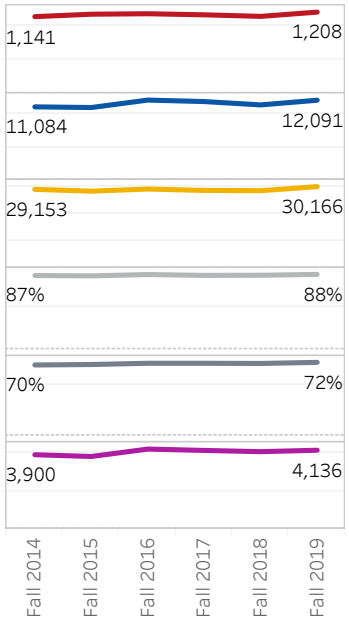

## AHC Credit Academic Year



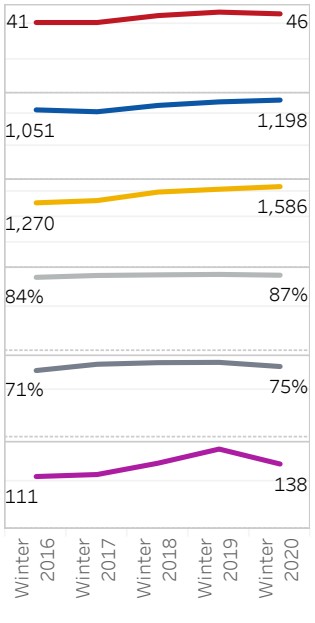

## Summer Terms



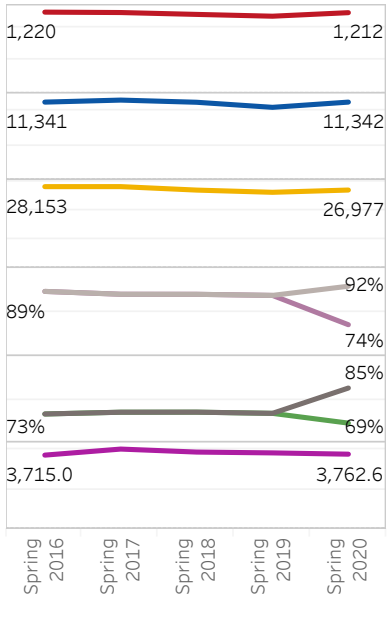

## Fall Terms




## Winter Terms




## Spring Terms



# 1 Retention & Success by academic year by course ENTR

| course_ | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENTR101 | 76% | 93% | 39% | 85% | 58% | 88% | 66% | 91% | 72% | 94% | 63% | 94% |
| ENTR102 | 57% | 57% | | | | | | | | | | |
| Grand Total | 73% | 88% | 39% | 85% | 58% | 88% | 66% | 91% | 72% | 94% | 63% | 94% |

Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter excludes 201410, 201420 and 201440. The CB04 filter keeps C, D and N. The subject filter keeps ENTR. The course filter has multiple members selected.

**Measure Names**

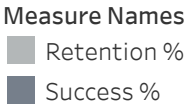
- Retention %
- Success %

# 1 Retention & Success by summer term by course ENTR

Measure Names

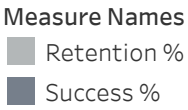
# 1 Retention & Success by fall term by course ENTR

| course_ | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENTR101 | 82% | 95% | 42% | 81% | 42% | 77% | 48% | 84% | 56% | 76% | 37% | 93% |
| Grand Total | 82% | 95% | 42% | 81% | 42% | 77% | 48% | 84% | 56% | 76% | 37% | 93% |



# 1 Retention & Success by spring term by course ENTR

| course_ | Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 |
|---|---|---|---|---|---|---|
| ENTR101 | 68% 89% | 35% 91% | 68% 96% | 71% 93% | 76% 99% | 84% 95% |
| ENTR102 | 57% 57% | | | | | |
| Grand Total | 65% 81% | 35% 91% | 68% 96% | 71% 93% | 76% 99% | 84% 95% |



# 2 Program Demographics ENTR

Choose individual course via filter or see Appendix A for full demographic course details

course_
All

Academic Year

| Age Category | 2014-15 Headcount | 2014-15 FTES | 2015-16 Headcount | 2015-16 FTES | 2016-17 Headcount | 2016-17 FTES | 2017-18 Headcount | 2017-18 FTES | 2018-19 Headcount | 2018-19 FTES | 2019-20 Headcount | 2019-20 FTES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Under 20 | 13 | 1.37 | 20 | 2.07 | 57 | 5.16 | 89 | 9.02 | 92 | 9.26 | 69 | 6.94 |
| 20-24 | 14 | 1.48 | 19 | 1.97 | 12 | 1.24 | 14 | 1.48 | 12 | 1.24 | 12 | 1.35 |
| 25-29 | 5 | 0.53 | 4 | 0.41 | 5 | 0.52 | 4 | 0.42 | 4 | 0.41 | 2 | 0.21 |
| 30-34 | 2 | 0.32 | | | | | 1 | 0.10 | 2 | 0.21 | 3 | 0.31 |
| 35-39 | 2 | 0.21 | 2 | 0.21 | 1 | 0.10 | 2 | 0.21 | 2 | 0.21 | 2 | 0.21 |
| 40-49 | 8 | 1.05 | 4 | 0.41 | 3 | 0.31 | 2 | 0.21 | | | 3 | 0.31 |
| 50+ | 1 | 0.10 | 5 | 0.52 | | | 3 | 0.31 | 2 | 0.21 | | |

| ETHNICITY | 2014-15 Headcount | 2014-15 FTES | 2015-16 Headcount | 2015-16 FTES | 2016-17 Headcount | 2016-17 FTES | 2017-18 Headcount | 2017-18 FTES | 2018-19 Headcount | 2018-19 FTES | 2019-20 Headcount | 2019-20 FTES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Asian | 1 | 0.11 | 1 | 0.10 | 1 | 0.10 | 1 | 0.10 | 6 | 0.62 | 1 | 0.10 |
| Black | 1 | 0.21 | 4 | 0.41 | | | 1 | 0.10 | 3 | 0.30 | 3 | 0.30 |
| Filipino | | | 2 | 0.21 | 1 | 0.10 | | | 1 | 0.10 | 4 | 0.39 |
| Hispanic | 27 | 3.05 | 29 | 3.00 | 27 | 2.67 | 40 | 4.14 | 29 | 2.92 | 53 | 5.36 |
| NativeAm | | | 1 | 0.10 | 2 | 0.20 | 7 | 0.72 | 5 | 0.51 | 3 | 0.31 |
| PacIsl | | | 1 | 0.10 | | | 1 | 0.10 | 1 | 0.10 | | |
| White | 16 | 1.69 | 16 | 1.66 | 46 | 4.17 | 65 | 6.58 | 68 | 6.87 | 26 | 2.75 |

| | 2014-15 Headcount | 2014-15 FTES | 2015-16 Headcount | 2015-16 FTES | 2016-17 Headcount | 2016-17 FTES | 2017-18 Headcount | 2017-18 FTES | 2018-19 Headcount | 2018-19 FTES | 2019-20 Headcount | 2019-20 FTES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Female | 19 | 2.22 | 19 | 1.97 | 28 | 2.44 | 44 | 4.50 | 44 | 4.47 | 36 | 3.77 |
| Male | 26 | 2.84 | 35 | 3.63 | 43 | 4.25 | 69 | 7.05 | 68 | 6.86 | 54 | 5.45 |
| Unknown | | | | | 6 | 0.55 | 2 | 0.20 | 1 | 0.10 | | |

| | 2014-15 Headcount | 2014-15 FTES | 2015-16 Headcount | 2015-16 FTES | 2016-17 Headcount | 2016-17 FTES | 2017-18 Headcount | 2017-18 FTES | 2018-19 Headcount | 2018-19 FTES | 2019-20 Headcount | 2019-20 FTES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| First Time | 6 | 0.6 | 10 | 1.0 | 5 | 0.5 | 10 | 1.0 | 8 | 0.8 | 20 | 2.1 |
| First Time Transfer | 2 | 0.2 | 5 | 0.5 | | | 4 | 0.4 | 5 | 0.5 | 1 | 0.1 |
| Continuing | 29 | 3.3 | 31 | 3.2 | 23 | 2.4 | 26 | 2.7 | 22 | 2.3 | 22 | 2.3 |
| Returning | 9 | 0.9 | 8 | 0.8 | 2 | 0.2 | 3 | 0.3 | 4 | 0.4 | 3 | 0.3 |
| Special Admit | | | | | 47 | 4.1 | 72 | 7.2 | 74 | 7.4 | 45 | 4.5 |
| **Grand Total** | **45** | **5.1** | **54** | **5.6** | **77** | **7.2** | **115** | **11.8** | **113** | **11.4** | **90** | **9.2** |

# 2 Demographics Allan Hancock College Credit

| Age Category | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Under 20 | 4,269 | 2,742 | 4,528 | 2,759 | 5,805 | 3,105 | 6,308 | 3,155 | 6,018 | 3,326 | 7,482 | 3,583 |
| 20-24 | 6,122 | 3,441 | 6,054 | 3,341 | 5,700 | 3,398 | 5,460 | 3,190 | 5,057 | 3,070 | 4,867 | 2,853 |
| 25-29 | 2,585 | 1,182 | 2,555 | 1,118 | 2,440 | 1,255 | 2,395 | 1,212 | 2,071 | 1,101 | 2,060 | 1,089 |
| 30-34 | 1,542 | 563 | 1,533 | 528 | 1,379 | 578 | 1,327 | 556 | 1,173 | 560 | 1,130 | 507 |
| 35-39 | 944 | 320 | 969 | 292 | 924 | 357 | 891 | 328 | 758 | 319 | 844 | 342 |
| 40-49 | 1,212 | 400 | 1,262 | 356 | 1,042 | 379 | 1,040 | 384 | 801 | 328 | 874 | 324 |
| 50+ | 891 | 244 | 966 | 248 | 789 | 227 | 676 | 210 | 608 | 189 | 583 | 185 |

| ETHNICITY | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Asian | 585 | 277 | 582 | 275 | 512 | 264 | 469 | 214 | 386 | 186 | 378 | 187 |
| Black | 617 | 340 | 673 | 359 | 583 | 326 | 555 | 278 | 459 | 259 | 491 | 278 |
| Filipino | 477 | 320 | 473 | 292 | 483 | 309 | 462 | 269 | 450 | 305 | 488 | 259 |
| Hispanic | 7,959 | 4,698 | 8,196 | 4,670 | 8,206 | 4,873 | 7,475 | 4,482 | 6,604 | 4,071 | 7,536 | 4,047 |
| NativeAm | 270 | 144 | 263 | 133 | 307 | 144 | 348 | 167 | 358 | 198 | 360 | 190 |
| Other | 5 | 1 | 2 | 0 | 4 | 1 | 5 | 2 | 2 | 1 | 2 | 1 |
| PacIsl | 122 | 59 | 97 | 50 | 119 | 62 | 141 | 62 | 131 | 74 | 167 | 81 |
| White | 6,671 | 3,050 | 6,728 | 2,862 | 7,016 | 3,146 | 7,819 | 3,541 | 7,236 | 3,751 | 7,129 | 3,648 |

| | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Female | 8,253 | 4,714 | 8,360 | 4,479 | 8,768 | 4,922 | 8,937 | 4,913 | 8,454 | 4,877 | 8,777 | 4,837 |
| Male | 8,445 | 4,174 | 8,643 | 4,159 | 8,340 | 4,181 | 8,126 | 4,049 | 7,027 | 3,916 | 7,521 | 3,767 |
| Unknown | 3 | 2 | 3 | 2 | 109 | 23 | 181 | 51 | 121 | 52 | 228 | 88 |

| | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| First Time | 2,904 | 1,176 | 2,920 | 1,185 | 2,777 | 1,194 | 2,562 | 1,089 | 2,666 | 1,240 | 2,620 | 1,189 |
| First Time Transfer | 2,408 | 598 | 2,634 | 616 | 2,111 | 541 | 2,352 | 656 | 1,766 | 564 | 1,540 | 447 |
| Continuing | 10,402 | 6,334 | 10,178 | 5,991 | 10,502 | 6,487 | 9,986 | 6,305 | 9,576 | 6,120 | 9,325 | 5,977 |
| Returning | 3,039 | 672 | 3,196 | 675 | 2,277 | 551 | 2,382 | 539 | 1,964 | 496 | 2,231 | 504 |
| Special Admit | 560 | 107 | 935 | 173 | 2,260 | 353 | 2,578 | 424 | 2,281 | 425 | 3,521 | 574 |
| Unknown | 13 | 3 | 6 | 2 | 4 | 0 | 1 | 0 | 1 | 0 | 2 | 0 |
| **Grand Total** | **16,700** | **8,890** | **17,004** | **8,641** | **17,217** | **9,126** | **17,235** | **9,014** | **15,597** | **8,845** | **16,523** | **8,691** |

# 3 Program Equity Outcomes ENTR

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **Under 20** | 69 | 69 | 21 | 6.94 | 95.8% | 5.8% | | 66.7% | 11.7% | |
| **20-24** | 12 | 13 | 1 | 1.35 | 91.7% | -3.0% | 1 | 41.7% | -26.2% | 4 |
| **25-29** | 2 | 2 | 0 | 0.21 | 100.0% | | | 100.0% | | |
| **30-34** | 3 | 3 | 1 | 0.31 | 100.0% | | | 50.0% | | |
| **35-39** | 2 | 2 | 1 | 0.21 | 0.0% | | | 0.0% | | |
| **40-49** | 3 | 3 | 0 | 0.31 | 100.0% | | | 100.0% | | |
| **Grand Total** | **91** | **92** | **24** | **9.32** | **94.1%** | | | **63.2%** | | |

# 3 Program Equity Outcomes ENTR

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| Asian | 1 | 1 | 0 | 0.10 | 100.0% | | | 0.0% | | |
| Black | 3 | 3 | 2 | 0.30 | 100.0% | | | 0.0% | | |
| Filipino | 4 | 4 | 1 | 0.39 | 100.0% | | | 100.0% | | |
| Hispanic | 53 | 53 | 11 | 5.36 | 97.6% | 9.2% | | 61.9% | -3.5% | 2 |
| Native Am | 3 | 3 | 2 | 0.31 | 100.0% | | | 100.0% | | |
| White | 26 | 27 | 7 | 2.75 | 85.0% | -12.9% | 4 | 65.0% | 2.5% | |
| Unknown | 1 | 1 | 1 | 0.10 | | | | | | |
| **Grand Total** | **91** | **92** | **24** | **9.32** | **94.1%** | | | **63.2%** | | |

# 3 Program Equity Outcomes ENTR

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **Female** | 36 | 37 | 7 | 3.77 | 96.7% | 4.6% | | 70.0% | 12.1% | |
| **Male** | 55 | 55 | 17 | 5.55 | 92.1% | -4.6% | 3 | 57.9% | -12.1% | 7 |
| **Grand Total** | **91** | **92** | **24** | **9.32** | **94.1%** | | | **63.2%** | | |

# 3 Program Equity Outcomes ENTR

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **First Time** | 20 | 20 | 0 | 2.07 | 90.0% | -5.8% | 2 | 25.0% | -54.2% | 11 |
| **First Time Tran..** | 1 | 1 | 0 | 0.10 | 100.0% | | | 100.0% | | |
| **Continuing** | 22 | 22 | 3 | 2.28 | 89.5% | -6.4% | 2 | 52.6% | -14.7% | 4 |
| **Returning** | 4 | 4 | 1 | 0.41 | 100.0% | | | 66.7% | | |
| **Special Admit** | 45 | 45 | 20 | 4.45 | 100.0% | 9.3% | | 100.0% | 58.1% | |
| **Grand Total** | **91** | **92** | **24** | **9.32** | **94.1%** | | | **63.2%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact |
| Under 20 | 7,482 | 28,282 | 2,460 | 3,583 | 90.4% | 0.9% | |
| 20-24 | 4,867 | 20,725 | 1,537 | 2,853 | 88.8% | -1.6% | 330 |
| 25-29 | 2,060 | 7,055 | 437 | 1,089 | 89.4% | -0.5% | 38 |
| 30-34 | 1,130 | 3,508 | 196 | 507 | 91.3% | 1.5% | |
| 35-39 | 844 | 2,403 | 154 | 342 | 90.2% | 0.4% | |
| 40-49 | 874 | 2,442 | 235 | 324 | 91.1% | 1.3% | |
| 50+ | 583 | 1,566 | 182 | 185 | 91.5% | 1.7% | |
| Grand Total | **17,034** | **65,981** | **5,201** | **8,881** | **89.9%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| Under 20 | 7,482 | 28,282 | 2,460 | 3,583 | 76.0% | -3.6% | 1,024 |
| 20-24 | 4,867 | 20,725 | 1,537 | 2,853 | 77.6% | -0.7% | 144 |
| 25-29 | 2,060 | 7,055 | 437 | 1,089 | 79.6% | 1.7% | |
| 30-34 | 1,130 | 3,508 | 196 | 507 | 83.5% | 5.8% | |
| 35-39 | 844 | 2,403 | 154 | 342 | 82.9% | 5.0% | |
| 40-49 | 874 | 2,442 | 235 | 324 | 85.6% | 7.8% | |
| 50+ | 583 | 1,566 | 182 | 185 | 83.3% | 5.3% | |
| Grand Total | **17,034** | **65,981** | **5,201** | **8,881** | **78.1%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact |
| Asian | 378 | 1,366 | 84 | 187 | 90.2% | 0.3% | |
| Black | 491 | 1,928 | 176 | 278 | 88.8% | -1.1% | 22 |
| Filipino | 488 | 1,813 | 134 | 259 | 91.2% | 1.4% | |
| Hispanic | 7,536 | 30,439 | 2,709 | 4,047 | 88.7% | -2.2% | 671 |
| Native Am | 360 | 1,475 | 151 | 190 | 85.9% | -4.1% | 60 |
| Other | 2 | 7 | 0 | 1 | 100.0% | | |
| Pac Isl | 167 | 663 | 73 | 81 | 88.6% | -1.2% | 8 |
| White | 7,129 | 26,825 | 1,707 | 3,648 | 91.3% | 2.5% | |
| Unknown | 516 | 1,465 | 167 | 190 | 90.8% | 0.9% | |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **89.9%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| Asian | 378 | 1,366 | 84 | 187 | 79.5% | 1.4% | |
| Black | 491 | 1,928 | 176 | 278 | 75.2% | -3.0% | 58 |
| Filipino | 488 | 1,813 | 134 | 259 | 80.0% | 2.0% | |
| Hispanic | 7,536 | 30,439 | 2,709 | 4,047 | 75.2% | -5.4% | 1,636 |
| Native Am | 360 | 1,475 | 151 | 190 | 73.9% | -4.3% | 64 |
| Other | 2 | 7 | 0 | 1 | 100.0% | | |
| Pac Isl | 167 | 663 | 73 | 81 | 72.4% | -5.8% | 38 |
| White | 7,129 | 26,825 | 1,707 | 3,648 | 81.7% | 6.2% | |
| Unknown | 516 | 1,465 | 167 | 190 | 76.9% | -1.2% | 18 |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **78.1%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact |
| **Female** | 8,967 | 36,046 | 2,443 | 4,909 | 89.4% | -0.9% | 337 |
| **Male** | 7,769 | 29,148 | 2,626 | 3,869 | 90.4% | 0.9% | |
| **Unknown** | 302 | 787 | 132 | 103 | 90.5% | 0.7% | |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **89.9%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
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| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| **Female** | 8,967 | 36,046 | 2,443 | 4,909 | 78.5% | 0.8% | |
| **Male** | 7,769 | 29,148 | 2,626 | 3,869 | 77.7% | -0.7% | 193 |
| **Unknown** | 302 | 787 | 132 | 103 | 74.2% | -3.9% | 31 |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **78.1%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact |
| First Time | 2,748 | 9,927 | 213 | 1,241 | 87.4% | -2.9% | 290 |
| First Time Tran.. | 1,674 | 3,393 | 172 | 488 | 92.2% | 2.5% | |
| Continuing | 9,472 | 42,926 | 4,002 | 6,043 | 89.4% | -1.4% | 581 |
| Returning | 2,235 | 4,167 | 302 | 504 | 88.1% | -1.9% | 78 |
| Special Admit | 3,739 | 5,565 | 511 | 605 | 98.1% | 9.0% | |
| Unknown | 2 | 3 | 1 | 0 | 100.0% | | |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **89.9%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| First Time | 2,748 | 9,927 | 213 | 1,241 | 65.6% | -14.9% | 1,481 |
| First Time Tran.. | 1,674 | 3,393 | 172 | 488 | 81.6% | 3.7% | |
| Continuing | 9,472 | 42,926 | 4,002 | 6,043 | 79.4% | 3.6% | |
| Returning | 2,235 | 4,167 | 302 | 504 | 75.9% | -2.3% | 96 |
| Special Admit | 3,739 | 5,565 | 511 | 605 | 91.7% | 14.8% | |
| Unknown | 2 | 3 | 1 | 0 | 100.0% | | |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **78.1%** | | |

4 Online / Onsite course comparison ENTR
*All online courses and matching onsite courses*

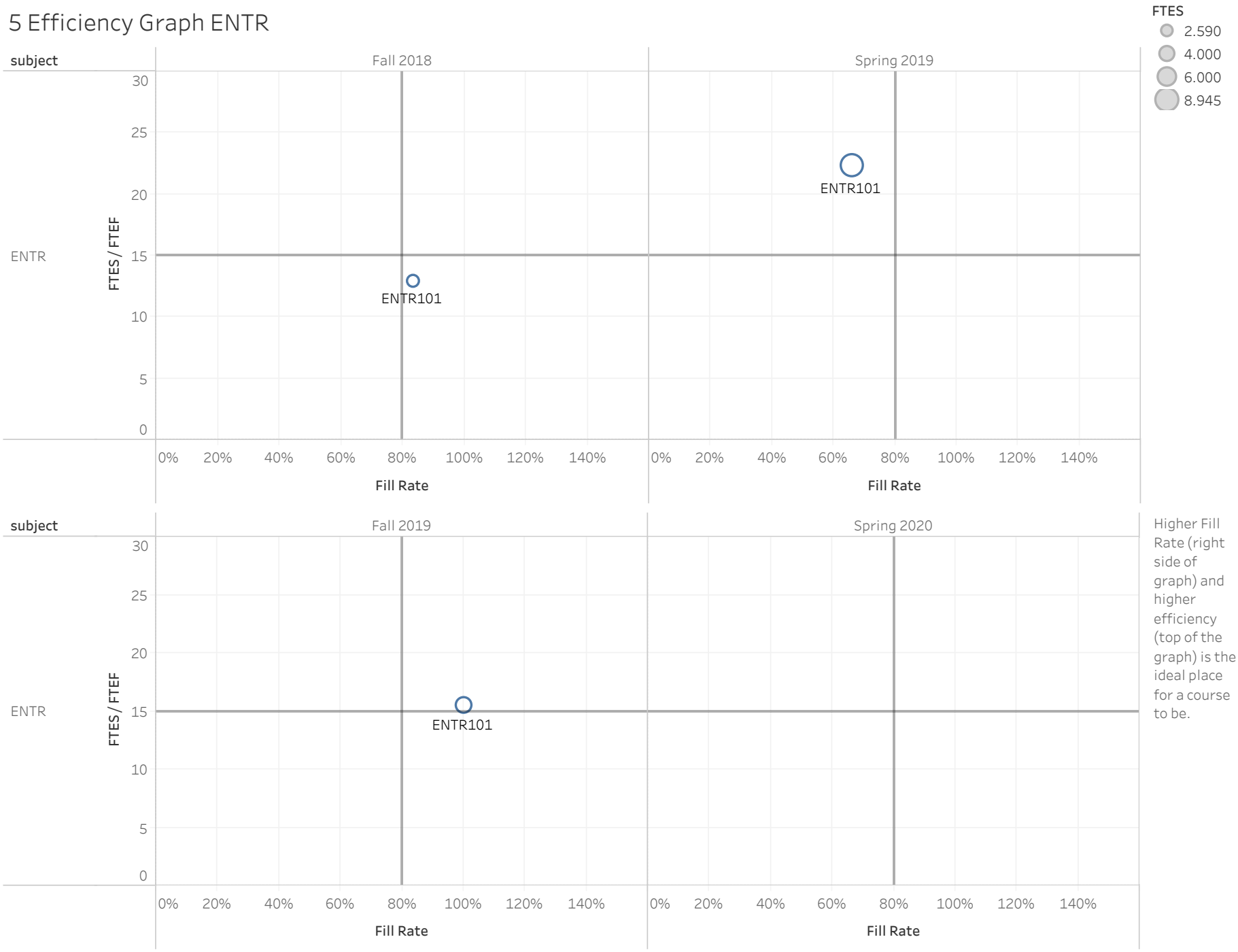
# 4 Online / Onsite Retention & Success course comparison ENTR
# *All online courses and matching onsite courses*

Measure Names

# 4 Online / Onsite credit course comparison Allan Hancock College

| | | Academic Year | | | | |
|---|---|---|---|---|---|---|
| Course Type | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Online | Headcount | 7,580 | 7,006 | 7,152 | 6,744 | 7,040 |
| | Enrollment | 15,710 | 15,695 | 15,548 | 15,081 | 15,957 |
| | Sections | 509 | 517 | 501 | 457 | 487 |
| | Retention % | 83% | 83% | 84% | 85% | 87% |
| | Success % | 64% | 66% | 67% | 68% | 73% |
| | FTES | 1,496 | 1,524 | 1,523 | 1,490 | 1,569 |
| Onsite | Headcount | 13,623 | 14,458 | 14,466 | 13,515 | 14,715 |
| | Enrollment | 50,973 | 51,353 | 49,698 | 48,165 | 50,024 |
| | Sections | 2,284 | 2,279 | 2,231 | 2,164 | 2,278 |
| | Retention % | 90% | 90% | 89% | 89% | 91% |
| | Success % | 75% | 76% | 76% | 75% | 80% |
| | FTES | 7,145 | 7,775 | 7,511 | 7,403 | 7,313 |
| **Grand Total** | Headcount | **17,009** | **17,251** | **17,276** | **15,700** | **17,034** |
| | Enrollment | **66,683** | **67,048** | **65,246** | **63,246** | **65,981** |
| | Sections | **2,793** | **2,796** | **2,732** | **2,621** | **2,765** |
| | Retention % | **88%** | **88%** | **88%** | **88%** | **90%** |
| | Success % | **72%** | **74%** | **74%** | **73%** | **78%** |
| | FTES | **8,642** | **9,298** | **9,034** | **8,893** | **8,881** |

# 5 Efficiency Graph ENTR




Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

# 5 Efficiency Table ENTR

| Academic Year | Term Code_ | course_ | FTES | FTEF+ | FTES / FTEF | Enrollment | Maximum Enrollment | MaxEnroll.. | Fill Rate |
|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | Fall 2018 | ENTR101 | 2.6 | 0.200 | 13.0 | 25 | 30 | 30.0 | 83% |
| | | Total | **2.6** | **0.200** | **13.0** | **25** | **30** | **30.0** | **83%** |
| | Spring 2019 | ENTR101 | 8.9 | 0.400 | 22.4 | 89 | 135 | 33.8 | 66% |
| | | Total | **8.9** | **0.400** | **22.4** | **89** | **135** | **33.8** | **66%** |
| | Total | | **11.5** | **0.600** | **19.2** | **114** | **165** | **33.0** | **69%** |
| 2019-20 | Fall 2019 | ENTR101 | 3.1 | 0.200 | 15.5 | 30 | 30 | 30.0 | 100% |
| | | Total | **3.1** | **0.200** | **15.5** | **30** | **30** | **30.0** | **100%** |
| | Spring 2020 | ENTR101 | 6.2 | 0.200 | 31.1 | 62 | 84 | 28.0 | 74% |
| | | Total | **6.2** | **0.200** | **31.1** | **62** | **84** | **28.0** | **74%** |
| | Total | | **9.3** | **0.400** | **23.3** | **92** | **114** | **28.5** | **81%** |
| Grand Total | | | **20.9** | **1.000** | **20.9** | **206** | **279** | **31.0** | **74%** |

## 6 Degree/Certificate Entrepreneurship

| | | | | | Academic Year Graduation Desc | |
|---|---|---|---|---|---|---|
| | Program Desc | Degree | Degree Major | Degree Desc (group) | 2015-2016 | 2017-2018 |
| Unduplicated | Entrepreneurs.. | AS | Entrepreneurship | Associate in Science (S) | | 1 |
| | | C1 | Entrepreneurship | 12 to fewer than 18 units (B) | 1 | |
| Duplicated | Entrepreneurs.. | AS | Entrepreneurship | Associate in Science (S) | | 1 |
| | | C1 | Entrepreneurship | 12 to fewer than 18 units (B) | 1 | |
| Unduplicated | Total | | | | 1 | 1 |
| Duplicated | Total | | | | 1 | 1 |

## 6 Majors Entrepreneurship - Headcount

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| Entrepreneurship | 41 | 67 | 64 | 89 | 65 | 82 |
| Grand Total | 41 | 67 | 64 | 89 | 65 | 82 |

# 6 Entrepreneurship Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

| | | | | | Academic Year Graduation .. | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | 2015-2016 | | 2017-2018 | |
| Program.. | Degree | Degree Major | Degree Desc (group) | Major .. | HC | % | HC | % |
| Entrepre.. | AS | Entrepreneurship | Associate in Science (S) | Match | | | 1 | 100% |
| | C1 | Entrepreneurship | 12 to fewer than 18 units .. | Split | 1 | 100% | | |
| | Total | | | | 1 | 100% | 1 | 100% |

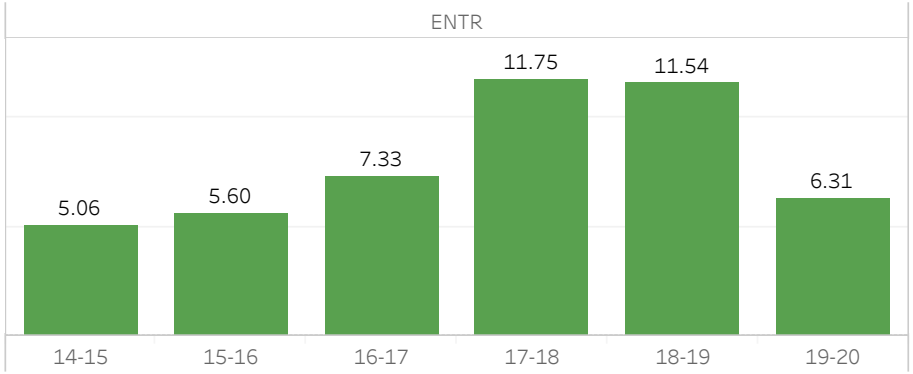
# 6 Degree/Certificate Allan Hancock College

| | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|
| | Degree Desc (group) | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Unduplicated | 6 to fewer than 18 units (E) | 235 | 253 | 318 | 303 | 277 | 246 |
| | 12 to fewer than 18 units (B) | | 1 | | 11 | 11 | 16 |
| | 18 to fewer than 30 units (L) | 172 | 149 | 180 | 146 | 168 | 113 |
| | 30 to fewer than 60 units (T) | 555 | 511 | 596 | 634 | 697 | 674 |
| | 60+ units (F) | 37 | 38 | 34 | 33 | 38 | 28 |
| | Associate in Arts - Transfer | 42 | 92 | 126 | 159 | 163 | 218 |
| | Associate in Arts (A) | 571 | 494 | 523 | 493 | 589 | 880 |
| | Associate in Science - Transfe | 90 | 95 | 128 | 126 | 191 | 226 |
| | Associate in Science (S) | 299 | 277 | 319 | 313 | 321 | 304 |
| | NC Cert 48 to <96 hrs (H) | 29 | 3 | 10 | 22 | 21 | 8 |
| | NC Cert 192 to <288 hrs (K) | 5 | 7 | 5 | 1 | 6 | 13 |
| | NC Cert 288 to <480 hrs (P) | 4 | 2 | 27 | 46 | 38 | 31 |
| | NC Cert 480 to <960 hrs (Q) | | | | 2 | 9 | 29 |
| | Other Credit Award <6 units(O) | 42 | 129 | 124 | 126 | 94 | 151 |
| Duplicated | 6 to fewer than 18 units (E) | 240 | 261 | 365 | 330 | 299 | 267 |
| | 12 to fewer than 18 units (B) | | 1 | | 11 | 11 | 16 |
| | 18 to fewer than 30 units (L) | 184 | 157 | 188 | 166 | 182 | 122 |
| | 30 to fewer than 60 units (T) | 575 | 527 | 624 | 671 | 738 | 700 |
| | 60+ units (F) | 37 | 38 | 34 | 33 | 38 | 28 |
| | Associate in Arts - Transfer | 42 | 95 | 130 | 163 | 164 | 229 |
| | Associate in Arts (A) | 795 | 709 | 726 | 737 | 814 | 1,434 |
| | Associate in Science - Transfe | 98 | 99 | 133 | 138 | 207 | 235 |
| | Associate in Science (S) | 318 | 307 | 347 | 345 | 350 | 335 |
| | NC Cert 48 to <96 hrs (H) | 29 | 3 | 10 | 23 | 21 | 8 |
| | NC Cert 192 to <288 hrs (K) | 5 | 7 | 5 | 1 | 6 | 13 |
| | NC Cert 288 to <480 hrs (P) | 4 | 2 | 34 | 46 | 39 | 32 |
| | NC Cert 480 to <960 hrs (Q) | | | | 2 | 9 | 29 |
| | Other Credit Award <6 units(O) | 63 | 142 | 136 | 150 | 105 | 161 |
| Unduplicated | Total | **1,517** | **1,491** | **1,703** | **1,673** | **1,802** | **1,923** |
| Duplicated | Total | **2,390** | **2,348** | **2,732** | **2,816** | **2,983** | **3,609** |

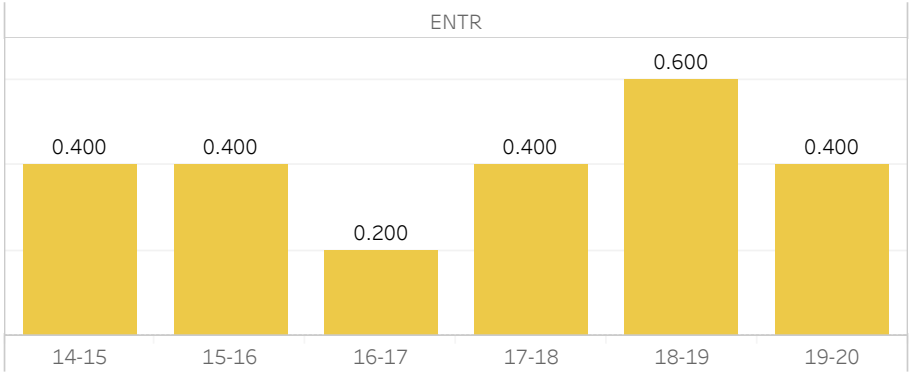
# 7 FTEF+Overload, FTES & Efficiency - ENTR

| Academic Year | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | |
| FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF |
| 0.400 | 5.06 | 12.64 | 0.400 | 5.60 | 13.99 | 0.200 | 7.33 | 36.67 | 0.400 | 11.75 | 29.38 | 0.600 | 11.54 | 19.23 | 0.400 | 6.31 | 15.78 |

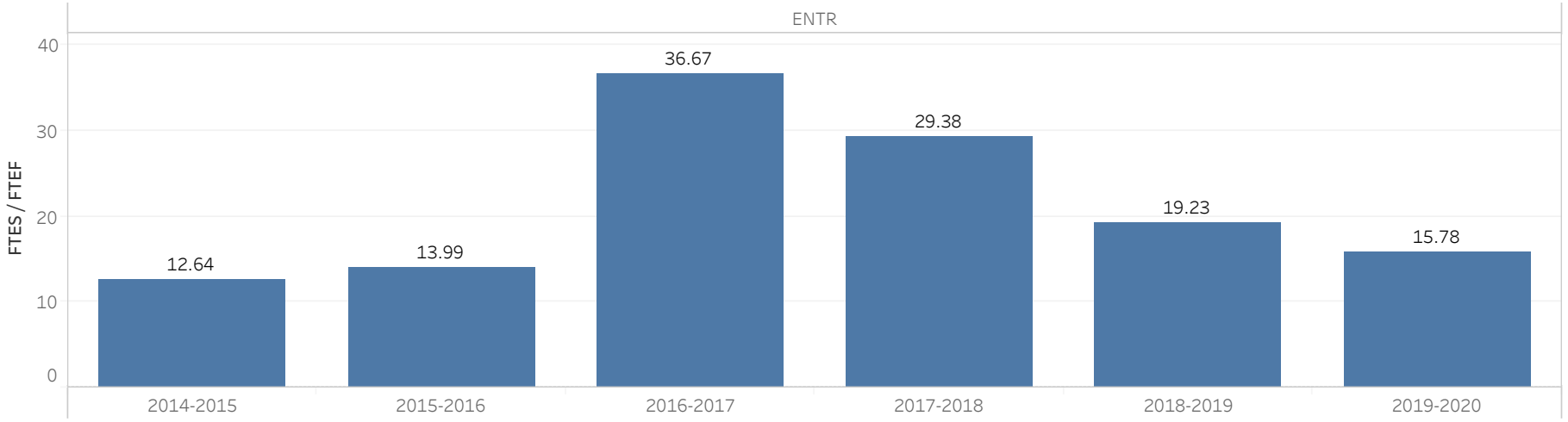
## FTES




## FTEF




## FTEF/ FTES



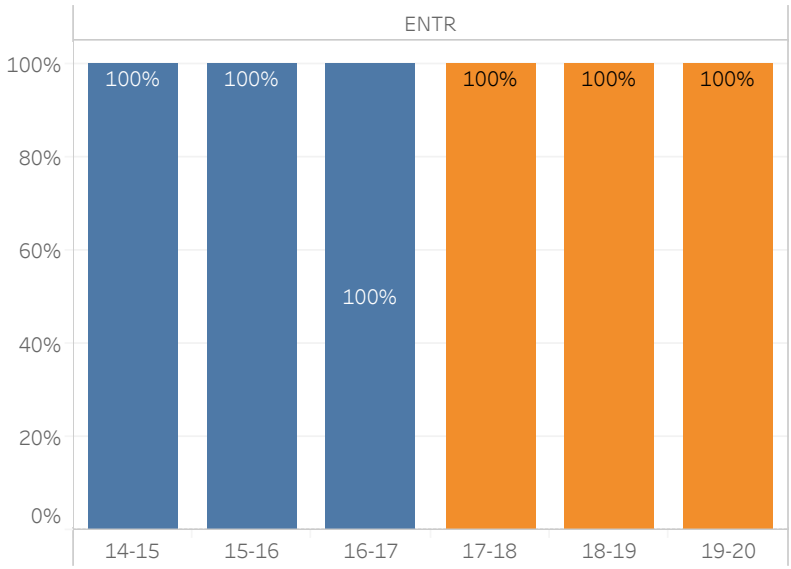
## 7 FTEF, overload, sections by faculty type ENTR

| SUBJECT | Faculty Type | 2014-2015 FTEF | 2014-2015 Overload | 2014-2015 Faculty | 2014-2015 Sections | 2015-2016 FTEF | 2015-2016 Overload | 2015-2016 Faculty | 2015-2016 Sections | 2016-2017 FTEF | 2016-2017 Overload | 2016-2017 Faculty | 2016-2017 Sections |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENTR | Instructional - FT | 0.200 | 0.200 | 1.000 | 3.000 | 0.200 | 0.200 | 1.000 | 2.000 | 0.200 | 0.000 | 1.000 | 1.000 |
| | Instructional - PT | | | | | | | | | 0.000 | 0.000 | 1.000 | 2.000 |
| **Grand Total** | | **0.200** | **0.200** | **1.000** | **3.000** | **0.200** | **0.200** | **1.000** | **2.000** | **0.200** | **0.000** | **2.000** | **3.000** |

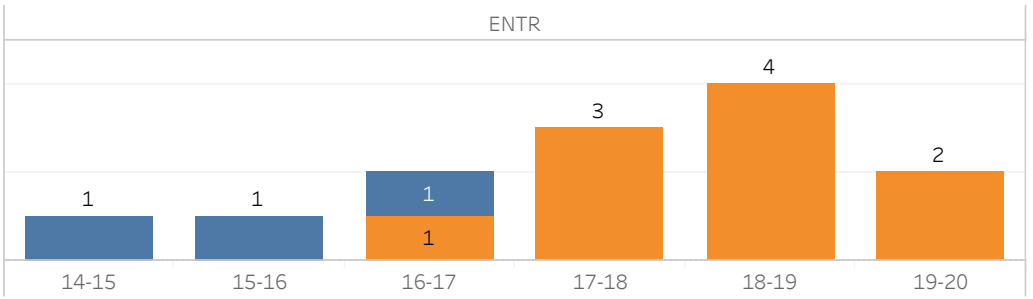
| SUBJECT | Faculty Type | 2017-2018 FTEF | 2017-2018 Overload | 2017-2018 Faculty | 2017-2018 Sections | 2018-2019 FTEF | 2018-2019 Overload | 2018-2019 Faculty | 2018-2019 Sections | 2019-2020 FTEF | 2019-2020 Overload | 2019-2020 Faculty | 2019-2020 Sections |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENTR | Instructional - PT | 0.400 | 0.000 | 3.000 | 5.000 | 0.600 | 0.000 | 4.000 | 5.000 | 0.400 | 0.000 | 2.000 | 3.000 |
| **Grand Total** | | **0.400** | **0.000** | **3.000** | **5.000** | **0.600** | **0.000** | **4.000** | **5.000** | **0.400** | **0.000** | **2.000** | **3.000** |

Faculty Type
Instructional - FT
Instructional - PT

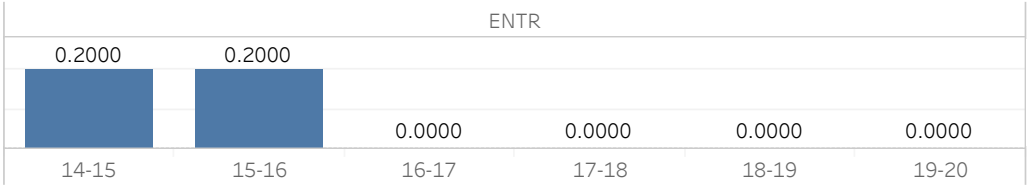
## %FTEF by Faculty Type




## Faculty count by type



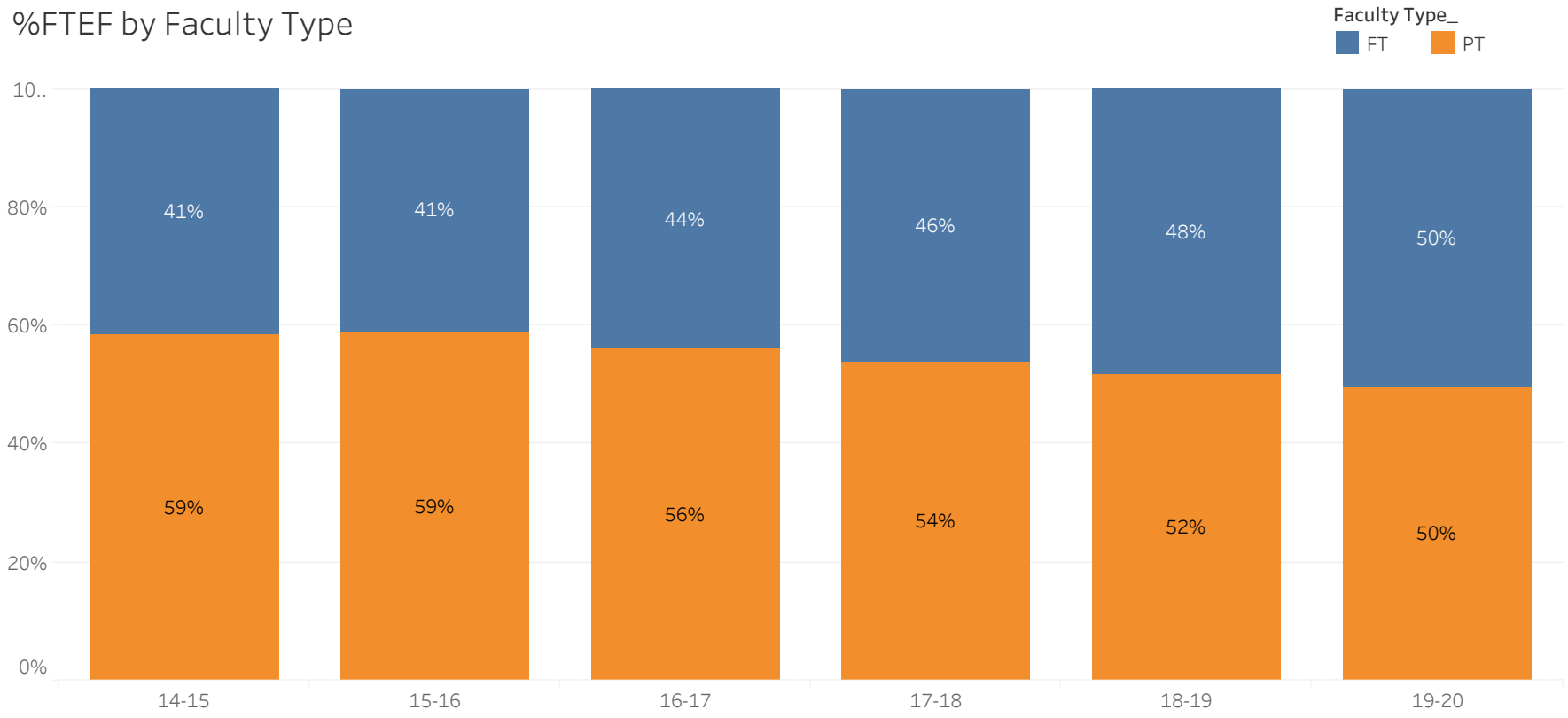

## Overload



## 7 FTEF+Overload by Faculty Type Allan Hancock College

| | | Academic Year | | | | | |
|---|---|---|---|---|---|---|---|
| Instruction Type | Faculty Type | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Instructional | Instructional - FT | 277.160 | 288.448 | 307.136 | 313.022 | 314.389 | 311.083 |
| | Instructional - PT | 358.454 | 379.747 | 356.486 | 332.909 | 314.331 | 298.089 |
| | Total | **635.614** | **668.195** | **663.622** | **645.931** | **628.720** | **609.172** |
| NonInstructional | NonInstructional - FT | 73.988 | 70.677 | 70.965 | 74.347 | 77.457 | 94.311 |
| | NonInstructional - PT | 34.646 | 35.110 | 33.486 | 35.313 | 29.225 | 25.802 |
| | Total | **108.634** | **105.787** | **104.451** | **109.660** | **106.682** | **120.113** |
| Grand Total | | **744.248** | **773.982** | **768.073** | **755.591** | **735.402** | **729.285** |

## %FTEF by Faculty Type



# Appendix A: Program/Course Demographics by Outcome ENTR

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **ENTR101** | Under 20 | 89 | 9.02 | 94% | 69% | 92 | 9.26 | 95% | 71% | 69 | 6.94 | 96% | 67% |
| | 20-24 | 14 | 1.48 | 71% | 57% | 12 | 1.24 | 100% | 83% | 12 | 1.35 | 92% | 42% |
| | 25-29 | 4 | 0.42 | 100% | 75% | 4 | 0.41 | 75% | 75% | 2 | 0.21 | 100% | 100% |
| | 30-34 | 1 | 0.10 | 100% | 100% | 2 | 0.21 | 100% | 50% | 3 | 0.31 | 100% | 50% |
| | 35-39 | 2 | 0.21 | 100% | 0% | 2 | 0.21 | 100% | 100% | 2 | 0.21 | 0% | 0% |
| | 40-49 | 2 | 0.21 | 50% | 50% | | | | | 3 | 0.31 | 100% | 100% |
| | 50+ | 3 | 0.31 | 100% | 67% | 2 | 0.21 | 50% | 50% | | | | |

# Appendix A: Program/Course Demographics by Outcome ENTR

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **ENTR101** | Asian | 1 | 0.10 | 100% | 100% | 6 | 0.62 | 100% | 100% | 1 | 0.10 | 100% | 0% |
| | Black | 1 | 0.10 | 0% | 0% | 3 | 0.30 | 100% | 33% | 3 | 0.30 | 100% | 0% |
| | Filipino | | | | | 1 | 0.10 | 100% | 0% | 4 | 0.39 | 100% | 100% |
| | Hispanic | 40 | 4.14 | 90% | 60% | 29 | 2.92 | 97% | 69% | 53 | 5.36 | 98% | 62% |
| | Native Am | 7 | 0.72 | 86% | 43% | 5 | 0.51 | 100% | 80% | 3 | 0.31 | 100% | 100% |
| | Pac Isl | 1 | 0.10 | 0% | 0% | 1 | 0.10 | 100% | 100% | | | | |
| | White | 65 | 6.58 | 95% | 74% | 68 | 6.87 | 93% | 74% | 26 | 2.75 | 85% | 65% |
| | Unknown | | | | | 1 | 0.10 | 0% | 0% | 1 | 0.10 | | |

# Appendix A: Program/Course Demographics by Outcome ENTR

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **ENTR101** | Female | 44 | 4.50 | 95% | 70% | 45 | 4.57 | 91% | 73% | 36 | 3.77 | 97% | 70% |
| | Male | 69 | 7.05 | 88% | 62% | 68 | 6.86 | 96% | 71% | 55 | 5.55 | 92% | 58% |
| | Unknown | 2 | 0.20 | 100% | 100% | 1 | 0.10 | 100% | 100% | | | | |

# Appendix A: Program/Course Demographics by Outcome ENTR

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **ENTR101** | First Time | 10 | 1.05 | 60% | 30% | 9 | 0.93 | 56% | 33% | 20 | 2.07 | 90% | 25% |
| | First Time Transfer | 4 | 0.41 | 75% | 50% | 5 | 0.52 | 100% | 60% | 1 | 0.10 | 100% | 100% |
| | Continuing | 26 | 2.73 | 88% | 50% | 22 | 2.28 | 91% | 59% | 22 | 2.28 | 89% | 53% |
| | Returning | 3 | 0.32 | 67% | 33% | 4 | 0.41 | 75% | 75% | 4 | 0.41 | 100% | 67% |
| | Special Admit | 72 | 7.24 | 99% | 79% | 74 | 7.39 | 100% | 81% | 45 | 4.45 | 100% | 100% |

# Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

| | | | | | | Academic Year Graduati.. | |
|---|---|---|---|---|---|---|---|
| Major Match | Program Desc | Degree | Degree Major | Student Major | Degree Desc (group) | 2015-2016 | 2017-2018 |
| Match | Entrepr.. | AS | Entrepreneurship | Entrepreneurship | Associate in Science (S) | | 1 |
| | | Total | | | | | 1 |
| | Total | | | | | | 1 |
| Split | Entrepr.. | C1 | Entrepreneurship | Management | 12 to fewer than 18 unit.. | 1 | |
| | | Total | | | | 1 | |
| | Total | | | | | 1 | |
| Grand Total | | | | | | 1 | 1 |

# Program Data

Contents

1 - Enrollment, headcount, sections, FTES, retention, success
2 - Demographics
3 - Equity outcomes
4 - Online\Face to face comparison
5 - Efficiency
6 - Program awards & majors
7 - Faculty load
A - Course demographic detail
B - Awards by major detail

## STEP 1 | Choose subjects: PLGL

Subjects: PLGL

## STEP 2 | Choose awards: Paralegal Studies

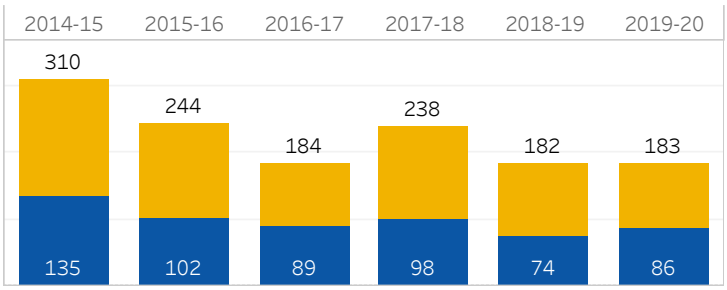
Awards: Paralegal Studies

## STEP 3 | Choose majors: Paralegal Studies

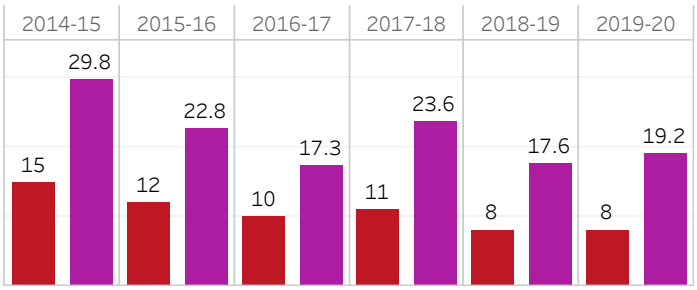
Student Majors: Paralegal Studies

## Quick Program Facts

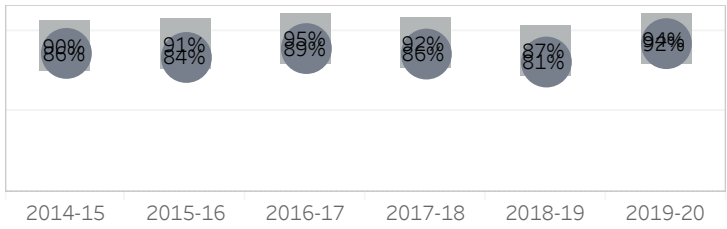
Headcount (undup)=Blue | Enrollment (dup)=Gold



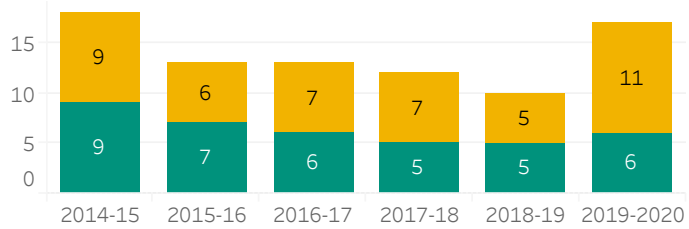

Sections=Red | FTES=Purple



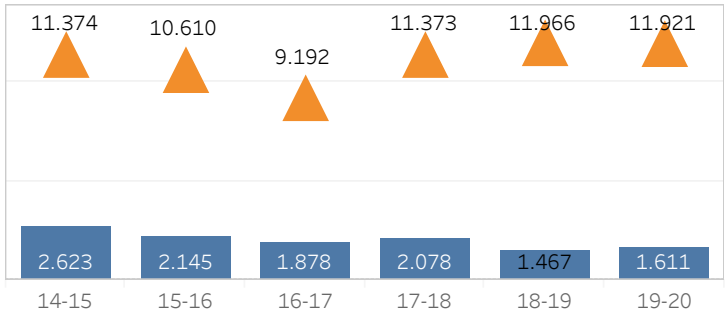

Retention=square | Success=circle



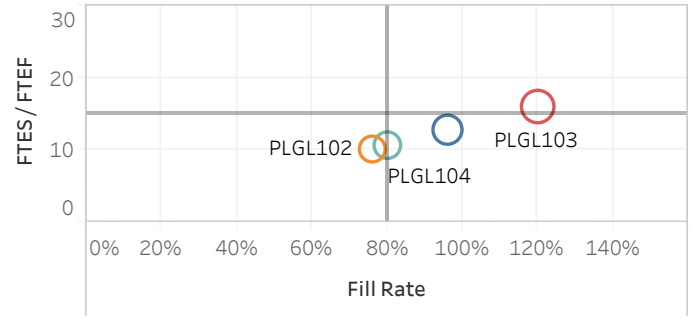

Credit Awards - Gold=Cert | Green=AA/AS / Pink=ADT




FTEF=Bar | FTES/FTEF=Triangle




Program Efficiency Fall 2019




Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

## 1 Outcomes PLGL

course_
All

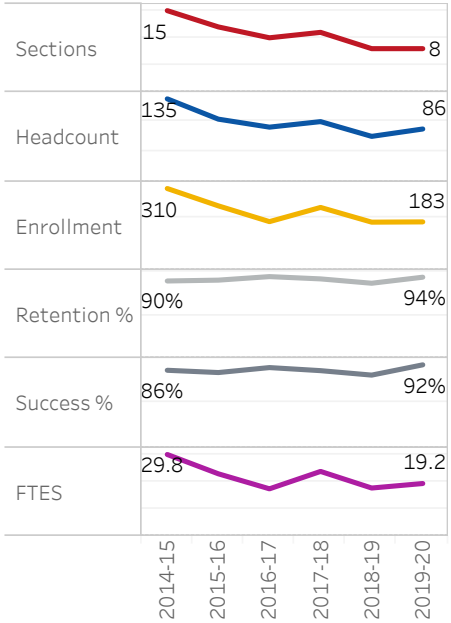
EW Grade
Exclude EW

| | Sum 2014 | Fall 2014 | Spring 2015 | Sum 2015 | Fall 2015 | Spring 2016 | Sum 2016 | Fall 2016 | Spring 2017 | Sum 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 | Sum 2019 | Fall 2019 | Spring 2020 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sections | 2 | 6 | 7 | 1 | 5 | 6 | 1 | 4 | 5 | 1 | 5 | 5 | 5 | 3 | 1 | 4 | 3 |
| Headcount | 36 | 92 | 76 | 28 | 71 | 67 | 19 | 63 | 48 | 24 | 64 | 57 | 62 | 47 | 36 | 60 | 34 |
| Enrollment | 45 | 137 | 128 | 28 | 104 | 112 | 19 | 91 | 74 | 24 | 116 | 98 | 107 | 75 | 36 | 93 | 54 |
| retained | 44 | 117 | 118 | 27 | 89 | 106 | 18 | 85 | 72 | 24 | 106 | 90 | 88 | 71 | 34 | 87 | 48 |
| Retention % | 98% | 85% | 92% | 96% | 86% | 95% | 95% | 93% | 97% | 100% | 91% | 92% | 82% | 95% | 94% | 94% | 96% |
| success | 44 | 114 | 109 | 27 | 78 | 99 | 18 | 76 | 70 | 24 | 94 | 86 | 77 | 70 | 34 | 83 | 48 |
| Success % | 98% | 83% | 85% | 96% | 75% | 88% | 95% | 84% | 95% | 100% | 81% | 88% | 72% | 93% | 94% | 89% | 96% |
| FTES | 4.7 | 13.0 | 12.2 | 2.9 | 8.8 | 11.0 | 1.8 | 7.5 | 7.9 | 2.5 | 10.7 | 10.5 | 9.5 | 8.0 | 3.5 | 9.9 | 5.8 |

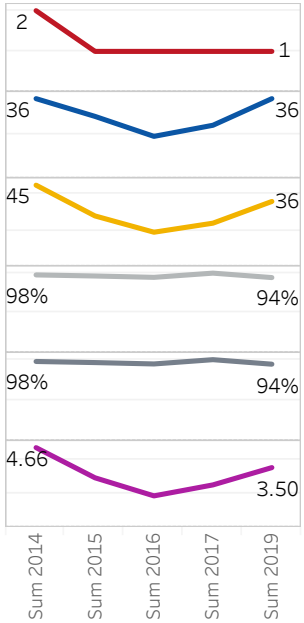
## Outcomes Allan Hancock College Credit

| | Sum 2014 | Fall 2014 | Spring 2015 | Sum 2015 | Fall 2015 | Winter 2016 | Spring 2016 | Sum 2016 | Fall 2016 | Winter 2017 | Spring 2017 | Sum 2017 | Fall 2017 | Winter 2018 | Spring 2018 | Sum 2018 | Fall 2018 | Winter 2019 | Spring 2019 | Sum 2019 | Fall 2019 | Winter 2020 | Spring 2020 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sections | 306 | 1,141 | 1,209 | 355 | 1,177 | 41 | 1,220 | 357 | 1,184 | 41 | 1,214 | 333 | 1,168 | 45 | 1,186 | 270 | 1,145 | 47 | 1,159 | 299 | 1,208 | 46 | 1,212 |
| Headco.. | 5,185 | 11,084 | 11,249 | 5,593 | 10,982 | 1,051 | 11,341 | 4,354 | 12,111 | 1,023 | 11,636 | 5,306 | 11,889 | 1,118 | 11,320 | 4,596 | 11,380 | 1,171 | 10,580 | 4,940 | 12,091 | 1,198 | 11,342 |
| Enrollm.. | 8,168 | 29,153 | 28,984 | 8,789 | 28,471 | 1,270 | 28,153 | 8,305 | 29,268 | 1,314 | 28,161 | 8,052 | 28,754 | 1,480 | 26,960 | 6,868 | 28,650 | 1,535 | 26,193 | 7,252 | 30,166 | 1,586 | 26,977 |
| Retention % | 89% | 87% | 85% | 90% | 86% | 84% | 89% | 90% | 88% | 87% | 88% | 90% | 87% | 87% | 88% | 90% | 87% | 88% | 88% | 92% | 88% | 87% | 92% |
| Success % | 78% | 70% | 71% | 77% | 70% | 71% | 73% | 80% | 71% | 77% | 74% | 80% | 71% | 79% | 74% | 80% | 71% | 79% | 74% | 81% | 72% | 75% | 85% |
| FTES | 944 | 3,900 | 4,048 | 1,009 | 3,807 | 111 | 3,715 | 967 | 4,197 | 115 | 4,020 | 900 | 4,126 | 139 | 3,869 | 835 | 4,061 | 169 | 3,827 | 846 | 4,136 | 138 | 3,763 |

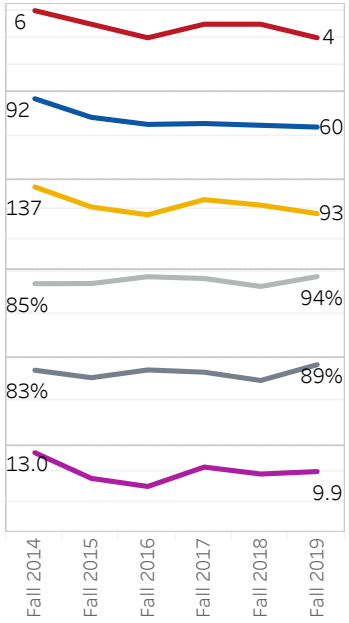
## PLGL Academic Year




## Summer Terms

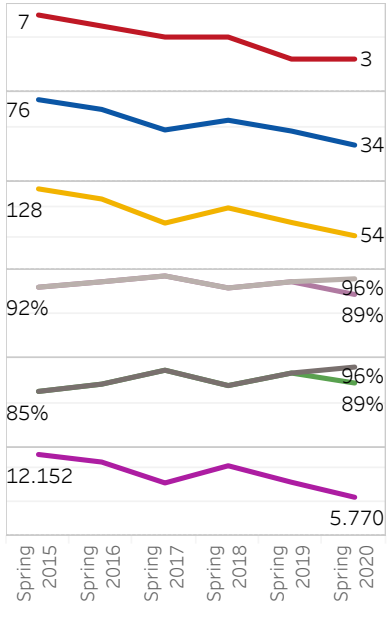



## Fall Terms

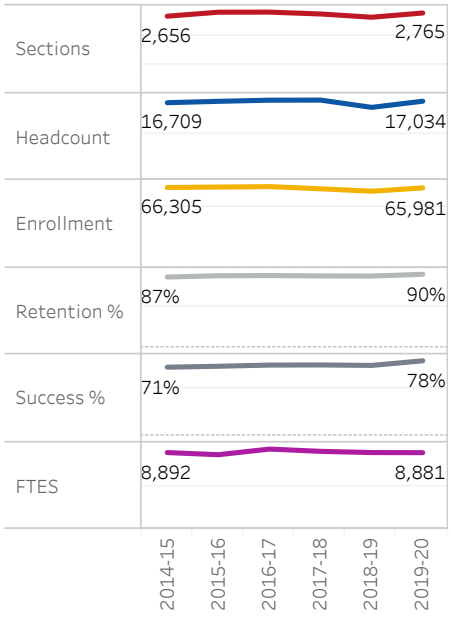



## Winter Terms

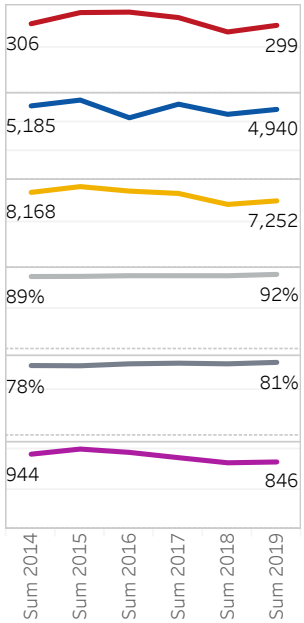
## Spring Terms



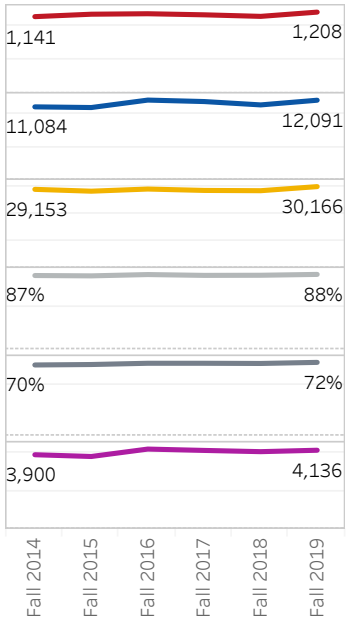

## AHC Credit Academic Year



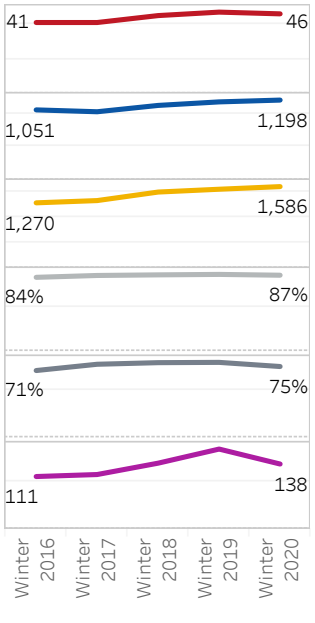

## Summer Terms



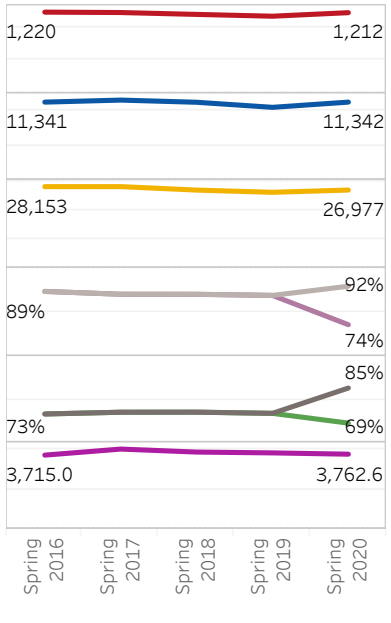

## Fall Terms




## Winter Terms




## Spring Terms



## 1 Retention & Success by academic year by course PLGL

| course_ | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PLGL101 | 86% | 86% | 94% | 94% | 97% | 97% | 91% | 93% | 82% | 82% | 96% | 96% |
| PLGL102 | 78% | 86% | 84% | 84% | 94% | 97% | 67% | 82% | 65% | 75% | 84% | 95% |
| PLGL103 | 90% | 97% | 72% | 89% | 88% | 94% | 79% | 88% | | | 93% | 93% |
| PLGL104 | 72% | 72% | 63% | 74% | 71% | 88% | 78% | 89% | 63% | 83% | 80% | 90% |
| PLGL105 | 81% | 88% | 93% | 93% | 100% | 100% | 83% | 91% | 92% | 96% | 87% | 87% |
| PLGL106 | 100% | 100% | 96% | 96% | | | | | | | 94% | 94% |
| PLGL107 | 93% | 100% | 62% | 97% | 70% | 91% | 86% | 100% | 68% | 86% | | |
| PLGL108 | 78% | 94% | | | | | | | | | | |
| PLGL109 | 93% | 93% | 96% | 96% | 100% | 100% | 100% | 100% | 95% | 95% | 100% | 100% |
| PLGL110 | 82% | 82% | 86% | 86% | 95% | 95% | 95% | 95% | 84% | 84% | | |
| PLGL111 | | | | | | | 100% | 100% | 93% | 93% | 100% | 100% |
| Grand Total | 86% | **90%** | 84% | **91%** | 89% | **95%** | 86% | **92%** | 81% | **87%** | 92% | **94%** |

Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter excludes 201410, 201420 and 201440. The CB04 filter keeps C, D and N. The subject filter keeps PLGL. The course filter has multiple members selected.

**Measure Names**

- Retention %
- Success %

# 1 Retention & Success by summer term by course PLGL

Term Code_

| course | Sum 2014 | Sum 2015 | Sum 2016 | Sum 2017 | Sum 2019 |
|---|---|---|---|---|---|
| PLGL102 | | | 95% 95% | | |
| PLGL106 | 100% 100% | 96% 96% | | | 94% 94% |
| PLGL109 | 96% 96% | | | | |
| PLGL111 | | | | 100% 100% | |
| Grand Total | 98% 98% | 96% 96% | 95% 95% | 100% 100% | 94% 94% |

Measure Names

- Retention %
- Success %

# 1 Retention & Success by fall term by course PLGL

| course_ | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|---|---|---|---|---|---|---|
| PLGL101 | 85% 85% | 88% 88% | 100% 100% | 89% 93% | 82% 82% | 96% 96% |
| PLGL102 | 81% 81% | 75% 75% | | 55% 80% | 65% 75% | 84% 95% |
| PLGL103 | | | | | | 93% 93% |
| PLGL104 | 72% 72% | 63% 74% | 71% 88% | 78% 89% | 63% 83% | 80% 90% |
| PLGL107 | 100% 100% | 62% 96% | 70% 91% | 86% 100% | 68% 86% | |
| PLGL108 | 78% 94% | | | | | |
| PLGL110 | 82% 82% | 86% 86% | 95% 95% | 95% 95% | 84% 84% | |
| Grand Total | 83% 85% | 75% 86% | 84% 93% | 81% 91% | 72% 82% | 89% 94% |

Measure Names

Retention %

Success %

# 1 Retention & Success by spring term by course PLGL

| course_ | Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 |
|---|---|---|---|---|---|---|
| PLGL101 | 88% 88% | 100% 100% | 93% 93% | 93% 93% | | |
| PLGL102 | 75% 90% | 90% 90% | 92% 100% | 85% 85% | | |
| PLGL103 | 90% 97% | 72% 89% | 88% 94% | 79% 88% | | |
| PLGL105 | 81% 88% | 93% 93% | 100% 100% | 83% 91% | 92% 96% | 87% 87% |
| PLGL107 | 84% 100% | 64% 100% | | | | |
| PLGL109 | 89% 89% | 96% 96% | 100% 100% | 100% 100% | 95% 95% | 100% 100% |
| PLGL111 | | | | | 93% 93% | 100% 100% |
| Grand Total | 85% 92% | 88% 95% | 95% 97% | 88% 92% | 93% 95% | 96% 96% |

Measure Names

Retention %

Success %

# 2 Program Demographics PLGL

Choose individual course via filter or see Appendix A for full demographic course details

course_
All

Academic Year

| | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Age Category | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Under 20 | 6 | 0.92 | 8 | 1.19 | 9 | 1.27 | 9 | 1.31 | 3 | 0.32 | 9 | 1.06 |
| 20-24 | 35 | 8.10 | 20 | 2.97 | 15 | 3.22 | 20 | 4.10 | 18 | 4.55 | 17 | 3.14 |
| 25-29 | 18 | 4.21 | 19 | 4.27 | 16 | 2.88 | 16 | 3.25 | 10 | 2.70 | 14 | 2.75 |
| 30-34 | 17 | 3.67 | 13 | 2.56 | 12 | 2.18 | 21 | 5.58 | 15 | 3.76 | 16 | 5.04 |
| 35-39 | 24 | 4.34 | 13 | 3.18 | 13 | 2.68 | 12 | 2.94 | 9 | 2.12 | 13 | 2.95 |
| 40-49 | 19 | 4.67 | 21 | 5.60 | 17 | 3.41 | 15 | 4.61 | 14 | 1.98 | 10 | 1.65 |
| 50+ | 18 | 3.92 | 14 | 2.99 | 8 | 1.62 | 9 | 1.84 | 9 | 2.12 | 10 | 2.61 |

| | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ETHNICITY | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Asian | 1 | 0.21 | 1 | 0.11 | | | 2 | 0.32 | 1 | 0.11 | 1 | 0.11 |
| Black | 6 | 0.88 | 5 | 0.85 | 6 | 0.66 | 2 | 0.64 | | | 2 | 0.96 |
| Filipino | | | 2 | 0.46 | 2 | 0.20 | 1 | 0.32 | | | 3 | 0.53 |
| Hispanic | 72 | 15.28 | 52 | 12.31 | 39 | 8.37 | 42 | 9.85 | 36 | 7.74 | 38 | 7.64 |
| NativeAm | 3 | 0.35 | 1 | 0.00 | 2 | 0.21 | 4 | 0.85 | 4 | 0.60 | 3 | 0.74 |
| PacIsl | 3 | 0.25 | | | | | 2 | 0.57 | | | | |
| White | 50 | 12.86 | 41 | 9.02 | 40 | 7.82 | 44 | 11.04 | 33 | 9.11 | 38 | 9.12 |

| | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Female | 112 | 24.9 | 82 | 17.5 | 69 | 14.0 | 73 | 18.1 | 57 | 13.1 | 68 | 15.6 |
| Male | 23 | 5.0 | 20 | 5.3 | 20 | 3.3 | 23 | 5.2 | 16 | 4.1 | 16 | 3.4 |
| Unknown | | | | | | | 1 | 0.4 | 1 | 0.3 | 1 | 0.1 |

| | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| First Time | 11 | 1.4 | 10 | 1.3 | 4 | 0.4 | 4 | 0.4 | 5 | 0.6 | 5 | 0.5 |
| First Time Transfer | 7 | 1.2 | 4 | 0.5 | 12 | 1.4 | 5 | 0.9 | 1 | 0.3 | 4 | 1.3 |
| Continuing | 103 | 22.3 | 74 | 15.8 | 71 | 14.1 | 76 | 18.0 | 64 | 14.3 | 67 | 15.0 |
| Returning | 29 | 4.8 | 33 | 5.2 | 11 | 1.4 | 24 | 4.3 | 14 | 2.3 | 15 | 2.3 |
| Unknown | 2 | 0.2 | | | | | | | | | | |
| **Grand Total** | **135** | **29.8** | **102** | **22.8** | **89** | **17.3** | **97** | **23.6** | **74** | **17.6** | **85** | **19.1** |

# 2 Demographics Allan Hancock College Credit

| Age Category | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Under 20 | 4,269 | 2,742 | 4,528 | 2,759 | 5,805 | 3,105 | 6,308 | 3,155 | 6,018 | 3,326 | 7,482 | 3,583 |
| 20-24 | 6,122 | 3,441 | 6,054 | 3,341 | 5,700 | 3,398 | 5,460 | 3,190 | 5,057 | 3,070 | 4,867 | 2,853 |
| 25-29 | 2,585 | 1,182 | 2,555 | 1,118 | 2,440 | 1,255 | 2,395 | 1,212 | 2,071 | 1,101 | 2,060 | 1,089 |
| 30-34 | 1,542 | 563 | 1,533 | 528 | 1,379 | 578 | 1,327 | 556 | 1,173 | 560 | 1,130 | 507 |
| 35-39 | 944 | 320 | 969 | 292 | 924 | 357 | 891 | 328 | 758 | 319 | 844 | 342 |
| 40-49 | 1,212 | 400 | 1,262 | 356 | 1,042 | 379 | 1,040 | 384 | 801 | 328 | 874 | 324 |
| 50+ | 891 | 244 | 966 | 248 | 789 | 227 | 676 | 210 | 608 | 189 | 583 | 185 |

| ETHNICITY | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Asian | 585 | 277 | 582 | 275 | 512 | 264 | 469 | 214 | 386 | 186 | 378 | 187 |
| Black | 617 | 340 | 673 | 359 | 583 | 326 | 555 | 278 | 459 | 259 | 491 | 278 |
| Filipino | 477 | 320 | 473 | 292 | 483 | 309 | 462 | 269 | 450 | 305 | 488 | 259 |
| Hispanic | 7,959 | 4,698 | 8,196 | 4,670 | 8,206 | 4,873 | 7,475 | 4,482 | 6,604 | 4,071 | 7,536 | 4,047 |
| NativeAm | 270 | 144 | 263 | 133 | 307 | 144 | 348 | 167 | 358 | 198 | 360 | 190 |
| Other | 5 | 1 | 2 | 0 | 4 | 1 | 5 | 2 | 2 | 1 | 2 | 1 |
| PacIsl | 122 | 59 | 97 | 50 | 119 | 62 | 141 | 62 | 131 | 74 | 167 | 81 |
| White | 6,671 | 3,050 | 6,728 | 2,862 | 7,016 | 3,146 | 7,819 | 3,541 | 7,236 | 3,751 | 7,129 | 3,648 |

| | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| Female | 8,253 | 4,714 | 8,360 | 4,479 | 8,768 | 4,922 | 8,937 | 4,913 | 8,454 | 4,877 | 8,777 | 4,837 |
| Male | 8,445 | 4,174 | 8,643 | 4,159 | 8,340 | 4,181 | 8,126 | 4,049 | 7,027 | 3,916 | 7,521 | 3,767 |
| Unknown | 3 | 2 | 3 | 2 | 109 | 23 | 181 | 51 | 121 | 52 | 228 | 88 |

| | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES | Headcount | FTES |
| First Time | 2,904 | 1,176 | 2,920 | 1,185 | 2,777 | 1,194 | 2,562 | 1,089 | 2,666 | 1,240 | 2,620 | 1,189 |
| First Time Transfer | 2,408 | 598 | 2,634 | 616 | 2,111 | 541 | 2,352 | 656 | 1,766 | 564 | 1,540 | 447 |
| Continuing | 10,402 | 6,334 | 10,178 | 5,991 | 10,502 | 6,487 | 9,986 | 6,305 | 9,576 | 6,120 | 9,325 | 5,977 |
| Returning | 3,039 | 672 | 3,196 | 675 | 2,277 | 551 | 2,382 | 539 | 1,964 | 496 | 2,231 | 504 |
| Special Admit | 560 | 107 | 935 | 173 | 2,260 | 353 | 2,578 | 424 | 2,281 | 425 | 3,521 | 574 |
| Unknown | 13 | 3 | 6 | 2 | 4 | 0 | 1 | 0 | 1 | 0 | 2 | 0 |
| **Grand Total** | **16,700** | **8,890** | **17,004** | **8,641** | **17,217** | **9,126** | **17,235** | **9,014** | **15,597** | **8,845** | **16,523** | **8,691** |

# 3 Program Equity Outcomes PLGL

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **Under 20** | 9 | 10 | 1 | 1.1 | 100.0% | | | 100.0% | | |
| **20-24** | 17 | 30 | 0 | 3.1 | 86.7% | -9.3% | 3 | 86.7% | -6.6% | 2 |
| **25-29** | 14 | 26 | 0 | 2.7 | 100.0% | 6.5% | | 100.0% | 9.2% | |
| **30-34** | 16 | 48 | 0 | 5.0 | 93.8% | -0.9% | 1 | 89.6% | -3.5% | 2 |
| **35-39** | 13 | 28 | 0 | 3.0 | 92.9% | -1.8% | 1 | 85.7% | -7.7% | 3 |
| **40-49** | 10 | 16 | 3 | 1.7 | 100.0% | 6.0% | | 100.0% | 8.4% | |
| **50+** | 10 | 25 | 0 | 2.6 | 96.0% | 1.8% | | 96.0% | 4.4% | |
| **Grand Total** | **86** | **183** | **4** | **19.2** | **94.4%** | | | **92.2%** | | |

# 3 Program Equity Outcomes PLGL

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **Asian** | 1 | 1 | 0 | 0.1 | 100.0% | | | 100.0% | | |
| **Black** | 2 | 9 | 0 | 1.0 | 100.0% | | | 100.0% | | |
| **Filipino** | 3 | 5 | 1 | 0.5 | 75.0% | | | 75.0% | | |
| **Hispanic** | 38 | 73 | 1 | 7.6 | 95.8% | 2.4% | | 91.7% | -0.9% | 1 |
| **Native Am** | 3 | 7 | 0 | 0.7 | 71.4% | | | 71.4% | | |
| **White** | 38 | 87 | 2 | 9.1 | 95.3% | 1.7% | | 94.1% | 3.7% | |
| **Unknown** | 1 | 1 | 0 | 0.1 | 100.0% | | | 100.0% | | |
| **Grand Total** | **86** | **183** | **4** | **19.2** | **94.4%** | | | **92.2%** | | |

# 3 Program Equity Outcomes PLGL

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **Female** | 68 | 149 | 3 | 15.6 | 93.8% | -3.1% | 5 | 91.1% | -5.9% | 9 |
| **Male** | 17 | 33 | 1 | 3.5 | 96.9% | 3.0% | | 96.9% | 5.7% | |
| **Unknown** | 1 | 1 | 0 | 0.1 | 100.0% | | | 100.0% | | |
| **Grand Total** | **86** | **183** | **4** | **19.2** | **94.4%** | | | **92.2%** | | |

# 3 Program Equity Outcomes PLGL

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects**

| | Academic Year 2019-20 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG Retention Mod | PPG Retention Impact | Success % | PPG Success Mod | PPG Success Impact |
| **First Time** | 5 | 5 | 0 | 0.5 | 100.0% | | | 100.0% | | |
| **First Time Tran..** | 5 | 13 | 0 | 1.4 | 92.3% | | | 92.3% | | |
| **Continuing** | 67 | 143 | 4 | 15.0 | 97.1% | 12.1% | | 94.2% | 9.2% | |
| **Returning** | 15 | 22 | 0 | 2.3 | 77.3% | -19.5% | 5 | 77.3% | -17.0% | 4 |
| **Grand Total** | **86** | **183** | **4** | **19.2** | **94.4%** | | | **92.2%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact |
| Under 20 | 7,482 | 28,282 | 2,460 | 3,583 | 90.4% | 0.9% | |
| 20-24 | 4,867 | 20,725 | 1,537 | 2,853 | 88.8% | -1.6% | 330 |
| 25-29 | 2,060 | 7,055 | 437 | 1,089 | 89.4% | -0.5% | 38 |
| 30-34 | 1,130 | 3,508 | 196 | 507 | 91.3% | 1.5% | |
| 35-39 | 844 | 2,403 | 154 | 342 | 90.2% | 0.4% | |
| 40-49 | 874 | 2,442 | 235 | 324 | 91.1% | 1.3% | |
| 50+ | 583 | 1,566 | 182 | 185 | 91.5% | 1.7% | |
| Grand Total | **17,034** | **65,981** | **5,201** | **8,881** | **89.9%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| Under 20 | 7,482 | 28,282 | 2,460 | 3,583 | 76.0% | -3.6% | 1,024 |
| 20-24 | 4,867 | 20,725 | 1,537 | 2,853 | 77.6% | -0.7% | 144 |
| 25-29 | 2,060 | 7,055 | 437 | 1,089 | 79.6% | 1.7% | |
| 30-34 | 1,130 | 3,508 | 196 | 507 | 83.5% | 5.8% | |
| 35-39 | 844 | 2,403 | 154 | 342 | 82.9% | 5.0% | |
| 40-49 | 874 | 2,442 | 235 | 324 | 85.6% | 7.8% | |
| 50+ | 583 | 1,566 | 182 | 185 | 83.3% | 5.3% | |
| Grand Total | **17,034** | **65,981** | **5,201** | **8,881** | **78.1%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact |
| Asian | 378 | 1,366 | 84 | 187 | 90.2% | 0.3% | |
| Black | 491 | 1,928 | 176 | 278 | 88.8% | -1.1% | 22 |
| Filipino | 488 | 1,813 | 134 | 259 | 91.2% | 1.4% | |
| Hispanic | 7,536 | 30,439 | 2,709 | 4,047 | 88.7% | -2.2% | 671 |
| Native Am | 360 | 1,475 | 151 | 190 | 85.9% | -4.1% | 60 |
| Other | 2 | 7 | 0 | 1 | 100.0% | | |
| Pac Isl | 167 | 663 | 73 | 81 | 88.6% | -1.2% | 8 |
| White | 7,129 | 26,825 | 1,707 | 3,648 | 91.3% | 2.5% | |
| Unknown | 516 | 1,465 | 167 | 190 | 90.8% | 0.9% | |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **89.9%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| Asian | 378 | 1,366 | 84 | 187 | 79.5% | 1.4% | |
| Black | 491 | 1,928 | 176 | 278 | 75.2% | -3.0% | 58 |
| Filipino | 488 | 1,813 | 134 | 259 | 80.0% | 2.0% | |
| Hispanic | 7,536 | 30,439 | 2,709 | 4,047 | 75.2% | -5.4% | 1,636 |
| Native Am | 360 | 1,475 | 151 | 190 | 73.9% | -4.3% | 64 |
| Other | 2 | 7 | 0 | 1 | 100.0% | | |
| Pac Isl | 167 | 663 | 73 | 81 | 72.4% | -5.8% | 38 |
| White | 7,129 | 26,825 | 1,707 | 3,648 | 81.7% | 6.2% | |
| Unknown | 516 | 1,465 | 167 | 190 | 76.9% | -1.2% | 18 |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **78.1%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact |
| **Female** | 8,967 | 36,046 | 2,443 | 4,909 | 89.4% | -0.9% | 337 |
| **Male** | 7,769 | 29,148 | 2,626 | 3,869 | 90.4% | 0.9% | |
| **Unknown** | 302 | 787 | 132 | 103 | 90.5% | 0.7% | |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **89.9%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
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| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| **Female** | 8,967 | 36,046 | 2,443 | 4,909 | 78.5% | 0.8% | |
| **Male** | 7,769 | 29,148 | 2,626 | 3,869 | 77.7% | -0.7% | 193 |
| **Unknown** | 302 | 787 | 132 | 103 | 74.2% | -3.9% | 31 |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **78.1%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Retention % | PPG AHC Retention Mod | PPG AHC Retention Impact |
| First Time | 2,748 | 9,927 | 213 | 1,241 | 87.4% | -2.9% | 290 |
| First Time Tran.. | 1,674 | 3,393 | 172 | 488 | 92.2% | 2.5% | |
| Continuing | 9,472 | 42,926 | 4,002 | 6,043 | 89.4% | -1.4% | 581 |
| Returning | 2,235 | 4,167 | 302 | 504 | 88.1% | -1.9% | 78 |
| Special Admit | 3,739 | 5,565 | 511 | 605 | 98.1% | 9.0% | |
| Unknown | 2 | 3 | 1 | 0 | 100.0% | | |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **89.9%** | | |

# 3 Allan Hancock College Credit Equity Outcomes

Equity:
Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.
PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.
PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

| | Academic Year 2019-20 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Headcount | Enrollment | EW count | FTES | Success % | PPG AHC Success Mod | PPG AHC Success Impact |
| First Time | 2,748 | 9,927 | 213 | 1,241 | 65.6% | -14.9% | 1,481 |
| First Time Tran.. | 1,674 | 3,393 | 172 | 488 | 81.6% | 3.7% | |
| Continuing | 9,472 | 42,926 | 4,002 | 6,043 | 79.4% | 3.6% | |
| Returning | 2,235 | 4,167 | 302 | 504 | 75.9% | -2.3% | 96 |
| Special Admit | 3,739 | 5,565 | 511 | 605 | 91.7% | 14.8% | |
| Unknown | 2 | 3 | 1 | 0 | 100.0% | | |
| **Grand Total** | **17,034** | **65,981** | **5,201** | **8,881** | **78.1%** | | |

4 Online / Onsite course comparison PLGL

*All online courses and matching onsite courses*

# 4 Online / Onsite Retention & Success course comparison PLGL
# *All online courses and matching onsite courses*

Measure Names

# 4 Online / Onsite credit course comparison Allan Hancock College

| | | Academic Year | | | | |
|---|---|---|---|---|---|---|
| Course Type | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Online | Headcount | 7,580 | 7,006 | 7,152 | 6,744 | 7,040 |
| | Enrollment | 15,710 | 15,695 | 15,548 | 15,081 | 15,957 |
| | Sections | 509 | 517 | 501 | 457 | 487 |
| | Retention % | 83% | 83% | 84% | 85% | 87% |
| | Success % | 64% | 66% | 67% | 68% | 73% |
| | FTES | 1,496 | 1,524 | 1,523 | 1,490 | 1,569 |
| Onsite | Headcount | 13,623 | 14,458 | 14,466 | 13,515 | 14,715 |
| | Enrollment | 50,973 | 51,353 | 49,698 | 48,165 | 50,024 |
| | Sections | 2,284 | 2,279 | 2,231 | 2,164 | 2,278 |
| | Retention % | 90% | 90% | 89% | 89% | 91% |
| | Success % | 75% | 76% | 76% | 75% | 80% |
| | FTES | 7,145 | 7,775 | 7,511 | 7,403 | 7,313 |
| **Grand Total** | Headcount | **17,009** | **17,251** | **17,276** | **15,700** | **17,034** |
| | Enrollment | **66,683** | **67,048** | **65,246** | **63,246** | **65,981** |
| | Sections | **2,793** | **2,796** | **2,732** | **2,621** | **2,765** |
| | Retention % | **88%** | **88%** | **88%** | **88%** | **90%** |
| | Success % | **72%** | **74%** | **74%** | **73%** | **78%** |
| | FTES | **8,642** | **9,298** | **9,034** | **8,893** | **8,881** |

# 5 Efficiency Graph PLGL

Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

# 5 Efficiency Table PLGL

| Academic Year | Term Code_ | course_ | FTES | FTEF+ | FTES / FTEF | Enrollment | Maximum Enrollment | MaxEnroll.. | Fill Rate |
|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | Fall 2018 | PLGL101 | 2.4 | 0.200 | 11.8 | 22 | 25 | 25.0 | 88% |
| | | PLGL102 | 2.1 | 0.200 | 10.7 | 20 | 25 | 25.0 | 80% |
| | | PLGL104 | 2.6 | 0.200 | 12.8 | 24 | 25 | 25.0 | 96% |
| | | PLGL107 | 0.5 | 0.067 | 6.8 | 22 | 25 | 25.0 | 88% |
| | | PLGL110 | 2.0 | 0.200 | 10.2 | 19 | 25 | 25.0 | 76% |
| | | Total | **9.5** | **0.867** | **11.0** | **107** | **125** | **25.0** | **86%** |
| | Spring 2019 | PLGL105 | 2.6 | 0.200 | 12.8 | 24 | 25 | 25.0 | 96% |
| | | PLGL109 | 2.4 | 0.200 | 11.8 | 22 | 27 | 27.0 | 81% |
| | | PLGL111 | 3.1 | 0.200 | 15.5 | 29 | 25 | 25.0 | 116% |
| | | Total | **8.0** | **0.600** | **13.4** | **75** | **77** | **25.7** | **97%** |
| | Total | | **17.6** | **1.467** | **12.0** | **182** | **202** | **25.3** | **90%** |
| 2019-20 | Sum 2019 | PLGL106 | 3.5 | 0.211 | 16.6 | 36 | 40 | 40.0 | 90% |
| | | Total | **3.5** | **0.211** | **16.6** | **36** | **40** | **40.0** | **90%** |
| | Fall 2019 | PLGL101 | 2.6 | 0.200 | 12.8 | 24 | 25 | 25.0 | 96% |
| | | PLGL102 | 2.0 | 0.200 | 10.2 | 19 | 25 | 25.0 | 76% |
| | | PLGL103 | 3.2 | 0.200 | 16.0 | 30 | 25 | 25.0 | 120% |
| | | PLGL104 | 2.1 | 0.200 | 10.7 | 20 | 25 | 25.0 | 80% |
| | | Total | **9.9** | **0.800** | **12.4** | **93** | **100** | **25.0** | **93%** |
| | Spring 2020 | PLGL105 | 1.8 | 0.200 | 9.1 | 17 | 25 | 25.0 | 68% |
| | | PLGL109 | 1.7 | 0.200 | 8.5 | 16 | 27 | 27.0 | 59% |
| | | PLGL111 | 2.2 | 0.200 | 11.2 | 21 | 25 | 25.0 | 84% |
| | | Total | **5.8** | **0.600** | **9.6** | **54** | **77** | **25.7** | **70%** |
| | Total | | **19.2** | **1.611** | **11.9** | **183** | **217** | **27.1** | **84%** |
| Grand Total | | | **36.8** | **3.078** | **11.9** | **365** | **419** | **26.2** | **87%** |

## 6 Degree/Certificate Paralegal Studies

| | | | | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Program Desc | Degree | Degree Major | Degree Desc (group) | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Unduplicated | Paralegal Studies | AS | Paralegal Studies | Associate in Science (S) | 9 | 7 | 6 | 5 | 5 | 6 |
| | | C2 | Paralegal Studies | 18 to fewer than 30 units (L) | 9 | 6 | 7 | 7 | 5 | 11 |
| Duplicated | Paralegal Studies | AS | Paralegal Studies | Associate in Science (S) | 9 | 7 | 6 | 5 | 5 | 6 |
| | | C2 | Paralegal Studies | 18 to fewer than 30 units (L) | 9 | 6 | 7 | 7 | 5 | 11 |
| Unduplicated | Total | | | | 15 | 13 | 11 | 10 | 8 | 13 |
| Duplicated | Total | | | | 18 | 13 | 13 | 12 | 10 | 17 |

## 6 Majors Paralegal Studies - Headcount

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| Paralegal Studies | 110 | 123 | 127 | 124 | 107 | 92 |
| Grand Total | 110 | 123 | 127 | 124 | 107 | 92 |

# 6 Paralegal Studies Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

| | | | | | Academic Year Graduation Desc | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
| **Program..** | **Degree** | **Degree Major** | **Degree Desc (group)** | **Major ..** | HC | % | HC | % | HC | % | HC | % | HC | % | HC | % |
| **Paralegal Studies** | AS | Paralegal Studies | Associate in Science (S) | Match | 8 | 89% | 4 | 57% | 5 | 83% | 4 | 80% | 5 | 100% | 5 | 83% |
| | | | | Split | 1 | 11% | 3 | 43% | 1 | 17% | 1 | 20% | | | 1 | 17% |
| | C2 | Paralegal Studies | 18 to fewer than 30 units (L) | Match | 7 | 78% | 5 | 83% | 5 | 71% | 6 | 86% | 5 | 100% | 11 | 100% |
| | | | | Split | 2 | 22% | 1 | 17% | 2 | 29% | 1 | 14% | | | | |
| | Total | | | | **15** | **167%** | **13** | | **11** | | **10** | | **8** | **160%** | **13** | |

# 6 Degree/Certificate Allan Hancock College

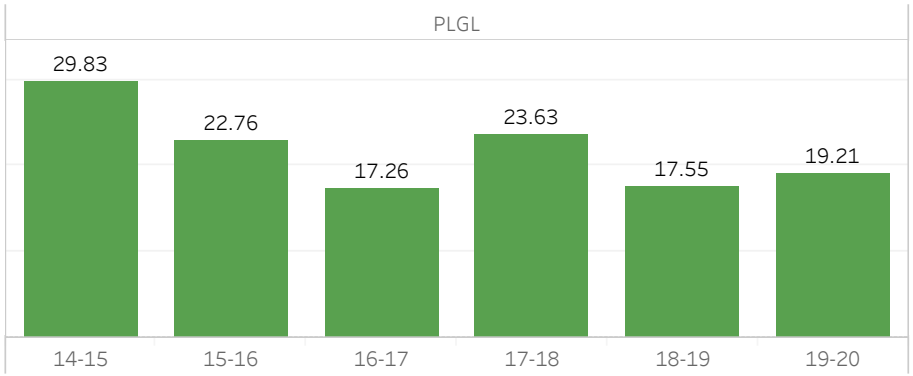
| | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|
| | Degree Desc (group) | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Unduplicated | 6 to fewer than 18 units (E) | 235 | 253 | 318 | 303 | 277 | 246 |
| | 12 to fewer than 18 units (B) | | 1 | | 11 | 11 | 16 |
| | 18 to fewer than 30 units (L) | 172 | 149 | 180 | 146 | 168 | 113 |
| | 30 to fewer than 60 units (T) | 555 | 511 | 596 | 634 | 697 | 674 |
| | 60+ units (F) | 37 | 38 | 34 | 33 | 38 | 28 |
| | Associate in Arts - Transfer | 42 | 92 | 126 | 159 | 163 | 218 |
| | Associate in Arts (A) | 571 | 494 | 523 | 493 | 589 | 880 |
| | Associate in Science - Transfe | 90 | 95 | 128 | 126 | 191 | 226 |
| | Associate in Science (S) | 299 | 277 | 319 | 313 | 321 | 304 |
| | NC Cert 48 to <96 hrs (H) | 29 | 3 | 10 | 22 | 21 | 8 |
| | NC Cert 192 to <288 hrs (K) | 5 | 7 | 5 | 1 | 6 | 13 |
| | NC Cert 288 to <480 hrs (P) | 4 | 2 | 27 | 46 | 38 | 31 |
| | NC Cert 480 to <960 hrs (Q) | | | | 2 | 9 | 29 |
| | Other Credit Award <6 units(O) | 42 | 129 | 124 | 126 | 94 | 151 |
| Duplicated | 6 to fewer than 18 units (E) | 240 | 261 | 365 | 330 | 299 | 267 |
| | 12 to fewer than 18 units (B) | | 1 | | 11 | 11 | 16 |
| | 18 to fewer than 30 units (L) | 184 | 157 | 188 | 166 | 182 | 122 |
| | 30 to fewer than 60 units (T) | 575 | 527 | 624 | 671 | 738 | 700 |
| | 60+ units (F) | 37 | 38 | 34 | 33 | 38 | 28 |
| | Associate in Arts - Transfer | 42 | 95 | 130 | 163 | 164 | 229 |
| | Associate in Arts (A) | 795 | 709 | 726 | 737 | 814 | 1,434 |
| | Associate in Science - Transfe | 98 | 99 | 133 | 138 | 207 | 235 |
| | Associate in Science (S) | 318 | 307 | 347 | 345 | 350 | 335 |
| | NC Cert 48 to <96 hrs (H) | 29 | 3 | 10 | 23 | 21 | 8 |
| | NC Cert 192 to <288 hrs (K) | 5 | 7 | 5 | 1 | 6 | 13 |
| | NC Cert 288 to <480 hrs (P) | 4 | 2 | 34 | 46 | 39 | 32 |
| | NC Cert 480 to <960 hrs (Q) | | | | 2 | 9 | 29 |
| | Other Credit Award <6 units(O) | 63 | 142 | 136 | 150 | 105 | 161 |
| **Unduplicated** | Total | **1,517** | **1,491** | **1,703** | **1,673** | **1,802** | **1,923** |
| **Duplicated** | Total | **2,390** | **2,348** | **2,732** | **2,816** | **2,983** | **3,609** |

# 7 FTEF+Overload, FTES & Efficiency - PLGL

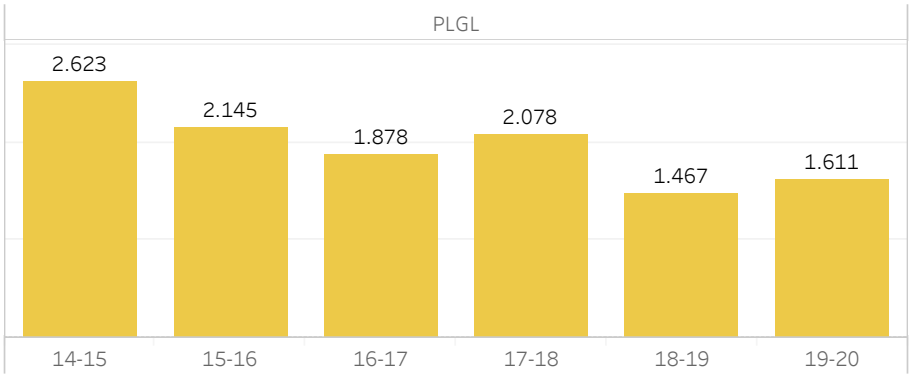
Academic Year

| 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF | FTEF+ | FTES | FTES / FTEF |
| 2.623 | 29.83 | 11.37 | 2.145 | 22.76 | 10.61 | 1.878 | 17.26 | 9.19 | 2.078 | 23.63 | 11.37 | 1.467 | 17.55 | 11.97 | 1.611 | 19.21 | 11.92 |

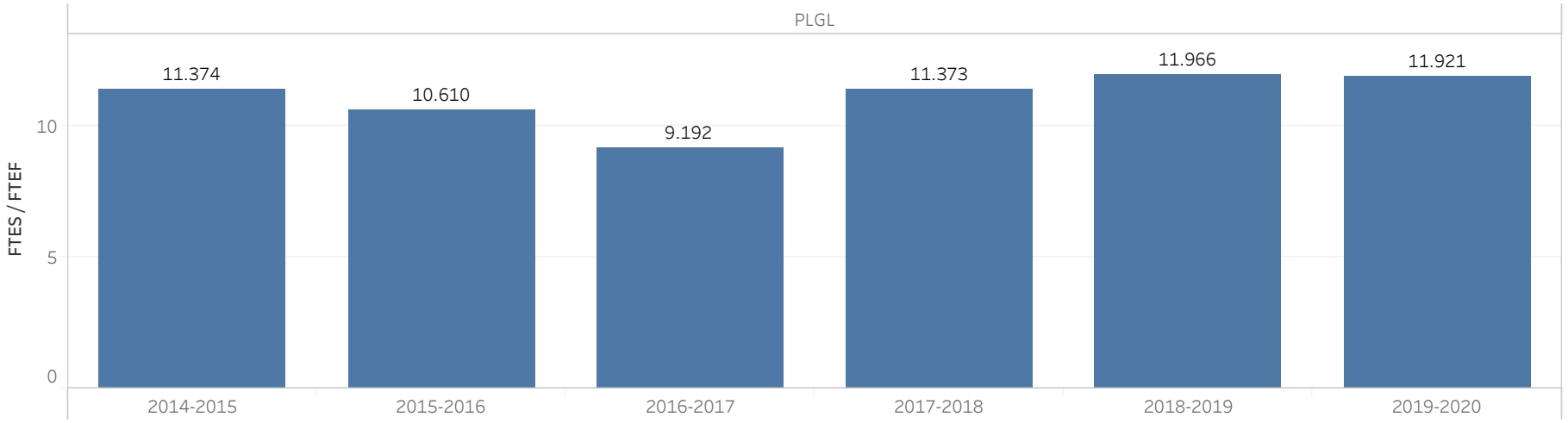
## FTES




## FTEF




## FTEF/ FTES



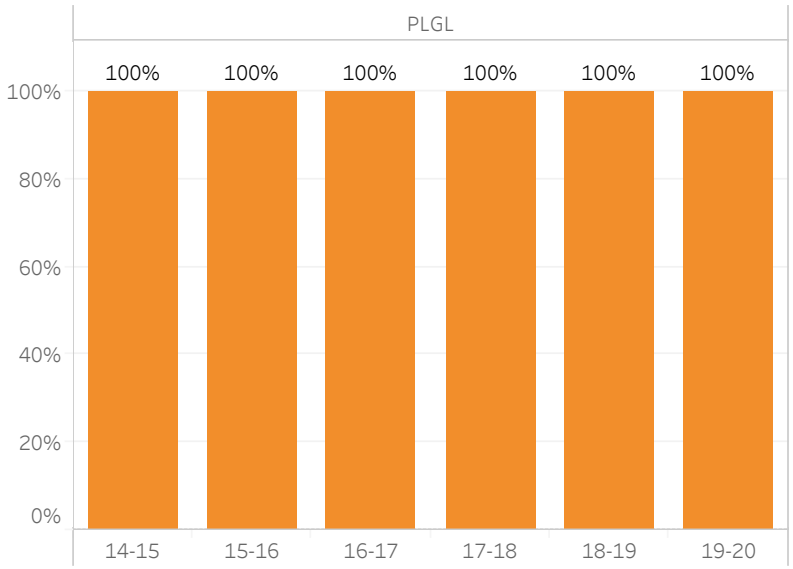
## 7 FTEF, overload, sections by faculty type PLGL

| SUBJECT | Faculty Type | 2014-2015 FTEF | 2014-2015 Overload | 2014-2015 Faculty | 2014-2015 Sections | 2015-2016 FTEF | 2015-2016 Overload | 2015-2016 Faculty | 2015-2016 Sections | 2016-2017 FTEF | 2016-2017 Overload | 2016-2017 Faculty | 2016-2017 Sections |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PLGL | Instructional - PT | 2.623 | 0.000 | 6.00 | 15.00 | 2.145 | 0.000 | 4.00 | 12.00 | 1.878 | 0.000 | 3.00 | 10.00 |
| **Grand Total** | | **2.623** | **0.000** | **6.00** | **15.00** | **2.145** | **0.000** | **4.00** | **12.00** | **1.878** | **0.000** | **3.00** | **10.00** |

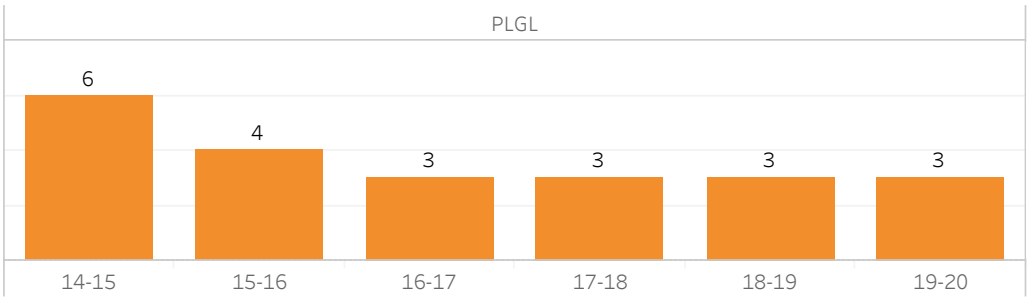
| SUBJECT | Faculty Type | 2017-2018 FTEF | 2017-2018 Overload | 2017-2018 Faculty | 2017-2018 Sections | 2018-2019 FTEF | 2018-2019 Overload | 2018-2019 Faculty | 2018-2019 Sections | 2019-2020 FTEF | 2019-2020 Overload | 2019-2020 Faculty | 2019-2020 Sections |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PLGL | Instructional - PT | 2.08 | 0.00 | 3.00 | 11.00 | 1.47 | 0.00 | 3.00 | 8.00 | 1.61 | 0.00 | 3.00 | 8.00 |
| **Grand Total** | | **2.08** | **0.00** | **3.00** | **11.00** | **1.47** | **0.00** | **3.00** | **8.00** | **1.61** | **0.00** | **3.00** | **8.00** |

Faculty Type
Instructional - PT

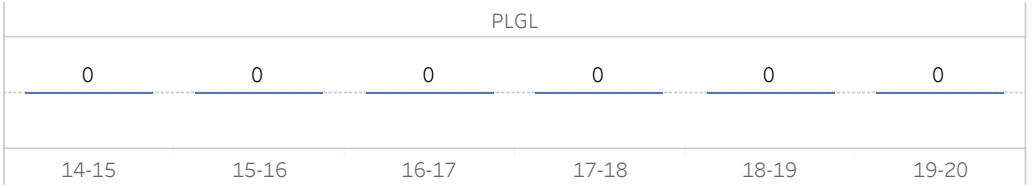
## %FTEF by Faculty Type




## Faculty count by type



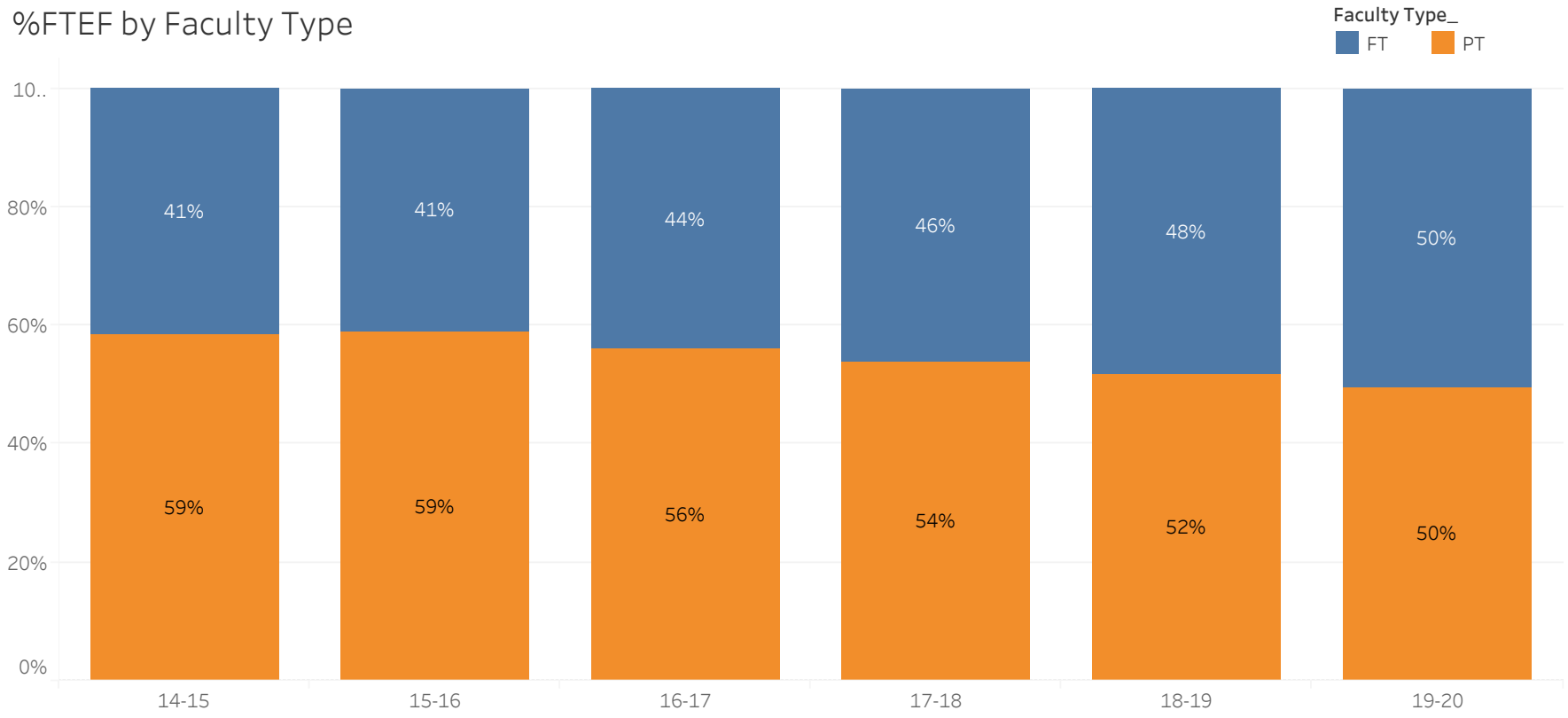

## Overload



## 7 FTEF+Overload by Faculty Type Allan Hancock College

| | | Academic Year | | | | | |
|---|---|---|---|---|---|---|---|
| Instruction Type | Faculty Type | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Instructional | Instructional - FT | 277.160 | 288.448 | 307.136 | 313.022 | 314.389 | 311.083 |
| | Instructional - PT | 358.454 | 379.747 | 356.486 | 332.909 | 314.331 | 298.089 |
| | Total | **635.614** | **668.195** | **663.622** | **645.931** | **628.720** | **609.172** |
| NonInstructional | NonInstructional - FT | 73.988 | 70.677 | 70.965 | 74.347 | 77.457 | 94.311 |
| | NonInstructional - PT | 34.646 | 35.110 | 33.486 | 35.313 | 29.225 | 25.802 |
| | Total | **108.634** | **105.787** | **104.451** | **109.660** | **106.682** | **120.113** |
| Grand Total | | **744.248** | **773.982** | **768.073** | **755.591** | **735.402** | **729.285** |

## %FTEF by Faculty Type



# Appendix A: Program/Course Demographics by Outcome PLGL

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **PLGL101** | Under 20 | 6 | 0.75 | 86% | 71% | | | | | 4 | 0.43 | 100% | 100% |
| | 20-24 | 8 | 0.85 | 100% | 100% | 6 | 0.64 | 83% | 83% | 6 | 0.64 | 100% | 100% |
| | 25-29 | 6 | 0.64 | 83% | 83% | 7 | 0.75 | 100% | 100% | 1 | 0.11 | 100% | 100% |
| | 30-34 | 13 | 1.39 | 92% | 92% | 1 | 0.11 | 0% | 0% | 5 | 0.53 | 80% | 80% |
| | 35-39 | 3 | 0.32 | 100% | 100% | 3 | 0.32 | 67% | 67% | 4 | 0.43 | 100% | 100% |
| | 40-49 | 5 | 0.53 | 100% | 100% | 2 | 0.21 | 100% | 100% | 2 | 0.21 | 100% | 100% |
| | 50+ | 1 | 0.11 | 100% | 100% | 3 | 0.32 | 67% | 67% | 2 | 0.21 | 100% | 100% |
| **PLGL102** | Under 20 | 4 | 0.43 | 75% | 75% | 2 | 0.21 | 0% | 0% | 2 | 0.21 | 100% | 100% |
| | 20-24 | 4 | 0.43 | 100% | 50% | 5 | 0.53 | 100% | 80% | 4 | 0.43 | 100% | 100% |
| | 25-29 | 4 | 0.43 | 75% | 50% | 3 | 0.32 | 100% | 67% | 2 | 0.21 | 100% | 100% |
| | 30-34 | 11 | 1.18 | 100% | 82% | 6 | 0.64 | 83% | 83% | 4 | 0.43 | 100% | 75% |
| | 35-39 | 3 | 0.32 | 33% | 33% | 2 | 0.21 | 100% | 100% | 3 | 0.32 | 67% | 33% |
| | 40-49 | 4 | 0.53 | 60% | 60% | 1 | 0.11 | 0% | 0% | 1 | 0.11 | 100% | 100% |
| | 50+ | 2 | 0.21 | 100% | 100% | 1 | 0.11 | 0% | 0% | 3 | 0.32 | 100% | 100% |
| **PLGL103** | Under 20 | | | | | | | | | 1 | 0.11 | 100% | 100% |
| | 20-24 | 4 | 0.43 | 100% | 75% | | | | | 4 | 0.43 | 100% | 100% |
| | 25-29 | 3 | 0.32 | 67% | 33% | | | | | 5 | 0.53 | 100% | 100% |
| | 30-34 | 7 | 0.75 | 100% | 100% | | | | | 10 | 1.07 | 90% | 90% |
| | 35-39 | 3 | 0.32 | 67% | 67% | | | | | 4 | 0.43 | 75% | 75% |
| | 40-49 | 3 | 0.32 | 100% | 100% | | | | | 2 | 0.21 | 100% | 100% |
| | 50+ | 4 | 0.43 | 75% | 75% | | | | | 4 | 0.43 | 100% | 100% |
| **PLGL104** | 20-24 | 6 | 0.64 | 83% | 67% | 4 | 0.43 | 100% | 100% | 2 | 0.21 | 100% | 100% |
| | 25-29 | 4 | 0.43 | 75% | 75% | 3 | 0.32 | 67% | 0% | 5 | 0.53 | 100% | 100% |
| | 30-34 | 5 | 0.53 | 80% | 80% | 6 | 0.64 | 83% | 67% | 7 | 0.75 | 86% | 71% |
| | 35-39 | 4 | 0.43 | 100% | 75% | 3 | 0.32 | 100% | 67% | 5 | 0.53 | 100% | 80% |
| | 40-49 | 7 | 0.75 | 100% | 86% | 4 | 0.43 | 75% | 50% | | | | |
| | 50+ | 1 | 0.11 | 100% | 100% | 4 | 0.43 | 75% | 75% | 1 | 0.11 | 0% | 0% |
| **PLGL105** | Under 20 | | | | | | | | | 1 | 0.11 | | |
| | 20-24 | 2 | 0.21 | 100% | 50% | 7 | 0.75 | 100% | 100% | 3 | 0.32 | 33% | 33% |
| | 25-29 | 3 | 0.32 | 100% | 100% | 4 | 0.43 | 100% | 100% | 4 | 0.43 | 100% | 100% |

# Appendix A: Program/Course Demographics by Outcome PLGL

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **PLGL105** | 30-34 | 4 | 0.43 | 100% | 100% | 6 | 0.64 | 100% | 83% | 5 | 0.53 | 100% | 100% |
| | 35-39 | 4 | 0.43 | 75% | 50% | 4 | 0.43 | 100% | 100% | 1 | 0.11 | 100% | 100% |
| | 40-49 | 7 | 0.75 | 100% | 100% | 1 | 0.11 | 100% | 100% | 1 | 0.11 | | |
| | 50+ | 3 | 0.32 | 67% | 67% | 2 | 0.21 | 50% | 50% | 2 | 0.21 | 100% | 100% |
| **PLGL106** | Under 20 | | | | | | | | | 1 | 0.10 | 100% | 100% |
| | 20-24 | | | | | | | | | 7 | 0.68 | 71% | 71% |
| | 25-29 | | | | | | | | | 3 | 0.29 | 100% | 100% |
| | 30-34 | | | | | | | | | 9 | 0.87 | 100% | 100% |
| | 35-39 | | | | | | | | | 4 | 0.39 | 100% | 100% |
| | 40-49 | | | | | | | | | 6 | 0.58 | 100% | 100% |
| | 50+ | | | | | | | | | 6 | 0.58 | 100% | 100% |
| **PLGL107** | Under 20 | 1 | 0.03 | 100% | 100% | | | | | | | | |
| | 20-24 | 6 | 0.17 | 100% | 83% | 3 | 0.06 | 67% | 67% | | | | |
| | 25-29 | 2 | 0.07 | 100% | 100% | 2 | 0.03 | 100% | 50% | | | | |
| | 30-34 | 6 | 0.13 | 100% | 67% | 5 | 0.12 | 100% | 80% | | | | |
| | 35-39 | 2 | 0.07 | 100% | 100% | 3 | 0.09 | 100% | 100% | | | | |
| | 40-49 | 4 | 0.13 | 100% | 100% | 5 | 0.06 | 80% | 40% | | | | |
| | 50+ | 1 | 0.03 | 100% | 100% | 4 | 0.09 | 75% | 75% | | | | |
| **PLGL109** | Under 20 | | | | | | | | | 1 | 0.11 | 100% | 100% |
| | 20-24 | 6 | 0.64 | 100% | 100% | 9 | 0.96 | 100% | 100% | 1 | 0.11 | 100% | 100% |
| | 25-29 | 2 | 0.21 | 100% | 100% | 4 | 0.43 | 100% | 100% | 2 | 0.21 | 100% | 100% |
| | 30-34 | 5 | 0.53 | 100% | 100% | 5 | 0.53 | 100% | 100% | 4 | 0.43 | 100% | 100% |
| | 35-39 | 3 | 0.32 | 100% | 100% | 2 | 0.21 | 100% | 100% | 3 | 0.32 | 100% | 100% |
| | 40-49 | 5 | 0.53 | 100% | 100% | 2 | 0.21 | 50% | 50% | 2 | 0.21 | 100% | 100% |
| | 50+ | 2 | 0.21 | 100% | 100% | | | | | 3 | 0.32 | 100% | 100% |
| **PLGL110** | 20-24 | 1 | 0.11 | 100% | 100% | 6 | 0.64 | 83% | 83% | | | | |
| | 25-29 | 2 | 0.21 | 100% | 100% | 1 | 0.11 | 100% | 100% | | | | |
| | 30-34 | 5 | 0.53 | 100% | 100% | 4 | 0.43 | 100% | 100% | | | | |
| | 35-39 | 4 | 0.43 | 100% | 100% | 1 | 0.11 | 100% | 100% | | | | |
| | 40-49 | 6 | 0.64 | 83% | 83% | 2 | 0.21 | 50% | 50% | | | | |

# Appendix A: Program/Course Demographics by Outcome PLGL

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **PLGL110** | 50+ | 1 | 0.11 | 100% | 100% | 5 | 0.53 | 80% | 80% | | | | |
| **PLGL111** | Under 20 | 1 | 0.10 | 100% | 100% | 1 | 0.11 | 100% | 100% | | | | |
| | 20-24 | 6 | 0.62 | 100% | 100% | 5 | 0.53 | 100% | 100% | 3 | 0.32 | 100% | 100% |
| | 25-29 | 6 | 0.62 | 100% | 100% | 3 | 0.32 | 100% | 100% | 4 | 0.43 | 100% | 100% |
| | 30-34 | 1 | 0.10 | 100% | 100% | 6 | 0.64 | 100% | 100% | 4 | 0.43 | 100% | 100% |
| | 35-39 | 3 | 0.31 | 100% | 100% | 4 | 0.43 | 100% | 100% | 4 | 0.43 | 100% | 100% |
| | 40-49 | 4 | 0.41 | 100% | 100% | 6 | 0.64 | 83% | 83% | 2 | 0.21 | 100% | 100% |
| | 50+ | 3 | 0.31 | 100% | 100% | 4 | 0.43 | 75% | 75% | 4 | 0.43 | 100% | 100% |

# Appendix A: Program/Course Demographics by Outcome PLGL

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **PLGL101** | Asian | 2 | 0.21 | 100% | 100% | 1 | 0.11 | 0% | 0% | 1 | 0.11 | 100% | 100% |
| | Black | 1 | 0.11 | 100% | 100% | | | | | 1 | 0.11 | 100% | 100% |
| | Filipino | | | | | | | | | 1 | 0.11 | 100% | 100% |
| | Hispanic | 19 | 2.14 | 95% | 90% | 12 | 1.28 | 92% | 92% | 6 | 0.64 | 100% | 100% |
| | Native Am | 4 | 0.43 | 100% | 100% | | | | | | | | |
| | Pac Isl | 1 | 0.11 | 100% | 100% | | | | | | | | |
| | White | 15 | 1.60 | 87% | 87% | 9 | 0.96 | 78% | 78% | 14 | 1.50 | 93% | 93% |
| | Unknown | | | | | | | | | 1 | 0.11 | 100% | 100% |
| **PLGL102** | Asian | 1 | 0.11 | 0% | 0% | | | | | | | | |
| | Black | | | | | | | | | 1 | 0.11 | 100% | 100% |
| | Filipino | 1 | 0.11 | 0% | 0% | | | | | | | | |
| | Hispanic | 8 | 0.96 | 89% | 67% | 8 | 0.85 | 88% | 75% | 10 | 1.07 | 100% | 90% |
| | Native Am | 3 | 0.32 | 100% | 67% | 1 | 0.11 | 100% | 100% | | | | |
| | Pac Isl | 1 | 0.11 | 100% | 100% | | | | | | | | |
| | White | 18 | 1.92 | 83% | 72% | 11 | 1.18 | 64% | 55% | 8 | 0.85 | 88% | 75% |
| **PLGL103** | Black | 2 | 0.21 | 50% | 50% | | | | | 1 | 0.11 | 100% | 100% |
| | Hispanic | 8 | 0.85 | 100% | 75% | | | | | 16 | 1.71 | 94% | 94% |
| | Native Am | | | | | | | | | 2 | 0.21 | 50% | 50% |
| | White | 14 | 1.50 | 86% | 86% | | | | | 11 | 1.18 | 100% | 100% |
| **PLGL104** | Black | 1 | 0.11 | 100% | 100% | | | | | | | | |
| | Hispanic | 13 | 1.39 | 85% | 62% | 11 | 1.18 | 91% | 64% | 9 | 0.96 | 100% | 78% |
| | Native Am | | | | | | | | | 2 | 0.21 | 50% | 50% |
| | Pac Isl | 1 | 0.11 | 100% | 100% | | | | | | | | |
| | White | 12 | 1.28 | 92% | 92% | 13 | 1.39 | 77% | 62% | 9 | 0.96 | 89% | 89% |
| **PLGL105** | Black | 2 | 0.21 | 50% | 50% | | | | | 2 | 0.21 | 100% | 100% |
| | Filipino | | | | | | | | | 2 | 0.21 | 0% | 0% |
| | Hispanic | 11 | 1.18 | 100% | 82% | 10 | 1.07 | 100% | 90% | 6 | 0.64 | 80% | 80% |
| | Native Am | | | | | 1 | 0.11 | 100% | 100% | | | | |
| | Pac Isl | 1 | 0.11 | 100% | 100% | | | | | | | | |
| | White | 9 | 0.96 | 89% | 89% | 13 | 1.39 | 92% | 92% | 7 | 0.75 | 100% | 100% |

# Appendix A: Program/Course Demographics by Outcome PLGL

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **PLGL106** | Hispanic | | | | | | | | | 17 | 1.65 | 94% | 94% |
| | Native Am | | | | | | | | | 1 | 0.10 | 100% | 100% |
| | White | | | | | | | | | 18 | 1.75 | 94% | 94% |
| **PLGL107** | Hispanic | 6 | 0.17 | 100% | 83% | 7 | 0.15 | 86% | 71% | | | | |
| | Native Am | | | | | 3 | 0.06 | 67% | 67% | | | | |
| | Pac Isl | 1 | 0.03 | 100% | 100% | | | | | | | | |
| | White | 14 | 0.40 | 100% | 86% | 12 | 0.24 | 92% | 67% | | | | |
| | Unknown | 1 | 0.03 | 100% | 100% | | | | | | | | |
| **PLGL109** | Black | | | | | | | | | 2 | 0.21 | 100% | 100% |
| | Filipino | 1 | 0.11 | 100% | 100% | | | | | 1 | 0.11 | 100% | 100% |
| | Hispanic | 10 | 1.07 | 100% | 100% | 10 | 1.07 | 100% | 100% | 4 | 0.43 | 100% | 100% |
| | Native Am | 1 | 0.11 | 100% | 100% | 1 | 0.11 | 100% | 100% | 1 | 0.11 | 100% | 100% |
| | Pac Isl | 1 | 0.11 | 100% | 100% | | | | | | | | |
| | White | 10 | 1.07 | 100% | 100% | 11 | 1.18 | 91% | 91% | 8 | 0.85 | 100% | 100% |
| **PLGL110** | Filipino | 1 | 0.11 | 100% | 100% | | | | | | | | |
| | Hispanic | 8 | 0.85 | 100% | 100% | 7 | 0.75 | 86% | 86% | | | | |
| | Native Am | | | | | 1 | 0.11 | 100% | 100% | | | | |
| | White | 10 | 1.07 | 90% | 90% | 11 | 1.18 | 82% | 82% | | | | |
| **PLGL111** | Black | | | | | | | | | 2 | 0.21 | 100% | 100% |
| | Filipino | | | | | | | | | 1 | 0.11 | 100% | 100% |
| | Hispanic | 12 | 1.24 | 100% | 100% | 13 | 1.39 | 100% | 100% | 5 | 0.53 | 100% | 100% |
| | Native Am | | | | | 1 | 0.11 | 100% | 100% | 1 | 0.11 | 100% | 100% |
| | White | 12 | 1.24 | 100% | 100% | 15 | 1.60 | 87% | 87% | 12 | 1.28 | 100% | 100% |

# Appendix A: Program/Course Demographics by Outcome PLGL

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **PLGL101** | Female | 27 | 2.99 | 93% | 89% | 15 | 1.60 | 87% | 87% | 20 | 2.14 | 95% | 95% |
| | Male | 14 | 1.50 | 93% | 93% | 7 | 0.75 | 71% | 71% | 4 | 0.43 | 100% | 100% |
| | Unknown | 1 | 0.11 | 100% | 100% | | | | | | | | |
| **PLGL102** | Female | 25 | 2.78 | 81% | 62% | 14 | 1.50 | 64% | 57% | 15 | 1.60 | 93% | 80% |
| | Male | 6 | 0.64 | 83% | 83% | 6 | 0.64 | 100% | 83% | 4 | 0.43 | 100% | 100% |
| | Unknown | 1 | 0.11 | 100% | 100% | | | | | | | | |
| **PLGL103** | Female | 19 | 2.03 | 89% | 79% | | | | | 25 | 2.67 | 92% | 92% |
| | Male | 4 | 0.43 | 75% | 75% | | | | | 5 | 0.53 | 100% | 100% |
| | Unknown | 1 | 0.11 | 100% | 100% | | | | | | | | |
| **PLGL104** | Female | 22 | 2.35 | 95% | 82% | 18 | 1.92 | 78% | 67% | 16 | 1.71 | 88% | 75% |
| | Male | 5 | 0.53 | 60% | 60% | 5 | 0.53 | 100% | 40% | 4 | 0.43 | 100% | 100% |
| | Unknown | | | | | 1 | 0.11 | 100% | 100% | | | | |
| **PLGL105** | Female | 21 | 2.24 | 95% | 90% | 16 | 1.71 | 100% | 94% | 14 | 1.50 | 92% | 92% |
| | Male | 2 | 0.21 | 50% | 0% | 7 | 0.75 | 86% | 86% | 3 | 0.32 | 50% | 50% |
| | Unknown | | | | | 1 | 0.11 | 100% | 100% | | | | |
| **PLGL106** | Female | | | | | | | | | 30 | 2.91 | 93% | 93% |
| | Male | | | | | | | | | 5 | 0.49 | 100% | 100% |
| | Unknown | | | | | | | | | 1 | 0.10 | 100% | 100% |
| **PLGL107** | Female | 18 | 0.50 | 100% | 83% | 16 | 0.30 | 81% | 63% | | | | |
| | Male | 2 | 0.07 | 100% | 100% | 6 | 0.15 | 100% | 83% | | | | |
| | Unknown | 2 | 0.07 | 100% | 100% | | | | | | | | |
| **PLGL109** | Female | 14 | 1.50 | 100% | 100% | 19 | 2.03 | 95% | 95% | 14 | 1.50 | 100% | 100% |
| | Male | 9 | 0.96 | 100% | 100% | 3 | 0.32 | 100% | 100% | 2 | 0.21 | 100% | 100% |
| **PLGL110** | Female | 15 | 1.60 | 93% | 93% | 15 | 1.60 | 80% | 80% | | | | |
| | Male | 4 | 0.43 | 100% | 100% | 4 | 0.43 | 100% | 100% | | | | |
| **PLGL111** | Female | 20 | 2.07 | 100% | 100% | 23 | 2.46 | 91% | 91% | 15 | 1.60 | 100% | 100% |
| | Male | 4 | 0.41 | 100% | 100% | 5 | 0.53 | 100% | 100% | 6 | 0.64 | 100% | 100% |
| | Unknown | | | | | 1 | 0.11 | 100% | 100% | | | | |

# Appendix A: Program/Course Demographics by Outcome PLGL

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| **PLGL101** | First Time | 3 | 0.32 | 100% | 67% | 2 | 0.21 | 100% | 100% | 3 | 0.32 | 100% | 100% |
| | First Time Transfer | 5 | 0.53 | 100% | 100% | 1 | 0.11 | 100% | 100% | 4 | 0.43 | 100% | 100% |
| | Continuing | 20 | 2.14 | 95% | 95% | 10 | 1.07 | 70% | 70% | 13 | 1.39 | 100% | 100% |
| | Returning | 15 | 1.60 | 87% | 87% | 9 | 0.96 | 89% | 89% | 4 | 0.43 | 75% | 75% |
| **PLGL102** | First Time | | | | | 2 | 0.21 | 50% | 50% | 2 | 0.21 | 100% | 100% |
| | First Time Transfer | 1 | 0.11 | 100% | 100% | 1 | 0.11 | 0% | 0% | 2 | 0.21 | 50% | 50% |
| | Continuing | 24 | 2.56 | 83% | 75% | 12 | 1.28 | 83% | 75% | 11 | 1.18 | 100% | 82% |
| | Returning | 8 | 0.85 | 75% | 38% | 5 | 0.53 | 80% | 60% | 4 | 0.43 | 100% | 100% |
| **PLGL103** | First Time Transfer | 1 | 0.11 | 100% | 100% | | | | | 2 | 0.21 | 100% | 100% |
| | Continuing | 23 | 2.46 | 87% | 78% | | | | | 27 | 2.89 | 93% | 93% |
| | Returning | | | | | | | | | 1 | 0.11 | 100% | 100% |
| **PLGL104** | First Time Transfer | | | | | 1 | 0.11 | 0% | 0% | 1 | 0.11 | 100% | 100% |
| | Continuing | 22 | 2.35 | 91% | 77% | 21 | 2.24 | 86% | 67% | 17 | 1.82 | 94% | 82% |
| | Returning | 5 | 0.53 | 80% | 80% | 2 | 0.21 | 100% | 50% | 2 | 0.21 | 50% | 50% |
| **PLGL105** | First Time | | | | | 1 | 0.11 | 0% | 0% | | | | |
| | Continuing | 23 | 2.46 | 91% | 83% | 22 | 2.35 | 100% | 95% | 14 | 1.50 | 92% | 92% |
| | Returning | | | | | 1 | 0.11 | 100% | 100% | 3 | 0.32 | 67% | 67% |
| **PLGL106** | First Time Transfer | | | | | | | | | 2 | 0.19 | 100% | 100% |
| | Continuing | | | | | | | | | 29 | 2.82 | 100% | 100% |
| | Returning | | | | | | | | | 5 | 0.49 | 60% | 60% |
| **PLGL107** | First Time Transfer | 1 | 0.03 | 100% | 100% | 1 | 0.00 | 100% | 0% | | | | |
| | Continuing | 15 | 0.46 | 100% | 93% | 16 | 0.37 | 88% | 75% | | | | |
| | Returning | 6 | 0.13 | 100% | 67% | 5 | 0.09 | 80% | 60% | | | | |
| **PLGL109** | First Time | | | | | 1 | 0.11 | 0% | 0% | | | | |
| | First Time Transfer | 1 | 0.11 | 100% | 100% | | | | | 1 | 0.11 | 100% | 100% |
| | Continuing | 19 | 2.03 | 100% | 100% | 20 | 2.14 | 100% | 100% | 14 | 1.50 | 100% | 100% |
| | Returning | 3 | 0.32 | 100% | 100% | 1 | 0.11 | 100% | 100% | 1 | 0.11 | 100% | 100% |
| **PLGL110** | Continuing | 14 | 1.50 | 100% | 100% | 17 | 1.82 | 82% | 82% | | | | |
| | Returning | 5 | 0.53 | 80% | 80% | 2 | 0.21 | 100% | 100% | | | | |
| **PLGL111** | First Time | 1 | 0.10 | 100% | 100% | | | | | | | | |

# Appendix A: Program/Course Demographics by Outcome PLGL

| | | Academic Year | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | |
| | | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % | Headcou.. | FTES | Retention % | Success % |
| PLGL111 | First Time Transfer | | | | | | | | | 1 | 0.11 | 100% | 100% |
| | Continuing | 20 | 2.07 | 100% | 100% | 28 | 2.99 | 93% | 93% | 18 | 1.92 | 100% | 100% |
| | Returning | 3 | 0.31 | 100% | 100% | 1 | 0.11 | 100% | 100% | 2 | 0.21 | 100% | 100% |

# Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
--Headcount & Percentages are the students who are a major match/split for a specific award.
--Data is sorted by program/major of the earned award.

| | | | | | | Academic Year Graduation Desc | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Major Match | Program Desc | Degree | Degree Major | Student Major | Degree Desc (group) | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Match | Paralegal Studies | AS | Paralegal Studies | Paralegal Studies | Associate in Science (S) | 8 | 4 | 5 | 4 | 5 | 5 |
| | | C2 | Paralegal Studies | Paralegal Studies | 18 to fewer than 30 unit.. | 7 | 5 | 5 | 6 | 5 | 11 |
| | | Total | | | | **12** | **9** | **9** | **9** | **8** | **12** |
| | Total | | | | | **12** | **9** | **9** | **9** | **8** | **12** |
| Split | Paralegal Studies | AS | Paralegal Studies | English | Associate in Science (S) | | 1 | | | | |
| | | | | Human Services General | Associate in Science (S) | | 1 | | | | |
| | | | | Legal Secretarial | Associate in Science (S) | | | 1 | | | |
| | | | | Political Science for Transfer | Associate in Science (S) | | | | 1 | | |
| | | | | Sociology for Transfer | Associate in Science (S) | | | | | | 1 |
| | | | | Undeclared | Associate in Science (S) | 1 | 1 | | | | |
| | | C2 | Paralegal Studies | International Studies | 18 to fewer than 30 unit.. | | 1 | | | | |
| | | | | Legal Secretarial | 18 to fewer than 30 unit.. | | | 1 | | | |
| | | | | Police Academy | 18 to fewer than 30 unit.. | | | 1 | | | |
| | | | | Political Science for Transfer | 18 to fewer than 30 unit.. | | | | 1 | | |
| | | | | Social and Behavioral Sciences | 18 to fewer than 30 unit.. | 1 | | | | | |
| | | | | Undeclared | 18 to fewer than 30 unit.. | 1 | | | | | |
| | | Total | | | | **3** | **4** | **2** | **1** | | **1** |
| | Total | | | | | **3** | **4** | **2** | **1** | | **1** |
| **Grand Total** | | | | | | **15** | **13** | **11** | **10** | **8** | **13** |

**CATALOG DESCRIPTION**

A study of the structure of business firms and the principles of organization that determine departmentalization and lines of authority and responsibility. Covers management principles and function, including planning, organization and control within a business firm.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [IBM 301, Principles of Marketing Management] |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 346, Principles of Marketing] |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Chico | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 305, Survey of Marketing] |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKT 350, Principles of Marketing] |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 3401, Marketing Principles] |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 100S, Marketing Concepts] |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 351, Principles of Marketing] |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 300, Marketing] |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKT 304, Principles of Marketing] |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 306, Fundamentals of Marketing] |
| | CSU Northridge | BUS 104 | Introduction to Business |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 101, Principles of Marketing] |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 305, Principles of Marketing] |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKT 3410, Principles of Marketing] |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BA 340, Principles of Marketing] |
| | San Diego State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 370, Marketing] |
| | San Francisco State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 431, Principles of Marketing] |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 130, Introduction to Marketing] |

| | | | |
|---|---|---|---|
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 360, Introduction to Marketing] |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**CATALOG DESCRIPTION**

A survey of advertising media; the psychology of advertising; motivational research; formulation of advertising budgets; mechanics of layout and copy; and evaluation and selection of media

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Chico | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MCJ 142, Advertising Procedures] |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKT 340, Principles of Advertising] |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 125, Advertising] |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKT 4410, Advertising & Promotion Management] |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Diego State | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Jose State | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |

| | | | |
|---|---|---|---|
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**BUS 104 Business Organization and Management (3)** **05/24/21**

**CATALOG DESCRIPTION**

A study of the structure of business firms and the principles of organization that determine departmentalization and lines of authority and responsibility. Covers management principles and function, including planning, organization and control within a business firm.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MHR 301, Principles of Management] |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 382, Organization, People & Technology] |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 530, Management Business Operations] |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGMT 303, Survey of Management] |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGT 310, Management Theory] |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGT 110, Administration & Organizational Behavior] |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGMT 308, Principles of Management] |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGMT 307, Management & Organizational Behavior] |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 331, Organizational Behavior] |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 360, Management & Organizational Behavior] |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGMT 305, Organizational Behavior] |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGT 4360, Organizational Behavior] |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Diego State | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGT 350, Management & Organizational Behavior] |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGMT…, Intro to Management & Organization Behavior] |
| | San Jose State | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 160, Fundamentals of Management & Organizational Behavior] |

| | | | |
|---|---|---|---|
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**CATALOG DESCRIPTION**

Intended primarily for students who plan to participate in an independently-owned business. Includes study of single proprietorships, partnerships, and corporations at all levels of the American economic system. Not designed as a substitute for Business 101 or Business 103, which serve as introductions to further study in business administration.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 310, Intro to Entrepreneurship] |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [Bus 560, The Entrepreneurial Manager] |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGT 452, Growing New Business] |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGT 412, Small Business Management] |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGMT 421, Entrepreneurship] **check catalog** |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGMT 468, Small Business Management] |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 310, Entrepreneurship] |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [ENTR 187, Entrepreneurship] |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 530, Strategic Entrepreneurship] |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MGT 4560, Seminar in Small Business Management] |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BA 378, Small Business Management] |
| | San Diego State | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent MGMT 430, Intro to Entrepreneurship] |
| | San Jose State | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Transferable | No | |
| | UC Berkeley | | |

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|---|---|---|---|
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
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| | CSU GE | | |
| | IGETC | | |

**CATALOG DESCRIPTION**

A study of human relations in business including multicultural and gender relationships in the workplace.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Chico | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Diego State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Francisco State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

## CATALOG DESCRIPTION

Fundamental legal principles pertaining to business transactions. Introduction to the legal process. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | FRL 201 | Legal Environment of Business Transactions |
| | Cal Poly San Luis Obispo | BUS 207 | Legal Responsibilities of Business |
| | CSU Bakersfield | BUS 2100 | Legal Environment of Domestic and International Business |
| | CSU Channel Islands | BUS 110 | Business Law |
| | CSU Chico | BLAW 203 | Introduction to Business Law |
| | CSU Dominguez Hills | BUS 240 | Legal Environment of Law |
| | CSU East Bay | ACCT/MGMT 2701 | Legal Environment of Business |
| | CSU Fresno | **NEED ARTIC REQUEST** | BA 18, Business and the Legal Environment |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | Denied Articulation [MGMT 246, Business and It's Legal Environment] |
| | CSU Long Beach | BLAW 210 | Introduction to Law and Business Transactions |
| | CSU Los Angeles | FIN 2050 | Legal and Regulatory Environment of Business I |
| | CSU Monterey Bay | BUS 206 | Business Law |
| | CSU Northridge | BLAW 280 | Business Law I |
| | CSU Sacramento | MGMT 10 | Introduction to Business Law |
| | CSU San Bernardino | MGMT 230 | Business Law |
| | CSU San Marcos | BUS 202 | Introduction to Business Law |
| | CSU Stanislaus | BLW 2060 | Law, Environment, and Ethics |
| | Humboldt State | BA 210 | Legal Environment of Business |
| | San Diego State | - - - - - - - - - - - - - - - - - - - - | Articulation Denied [FIN 240, Legal Environment of Business] |
| | San Francisco State | BUS 120 or HM 120 | Legal Environment of Business or Legal Aspects of Hospitality Management |
| | San Jose State | BUS3 80 | Legal Environment of Business |
| | Sonoma State | BUS 225 | Legal Environment of Business |
| | UC Transferable | Yes | |
| | UC Berkeley | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Davis | AGR ECO 18 | Business Law |
| | UC Irvine | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Los Angeles | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Merced | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Riverside | - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 154A, Business Law] |
| | UC San Diego | - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Santa Barbara | - - - - - - - - - - - - - - - - - - | No Equivalent Course |

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| | UC Santa Cruz | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | C-ID | C-ID BUS 125 | |
| | CSU GE | | |
| | IGETC | | |

**CATALOG DESCRIPTION**
A study of methods to create, distribute, promote, and price goods and services to a target market over the Internet.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Chico | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 465E, Marketing] |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKT 450, Internet Marketing] |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 4465, Web Marketing] |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 153, E-Marketing] |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 455, Strategic Internet Marketing] |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 437, Internet Marketing] |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKT 460, Internet Marketing] |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKT 448, Internet Marketing] |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 540m, E-Marketing] |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BA 443, Online Marketing] |
| | San Diego State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 476, Internet/Interactive Marketing] |
| | San Francisco State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [MKTG 469, Internet Marketing] |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 134C, Online Marketing] |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |

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| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**CATALOG DESCRIPTION**

An introduction to basic economic analysis and institutions. Macroeconomic analysis of income, employment, price level, and international trade. Microeconomic analysis of demand, production, competitive and noncompetitive product markets, and factor markets. Emphasis is placed on the applications of economic theory in the business environment. This course is not open to students who are enrolled in or have received credit for Economics 121. May be taken prior to or concurrently with ECON 101 or ECON 102.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| Same As - ECON 121 | Cal Poly San Luis Obispo | ECON 201 | Survey of Economics |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 340, Business & Finance in American Lit.] |
| Same As - ECON 121 | CSU Chico | ECON 101 | Introduction to Economics |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[STAT 2010, Elements of Statistics for Business & Econ.] |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | *Denied Request*<br>[ECON 209, Applied Business & Econ Statistics] |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Diego State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Francisco State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | Articulation Denied | ECON 5 [Data Analysis for Business and Economics] |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |

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| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | CSU GE Area D | |
| | IGETC | | |

**CATALOG DESCRIPTION**

Designed to assist individuals and/or those working with individuals to analyze and direct their financial affairs. Elements and concepts of financial planning and decision making in the areas of budgeting, taxes, borrowing, money management, consuming, insurance, investments, retirement, and estate planning will be analyzed with an emphasis on application to changing family needs. This course is not open to students who are enrolled in or have received credit for Economics 130 or Family and Consumer Sciences 130.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Chico | FINA 290 | Personal Investment Management |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[Econ 300, Fundamentals of Economics] |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[FIN 3000, Personal Finance] |
| Same As - ECON 130 Or FCS 130 | CSU Fresno | FIN 30 | Personal Financial Planning |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[FIN 310, Personal Finance Management] |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[FIN 310, Personal Finance] |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | *Denied Request*<br>[ECON 150, Economics for the Citizen] |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 356 Personal Finance Management] |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[FIN 302, Personal Finance] |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| Same As - ECON 130 Or FCS 130 | CSU San Bernardino | FIN 101 | Financial Choices in Life |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Humboldt State | BA 260 | Personal Finance |
| | San Diego State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Francisco State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |

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| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**CATALOG DESCRIPTION**

An introduction to institutions and business practices in the international environment, emphasizing the major motivations compelling private firms to pursue international business.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[IBM 300, Principles of Global Business] |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 303, Introduction to International Business] |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[MGT 310, Management of International Business] |
| | CSU Chico | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 445, International Business] |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 445, International Business] |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[MGMT 4670, Multinational Business] |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BA 174, Introduction to International Business] |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[CBA 300, International Business] |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[IBUS 190, International Business] |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 3000, Introduction to Global Business] |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BA 415, International Business Essentials] |
| | San Diego State | **Can't Articulate** | **Won't accept articulation request.**<br>**[IB 296, Topics in International Business]** |
| | San Francisco State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 330, International Business] |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent<br>[BUS 393, Introduction to International Business] |
| | UC Transferable | No | |

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|---|---|---|---|
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**CATALOG DESCRIPTION**

An introduction to international economic issues. Explores why countries trade and addresses the consequences of trade restrictions. Alternative exchange rate systems, factors that cause exchange-rate fluctuations, and the determinants of a country's balance of trade are covered. Other topics include the politics of trade policy, the impact of trade on the job market, the role of international institutions in the global economy, financial crises, global environmental issues, and international debt problems. This course is not open to students who are enrolled in or have received credit for Economics 141 or Global Studies 141. May be taken prior to or concurrently with Econ 101 or Econ 102, or Econ 121 or Bus 121.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| Same as ECON 141 or INT ST 141 | Cal Poly San Luis Obispo | SOC 218 | International Political Economy |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Chico | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - | No equivalent course |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | San Diego State | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | San Francisco State | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | UC List | Yes | |
| | UC Berkeley | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | UC Davis | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | UC Irvine | - - - - - - - - - - - - - - - - - - - | Articulate major preparation courses only [ECON 13, Global Economics] |
| | UC Los Angeles | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | UC Merced | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | UC Riverside | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | UC San Diego | - - - - - - - - - - - - - - - - - - - | Upper-division course |

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|---|---|---|---|
| | UC Santa Barbara | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | UC Santa Cruz | - - - - - - - - - - - - - - - - - - - | Upper-division course |
| | C-ID | | |
| | CSU GE | D2 | |
| | IGETC | 4B | |

**CATALOG DESCRIPTION**

A study of the types of communications used in industry and government with emphasis on the content and practice of creating and writing various types of letters, memorandums, reports, Internet e-mail, multimedia presentations and other types of documents. Spelling, correct word usage, sentence structure, punctuation, appearance of copy and organization of ideas are emphasized.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [COMS 301, Business & Professional Communications] |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [COMM 434, Communication for Business & Government] |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Chico | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BADM 638, Business Communication Skills for Managers] |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 300, Business Communications] |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [COMM 334, Business & Professional Communications] |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [BUS 305, Business Communications] |
| | CSU Monterey Bay | BUS 212 | Business Communication |
| | CSU Northridge | ENGL 205 | Business Communications in its Rhetorical Contexts (3) |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [COMM 311, Business & Professional Communication] |
| | CSU San Marcos | BUS 203 | Business Writing |
| | CSU Stanislaus | **NEED ARTIC REQUEST** | BUS 1500, Introduction to Business |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - | Upper Division Equivalent [COMM 311, Business & Professional Communication] |
| | San Diego State | **NEED** | **Needs Requesting [IDS 290, Business Communication]** |
| | San Francisco State | **NEED ARTIC REQUEST** | BUS 216, Foundations in Business Communication |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |

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|---|---|---|---|
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**ENTR 101 Introduction to Entrepreneurship (3)** **05/24/21**

**Catalog Description**

Students will embark on one of the most exciting adventures ever known: launching a business. This course identifies the methods for developing a business idea, starting a business, acquiring resources, and writing a business plan.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | **Can't Articulate** | Upper Division Course:BUS 310, Introduction to Entrepreneurship (4) |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | **NEED TO REQUEST AGAIN**<br>**Pending** | **Requested 08/25/2017**<br>**BUS 100, Entrepreneurship for Everyone (3)** |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | ENTR 81 | Introduction to Entrepreneurship (3) |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |

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|---|---|---|---|
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

Student will work with a local entrepreneur to identify business challenges and will develop strategies to solve a business problem(s). A written and oral presentation will be made to the entrepreneur.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

Acquire the basic knowledge needed to begin your career as a paralegal. This course provides an in-depth overview of the legal system with special emphasis on the duties and responsibilities of a paralegal.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | | |
| | UC Berkeley | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Davis | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Irvine | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Merced | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Riverside | - - - - - - - - - - - - - - - - - - | NEC |
| | UC San Diego | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Santa Barbara | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Santa Cruz | - - - - - - - - - - - - - - - - - - | NEC |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

Introduction to criminal law and procedure for the paralegal. This course includes crimes against persons, habitation, property, order, justice, and morals. Defenses to criminal activity, search and seizure, confessions, pretrial, trial, and sentencing are also covered.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | | |
| | UC Berkeley | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Davis | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Irvine | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Merced | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Riverside | - - - - - - - - - - - - - - - - - - | NEC |
| | UC San Diego | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Santa Barbara | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Santa Cruz | - - - - - - - - - - - - - - - - - - | NEC |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

Introduction to civil litigation for the paralegal. This course is a survey of litigation, from the initial client interview to post-trial appeals. Complaint drafting, filing, service motions, answers, and discovery are covered. Settlement and trial are also included.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | | |
| | UC Berkeley | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Davis | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Irvine | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Merced | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Riverside | - - - - - - - - - - - - - - - - - - | NEC |
| | UC San Diego | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Santa Barbara | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Santa Cruz | - - - - - - - - - - - - - - - - - - | NEC |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

The course covers the sources and methods of legal research as related to cases statues and secondary materials. Students will engage in objective legal writing based upon their research.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | | |
| | UC Berkeley | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Davis | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Irvine | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Merced | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Riverside | - - - - - - - - - - - - - - - - - - | NEC |
| | UC San Diego | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Santa Barbara | - - - - - - - - - - - - - - - - - - | NEC |
| | UC Santa Cruz | - - - - - - - - - - - - - - - - - - | NEC |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

Designed to expose paralegal student to written advocacy and discovery requests. Emphasizes persuasive writing techniques, writing for a purpose, and discovery mechanics. Students will complete substantial writing assignments.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

This course is designed to help student develop the conceptual and technical skills necessary to manage cases in a law office environment. The course includes interaction with case management software, databases, and word processing.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | CAN | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

This course introduces the law governing wills, trusts, and estate planning. It emphasizes practical applications for paralegals and exposes students to forms and procedures used in a law office.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

This course introduces the basic concepts of California Family Law and emphasizes the developments of practical drafting skills used by paralegals. The course examines terminology, procedures, and legal document preparation involved in family law matters.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | **NEED ARTIC REQUEST** | CFS 150, Family Law and Policy |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | NO | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

This course provides review of intellectual property law including patents, trademarks, and copyrights. Applied techniques for conducting patent searches, conduction research, and creating legal documents will be emphasized.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

**PLGL 111 Tort Law for Paralegals 3** **05/24/21**

**Catalog Description**

Under tort law, an injured party can bring a civil lawsuit to seek compensation for a wrong done to the party or to the party's property. This course provides an overview of tort law, tort remedies, and drafting of basic documents.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

**Catalog Description**

An entrepreneur must make a choice as to which type of business to form and operate. Corporations, partnerships, limited liability companies, and sole proprietorships are among the different types of business organizations. The course reviews the law regarding the formation and operation of various forms of business organizations. It provides guidance on drafting original documents to form a business.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |

| | | | |
|---|---|---|---|
| | IGETC | | |

**Catalog Description**

Ethics are the standards that regulate the integrity of the legal profession. This course will improve your understanding of how paralegals are affected by ethical issues.

| AHC Special Notes | Articulation Institution | Prefix/No | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Chico | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Sacramento | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - | NEC |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - | NEC |
| | Humboldt State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Diego State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Francisco State | - - - - - - - - - - - - - - - - - - | NEC |
| | San Jose State | - - - - - - - - - - - - - - - - - - | NEC |
| | Sonoma State | - - - - - - - - - - - - - - - - - - | NEC |
| | UC List | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Merced | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

## CATALOG DESCRIPTION

Basic laws and principles of California real estate and providing the background and terminology necessary for advanced study in specialized courses. Recommended for those preparing for the real estate salesperson license examination.

| AHC Special Notes | Articulation Institution | Prefix | Title |
|---|---|---|---|
| | Cal Poly Pomona | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Cal Poly San Luis Obispo | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Bakersfield | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Channel Islands | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Chico | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Dominguez Hills | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU East Bay | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Fresno | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Fullerton | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Long Beach | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Los Angeles | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Monterey Bay | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Northridge | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Sacramento | **NEED ARTIC REQUEST** | FIN 19, Real Estate Principles |
| | CSU San Bernardino | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU San Marcos | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | CSU Stanislaus | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Humboldt State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | San Diego State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | San Francisco State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | San Jose State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | Sonoma State | - - - - - - - - - - - - - - - - - - - | No Equivalent Course (NEC) |
| | UC Transferable | No | |
| | UC Berkeley | | |
| | UC Davis | | |
| | UC Irvine | | |
| | UC Los Angeles | | |
| | UC Riverside | | |
| | UC San Diego | | |
| | UC Santa Barbara | | |
| | UC Santa Cruz | | |
| | C-ID | | |
| | CSU GE | | |
| | IGETC | | |

# COURSE REVIEW VERIFICATION

Discipline: BUSINESS Year: 2019-2020

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
   All course outlines required major modifications.

2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:
   N/A

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:
   All Active BUS, ENTR, PLGL, RE courses.

**GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.**

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: _N/A_____

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: __N/A_____

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____N/A_____

No new courses submitted for any Graduation Requirements.
Course Review Team Members:

| Name | Signature | Date |
|---|---|---|
| Name | Signature | Date |
| Name | Signature | Date |
| Name | Signature | Date |
| AP&P Chair | Signature | Date |

| Academic Dean | Signature | Date |
|---|---|---|

**Board Approval:** 12/13/2005
**PCA Established:**
**DL Conversion:** 12/13/2005
**Date Reviewed:** Fall 2020
**Catalog Year:** 2019 - 2020

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Business Education (Masters Required) or Marketing (Masters Required)

**Department:** Business Education

**Prefix and Number:** BUS 102

**Catalog Course Title:** Marketing

**Banner Course Title:** Marketing

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

None

## Entrance Skills

None

## Catalog Description

The study of marketing channels and institutions; market structure, organizations, behavior, retail, wholesale and industrial marketing; and governmental regulations.

## Course Content

**Lecture**

1. The Marketing Environment and Management

2. Understanding and Selecting Target Markets
    a. marketing
    b. research
    c. consumer behavior
    d. market segmentation
    e. targeted marketing

3. The Product
    a. the product offering
    b. management
    c. branding, packaging, and labeling

4. Distribution: Marketing Channels
    a. retailing
    b. wholesaling
    c. physical distribution

5. Promotion: The Promotion Effort
    a. advertising
    b. sales promotion, public relations, and personal selling

6. Pricing: Determination and Administration
7. Industrial and International Marketing: et al.

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## Course Objectives

**At the end of the course, the student will be able to:**

1. demonstrate the ability to identify markets for products.
2. evaluate market data.
3. select from alternatives, a course of action for marketing a product.
4. write marketing policies.
5. develop marketing programs.

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## Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Case analysis

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## Assignments

- **Sample Assignment(s)**
  Sample Questions: Essay - Write brief production oriented and marketing oriented mission statements for Time, Inc., (the weekly news magazine) giving what business the company is in.

  Computational: Compute the mark up when the selling price is $25.99 and the cost is $12.45. Then compute the mark up percent of the selling cost and the mark up percent of cost. Compute the list price using a 20% discount.

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## Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Research Projects**

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## Texts and Other Instructional Materials

### Adopted Textbook

1. Boone, L *Contemporary Marketing* 2017

### Supplemental Texts
None

### Instructional Materials
None

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## Student Learning Outcomes

1. BUS102 SLO1 - Recall significant core marketing issues, theories, and applications.
2. BUS102 SLO2 - Apply business principles to produce an applied learning log.
3. BUS102 SLO3 - Demonstrate the ability to follow instructions on assignments and class activities.

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## Distance Learning

### Delivery Methods

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Telephone Contacts
4. Orientation Sessions
5. Testing

### Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS)

- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
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- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

**Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.

- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Other:

**Strategies to Make Course Accessible to Disabled Students**

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, "alt tags") which are accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

All courses must meet the **WCAG 2.0 level AA** standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation**. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. **Multimedia.** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. **Outside webpages and links**

- Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA

- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*

6. **Applications, software, and outside learning systems.** All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.

7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)

8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.

9. **Text objects**. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.

10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students**

Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

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**Board Approval:** 12/13/2005
**PCA Established:**
**DL Conversion:** 12/13/2005
**Date Reviewed:** Fall 2020
**Catalog Year:** 2019 - 2020

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Business Education (Masters Required) or Marketing (Masters Required)

**Department:** Business Education

**Prefix and Number:** BUS 103

**Catalog Course Title:** Advertising

**Banner Course Title:** Advertising

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

None

## Entrance Skills

None

## Catalog Description

A survey of advertising media; the psychology of advertising; motivational research; formulation of advertising budgets; mechanics of layout and copy; and evaluation and selection of media.

## Course Content

**Lecture**

1. Advertising Today and How We Got Here

2. The Economic, Social, and Regulatory Aspects of AdvertisingAdvertising Creativity
3. The Advertising Industry
4. Segmentation, Targeting, and the Marketing Mix
5. Communication and Consumer Behavior
6. Account Planning and Research
7. Developing Marketing and Advertising Plans
8. Creative Strategy and the Creative Process
9. Creative Execution: Art and Copy
10. Producing Ads for Print, Electronic, and Digital Media
11. Print Advertising
12. Electronic-Media: Television and Radio
13. Digital Interactive Media and Direct Mail
14. Out-of-Home, Trade Shows, and Supplementary Media
15. Media Planning and Buying
16. Relationship Building: Direct Marketing, Personal Selling, and Sales Promotion

## Course Objectives

**At the end of the course, the student will be able to:**

1. evaluate the need for advertising.
2. identify various types of advertising.
3. identify the social and professional aspects of advertising.
4. differentiate between the various advertising media and better evaluate the advantages of these media.
5. identify the factors to be considered in developing an advertising program and budget.
6. evaluate broadcast, print, outdoor, and transit advertising and their impact on our institutions.
7. provide examples and/or design advertising for special markets and special purposes.

## Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Case analysis

## Assignments

- **Outside Assignments**
  1. Assigned reading in textbook and supplementary materials
  2. Written assignments from textbook

3. Production of commonly used advertising products (work-based project)

- **Sample Assignment(s)**
  Sample test question:
  (Multiple Choice - choose best answer.)

  1. Interactive advertising
  a) provides brief, attention-getting messages
  b) represents promotion where the expense is shared between supplier and retailer.
  c) creates a dialog between marketers and individual shoppers, providing more materials as the user requests them.
  d) cut through the clutter using the names of famous people
  e) make direct comparisons between competing products.

---

## Methods of Evaluation

- **Exams/Tests**
- **Projects**
- **Home Work**
- **Other**
  Work-based Project
  Written Assignments from Textbook

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## Texts and Other Instructional Materials

### Adopted Textbook

1. Arens, W *M: Advertising* 2020

### Supplemental Texts

1. Handouts
2. Internet Research
3. Case studies

### Instructional Materials

None

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## Student Learning Outcomes

1. Recall significant advertising principles.
2. Create a work-based project.
3. Demonstrate the ability to follow instructions.

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## Distance Learning

### Delivery Methods

- Internet
- Other Method (explain)
- Other
  Hybrid

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Discussion Board
2. Telephone Contacts
3. Email Communication (group and/or individual communications)

4. Other (please specify)
   Office hours

**Adjustments to Assignments**

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
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- Threaded discussion forums
- District Email
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- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter

- Telephone
- Virtual offices hours

**Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
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- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Other:

**Strategies to Make Course Accessible to Disabled Students**

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3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible,

consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.

5. **Outside webpages and links**

- Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*

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**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students**
Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

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**Board Approval:** 05/13/2003
**PCA Established:** 05/13/2003
**DL Conversion:** 05/13/2003
**Date Reviewed:** Fall 2020
**Catalog Year:** 2019 - 2020

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Business Education (Masters Required) or Management (Masters Required)

**Department:** Business Education

**Prefix and Number:** BUS 104

**Catalog Course Title:** Business Organization and Management

**Banner Course Title:** Business Organization & Mgmt

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

**Advisories**
BUS 302 Essentials of Management

## Entrance Skills

**Upon entering this course, the student should be able to:**

BUS 302 - Essentials of Management

- describe what a supervisor is.
- describe the basic types of supervisory skills and the general functions of a supervisor.
- describe how the growing diversity of the workforce affects the supervisor's role.
- identify the characteristics of a successful supervisor.
- identify techniques for quality control.
- describe what a supervisor can do to ensure that a team is effective.
- provide guidelines for conducting an effective meeting.
- describe what a supervisor can do to ensure that ethical practices are followed.
- discuss technologies that are used to transform today's business practices.

- identify barriers to communication and suggest ways to avoid them.
- identify the steps in planning, organizing, influencing, and controlling.
- discuss how and why supervisors delegate.
- compare leadership styles a leader might adopt.
- discuss the steps in a rational model of decision-making.
- identify ways supervisors can motivate their employees.
- identify ways productivity can be improved.
- discuss the supervisor's role in selection, training, evaluation, and coaching employees.
- discuss how supervisors can overcome resistance to change.

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## Catalog Description

A study of the structure of business firms and the principles of organization that determine departmentalization and lines of authority and responsibility. Covers management principles and function, including planning, organization and control within a business firm.

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## Course Content

**Lecture**

1. The Basis of Management
    a. role of management principles
    b. concept of authority and responsibility
2. Planning
    a. objectives
    b. planning in action
3. Organization
    a. nature and purpose
    b. the line of staff concept
    c. decentralization of authority
4. Staffing
    a. the managerial job
    b. development and training of managers
5. Direction
    a. nature and direction
    b. motivation
6. Control
    a. the process of control

b. control of over-all performance

c. course review and final examination

---

## Course Objectives

**At the end of the course, the student will be able to:**

1. select from alternatives a course of action as a manager would.
2. identify problems of managers which prevent them from reaching objectives.
3. evaluate the qualities needed for effective management.
4. identify basic management principles and apply them in the solution of management problems.

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## Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Case analysis

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## Assignments

- **Sample Assignment(s)**
  1. Complete study guide exercises as assigned.
  2. Complete one case problem per chapter. (May be presented orally or in written form.)
  3. Complete five group cases (groups of 3 students or less).

  Sample of problem to be analyzed: Supervisor Joe has just returned from a very disturbing private conference with Chief Smith where he was told that his department shows a definite drop in productivity in the past 30 days. Manager Smith doesn't pull any punches. Either Joe must get employee morale and productivity back up or he will be replaced. Joe is very upset. He feels that he has been very considerate with his men and that they are letting him down. He knows that things have been going badly in the department. Productivity is down; morale is low; griping is high; mistakes have been too frequent. What should he do? After considerable soul searching Joe comes up with ten steps he might take to restore a healthy working climate in the department.

  These ten steps are:
  1. Lay it on the line in a fifteen-minute departmental meeting. Release the data on productivity and make it clear that you expect immediate improvement. Be firm! Be emphatic!
  2. Instead of group meetings, take time to counsel each of the 5 men on the matter privately. If a man's productivity is down, lay it on the line. If it isn't, be complimentary instead.
  3. Say nothing but start tightening the department by our actions. Act more autocratic. Act more demanding. Set a more disciplined climate without talking about it.
  4. Start immediately to correct all violations or unacceptable behavior you spot through private conversations in your office. Be pleasant but firm. Let everyone know you are looking for such violations and you will continue to correct any you see.
  5. Withdraw and act hurt until the men feel sorry for you and, as a result, come around and start working harder.
  6. Start involving your employees (either by group or individually) in selected departmental problems that you previously handled by yourself.
  7. Have an off-the-job party at your house for all 5 employees.
  8. Give each employee a written report of the problem and ask for written feedback on what might be done to get back to previous production and morale levels.
  9. Joe should go to Personnel Department and ask for help.
  10. Spend more time with employees listening to their complaints, working beside them, having coffee with them during breaks, and generally improving communications.

Do the following:
1. Eliminate those steps that might do more harm than good.
2. List those left in order of preference.
3. If possible, come up with an action that you prefer over any of those listed.

- **Outside Assignments**
  Assigned reading in textbook and supplementary materials.
  Analyze cases in the textbook and supplementary materials.
  Produce work based project.

## Methods of Evaluation

- **Exams/Tests**
- **Projects**
- **Home Work**
- **Other**
  Work based project

## Texts and Other Instructional Materials

### Adopted Textbook

1. Gulati, R *Management* 2018

### Supplemental Texts
None

### Instructional Materials
None

## Student Learning Outcomes

1. BUS 104 SLO1 - Recall significant business organization and management principles.
2. BUS 104 SLO2 - Create a work-based project.
3. BUS 104 SLO3 - Demonstrate the ability to follow instructions.

## Distance Learning

### Delivery Methods

- Internet
- Other Method (explain)
- Other
  Hybrid

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Discussion Board
2. Telephone Contacts
3. Email Communication (group and/or individual communications)
4. Other (please specify)
   Office hours

**Adjustments to Assignments**

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

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- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
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**Adjustments to Evaluation Tools**

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Other:

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10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students**

Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

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**Board Approval:** 12/17/2002
**PCA Established:** 12/17/2002
**DL Conversion:** 12/13/2005
**Date Reviewed:** Fall 2020
**Catalog Year:** 2019 - 2020

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Business Education (Masters Required) or Management (Masters Required)

**Department:** Business Education

**Prefix and Number:** BUS 106

**Catalog Course Title:** Small Business Management

**Banner Course Title:** Small Business Management

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

**Advisories**
BUS 101 Introduction to Business

## Entrance Skills

**Upon entering this course, the student should be able to:**

BUS 101 - Introduction to Business

- cite the various ways the U.S. government affects, restricts, and protects business
- compare and contrast the advantages/disadvantages in each form of business ownership
- define business ethics and explain the role of social responsibility in an organization
- compare and contrast the primary economic systems.
- identify how business operates in an international/global environment including legal, social, cultural, and interdependence and integrated financial markets
- define and describe the key management functions of planning, organizing, leading, and controlling.
- identify current production & operations processes and address sustainability.
- identify key human resource management functions and laws

- identify the marketing mix and key tools, terms, and strategies related to each element
- describe and identify how technology impacts all the primary functions of business
- evaluate the basic components of financial statements and ratio analysis
- explain the importance of finance to the operations of business, the various types of financing, and the process of internal and external financing and controls
- identify securities markets including investment options, mechanisms of investing, and how to conduct basic analysis of business financial information
- identify and describe the basics of business law including contracts, torts, intellectual property, and the American legal system
- summarize the components of risk management and basic insurance concepts

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## Catalog Description

Intended primarily for students who plan to participate in an independently-owned business. Includes study of single proprietorships, partnerships, and corporations at all levels of the American economic system. Not designed as a substitute for Business 101 or Business 103, which serve as introductions to further study in business administration.

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## Course Content

**Lecture**

1. Benefits of Small Business
    a. Entrepreneurial life
    b. Entrepreneurial Integrity and Ethics
2. Starting the Small Business
    a. Franchising
    b. The Family Business
    c. The Business Plan
3. Small Business Marketing
    a. Marketing Plan
4. Managing Small Business Operations
    a. Human Resources Plan
    b. Managers, Owners, Allies, and Directors
    c. Location Plan
5. Financial and Administrative Controls
    a. Forecasting Financial Statements

b. Sources of Financing

6. Customer Service

a. Building Customer Relationship

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## Course Objectives

**At the end of the course, the student will be able to:**

1. evaluate various business opportunities as to their feasibility and chances of success.
2. design a plan for the establishment of a business and to modify this plan to meet current economic conditions.
3. apply proven techniques of business management.
4. understand the role of small business in the American economic industry and its relationships with government and the customer.

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## Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Case analysis

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## Assignments

- **Outside Assignments**
  Assigned reading in textbook and supplementary materials.
  Analyze cases in the textbook and supplementary materials.
  Produce a work base project.
- **Sample Assignment(s)**
  Sample Question: Essay - Discuss strategic decision making in small business, defining it and giving attention to environmental forces and to resources of the firm.

  Computational: T.Y. Sales = $50,000.00, L.Y. Sales = $40,000.00. Compute % increase.
  NOTE: No more than 20% of the total grade may be derived from open book experiences.

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## Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Projects**
- **Other**

  Work-based projects

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## Texts and Other Instructional Materials

**Adopted Textbook**

1. Longenecker, J. *Small Business Management* 2020

**Supplemental Texts**
None

**Instructional Materials**
None

## Student Learning Outcomes

1. BUS 106 SLO1 - Recall significant small business management issues, theories, and applications.
2. BUS 106 SLO2 - Produce a work-based project.
3. BUS 106 SLO3 - Demonstrate the ability to follow instructions.

## Distance Learning

**Delivery Methods**

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

**Contact Types**

1. Email Communication (group and/or individual communications)
2. Telephone Contacts
3. Other (please specify)
   Discussion Board
4. Other (please specify)
   Office hours

**Adjustments to Assignments**

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

**Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Other:

**Strategies to Make Course Accessible to Disabled Students**

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, "alt tags") which are accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

All courses must meet the **WCAG 2.0 level AA** standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation**. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*

2. **Multimedia.** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.

3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.

5. **Outside webpages and links**

- Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA

- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*

6. **Applications, software, and outside learning systems.** All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.

7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)

8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.

9. **Text objects**. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.

10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students**

Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

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Generated on: 11/12/2020 10:04:03 AM

**Board Approval:** 05/13/2003
**PCA Established:** 01/18/2011
**DL Conversion:** 05/13/2003
**Date Reviewed:** Fall 2020
**Catalog Year:** 2019 - 2020

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Business Education (Masters Required) or Management (Masters Required)

**Department:** Business Education

**Prefix and Number:** BUS 107

**Catalog Course Title:** Human Relations in Business

**Banner Course Title:** Human Relations in Business

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

**Advisories**
Eligibility for ENGL 513

## Entrance Skills

**Entrance Skills Other (Legacy)**

1. write coherent essays and paragraphs about course readings and/or other subjects.
2. summarize, analyze, and make a simple synthesis between two readings or ideas.
3. complete in-class writings that illustrate some organizing, composing, revising, editing, and time-management skills

4. read and summarize short expository texts for the purpose of writing and discussion.
5. distinguish between fact and opinion and identify author's purpose and tone.
6. direct writings to a specific audience using an appropriate voice.
7. construct writings with a central idea and supporting paragraphs.
8. write paragraphs with supporting sentences that relate to the topic sentence
9. recognize and begin to apply sentence variety and appropriate word choice.
10. use vocabulary strategies.
11. proofread and edit essays for public presentation.
12. identify some errors in English grammar, usage, and punctuation.
13. use outside sources and begin to use direct quotations from those sources.
14. differentiate between one's own ideas and those of others.

## Catalog Description

A study of human relations in business including multicultural and gender relationships in the workplace.

## Course Content

**Lecture**

1. Human relations fundamentals in a diverse, multicultural business environment
2. Leadership and its development in a diverse workplace
3. Organizing people and processes in a diverse workplace
4. The diverse social environment of business
5. Communication and group processes in a diverse workplace
6. Operating a business in a diverse, multicultural environment

## Course Objectives

**At the end of the course, the student will be able to:**

1. diagnose human relations problems in a diverse workplace.
2. explore ethnic and gender relationships in business and study the experience of under-represented groups in the workplace.
3. identify human relations and multicultural/gender problems in business and develop an awareness of racism and sexism.
4. recognize personal attitudes toward multicultural and gender relationships.
5. analyze information from literature, employers, and employees regarding human relations problems in a diverse workplace.
6. evaluate information about human relations and multicultural/gender problems in business.
7. describe the value of communication in developing excellent human relationships and multicultural/gender relationships in business.

8. develop strategies to improve and maintain good communication in a diverse workplace.
9. solve human relations/multicultural/gender challenges in business and identify theories and strategies to resolve these problems.
10. describe theories for developing positive human relations in a diverse work environment.
11. think critically about issues relevant to under-represented groups and produce written reports to justify/explain your conclusions.

## Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Case analysis

## Assignments

- **Outside Assignments**
  1. Assigned reading in textbook and supplementary materials.
  2. Analyze cases in the textbook and suplementary materials.
  3. Produce work based project.
- **Sample Assignment(s)**
  Sample evaluation questions:
  1. Describe three communication filters that can inhibit good human relations in a diverse workplace.
  2. Identify strategies that can overcome these filters.

## Methods of Evaluation

- **Exams/Tests**
- **Projects**
- **Home Work**
- **Other**
  Work based project

## Texts and Other Instructional Materials

**Adopted Textbook**

1. Reece, B *Effective Human Relations: Interpersonal and Organizational Applications* 2017

**Supplemental Texts**
None

**Instructional Materials**
None

## Student Learning Outcomes

1. Recall significant human relations principles
2. Create a work-based project
3. Demonstrate the ability to follow instructions

## Distance Learning

**Delivery Methods**

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

**Contact Types**

1. Email Communication (group and/or individual communications)

2. Discussion Board
3. Telephone Contacts
4. Other (please specify)
   Office hours

**Adjustments to Assignments**

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- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
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- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone

- Virtual offices hours

**Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Other:

**Strategies to Make Course Accessible to Disabled Students**

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

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3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.

5. **Outside webpages and links**

- Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*

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10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students**

Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

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Generated on: 11/12/2020 10:04:19 AM

**Board Approval:** 05/13/2003
**PCA Established:**
**DL Conversion:** 05/13/2003
**Date Reviewed:** Fall 2020
**Catalog Year:** 2019 - 2020

# Allan Hancock College
# Course Outline

**Discipline Placement:** Law (JD or LL.B) (Masters Required)
**Department:** Business Education
**Prefix and Number:** BUS 110
**Catalog Course Title:** Business Law
**Banner Course Title:** Business Law

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

None

## Entrance Skills

None

## Catalog Description

Fundamental legal principles pertaining to business transactions. Introduction to the legal process. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes.

## Course Content

**Lecture**

1. Introduction to law. Classifications (equity, common law, etc.). Sources of and reasons for law. Administrative agencies.

2. State and federal court systems, jurisdiction, methods for alternate dispute resolution. Progress of a case through the court system, role of judge, jury, lawyers, and the parties. The appellate process, types of motions, rulings, judgments, and enforcement of judgments.

3. Law and ethics, corporate social responsibility, stakeholder relationships, and ethical decision making.

4. Contracts under the common law and Uniform Commercial Code, classification, contract terms and elements, performance. Enforcement, breach, and remedies, third person beneficiary contracts, assignment of contracts.

5. Creation of an agency relationship, duties of agents, principals, liabilities (tort and contract) of principals, agents.

6. Torts distinguished from crimes, intentional torts, negligence, business torts, strict liability, tort reform, proposals.

7. Basics of criminal law and how crimes affect business.

8. Sole proprietorships, partnerships, limited partnerships, limited liability partnerships, limited liability companies, corporations, corporate structure and governance.

9. Application of the U.S. Constitution to business activities

---

## Course Objectives

**At the end of the course, the student will be able to:**

1. explain the historical development of the law, operation of the court system and sources of commercial law.
2. explain the social, political and ethical implications of the law and their application to actual and hypothetical business transactions.
3. distinguish between torts and crimes and describe the purpose of criminal and tort law.
4. evaluate when a promise is enforceable, the elements of a contract, performance, and the remedies available in the event of breach.
5. distinguish between contracts governed by the Uniform Commercial Code and those governed by the common law of contracts.
6. analyze cases. Identify issues and apply the appropriate legal rules to the fact patterns to reach defensible legal conclusions.
7. demonstrate the ability to utilize the internet to research legal issues and utilize other computer skills to enhance effective business communications and presentations through the use of appropriate business and legal terminology. Analyze whether a source is a reliable source for legal information.
8. perform legal research, to include evaluating and interpreting a court citation and locating a court case on an assigned topic.
9. categorize the types of government agencies, powers and functions, controls through congressional action, executive action, and the courts
10. differentiate the relationship between state and federal systems, jurisdiction, and the importance of alternate dispute resolution methods to the participants
11. demonstrate how cases progress through the court system from problem, to filing, to trial, and appeal.
12. appraise the relationship between law and ethics
13. describe the various agency relationships and the duties and liabilities of agents and principals.
14. describe the Constitutional basis for federal governmental regulation of business, including limits of government power.
15. explain a corporation’s legal structure and differentiate it from other forms of business organization, the meaning of limited liability for the owners; describe the relationship of the various stakeholders.

---

## Methods of Instruction

- **Lecture**

- **Methods of Instruction Description:**
  Case analysis

## Assignments

- **Outside Assignments**
  1. Assigned reading in textbook and supplementary materials.
  2. Analyze cases at the end of chapters as well as other cases distributed in class.
  3. Produce a work based project.

## Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Projects**
- **Other**
  Work based project

## Texts and Other Instructional Materials

### Adopted Textbook

1. Cheeseman, H *Business Law: Legal Environment, Online Commerce, Business Ethics, and International Issues* 2018

### Supplemental Texts
None

### Instructional Materials
None

## Student Learning Outcomes

1. Recall significant legal principles pertaining to business transactions.
2. Create a work-based project.
3. Demonstrate the ability to follow instructions.

## Distance Learning

### Delivery Methods

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Telephone Contacts
4. Other (please specify)
   Office hours

### Adjustments to Assignments

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**Strategies to Make Course Accessible to Disabled Students**

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3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
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- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*

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8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. **Text objects**. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students**

Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

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Generated on: 11/12/2020 10:04:41 AM

**Board Approval:** 12/11/2001
**PCA Established:**
**DL Conversion:** 12/13/2004
**Date Reviewed:** Fall 2020
**Catalog Year:** 2019 - 2020

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Business Education (Masters Required) or Marketing (Masters Required) or Computer Science (Masters Required)

**Department:** Business Education

**Prefix and Number:** BUS 111

**Catalog Course Title:** Internet Marketing

**Banner Course Title:** Internet Marketing

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

None

## Entrance Skills

None

## Catalog Description

A study of methods to create, distribute, promote, and price goods and services to a target market over the Internet.

## Course Content

**Lecture**

1. Foundations and Goals of E-Commerce

2. Retailing; Internet Consumers & Market Research
3. Effective Advertising and promotion of products and services
4. Business-to-Business and Service Industries
5. Intranet and Extranet
6. Payment Systems
7. Strategy & Implementation of E-Commerce
8. Internet Law
9. E-Commerce Infrastructure
10. Internet Security TCP/IP
11. On-line Communications

---

## Course Objectives

**At the end of the course, the student will be able to:**

1. analyze various segments of the Internet and compare the profitability of business models.
2. analyze consumer behavior, segmentation, design, advertising, negotiation, pricing, and client support in the context of E-commerce.
3. analyze leading issues affecting the Internet: intellectual property, privacy, taxation, backbone, capital.
4. describe the relevance and importance of electronic commerce.
5. develop skills in finding business information and services online.
6. develop skills in using electronic commerce relevant to business enterprise.

---

## Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Case analysis

---

## Assignments

- **Sample Assignment(s)**
  Essay Question: Analyze and describe the relevance and importance of electronic commerce to small business.

  Written Assignment:
  Each student will select on leading Internet technology to review, compare, and synthesize. The student will then formulate a written critical assessment of the selected technology's business potentials and challenges.
- **Outside Assignments**
  1. Assigned reading in textbook and supplementary materials.
  2. Written assignments from textbook.
  3. Production of commonly used e-commerce products (work-based project).

---

## Methods of Evaluation

- **Exams/Tests**

- **Projects**
- **Other**
  Work-based project
  Written assignments

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## Texts and Other Instructional Materials

### Adopted Textbook

1. Turban, E *Electronic Commerce: A Managerial and Social Networks Perspective* 2018

### Supplemental Texts
None

### Instructional Materials
None

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## Student Learning Outcomes

1. BUS 111 SLO1 - Recall significant Internet marketing principles.

2. BUS 111 SLO2 - Create a work-based project.

3. BUS 111 SLO3 - Demonstrate the ability to follow instructions.

---

## Distance Learning

### Delivery Methods

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Email Communication (group and/or individual communications)
2. Telephone Contacts
3. Other (please specify)
   Discussion Board
4. Other (please specify)
   Office hours

### Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.

- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

**Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.

- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Other:

**Strategies to Make Course Accessible to Disabled Students**

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, "alt tags") which are accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

All courses must meet the **WCAG 2.0 level AA** standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation**. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*

2. **Multimedia.** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.

3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.

5. **Outside webpages and links**

- Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA

- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here"*

*and "more" must be avoided.*

6. **Applications, software, and outside learning systems.** All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. **Text objects**. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students**

Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

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Generated on: 11/12/2020 10:07:12 AM

**Board Approval:** 03/16/1993
**PCA Established:**
**DL Conversion:** 12/17/2002
**Date Reviewed:** Fall 2019
**Catalog Year:** 2020 - 2021

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Economics (Masters Required)
**Department:** Business Education
**Prefix and Number:** BUS 121
**Catalog Course Title:** Business Economics
**Banner Course Title:** Business Economics

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade Only

## Requisites

None

## Entrance Skills

None

## Catalog Description

An introduction to basic economic analysis and institutions. Macroeconomic analysis of income, employment, price level, and international trade. Microeconomic analysis of demand, production, competitive and noncompetitive product markets, and factor markets. Emphasis is placed on the applications of economic theory in the business environment. This course is not open to students who are enrolled in or have received credit for ECON 121. May be taken prior to or concurrently with ECON 101 or ECON 102.

## Course Content

**Lecture**

1. Orientation/Instruction to Economics and the Economy
    a. the basic economic problem
    b. introductory terminology and concepts
    c. demand, supply, and market price

2. Determining National Income, Employment, and Fiscal Policy
    a. measuring domestic output, national income, and the price level
    b. aggregate expenditures model
    c. aggregate demand and supply model
    d. fiscal policy

3. Money, Banking, and Monetary Policy
    a. money and banking
    b. the banking system
    c. the federal reserve system
    d. monetary policy

4. Problems and Controversies in Macroeconomics
    a. the inflation-unemployment relationship
    b. budget deficits and the public debt
    c. alternative views on macro theory and policy

5. Product Market
    a. elasticity of supply and demand
    b. business organizations
    c. costs and productivity
    d. market structure

6. Government and Business
    a. antitrust policy
    b. regulation policy
    c. environmental and energy policy

7. Factors Market and Income Distribution
    a. present value

b. marginal productivity theory of resource prices

c. income distribution and poverty

8. International Economics and the World Economy

a. international trade

b. international monetary system

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## Course Objectives

**At the end of the course, the student will be able to:**

1. analyze and illustrate the basic principles underlying the price mechanism in the market system and evaluate the principal assumptions underlying the economist's model of human behavior.
2. compare and contrast the conceptual distinctions between the classical, keynesian, monetarist, supply-side, and rational expectations schools of macro-economics thought, from the point of view of growth, unemployment, and inflation's.
3. describe the instability of national production, unemployment, and prices, demonstrate the trade-off in macroeconomics goals, and formulate a stabilization policy using monetary and fiscal tools.
4. trace how banks create money, describe how changes in the money stock, through the equation of exchange, affect the price and output levels in the economy.
5. evaluate the major limitations of the price system and formulate policies to reduce externalities and promote efficiency.
6. analyze the relationships between scarcity, trade-offs, and opportunity costs, and justify why costs are a necessary component of all choice situations.
7. identify the economic significance of and express the mathematical connection between the nature of a firm's cost and revenue curves.
8. compare and contrast the price, profit, quantity, quality, efficiency, and variety of products under perfect and imperfect market structures.

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## Methods of Instruction

- **Distance Learning**
- **Lecture**

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## Assignments

- **Outside Assignments**
  Sample Assignments: Critique of Articles: Students are required to submit a typewritten (2 page minimum) critique of any two of the following articles: Articles: (All articles are on reserve in the LRC)

  1. Kind Hearts and Opportunity Costs
  2. Lessons From the Crash of 1929
  3. Playing By The Rules
  4. The Service Sector - Give It Some Respect!
  5. Theory and Practice of Free Trade

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## Methods of Evaluation

1. Evaluation is based on various types of assignments and examinations.
2. Essay type questions will be designed to reveal students' ability to make valid generalizations and support them with economic theories, or apply broad principles to a series of specific instances.
3. Multiple choice questions will be designed to facilitate proficiency in dealing with material of the course in

diagrams, graphs, equations, problem solving, and interpretation of relationships between variables.
4. Homework assignments will include discussion questions designed to enhance critical thinking, facilitate clarity and precision in explanation of central ideas, showing relationships, detail exceptions, varieties, and policy formulation.

Sample Test Questions:
1. Carefully evaluate the two views expressed in the following statements:
A. "It happens every day. Advertising builds mass demand. Production goes up--costs come down. More people can buy--more jobs are created. Each stimulates the net in a cycle of productivity and plenty which constantly creates a better life for you."
B. "Advertising constitutes inverted education--a costly effort to induce people to buy without sufficient though and deliberation and therefore to buy things they do not need. Furthermore, advertising intensifies economic instability because advertising outlays vary directly with level of consumer spending."
C. Which view do you feel is the more accurate? Justify your position.
2. Using the substitution and output effects, explain how a decline in the price of resource A might cause an increase in the demand for substitute resource B. If resources C and D are complementary and used in fixed proportions, what will be the impact of an increase in the price of C on the demand for D?
3. "The social desirability of any given business enterprise should be judged not on the basis of the structure of the industry in which it finds itself, but rather on the basis of the market performance and behavior of that firm." Analyze critically.
4. Why is the distinction between insurable and uninsurable risks significant for the theory of profits? Carefully evaluate: "All economic profits can be traced to either uncertainty or the desire to avoid it." What are the major functions of profits?

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## Texts and Other Instructional Materials

### Adopted Textbook

1. Tucker, Irvin B. *Survey of Economics* Edition: 10th 2019

### Supplemental Texts

1. Videos:
   1. Resources & Scarcity: What is Economics All About:
   2. Markets & Prices: Do They Meet Our Needs?
   3. Booms and Busts: What Causes the Business Cycle?
   4. John Maynard Keynes: What Did We Learn from the Great Depression?
   5. Fiscal Policy: Can We Control the Economy?
   6. Inflation: How Did The Spiral Begin?
   7. The Banking System: Why Must It Be Protected?
   8. The Federal Reserve: Does Money Matter?
   9. Stagflation: Why Couldn't We Beat It?
   10. Productivity: Can We Get More For Less?
   11. Federal Deficits: Can We Live With Them?
   12. Monetary Policy: How Well Does It Work?
   13. Stabilization Policy: Are We Still In Control
   14. The Firm: How Can It Keep Costs Down?
   15. Supply And Demand: What Sets The Price?
   16. Perfect Competition & Inelastic Demand: Can The Farmer Make A Profit?
   17. Economic Efficiency: What Price Controls?
   18. Monopoly: Who's In Control?
   19. Oligopolies: Whatever Happened To Price Competition?
   20. Pollution: How Much Is A Clean Environment?
   21. Labor and Management: How Do They Come To Terms?
   22. Profits & Interests: Where Is The Best Return
   23. Reducing Poverty: What Have We Done?
   24. Economic Growth: Can We Keep Up The Pace?
   25. Public Goods & Responsibilities: How Far Should We Go?
   26. International Trade: For Whose Benefit?
   27. Exchange Rates: What In The World Is A Dollar Worth?

### Instructional Materials
None

## Student Learning Outcomes

1. BUS121 SLO1 - Apply demand and supply theory/analysis to a range of economic problems.
2. BUS121 SLO2 - Differentiate the characteristics of different market structures and demonstrate how they impact market efficiencies.
3. BUS121 SLO3 - Formulate and apply the appropriate monetary and fiscal policies to different phases of the business cycle.

## Distance Learning

### Delivery Methods

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Discussion Board
2. Telephone Contacts
3. Email Communication (group and/or individual communications)
4. Testing
5. Other (please specify)
   appointments other than scheduled office hours, tutorials, reviews, and make-up exams
6. Orientation Sessions

**Adjustments to Assignments**
Assignments will be comparable to (and the same F2F in most cases) but students will submit them using the college's LMS (currently Canvas).

**Adjustments to Evaluation Tools**
There will be online assignments, discussion forums, readings, quizzes and exams. Student participation (attendance) will be evaluated through their regular participation in discussion boards and completion of above assignments. Assignments will be graded in the same manner in which on-site course assignments are graded.

**Strategies to Make Course Accessible to Disabled Students**
1. All exams and quizzes that are timed but can be adjusted in order to allow as much time as their particular accommodation allows them to have. 2. All video material will be closed captioned (and/or scripts will be provided). 3. All assignments can be submitted in a variety of formats and can be completed with the assistance of personnel that has been designated for this purpose by their accommodation assessment. 4. Alternative but comparable assignments will be provided as needed. 5. There are no on-site or specific site requirements for the completion of any of the work allowing the student to complete their work in the environment suitable for their accommodation. 6. Course sections are clearly marked and instructions are spelled out within each section, as well as in the course general instructions, and on the syllabus. 7. Screen reader as assessed by the Adaptive Technology Internet Access Specialist.

**Inform Students**
Use of the strategies outlined above.

**Additional Comments**
none

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**Board Approval:** 03/16/1993
**PCA Established:**
**DL Conversion:** 12/17/2002
**Date Reviewed:** Fall 2019
**Catalog Year:** 2020 - 2021

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Economics (Masters Required) or Family and Consumer Studies/Home Economics (Masters Required) or Management (Masters Required)

**Department:** Business Education

**Prefix and Number:** BUS 130

**Catalog Course Title:** Consumer & Family Finance

**Banner Course Title:** Consumer & Family Finance

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

None

## Entrance Skills

None

## Catalog Description

Designed to assist individuals and/or those working with individuals to analyze and direct their financial affairs. Elements and concepts of financial planning and decision making in the areas of budgeting, taxes, borrowing, money management, consuming, insurance, investments, retirement, and estate planning will be analyzed with an emphasis on application to changing family needs. This course is not open to students who are enrolled in or have received credit for Economics 130 or Family and Consumer Sciences 130.

## Course Content

**Lecture**

1. Overview of Financial Management
    a. economic factors such as productivity, government policies, and regulations, international competition, technology, and natural resources
    b. personal factors such as values, goals, stage of life cycle, and priorities which influence financial decisions
    c. career and income
2. Financial Planning
    a. personal financial statements and records such as balance sheet and income statement
    b. recordkeeping and budgeting
    c. taxes - types, tax law changes, preparing returns, tax advice and planning, sources of information, and methods of reducing
3. Managing Your Money
    a. financial institutions and money management-types and services, savings instruments, legislation and lending checking
    b. credit - sources, costs of, comparing, securing, abuses, legislation, counseling, and bankruptcy
4. Effective Buying
    a. consumer decision making process
    b. buying techniques - unit pricing, bulk buying, etc.
    c. consumer rights and protection - frauds and abuses, laws and regulations, consumer assistance, and effective complaints
    d. auto purchasing - alternatives, costs, comparing, financing
    e. home buying - selection, types available, purchase process, financing
    f. home renting - personal, financial, and legal factors and leases
    g. home renting - personal, financial, and legal factors and leases
    h. selling a home - pricing, preparation, tax liabilities, agents
5. Purchasing Protection
    a. insurance concepts-types, risk, basic elements, purchase process
    b. life insurance - need for, how much, types of companies and policies, the contract, rate shopping
    c. health insurance-types of coverage, health maintenance plans
    d. income disability coverage
    e. auto, homeowners and liability
6. Investments
    a. basic concepts-risk, diversification, income vs. growth, comparative criteria, relation to taxes
    b. investment types, characteristics, and selection - money market investments, stocks, real estate, alternative investments
    c. buying and selling securities
    d. investment clubs and mutual funds
    e. matching goals and investments
7. Financial Planning for Later Years
    a. Social Security
    b. other sources of retirement income
    c. retirement planning
    d. estate planning

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## Course Objectives

**At the end of the course, the student will be able to:**

1. relate the role of personal goals and values in financial decision making and develop, analyze, and modify a budget and financial plan which reflects their goals.
2. justify a career choice by researching the requirements and costs of training for an occupational cluster, summarizing the opportunities and benefits in the field, and contrasting these to stated personal and financial goals.
3. analyze the impact of economic influences such as government monetary and fiscal policy, technology, supply and demand, nature, and natural resources on financial stability and consumer decisions.
4. construct personal financial statements, interpret their meaning in regards to financial well-being, and utilize them to determine insurance needs and analyze credit decisions.
5. discriminate between the various tax forms, types of income, deductions, credits, exemptions and complete a l040 federal income tax form including schedule A.
6. distinguish appropriate and inappropriate uses of credit, calculate the cost of borrowing, and formulate criteria for comparing sources of credit.

7. apply the basic steps in the consumer decision making process to purchase decisions for housing, transportation, and consumer products.
8. distinguish the characteristics of different investment mediums, compare and contrast the types of risk impacting investments, and design and explain an investment strategy for achieving stated goals.

## Methods of Instruction

- **Lecture**

## Assignments

- **Outside Assignments**
  Assigned reading.
  Assigned projects.
- **Sample Assignment(s)**
  Sample projects:

  1. Budget project - students will rank their values; list, prioritize, and cost their financial goals; and compare and discuss their priorities in relation to stated values. After re-assessing their goals in relation to money available for savings, as calculated on an income statement, they will develop a budget based on forecasted income and expenses. For one month, they will record all monies expended in ledger format and summarize the results on a budget control sheet. They will then evaluate their budget and its usefulness and modify expense categories and amounts based on their conclusions. They will also modify their long and short term goals based on the analysis of the experience and justify the reasonableness of their goals and budget.

  2. Investment worksheet - in this homework assignment the students may work with a hypothetical family or themselves. Given their income statement, balance sheet, and financial goal information, students will utilize compound interest tables to determine lump sum, yearly, or combination investments to achieve the goals within a pre-determined timeframe.

## Methods of Evaluation

Evaluation will include tests consisting of both multiple choice and essay questions, homework assignments, and projects as discussed above.

Specific examples of essay questions are:
1. We have examined the forces and influences which affect the economy and our personal finances by exploring the economies of the fish, berry, and log people. State which tribe you would want to belong to and justify your choice in terms of the forces and influences dealt with in class discussion. Discuss one crisis faced by your chosen tribe and evaluate the leader's handling of it and explain how you would have acted if you were the leader.

2. State your preference for term or whole life insurance. Defend your opinion by discussing the pros and cons of each and relating your choice to pertinent personal circumstances.

3. Explain the major characteristics of bonds and the factors that affect bond prices.

## Texts and Other Instructional Materials

### Adopted Textbook

1. Billinsley, Gitman & Joehnk *Personal Fincial Planning* Edition: 14th 2017

### Supplemental Texts

1. The LRC has numerous publications with articles addressing personal finance issues. Students will be encouraged to peruse these for use in their term projects. Some appropriate publications are Business Week, Changing Times, Consumer Reports, Journal of Home Economics, Wall Street Journal, Time, Money, Newsweek. More specific examples are:

1. "What Tax Reform Means to You", Newsweek. pp. l4-32. August. l986
2. "Investing for College", Sylvia Porter's Personal Finance. September. l987
3. "Economics and America's Choices", Richard Russell's Dow Theory Letters. July. l987
4. Van Caspel, Venita. The Power of Money Dynamics. Reston. l983
5. Understanding Bonds and Preferred Stocks. New York Stock Exchange Publications Section.

2. Instructor's Resource Guide
3. Overheads
4. Handouts - Bank of America's Consumer Information Reports. Instructor's Guide-Student Forms from Personal Money Management

**Instructional Materials**
None

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## Student Learning Outcomes

1. BUS 130 SLO1 - Identify and differentiate the main components of wise money management.
2. BUS 130 SLO2 - Demonstrate their ability to differentiate the characteristics of different investment mediums.
3. BUS 103 SLO 3 - Demonstrate their ability to assess opportunity costs associated with financial decisions.

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## Distance Learning

**Delivery Methods**

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

**Contact Types**

1. Other (please specify)
   Appointments other than scheduled office hours to help student understand the course material.
2. Email Communication (group and/or individual communications)
3. Discussion Board
4. Telephone Contacts

**Adjustments to Assignments**
Assignments will be comparable to (and the same F2F in most cases) but students will submit them using the college's LMS (currently Canvas).

**Adjustments to Evaluation Tools**
There will be online assignments, discussion forums, readings, quizzes and exams. Student participation (attendance) will be evaluated through their regular participation in discussion boards and completion of above assignments. Assignments will be graded in the same manner in which on-site course assignments are graded.

**Strategies to Make Course Accessible to Disabled Students**
1. All exams and quizzes that are timed but can be adjusted in order to allow as much time as their particular accommodation allows them to have. 2. All video material will be closed captioned (and/or scripts will be provided). 3. All assignments can be submitted in a variety of formats and can be completed with the assistance of personnel that has been designated for this purpose by their accommodation assessment. 4. Alternative but comparable assignments will be provided as needed. 5. There are no on-site or specific site requirements for the completion of any of the work allowing the student to complete their work in the environment suitable for their accommodation. 6. Course sections are clearly marked and instructions are spelled out within each section, as well as in the course general instructions, and on the syllabus. 7. Screen reader as assessed by the Adaptive Technology Internet Access Specialist.

**Inform Students**
Students will be informed via course syllabus, links, and announcement on Canvas.

**Additional Comments**
none

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**Board Approval:** 04/17/1990
**PCA Established:**
**DL Conversion:** 12/13/2005
**Date Reviewed:** Fall 2016
**Catalog Year:** -

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Business Education (Masters Required) or Management (Masters Required) or Marketing (Masters Required)

**Department:** Business Education

**Prefix and Number:** BUS 140

**Catalog Course Title:** Survey of International Business

**Banner Course Title:** Survey of Int'l Business

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | - | - | |
| **Total Student Learning Hours** | 3.0 | 48.0 - 54.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

None

## Entrance Skills

None

## Catalog Description

An introduction to institutions and business practices in the international environment, emphasizing the major motivations compelling private firms to pursue international business.

## Course Content

**Lecture**

1. Globalization

2. Cross-Cultural Business
3. Politics, Law, and Business Ethics
4. Economic Systems and Development
5. International Trade
6. Business-Government Trade Relations
7. Foreign Direct Investment
8. Regional Economic Integration
9. International Financial Markets
10. International Monetary System
11. International Strategy and Organization
12. Analyzing International Opportunities
13. Selecting and Managing Entry Modes
14. Developing and Marketing Products
15. Managing International Operations
16. Hiring and Managing Employees

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## Course Objectives

**At the end of the course, the student will be able to:**

1. illustrate the need to rely on external disciplines (e.g., ecology, geography, history, political science, law, economics, foreign language and anthropology) because of their impact on how international business is conducted.
2. define and briefly discuss basic terms that relate to international business.
3. identify the different means--such as exporting, importing, licensing, and investing--a firm can use to accomplish its international objectives.
4. discuss major factors which have an impact on international business in general.
5. evaluate the role of currency trading in the operation of an international business.
6. outline the structure of a multinational corporation and explain the advantages and disadvantages of such a corporation.
7. briefly describe the multinational finance function.

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## Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Case analysis

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## Assignments

- **Outside Assignments**
  1. Assigned reading in textbook and supplementary materials.
  2. Written assignments from textbook.

3. Produce work based project.

- **Sample Assignment(s)**
  Sample assignment:
  Pick a product that will be marketed overseas and develop a strategy that will overcome the barriers on international trade.

  Sample test question:
  The Foreign Corrupt Practices Act forbids U.S. companies from government officials or political candidates in other nations.
  a) lobbying
  b) influencing
  c) bribing
  d) contacting

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## Methods of Evaluation

- **Exams/Tests**
- **Projects**
- **Other**
  Work-based projects
  Written assignments from textbook

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## Texts and Other Instructional Materials

### Adopted Textbook

1. Wild, J *International Business: The Challenges of Globalization* Edition: 8 2015

### Supplemental Texts
None

### Instructional Materials
None

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## Student Learning Outcomes

1. Recall significant international business principles
2. Create a work-based project
3. Demonstrate the ability to follow instructions

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## Distance Learning

### Delivery Methods

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Telephone Contacts
4. Other (please specify)
   Office hours

### Adjustments to Assignments
Met with Distance Learning Coordinator and discussed adjustments for assignments. Assignments will be similar, although the submissions will be different. Students will generally use an assignments feature, available through

Blackboard and Canvas. Making use of the assignments feature allows for advanced feedback. This allows the instructor to provide specific feedback, which allows for improved instructor initiated contact. Students may also submit assignments through email. We may also make use of discussions that are available in both Blackboard and Canvas. This also allows for student to student contact. Canvas, our new LMS, has a peer-review feature that we may also take advantage of.

**Adjustments to Evaluation Tools**
Met with Distance Learning Coordinator and discussed adjustments for evaluation tools. DE courses allow for multiple evaluation tools with their technology. Courses will be able to use interactive rubrics and quizzes, which allow for automated assessment performance for certain question types, and in the future the use of the mastery gradebook. The mastery gradebook in Canvas allows instructors to provide evaluation on a scale that could be used for SLOs. Canvas also allows for integration with eLumin. The distance education specialist said that in the future instructors may be able to export their outcomes from Canvas directly into eLumin. With the assignments feature, quizzes, and discussions, there are many different tools that can be utilized to evaluate the students progress toward the objectives of the course.

**Strategies to Make Course Accessible to Disabled Students**
Met with Alternative Media Specialist and discussed course accessibility to disabled students. Headers and headings are used with Word documents. Update recommendations will comply with WCAG 2.0-Web Content Accessibility Guidelines.

**Inform Students**
Instructor will give appropriate AHC student service information to students via email, phone, or in person.

**Additional Comments**
This course has already been approved for DL. The changes here are in accordance with the recommendations from the last program review.

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**Board Approval:** 12/08/2015
**PCA Established:**
**DL Conversion:**
**Date Reviewed:** Fall 2015
**Catalog Year:** 2015 - 2016

# Allan Hancock College
# Course Outline

**Discipline Placement:** Work Experience Instructors or Coordinators
**Department:** Business Education
**Prefix and Number:** BUS 149
**Catalog Course Title:** Cooperative Work Experience: Occupational
**Banner Course Title:** Coop Work Exp: Occupational

## Units and Hours

| | Hours per Week (Based on 16 Weeks) | Units |
|---|---|---|
| **Cooperative Work Experience Total Semester Contact Hours** | 3.5 - 0.0 to 37.5 - 0.0 | 1.0 - 8.0 |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

**Limitations on Enrollment**
To participate in Cooperative Work Experience: (1) students must be working at a job within their major, (2) students must be able to become involved in new or expanded responsibilities on the job, (3) the employer must be willing to cooperate with the college in the supervision and evaluation of the student and (4) the student must attend all coordination/consultation meetings in addition to other work and class responsibilities.

CWE Units Unpaid Placement:
1 unit 60 hours
2 units 120 hours
3 units 180 hours
4 units 240 hours
5 units 300 hours
6 units 360 hours
7 units 420 hours
8 units 480 hours

CWE Units Paid Placement:
1 unit 75 hours
2 units 150 hours
3 units 225 hours
4 units 300 hours
5 units 375 hours
6 units 450 hours
7 units 525 hours
8 units 600 hours

## Entrance Skills

None

## Catalog Description

Supervised employment extending classroom-based learning to an on-the-job learning environment relating to the student's career and educational goals. In addition, these work experiences improve the student's basic work skills and professional competencies by creating career awareness, improving work habits, and fostering positive workplace attitudes.

## Course Content

**Lecture**

1. Attend orientation (1 hour on-site or online) and establish discipline and job related learning objectives in consultation with job supervisor and the work experience instructor/coordinator
2. Coordinate on-site and on-campus meeting times between employer, student and work experience instructor/coordinator as detailed in the course schedule
3. Successfully complete and document agreed upon learning objectives AND successfully complete and document (timesheet) required hours of work (see “UNITS” above)
4. Prepare a final formal report (students may select from an approved list of topics relating to the work experience) and secure employer evaluation and certification of work hours.

## Course Objectives

**At the end of the course, the student will be able to:**

1. establish clear and measurable learning goals.
2. schedule and maintain a regular working schedule compatible with educational goals.
3. self initiate activities associated with achieving learning goals.
4. assess progress towards learning goals and successfully respond to a diverse work environment.
5. reflect on work experience and evaluate performance.
6. effectively describe and report work experiences and achievement of learning goals.

## Methods of Instruction

- **Methods of Instruction Description:**
  Cooperative work experience

## Assignments

- **Other Assignments**
  This program takes place at an individual student’s workplace and the assignments will be defined by the employer/supervisor in relation to the duties set forth by the employer and agreed upon learning objectives.

## Methods of Evaluation

- **Class Performance**
- **Writing Requirements**
- **Other**
  1. Attendance/participation in orientation session
  2. Successful completion and submission of requisite forms

3. Instructor evaluation of the student's performance on measurable learning objectives, and compliance with program requirements
4. Employer evaluation of student's performance on measurable learning objectives and basic work skills
5. Instructor evaluation of student's final written report describing the student's experience in accomplishing the measurable learning objectives

Sample essay question: Analyze your job site, discuss, and describe how you would go about improving productivity and efficiency. Include changes in procedures and workflow.

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## Texts and Other Instructional Materials

### Adopted Textbook

1. AHC *CWE Student Handbook*
2. AHC *CWE Faculty Handbook*

### Supplemental Texts

1. Recommended readings will be determined by the student's employer depending upon the actual job assignment and the agreed upon learning objectives.
2. Others as required by individual contracts and workplace needs

### Instructional Materials

None

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## Student Learning Outcomes

1. BUS 149 SLO1 - Develop and apply personal skills, attitudes, and competencies in the workplace and within course- related activities.

2. BUS 149 SLO2 - Write and complete Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.) objectives related to new or expanded workplace responsibilities.

3. BUS 149 SLO3 - Demonstrate effective communication and technological awareness through the use of technologies (Internet, email and telephone) in ways appropriate to the course.

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## Distance Learning

### Delivery Methods

- ERT
- Audio/videoconferencing (Zoom, Cranium Café), etc.
- Other

  Emergency Remote.Teaching (ERT) conversion

**Instructor Initiated Contact Hours Per Week:** 8.000

### Contact Types

1. Other (please specify)

**Adjustments to Assignments**

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

**Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Other:

**Strategies to Make Course Accessible to Disabled Students**

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the **WCAG 2.0 level AA** standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation**. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*

2. **Multimedia.** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.

3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.

5. **Outside webpages and links**

- Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
- Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*

6. **Applications, software, and outside learning systems.** All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.

7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)

8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.

9. **Text objects**. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.

10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? No

**Inform Students**

Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

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**Board Approval:** 04/20/1999
**PCA Established:** 01/18/2011
**DL Conversion:** 12/13/2005
**Date Reviewed:** Fall 2020
**Catalog Year:** 2019 - 2020

# Allan Hancock College
# Course Outline

**Discipline Placement:** Business (Masters Required) or Business Education (Masters Required) or English (Masters Required) or Office Technologies

**Department:** Business Education

**Prefix and Number:** BUS 160

**Catalog Course Title:** Business Communications

**Banner Course Title:** Business Communications

## Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|---|---|---|---|
| **Lecture** | 3.000 | 48.0 - 54.0 | |
| **Lab** | 0.000 | 0.0 - 0.0 | |
| **Outside-of-Class Hours** | 6.000 | 96.0 - 108.0 | |
| **Total Student Learning Hours** | 9.0 | 144.0 - 162.0 | 3.0 |
| | | | |
| **Total Contact Hours** | 3.0 | 48.0 - 54.0 | |

**Number of Times Course may be Repeated**
None

**Grading Method**
Letter Grade or Pass/No Pass

## Requisites

**Advisories**
ENGL 514 Writing Skills 4
**and**

**Advisories**
the ability to type 40 words per minute are strongly recommended.

## Entrance Skills

**Upon entering this course, the student should be able to:**

ENGL 514 - Writing Skills 4

- write essays, including argumentation, that integrate and synthesize course readings and are clearly focused, fully developed, and logically organized.
- produce in-class or timed essays that illustrate organizing, composing, revising, editing, and time-management skills.

- analyze and paraphrase multiple texts: drawing conclusions, making generalizations, and analyzing arguments.
- write essays to specific audiences using an appropriate voice for those readers.
- formulate an essay with a clear thesis statement or central idea.
- organize essays in which the topic sentences and paragraph details support the thesis.
- construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college-level diction.
- use strategies to accommodate and learn unfamiliar vocabulary.
- proofread and edit essays so that they exhibit few gross errors in English grammar, use, or punctuation.
- identify and evaluate supporting evidence.
- follow prescribed documentation methods and properly use outside sources.

## Catalog Description

A study of the types of communications used in industry and government with emphasis on the content and practice of creating and writing various types of letters, memorandums, reports, Internet e-mail, multimedia presentations and other types of documents. Spelling, correct word usage, sentence structure, punctuation, appearance of copy and organization of ideas are emphasized.

## Course Content

**Lecture**

1. Building Your Career Success with Communication Skills
2. Creating Business Messages
3. Improving Writing Techniques
4. Revising and Proofreading Business Messages
5. E-Mail and Memorandums
6. Direct Letters and Goodwill Messages
7. Persuasive Messages
8. Negative Messages
9. Informal Reports
10. Proposals and Formal Reports
11. Communicating in Person, in Meetings, by Telephone, and Digitally
12. Making Effective and Professional Oral Presentations
13. The Job Search, Resumes, and Cover Letters
14. Employment Interviewing and Follow-Up Messages

## Course Objectives

**At the end of the course, the student will be able to:**

1. evaluate and select the most effective way to communicate specific information.
2. distinguish between the formal and informal communications.
3. assess and determine the data required for specific documents and publications and arrange the material in logical sequence.
4. evaluate documents and publications on appearance, organization, word usage, spelling, and punctuation.
5. use effective writing skills to develop communications with a clear focus developed fully and comprehensively in idiomatic English that is grammatically correct.

## Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Case analysis

## Assignments

- **Outside Assignments**
  1. Assigned reading in textbook and supplementary materials.
  2. Written assignments from textbook.
  3. Production of commonly used business documents (work-based project).
- **Sample Assignment(s)**
  Sample test question: The following letter has faults in grammar, punctuation, conversational languages, outdated expression, sexist language, concise wording, long lead-ins, and other problems. Correct the errors.

  Sample and situation: Contemporary issues that concern the general public at all levels of government include the environment, taxes, health care, education, and crime. Determine an issue that is important to you. Using the Internet or library resources, study the issue so that you have a solid knowledge base to support your point of view. Prepare a letter explaining why the issue is important and what action you would like taken (such as voting for or against current legislation, installing a traffic light at a dangerous intersection, etc.).
  Task: Apply the CBO approach to plan and develop this persuasive message. Use the persuasive strategy AIDA to convince the official to take a particular action. The final letter should reflect the qualities of effective messages and acceptable message content and format.

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## Methods of Evaluation

- **Exams/Tests**
- **Projects**
- **Other**
  Work-based project
  Written assignments from textbook

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## Texts and Other Instructional Materials

### Adopted Textbook

1. Guffrey, M *Essentials of Business Communication* 2018

### Supplemental Texts
None

### Instructional Materials
None

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## Student Learning Outcomes

1. Recall significant business communication principles
2. Create a work-based project
3. Demonstrate the ability to follow instructions

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## Distance Learning

### Delivery Methods

- Internet

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Telephone Contacts

4. Other (please specify)
   Office hours

**Adjustments to Assignments**

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

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**Adjustments to Evaluation Tools**

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- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Other:

**Strategies to Make Course Accessible to Disabled Students**

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

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3. **Documents and other learning materials**. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible,

consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

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7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)

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9. **Text objects**. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.

10. **Disability statement.** The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Comment:** Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students**

Instructor will give appropriate AHC student services when they communicate special needs to instructor via email, phone or in person.

**Additional Comments**

N/A

# Allan Hancock College
# Program Outline

**Title:** Business Administration
**Award Type:** Associate in Arts

The associate degree program in business administration prepares students to begin upper-division work leading to a baccalaureate degree in business or business administration. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Associate in Arts in Business Administration will:**

- Recall significant business administration issues, theories, and applications relevant to subsequent upper-division coursework.
- Apply business administration principles to produce work-based learning projects related to upper-division coursework.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**A major of 28 units is required for the associate in arts degree.**

| **Required core courses (28 units):** | | **Units:** 28 |
|---|---|---|
| ACCT131 | Financial Accounting 1 | 3 |
| ACCT132 | Financial Accounting 2 | 3 |
| ACCT140 | Managerial Accounting | 3 |
| BUS101 | Introduction to Business | 3 |
| BUS110 | Business Law | 3 |
| CBIS101 | Computer Concepts & Applications | 3 |
| ECON101 | Principles of Macro-Economics | 3 |
| ECON102 | Principles of Micro-Economics | 3 |
| MATH123 | Elementary Statistics | 4 |

**Recommended electives:**

| | | |
|---|---|---|
| BUS141 | Global Economics | 3 |
| or | | |

| | | |
|---|---|---|
| ECON141 | Global Economics | 3 |
| or | | |
| GBST141 | Global Economics | 3 |
| MATH135 | Calculus with Applications | 4 |

**Total Program Units** **28**

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# Allan Hancock College
# Program Outline

**Title:** Business Administration
**Award Type:** Associate in Science for Transfer

The Associate in Science in Business Administration for Transfer degree prepares students to begin upper-division work leading to a California State University baccalaureate degree in business or business administration. Students will recall and apply significant business principles, produce work-based learning projects and demonstrate the ability to follow oral and written instructions. Associate Degree for Transfer Requirements Completion of 60 semester units that are eligible for transfer to the California State University, including the following: The completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). [The following Allan Hancock College graduation requirements will not be required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of Cor better.

**The graduate of the Associate in Science for Transfer in Business Administration will:**

- Recall significant business administration issues, theories and applications relevant to subsequent upper-division coursework.
- Apply business administration principles to produce work-based learning projects related to upper-division coursework.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**MAJOR COURSES: A major of 28-29 units is required for the associate in science in business administration for transfer degree.** **Units:** 18

**Required core units 18 units:**

| | | |
|---|---|---|
| ACCT131 | Financial Accounting 1 | 3 |
| ACCT132 | Financial Accounting 2 | 3 |
| ACCT140 | Managerial Accounting | 3 |
| BUS101 | Introduction to Business | 3 |
| ECON101 | Principles of Macro-Economics | 3 |
| ECON102 | Principles of Micro-Economics | 3 |

| **List A - select one course from the following (4 units):** | | **Units:** 4 |
|---|---|---|
| MATH123 | Elementary Statistics | 4 |
| MATH135 | Calculus with Applications | 4 |

| **List B - select 2 courses below OR one course below and the course not selected in List A above. (6-7 units):** | | **Units:** 6 - 7 |
|---|---|---|
| BUS110 | Business Law | 3 |
| CBIS101 | Computer Concepts & Applications | 3 |

| **General Education** | | **Units:** 28 - 30 |
|---|---|---|
| *Complete one of the following:* | | |
| a) CSU General Education Pattern 39 units<br>or | | 30 |
| b) Intersegmental General Education Transfer Curriculum 37 units | | 28 |

Double Counting: A maximum of 9 units can be double counted for the major and CSU GE or IGETC General Education requirements.

**CSU Transferrable Electives:**

*1-4 units as needed to obtain the 60 units required for the degree.*

| **Total Program Units** | **56.00 - 59.00** |
|---|---|

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# Allan Hancock College
# Program Outline

**Title:** Business: Customer Service
**Award Type:** Certificate of Accomplishment

The certificate of accomplishment in customer service provides techniques for creating positive customer relationships. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Certificate of Accomplishment in Business: Customer Service will:**

- Recall significant customer service issues, theories, and applications.
- Apply customer service principles to produce work-based learning projects .
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

| **A total of 3 units is required for the certificate.** | | **Units:** 3 |
|---|---|---|
| BUS357 | Management: Listening | 0.5 |
| BUS362 | Management: People Skills | 0.5 |
| BUS363 | Management: Conflict | 0.5 |
| BUS370 | Ethics and Integrity | 0.5 |
| BUS377 | Managing Service Quality | 0.5 |
| BUS394 | Managing Verbal Communication | 0.5 |
| **Complete all 6 courses above or** | | |
| BUS389 | Customer Service: Series | 3 |

## Total Program Units 3

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# Allan Hancock College
# Program Outline

**Title:** Business: Executive Leadership
**Award Type:** Certificate of Accomplishment

The certificate of accomplishment in executive leadership builds competencies in planning and organizing tasks, empowering people, and maintaining a productive organizational culture. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Certificate of Accomplishment in Business: Executive Leadership will:**

- Recall significant executive leadership issues, theories, and applications.
- Apply executive leadership principles to produce work-based learning projects.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

| **A major of 3 units is required for the certificate.** | | **Units:** 3 |
|---|---|---|
| BUS356 | Managing Organizations | 0.5 |
| BUS361 | Your Leadership Style | 0.5 |
| BUS362 | Management: People Skills | 0.5 |
| BUS367 | Managing Change | 0.5 |
| BUS376 | Strategic Planning | 0.5 |
| BUS397 | Executive Leadership | 0.5 |
| **Complete all 6 courses above or** | | |
| BUS387 | Executive Leadership: Series | 3 |

## Total Program Units 3

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# Allan Hancock College
# Program Outline

**Title:** Business: Human Resource Management
**Award Type:** Certificate of Accomplishment

The certificate of accomplishment in human resource management prepares students to develop and sustain a world-class workforce. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Certificate of Accomplishment in Business: Human Resource Management will:**

- Recall significant human resource management issues, theories, and applications.
- Apply human resource management principles to produce work-based learning projects.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**A total of 3 units is required for the certificate.** **Units:** 3

**Required core courses:**

| | | |
|---|---|---|
| BUS363 | Management: Conflict | 0.5 |
| BUS369 | Employment Law | 0.5 |
| BUS370 | Ethics and Integrity | 0.5 |
| BUS371 | Sexual Harassment Prevention | 0.5 |
| BUS372 | Workplace Diversity | 0.5 |
| BUS396 | Performance Measurement | 0.5 |

**Complete all 6 courses above or**

| | | |
|---|---|---|
| BUS391 | Human Resources Mgt: Series | 3 |

## Total Program Units 3

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# Allan Hancock College
# Program Outline

**Title:** Business: Sales and Marketing
**Award Type:** Certificate of Accomplishment

The certificate of accomplishment in sales and marketing prepares students to sell and market a product or service. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Certificate of Accomplishment in Business: Sales and Marketing will:**

- Recall significant sales and marketing issues, theories, and applications.
- Apply sales and marketing principles to produce work-based learning projects.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**Units:** 3

**A total of 3 units is required for the certificate.**

**Core courses**

| | | |
|---|---|---|
| BUS357 | Management: Listening | 0.5 |
| BUS366 | Promoting Small Business | 0.5 |
| BUS378 | Effective Sales Methods | 0.5 |
| BUS380 | Marketing Strategies | 0.5 |
| BUS381 | Entering Global Markets | 0.5 |
| BUS382 | Advertising & Public Relations Strategies | 0.5 |

**Complete all 6 courses above or**

| | | |
|---|---|---|
| BUS303 | Sales And Marketing | 3 |

## Total Program Units 3

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# Allan Hancock College
# Program Outline

**Title:** Business: Supervisory Management
**Award Type:** Certificate of Accomplishment

The certificate of accomplishment in supervisory management will prepare students to plan, organize, influence, and control the day-to-day operations of a business enterprise. The course will focus on techniques to work with and through people to meet organizational goals. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Certificate of Accomplishment in Business: Supervisory Management will:**

- Recall significant business issues, theories, and applications.
- Apply business principles to produce work-based learning projects .
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

| **A total of 3 units is required for the certificate.** | | **Units:** 3 |
|---|---|---|
| BUS360 | Introduction to Supervision | 0.5 |
| BUS362 | Management: People Skills | 0.5 |
| BUS363 | Management: Conflict | 0.5 |
| BUS365 | Managing Teams | 0.5 |
| BUS367 | Managing Change | 0.5 |
| BUS377 | Managing Service Quality | 0.5 |
| **Complete all 6 courses above or** | | |
| BUS302 | Essentials of Management | 3 |

## Total Program Units 3

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# Allan Hancock College
# Program Outline

**Title:** Business
**Award Type:** Certificate of Achievement

The business certificate prepares students for immediate employment in entry-level management positions. The coursework can be applied to the associate of science degree program in business. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Certificate of Achievement in Business will:**

- Recall significant business issues, theories, and applications relevant to entry-level management positions.
- Complete core business courses which may be combined with general education and accounting courses to meet requirements for an A.S. Degree in Business.
- Apply business principles to produce work-based learning projects related to entry-level management positions.
- Demonstrate the ability to follow instructions on assignments and in class activities.

## Program Requirements

**A major of 24 units is required for the degree.** **Units:** 24

*Required core courses (24 units):*

| | | |
|---|---|---|
| BUS101 | Introduction to Business | 3 |
| BUS102 | Marketing | 3 |
| BUS104 | Business Organization and Management | 3 |
| BUS107 | Human Relations in Business | 3 |
| BUS110 | Business Law | 3 |
| BUS160 | Business Communications | 3 |
| BUS302 | Essentials of Management | 3 |
| CBIS101 | Computer Concepts & Applications | 3 |
| or | | |
| CBIS141 | Microsoft Excel-Comprehensive | 3 |
| or | | |
| CBOT131 | Introduction to Word Processing | 3 |

| **Total Program Units** | **24** |
|---|---|

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# Allan Hancock College
# Program Outline

**Title:** Business Law
**Award Type:** Certificate of Accomplishment

The certificate of accomplishment in business law will prepare students to apply legal concepts to day-to-day business situations and to interact with legal counsel. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Certificate of Accomplishment in Business Law will:**

- Recall significant legal issues, theories, and applications.
- Apply legal principles to produce work-based learning projects .
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**A total of 3 units is required for the certificate.**

| **Required core courses (2 units):** | | **Units:** 2 |
|---|---|---|
| BUS369 | Employment Law | 0.5 |
| BUS370 | Ethics and Integrity | 0.5 |
| BUS371 | Sexual Harassment Prevention | 0.5 |
| BUS373 | Forming a Small Business | 0.5 |

| **Plus a minimum of 1 unit selected from the following:** | | **Units:** 1 |
|---|---|---|
| BUS372 | Workplace Diversity | 0.5 |
| BUS374 | Business Incorporation | 0.5 |
| BUS375 | Patents and Copyrights | 0.5 |
| BUS396 | Performance Measurement | 0.5 |

**or the following 3 unit course:**

| | | |
|---|---|---|
| BUS390 | Business Entrepreneurship Law | 3 |

| **Total Program Units** | **3** |
|---|---|

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# Allan Hancock College
# Program Outline

**Title:** Business: Management
**Award Type:** Associate in Science

The associate of science degree program in business prepares students for entry-level management positions. Courses also provide a foundation for upper division courses in a baccalaureate degree program in Business. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Associate in Science in Business: Management will:**

- Recall significant business issues, theories, and applications relevant to entry-level management positions and subsequent upper-division coursework.
- Apply business principles to produce work-based learning projects related to entry-level management positions.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**A major of 36 units is required for the associate in science.**

| **Required core courses (27 units):** | | **Units:** 27 |
|---|---|---|
| ACCT131 | Financial Accounting 1 | 3 |
| ACCT132 | Financial Accounting 2 | 3 |
| BUS101 | Introduction to Business | 3 |
| BUS102 | Marketing | 3 |
| BUS104 | Business Organization and Management | 3 |
| BUS107 | Human Relations in Business | 3 |
| BUS110 | Business Law | 3 |
| BUS160 | Business Communications | 3 |
| CBIS101 | Computer Concepts & Applications | 3 |
| or | | |
| CBIS141 | Microsoft Excel-Comprehensive | 3 |
| or | | |
| CBOT131 | Introduction to Word Processing | 3 |

| **Plus a minimum of 9 units selected from the following:** | | **Units:** 9 |
|---|---|---|
| BUS106 | Small Business Management | 3 |
| BUS111 | Internet Marketing | 3 |
| BUS140 | Survey of International Business | 3 |
| CWE149 | Cooperative Work Experience OCCUPATIONAL | 1 - 3 |
| ENTR101 | Intro to Entrepreneurship | 3 |
| ENTR102 | Entrepreneurship Projects | 3 |

## Total Program Units 36

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# Allan Hancock College
# Program Outline

**Title:** Business: Marketing
**Award Type:** Associate in Science

The associate of science degree program in business prepares students for entry-level management positions. Courses also provide a foundation for upper division courses in a baccalaureate degree program in Business. Students will recall and apply significant business principles, produce work-based learning projects, and demonstrate the ability to follow oral and written instructions.

**The graduate of the Associate in Science in Business: Marketing will:**

- Recall significant business issues, theories, and applications relevant to entry-level management positions and subsequent upper-division coursework.
- Apply business principles to produce work-based learning projects related to entry-level management positions.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**A major of 36 units is required for the associate in science degree.**

| **Required core courses 30 units.** | | **Units:** 30 |
|---|---|---|
| ACCT131 | Financial Accounting 1 | 3 |
| ACCT132 | Financial Accounting 2 | 3 |
| BUS101 | Introduction to Business | 3 |
| BUS102 | Marketing | 3 |
| BUS104 | Business Organization and Management | 3 |
| BUS107 | Human Relations in Business | 3 |
| BUS110 | Business Law | 3 |
| BUS160 | Business Communications | 3 |
| BUS302 | Essentials of Management | 3 |
| CBIS101 | Computer Concepts & Applications | 3 |
| or | | |
| CBIS142 | Microsoft Access-Comprehensive | 3 |
| or | | |

| | | |
|---|---|---|
| CBOT333 | Business Desktop Publishing | 3 |

| **Plus a minimum of 6 units selected from the following:** | | **Units:** 6 |
|---|---|---|
| BUS103 | Advertising | 3 |
| BUS106 | Small Business Management | 3 |
| BUS111 | Internet Marketing | 3 |
| BUS140 | Survey of International Business | 3 |
| BUS303 | Sales And Marketing | 3 |
| BUS149 | Cooperative Work Experience: Occupational * | 1 - 8 |

*: (related to Marketing)

## Total Program Units 36

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# Allan Hancock College
# Program Outline

**Title:** Entrepreneurship and Small Business Management
**Award Type:** Certificate of Achievement

The certificate of accomplishment in entrepreneurship and small business management is designed to help students gain the basic knowledge and skill necessary to become a successful entrepreneur. It provides foundation courses to prepare students to start and operate a small business.

**The graduate of the Certificate of Achievement in Entrepreneurship and Small Business Management will:**

- Recall significant entrepreneurship issues, theories and applications.
- Apply entrepreneurship principles to produce work-based learning projects.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

| **Semester 1 (Fall) Required Courses (10 units):** | | **Units:** 10 |
|---|---|---|
| BUS302 | Essentials of Management | 3 |
| BUS303 | Sales And Marketing | 3 |
| BUS366 | Promoting Small Business | 0.5 |
| BUS377 | Managing Service Quality | 0.5 |
| ENTR101 | Intro to Entrepreneurship | 3 |

**A major of 17.5 units is required for the certificate.**

| **Semester 2 (Spring) Required Courses (7.5 units):** | | **Units:** 7.5 |
|---|---|---|
| BUS364 | Winning Business Plans | 0.5 |
| BUS382 | Advertising & Public Relations Strategies | 0.5 |
| BUS390 | Business Entrepreneurship Law | 3 |
| ENTR102 | Entrepreneurship Projects | 3 |
| BUS378 | Effective Sales Methods | 0.5 |

| **Total Program Units** | **17.5** |
|---|---|

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# Allan Hancock College
# Program Outline

**Title:** Entrepreneurship
**Award Type:** Associate in Science

The objective of the A.S. Degree in Entrepreneurship is to help students obtain the comprehensive knowledge and skills necessary to become a successful entrepreneur. Both theoretical concepts and application of theory will be provided. The program will prepare students to start and operate a business by helping them to develop innovative ideas, evaluate business opportunities, write a business plan for a business startup, and promote an existing business. Students will develop an understanding of the complex tasks faced by individuals starting and sustaining a small business.

**The graduate of the Associate in Science in Entrepreneurship will:**

- Recall significant entrepreneurship issues, theories and applications.
- Apply entrepreneurship principles to produce work-based learning projects.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**A major of 36 units is required for the degree.**

| **Semester 1 (Fall) Required Courses (9 units):** | | **Units:** 9 |
|---|---|---|
| BUS102 | Marketing | 3 |
| CBOT337 or | Presentation Design - PowerPoint | 3 |
| CBIS337 | Presentation Design - PowerPoint | 3 |
| ENTR101 | Intro to Entrepreneurship | 3 |

| **Semester 2 (Spring) Required Courses (9 units):** | | **Units:** 9 |
|---|---|---|
| BUS106 | Small Business Management | 3 |
| BUS110 | Business Law | 3 |
| CBOT333 | Business Desktop Publishing | 3 |

**Semester 3 (Fall) Required Courses (9 units):** **Units:** 9

| | | |
|---|---|---|
| BUS390 | Business Entrepreneurship Law | 3 |
| BUS111 | Internet Marketing | 3 |
| ENTR102 | Entrepreneurship Projects | 3 |

**Semester 4 (Spring) Required Courses) (9 units):** **Units:** 9

| | | |
|---|---|---|
| ACCT100<br>or | Accounting for Entrepreneurs | 3 |
| ACCT130 | Financial Accounting | 3 |
| BUS107 | Human Relations in Business | 3 |
| ENTR103 | New Venture Laboratory | 3 |

## Total Program Units 36

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# Allan Hancock College
# Program Outline

**Title:** Paralegal Studies
**Award Type:** Associate in Science

The A.S. Degree in Paralegal Studies is designed to provide students with education, training, and experience that will enable them to become successful paralegals and to advance in the profession. The program is also designed to help students prepare for NALA (National Association of Legal Assistants) certification.

**The graduate of the Associate in Science in Paralegal Studies will:**

- Recall significant paralegal issues, theories, and applications.
- Apply paralegal principles to produce work-based learning projects.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**A major of 36 units is required for the associate in science degree.**

| **Required core courses (27 units):** | | **Units:** 27 |
|---|---|---|
| BUS110 | Business Law | 3 |
| CBOT305 | Legal Office Procedures | 3 |
| CWE149 | Cooperative Work Experience OCCUPATIONAL | 2 |
| PLGL101 | Intro to Paralegal Studies | 3 |
| PLGL102 | Criminal Law & Procedure | 3 |
| PLGL103 | Civil Litigation | 3 |
| PLGL104 | Legal Research & Writing | 3 |
| PLGL105 | Legal Analysis & Writing | 3 |
| PLGL106 | Case Management | 3 |
| PLGL107 | Ethics for Paralegals | 1 |

| **Plus a minimum of 9 units selected from the following:** | | **Units:** 9 |
|---|---|---|
| PLGL108 | Wills and Trusts | 3 |
| PLGL109 | Family Law | 3 |

| | | |
|---|---|---|
| PLGL110 | Intellectual Property Law | 3 |
| PLGL111 | Tort Law for Paralegals | 3 |
| PLGL112 | Corporations, Partnership, LLC | 3 |
| RE302 | Legal Aspects Of Real Estate | 3 |

**Total Program Units** **36**

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# Allan Hancock College
# Program Outline

**Title:** Paralegal Studies
**Award Type:** Certificate of Achievement

The Certificate of Achievement in Paralegal Studies is designed to help students gain the basic knowledge and skills necessary for an entry-level paralegal position. All courses in the Certificate of Achievement Program are also required courses in the Associate Degree program in Paralegal Studies so students have a seamless pathway to paralegal certification and career advancement.

**The graduate of the Certificate of Achievement in Paralegal Studies will:**

- Recall significant paralegal issues, theories and applications.
- Apply paralegal principles to produce work-based learning projects.
- Demonstrate the ability to follow instructions on assignments and class activities.

## Program Requirements

**A total of 24 units is required for the certificate.**

| **Required core courses (24 units):** | | **Units:** 24 |
|---|---|---|
| BUS110 | Business Law | 3 |
| CWE149 | Cooperative Work Experience OCCUPATIONAL | 2 |
| PLGL101 | Intro to Paralegal Studies | 3 |
| PLGL102 | Criminal Law & Procedure | 3 |
| PLGL103 | Civil Litigation | 3 |
| PLGL104 | Legal Research & Writing | 3 |
| PLGL105 | Legal Analysis & Writing | 3 |
| PLGL106 | Case Management | 3 |
| PLGL107 | Ethics for Paralegals | 1 |

## Total Program Units 24

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# ADVISORY COMMITTEE MEMBERSHIP

Professor Robert Bryant, Allan Hancock College

Ms. Marie Comstock Esq., Allan Hancock College, Comstock & Wagner

Dr. Anne Cremarosa, Allan Hancock College

Mr. Marc Gatson, Custom Workouts

Dr. Earl Murray, Jr., Allan Hancock College

Mr. Chris Silva, Inspired EYE Images/Shepard Eye Center

Dr. Fred Carbone, Aloha Family Chiropractic

Mr. Dave Silva, Santa Barbara County Senior Deputy Probation Officer

Mrs. Monda Silva, Santa Barbara County Deputy Probation Officer

Mrs. Veronica Delgado, 4 Sisters Full Service Salon

Ms. Sammy Robinson, Robinson Property Company

Business Disciple Student Survey and Data

1. Quality of instruction within the program.

A total of 89.9% of all students were either satisfied or highly satisfied with the quality of instruction within the program. Of those, 64.2% were highly satisfied. A total of 9.8% were neither satisfied or dissatisfied.

2. The way textbooks and other materials used in courses with the program help me learn.

A total of 78.5% of all students were either satisfied or highly satisfied with the textbooks and other materials used in courses with the program helped them learn.
Of those, 49.1% were highly satisfied. A total of 19% were neither satisfied or dissatisfied.

3. Advice about the program from counselors.

A total of 66% of all students were either satisfied or highly satisfied with the advice about the program from counselors. Of those, 39.4% were highly satisfied. A total of 25.3% were neither satisfied or dissatisfied.

4. The way this program meets your educational needs.

A total of 88.3% of all students were either satisfied or highly satisfied with the way the program meets their educational needs. Of those, 61.7% were highly satisfied. A total of 10.7% were neither satisfied or dissatisfied

5. Contribution towards your intellectual growth.

A total of 91.8% of all students were either satisfied or highly satisfied with the contribution towards their intellectual growth. Of those, 67% were highly satisfied. A total of 7.5% were neither satisfied or dissatisfied.

6. Clarity of course goals and learning objectives.

A total of 89.1% of all students were either satisfied or highly satisfied with the clarity of course goals and learning objectives. Of those, 65.3% were highly satisfied. A total of 9.2% were neither satisfied or dissatisfied.

7. Feedback and assessment of progress towards learning objectives.

A total of 81.6% of all students were either satisfied or highly satisfied with the feedback and assessment of progress towards learning objectives. Of those, 51.3% were highly satisfied. A total of 15.5% were neither satisfied or dissatisfied.

8. The availability of courses offered in the program.

A total of 70.2% of all students were either satisfied or highly satisfied with the availability of courses offered in the program. Of those, 46.1% were highly satisfied. A total of 20.6% were

neither satisfied or dissatisfied.

9. The content of courses offered in the Business Program.

A total of 80.1% of all students were either satisfied or highly satisfied with the content of courses offered in the Business Program. Of those, 48.8% were highly satisfied. A total of 17.1% were neither satisfied or dissatisfied.

10. The coordination of courses offered in the Business Program and courses offered in other departments that may be required for your major.

A total of 77.3% of all students were either satisfied or highly satisfied with the coordination of courses offered in the Business Program and courses offered in other departments that may be required for their major. Of those, 44.5% were highly satisfied. A total of 17.7% were neither satisfied or dissatisfied.

11. The physical facilities and space (e.g., computers, labs).

A total of 68.1% of all students were either satisfied or highly satisfied with the physical facilities and space. Of those, 41.4% were highly satisfied. A total of 19.9% were neither satisfied or dissatisfied.

12. Instructional equipment (e.g., computers, lab equipment).

A total of 72.1% of all students were either satisfied or highly satisfied with the instructional equipment. Of those, 43.9% were highly satisfied. A total of 20.8% were neither satisfied or dissatisfied.

13. Presentation of classes via the college's Canvas course management system.

A total of 75.2% of all students were either satisfied or highly satisfied with the presentation of classes via the college’s Canvas course management system. Of those, 45.1% were highly satisfied. A total of 21.1% were neither satisfied or dissatisfied.

14. Course assistance through tutorial services (e.g., through the Tutorial Center, Math Lab, Writing Center).

A total of 73.5% of all students were either satisfied or highly satisfied with the course assistance through tutorial services. Of those, 43.8% were highly satisfied. A total of 18.7% were neither satisfied or dissatisfied.

15. Availability of appropriate resources in the libraries.

A total of 79.2% of all students were either satisfied or highly satisfied with the availability of appropriate resources in the libraries. Of those, 50% were highly satisfied. A total of 16.9% were neither satisfied or dissatisfied.

16. Which of the following best describes your reason for taking this and other courses in the Business Program?

The survey indicated that 39% of students reported they were taking the course to meet general education requirements. A total of 15% said they took the class because it was recommended by a counselor, 9% said it was offered at a convenient time, and 5% said it was recommended by a friend. A total of 32% expressed some other reason.

17. Compared to the beginning of the semester, your attitude about the Business, Paralegal, and Real Estate Program has

The majority of students, 61%, stated the programs have improved. A total of 37% indicated the program remained the same. A total of 2% said it decreased.

18. I would recommend taking courses in the Business, Paralegal, and Real Estate Program.

A total of 93.5% of all students were either satisfied or highly satisfied would recommend taking courses in the Business, Paralegal, and Real Estate Program. Of those, 69% were highly satisfied. A total of 5.5% were neither satisfied or dissatisfied.

19. I plan on taking additional courses in the Business, Paralegal, and Real Estate Program.

A total of 91.7% of all students were either satisfied or highly satisfied and planned on taking additional courses in the Business, Paralegal, and Real Estate Program. Of those, 76.6% were highly satisfied. A total of 5.8% were neither satisfied or dissatisfied.

20. How many units have you completed prior to this semester?

Most students indicated that they have taken 15 or less units prior to this semester. A total of 29% have taken 0 to 15 units. A total of 24% have taken 16 to 30 units. A total of 17% have taken 61 or more units. A total of 16% have taken 31 to 45 units. A total of 14% have taken 46 to 60 units.

21. In how many units are you currently enrolled?

The majority of students indicated that they were taking 12 or more units. A total of 51% are enrolled in 12 or more units. A total of 25% are enrolled in 5 to 8.5 units. A total of 14% are enrolled in 9 to 11.5 units. A total of 10% are enrolled in less than 5 units.

22. What is your final academic goal?

A large majority stated that they final academic goal was earning a Bachelor's degree. A total of 39% want to earn a Bachelor's degree. A total of 22% want to earn an AA/AS degree. A total of 21% want to earn a Masters or higher degree. A total of 13% were not certain about their final academic goal. A total of 5% wanted to earn a certificate.

Entrepreneurship Disciple Student Survey and Data

1. Quality of instruction within the program.

A total of 93% of all students were either satisfied or highly satisfied with the quality of instruction within the program. Of those, 73% were highly satisfied. A total of 7% were neither satisfied or dissatisfied.

2. The way textbooks and other materials used in courses with the program help me learn.

A total of 100% of all students were either satisfied or highly satisfied with the textbooks and other materials used in courses with the program helped them learn.

Of those, 79% were highly satisfied.

3. Advice about the program from counselors.

A total of 100% of all students were either satisfied or highly satisfied with the advice about the program from counselors. Of those, 93% were highly satisfied.

4. The way this program meets your educational needs.

A total of 87% of all students were either satisfied or highly satisfied with the way the program meets their educational needs. Of those, 80% were highly satisfied. A total of 13% were neither satisfied or dissatisfied.

5. Contribution towards your intellectual growth.

A total of 93% of all students were either satisfied or highly satisfied with the contribution towards their intellectual growth. Of those, 73% were highly satisfied. A total of 7% were neither satisfied or dissatisfied.

6. Clarity of course goals and learning objectives.

A total of 86% of all students were either satisfied or highly satisfied with the clarity of course goals and learning objectives. Of those, 73% were highly satisfied. A total of 13% were neither satisfied or dissatisfied.

7. Feedback and assessment of progress towards learning objectives.

A total of 94% of all students were either satisfied or highly satisfied with the feedback and assessment of progress towards learning objectives. Of those, 67% were highly satisfied. A total of 7% were neither satisfied or dissatisfied.

8. The availability of courses offered in the program.

A total of 73% of all students were either satisfied or highly satisfied with the availability of courses offered in the program. Of those, 53% were highly satisfied. A total of 20% were neither satisfied or dissatisfied.

9. The content of courses offered in the Entrepreneurship Program.

A total of 80% of all students were either satisfied or highly satisfied with the content of courses offered in the Entrepreneurship Program. Of those, 53% were highly satisfied. A total of 20% were neither satisfied or dissatisfied.

10. The coordination of courses offered in the Entrepreneurship Program and courses offered in other departments that may be required for your major.

A total of 73% of all students were either satisfied or highly satisfied with the coordination of courses offered in the Business Program and courses offered in other departments that may be required for their major. Of those, 60% were highly satisfied. A total of 27% were neither satisfied or dissatisfied.

11. The physical facilities and space (e.g., computers, labs).

A total of 69% of all students were either satisfied or highly satisfied with the physical facilities and space. Of those, 38% were highly satisfied. A total of 23% were neither satisfied or dissatisfied.

12. Instructional equipment (e.g., computers, lab equipment).

A total of 77% of all students were either satisfied or highly satisfied with the instructional equipment. Of those, 46% were highly satisfied. A total of 15% were neither satisfied or dissatisfied.

13. Presentation of classes via the college's Canvas course management system.

A total of 85% of all students were either satisfied or highly satisfied with the presentation of classes via the college's Canvas course management system. Of those, 64% were highly satisfied. A total of 7% were neither satisfied or dissatisfied.

14. Course assistance through tutorial services (e.g., through the Tutorial Center, Math Lab, Writing Center).

A total of 70% of all students were either satisfied or highly satisfied with the course assistance through tutorial services. Of those, 62% were highly satisfied. A total of 31% were neither satisfied or dissatisfied.

15. Availability of appropriate resources in the libraries.

A total of 93% of all students were either satisfied or highly satisfied with the availability of appropriate resources in the libraries. Of those, 54% were highly satisfied. A total of 8% were neither satisfied or dissatisfied.

16. Which of the following best describes your reason for taking this and other courses in the Entrepreneurship Program?

The survey indicated that 33% of students reported they were taking the course to meet general education requirements. A total of 27% said they took the class because it was recommended by a counselor, 13% said it was offered at a convenient time, and 7% said it was recommended by a friend. A total of 20% expressed some other reason.

17. Compared to the beginning of the semester, your attitude about the Entrepreneurship Program has

A total of 60% stated the program have improved. A total of 40% indicated the program remained the same.

18. Which of the following courses have you taken in Entrepreneurship?

A total of 92% said they have taken ENTR 101 Introduction to Entrepreneurship. A total of 8% said they have taken ENTR 102 Entrepreneurship Projects.

19. I plan on taking additional courses in the Business, Paralegal, and Real Estate Program.

A total of 71% of students agree. 21% neither agree or disagree. A total of 7% disagree.

20. How many units have you completed prior to this semester?

A total of 47% indicated that they have taken 0 to 15 units prior to this semester. A total of 27% have taken 16 to 30 units. A total of 13% have taken 31to 45 units. A total of 7% have taken 46 to 60 units. A total of 7% have taken 61 or more units.

21. In how many units are you currently enrolled?

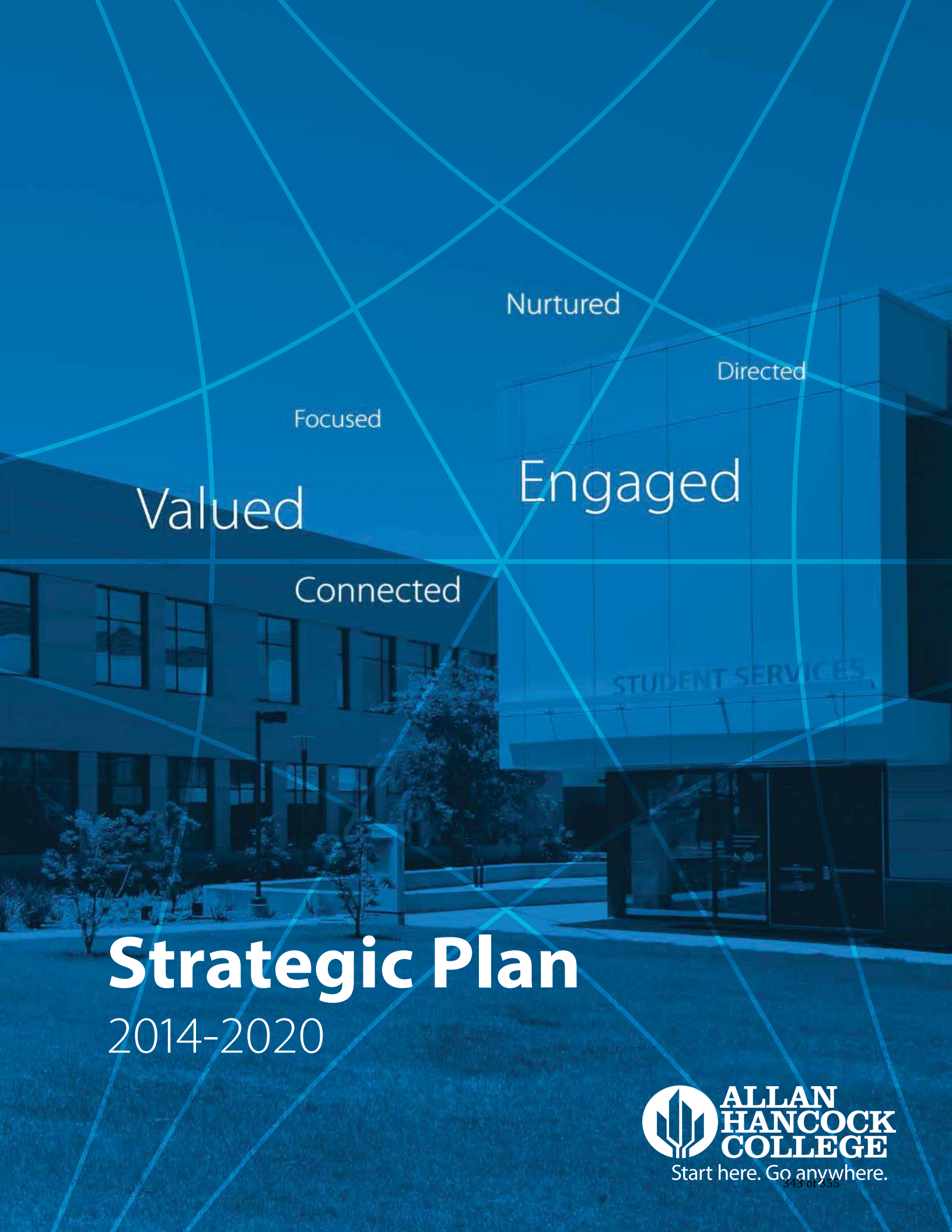
A total of 27% are enrolled in less than 5 units. A total of 7% are enrolled in 5 to 8.5 units. A total of 27% are enrolled in 9 to 11.5 units. A total of 40% are enrolled in 12 or more units.

22. What is your final academic goal?

None of the students surveyed stated that their academic goal was to earn a certificate. A total of 40% said their academic goal was to earn an AA/AS degree. A total of 40% indicated that they want to earn a Bachelors degree. A total of 7% said they wanted to earn a Masters or higher degree. A total of 13% were not certain of their academic goal.

23. Which courses are you taking this semester in Entrepreneurship?

A total of 100% said they are taking ENTR 101 Introduction to Entrepreneurship this semester. None of the students surveyed indicated that they were taking ENTR 102 Entrepreneurship Projects.



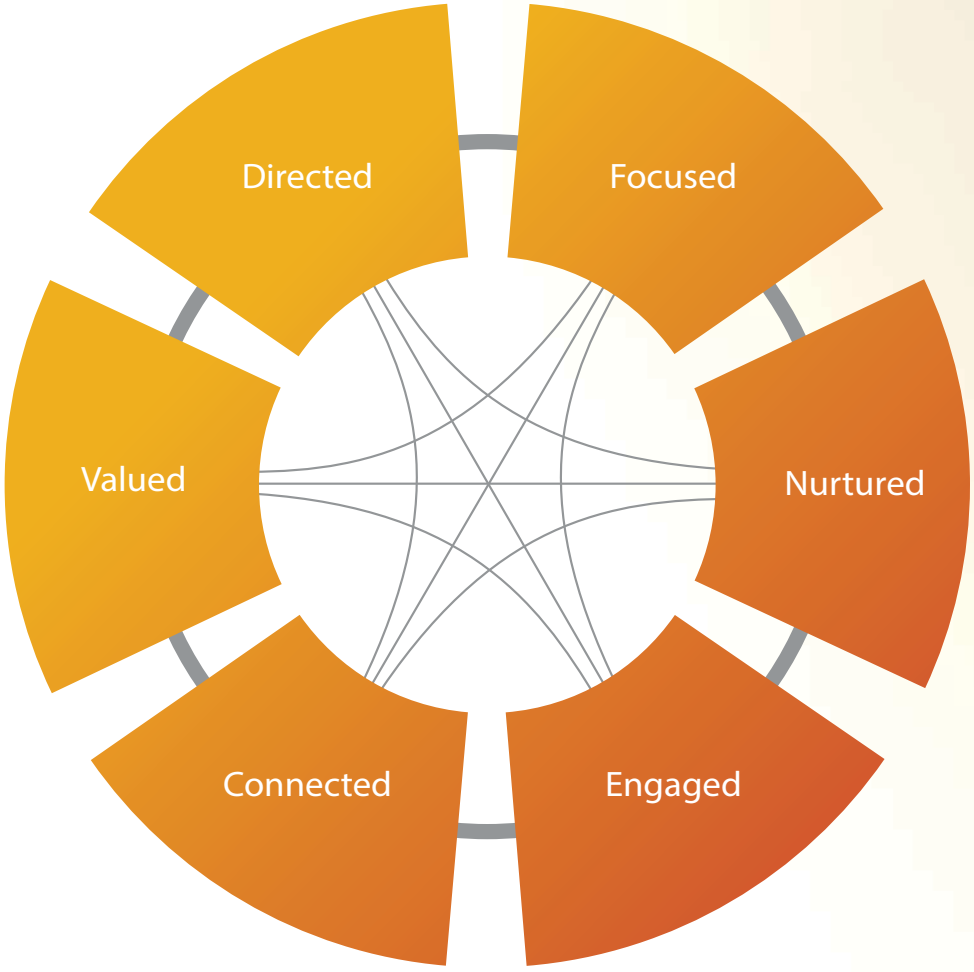

# Strategic Plan

2014-2020

ALLAN HANCOCK COLLEGE

Start here. Go anywhere.

# SIX FACTORS FOR STUDENT SUCCESS




**Directed**
Students have a goal and know how to achieve it.

**Focused**
Students stay on track, keeping their eyes on the prize.

**Nurtured**
Students feel somebody wants them to succeed and helps them achieve.

**Engaged**
Students actively participate in class and campus activities.

**Connected**
Students feel like they are part of the college community.

**Valued**
Students' skills, talents, abilities and experiences are recognized by others; they have opportunities to contribute on campus and feel their contributions are appreciated.

"Six Success Factors" from the RP Group Student Success (Re)Defined report, Jan. 2013. www.RPGroup.org

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Shared Values
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Facilities Master Plan
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Assessment of Plans

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10 Regional/Local

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Editor: Kelly Underwood | Graphic Designer: Matt MacPherson

# Allan Hancock College Mission, Vision and Values

## MISSION STATEMENT

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

## VISION STATEMENT

Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect.

## SHARED VALUES

Student Success
Innovation
Mutual Respect
Lifelong Learning
Diversity
Academic Freedom
Shared Governance
Excellence

We at Allan Hancock College express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication.

# PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Business Education
PROGRAM Business, Entrepreneurship, Paralegal, Real Estate

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

| RECOMMENDATIONS TO IMPROVE DESIRED **STUDENT OUTCOMES** AND IMPROVE STUDENT PERFORMANCE | **Theme/Objective/ Strategy Number AHC from Strategic Plan** | **TARGET DATE** |
|---|---|---|
| 1. Continue to improve retention and success rates in all classes. | IE1, IE2, SLS1, SLS2, G1 | Spring 2022 |

| RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS** | **Theme/Objective/ Strategy Number AHC from Strategic Plan** | **TARGET DATE** |
|---|---|---|
| **Enrollment Changes**<br>1. Develop a marketing plan to counter decrease in enrollment in the entrepreneurship program.<br>2. Develop a course sequence for Real Estate Program and consider offering more of the existing courses within the program.<br>3. Develop a course sequence for the Paralegal Program and consider offering more of the existing courses within the program. Develop a marketing program. | IE1, SLS1, SLS2 G1, G2, IR2 | Spring 2022 |
| **Demographic Changes**<br>1. Review changes that would advance the needs of the influx of younger students who come directly from high school. | SLS1, SLS2, G1 | |

| RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT** | **Theme/Objective/ Strategy Number AHC from Strategic Plan** | **TARGET DATE** |
|---|---|---|
| **Curricular Changes**<br>Review the entrepreneurship curriculum | SLS1, SLS2 | Spring 2022 |
| **Co-Curricular Changes** | | |

| | | |
|---|---|---|
| **Neighboring College and University Plans** | | |
| **Related Community Plans** | | |

| RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES | Theme/Objective/ Strategy Number AHC from Strategic Plan | TARGET DATE |
|---|---|---|
| **Facilities**<br>1. Review student concerns about physical facilities with Dean. Develop a plan. | IR2, IR4 | Spring 2022 |
| **Equipment**<br>1. Review student concerns about equipment with Dean. Develop a plan. | IR2, IR4 | Spring 2022 |
| **Staffing**<br>1. There are no full-time faculty in the paralegal, entrepreneurship, or real estate programs. Consider options with Dean. | SLS1, SLS2, SLS6, IR1, IR2 | Spring 2022 |

| VALIDATION TEAM RECOMMENDTIONS Disregarded or modified (if appropriate) | REASON | ACTION/CHANGE |
|---|---|---|
| **Recommendation** | | |
| **Recommendation** | | |
| **Recommendation** | | |

**PLAN OF ACTION – Post-Validation**

Review and Approval

Plan Prepared By

Marie A. Comstock Date: 5/21/2021

Robert Bryant Date: 5/21/2021

Fredrick Patrick Date:

Krystyna Musev Krystyna Musev (May 29, 2021 16:45 PDT) Date: May 29, 2021

Anne Cremarosa Date: 6/13/2021

Reviewed:

Department Chair*
Robert Bryant
Robert Bryant (Jul 20, 2021 14:06 PDT) Date: Jul 20, 2021

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs
Rick Rantz Date: Jul 20, 2021

Vice President, Academic Affairs
Robert Curry (May 2, 2022 10:47 PDT) Date: May 2, 2022

Rick Rantz

Rick Rantz for Fred Patrick

Jul 20, 2021

**Allan Hancock College Program Review**
**2011-12 Annual Update**

| | |
|---|---|
| Program and Department: | Business Program: Business, Entrepreneurship, Paralegal Studies, and Real Estate |
| Date submitted: | 4-11-2012 |

SLOS report update □ Revised Plan of Action □

The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by the end of the second week in April in anticipation of budget planning for the following year, which begins at the planning retreat in November. *Note that if there is no change from the previous year, you may simply resubmit the information in that report (or any portion that remains unchanged) from the prior year.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. For your use, standardized IT data reports will be provided and sent to departments under separate cover. You may also report on your own internally-generated data.

Place your responses in the expandable text boxes below each question.

**I. Program Mission (must align with college mission)**

Describe the need that is met by the program or the purpose of the program. For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area." ( Sample: *The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)*

The business program prepares students for entry-level positions in management and prepares students to begin upper division work leading to a baccalaureate degree in a business related discipline. The entrepreneurship program prepares students to start

their own business or grow an existing business. The paralegal program prepares students for a professional paralegal career. The real estate program prepares students to become a licensed real estate agent.

**II. Progress on Comprehensive Program Review Final Plan of Action**

Review the final plan of action (post validation) from the last comprehensive program review and any previous annual updates. Summarize the progress the program has made on recommendations targeted for this last year as well as any outstanding or incomplete items from previous years. What is the status of these recommendations? Include the original target date, action taken and results, and reasons for any changes.

**New Program Update**: The new entrepreneurship and paralegal programs have successfully offered courses in Fall 2011 and Spring 2012 semesters. The predetermined course sequencing for these degrees has been followed although it has been a challenge to add classes due to enrollment management. Other curriculum areas in the business discipline had to be reduced in order to offer the course sequence. It is anticipated that offering courses in these two new areas will continue to be a challenge due to enrollment management. Further cuts in business discipline sections are likely if these new programs stay on track with the course sequencing strategy.

**New Curriculum Development**: A new Mediation and Dispute Resolution Certificate program is being developed with a DRAFT proposal completed by June 2012. Due to enrollment management issues, it is unlikely this program can be supported immediately and grant-funded opportunities will be investigated.

**On line student success rates**: Minimal progress has been made towards increasing online student success rates. We plan to focus on Business 302, 303, 104, and 106 student success rates. It appears that success rates in these classes is impacted by the high number of students who do NOT drop the class even though they have stopped completing assignments. We plan to require more up-front work so students can clearly see the need to drop and we will begin utilizing the instructor drop process more often. In the past, we were hesitant to utilize an instructor drop because we wanted to give students the opportunity to complete the work. Now, we will need to adhere to strict deadlines and drop consistently if the student fails to do so. We will also review the content to ensure that it provides challenging yet attainable assignments.

**III. Program SLOs/Assessment**

What are your program student learning outcomes? Which of these have been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

The program learning outcomes have not changed. The first learning outcome assessments are currently underway in Business 101 (5 sections), Entrepreneurship 101 and 103, and Paralegal 101. The mid-year assessment of one learning outcome in 5 sections of Business 101 has been entered into ELumen. A six year plan for 100% assessment has been developed.

**IV. Course SLOs/Assessment**

What are your course student learning outcomes? Which of these has been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

Learning outcomes have previously been developed for all courses and they have not changed. The first learning outcome assessments are currently underway in Business 101 (5 sections), Entrepreneurship 101 and 103, and Paralegal 101. The mid-year assessment of one learning outcome in 5 sections of Business 101 has been entered into ELumen. We will evaluate and report on results at the end of Spring 2012 semester.

**V. Internal/External Conditions**

What external conditions have influenced the program in the past year? Have there been disciplinary or regulatory changes, changes in technology, advisory board, employer, or accreditation recommendations, demographics, labor market analyses, articulation changes, etc.? Summarize the major <u>trends, challenges, and opportunities</u> that have emerged in the program since the last comprehensive program review and /or annual update.

**Challenges:** Economic challenges and enrollment management requirements are problematical. We have cut sections and will

continue to cut sections in support of the AHC enrollment management requirements. Of course, this negatively impacts our course sequencing but we have utilized prudent planning to make wise strategic decisions. Discussions will continue as the economic outlook becomes clearer. The labor market remains tough but the business major remains a top tiered choice due to labor market projections in business-related occupations. EDD Projections of Employment by Occupation were reviewed.
**Opportunities:** A new transfer Business Administration degree has been developed and approved with the guidance of Dave DeGroot. This is the statewide approved business transfer degree that will allow students to transfer to a CSU after completing the required coursework. With a potential cut to CSU funding, this transfer degree will most likely to receive priority status so we are in a good position to support transfer success.

What internal conditions that have influenced the program in the past year? What are the program success and retention rates? (Include certification exam rates, if appropriate.) Degrees and certificates awarded? Have there been trends in SLOs/assessment or IT data; changes in technology, budget, staffing or resources; enrollment management or facilities issues; etc.?

**Success and Retention:** Program review data was reviewed by TOP code and compared to AHC college wide statistics. Retention (and student success rates) remains unsatisfactory for online sections. This challenge is not unique for our department. In order to address this challenge, the business department has two participants on the college distance learning committee and business faculties are presently developing new strategies to improve these rates.
**Degrees and Certificates: A.A.** Degrees completion is trending up. There were 28 Business Administration degrees granted in 2010-2011 compared to 15 per year during 2005-2008. A total of 13 A.S. degrees were granted. Since 2005, A.S. degrees ranged from a high of 20 to a low of 15. Degree and certificate completion rates will rise as students complete the new entrepreneurship and paralegal degrees and certificates.

**VIa. Update to Final Action Plan**

r If you change or modify a previous recommendation, provide an explanation for the change and a new target date. For new recommendations, provide target dates and data for support. For all items, show how they are related to assessment results where possible and provide approximate costs for resources requested. Resources may include budget, facilities, staffing, research support, professional development, marketing, etc. Not all recommendations will require resources. (Plan may cover period up to the next scheduled comprehensive program review.)

**SBEC Center:** A full-time entrepreneurship instructor has been hired with 100% release time for promoting and developing the new Small Business Entrepreneurship Center. This is a CTEA funded position. A list of activities and outcomes will be reported quarterly as required by CTEA guidelines. The instructor is presently undergoing faculty evaluation.

## 2011-12 PROGRAM REVIEW
## VIb. Revised - Plan of Action (Annual Update)

During the academic year, 2005 , 2006 completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team.

*(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)*

***CHANGES AND MODIFICATIONS***

| PLAN OF ACTION | ACTION TAKEN, RESULT AND STATUS |
|---|---|
| Improve retention in online classes | Success rates and retention remain problematical. Strategies are being developed to address this ongoing challenge. This is a college wide and departmental challenge |
| Offer work-based learning opportunities | All business, entrepreneurship, and paralegal classes require a work-based learning project. This is a learning out come in all business, entrepreneurship, and paralegal classes. |
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| | |