Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Instructional Program Review Handbook

Fall 2015
Version 3.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.

- Provide a standardized methodology for review of instructional areas.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team

- Core data elements

- Completion of a Comprehensive Instructional Program Review Narrative Report every three years

- Validation of the Comprehensive Instructional Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The C*omprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.

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Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.

- Division Dean

- Two additional faculty members.

- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

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Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Core Data Elements

Part I. District Office

   he *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

ENROLLMENT DATA

BANKING AND FINANCE:

Headcount	BANKING AND FINANCE					
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Total	50	49	41	38	27	65

Headcount	BANKING AND FINANCE					
Age	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
16-18	2		2			1
19-24	22	22	19	14	9	20
25-29	6	7	9	8	6	13
30-34	6	3	4	3	4	11
35-54	12	15	3	8	5	15
55-64	2	1	4	2	2	5
65 & Above		1		3	1	
Grand Total	**50**	**49**	**41**	**38**	**27**	**65**

Headcount	BANKING AND FINANCE					
Ethnicity	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
American Indian/Alaskan Native	1					
Asian	26	18	13	10	6	22
Black/African American	14	10	11	13	10	20
Filipino		1	1			1
Hispanic	1	5	7	3	4	2
Multiple	4	7	3	6	1	9
Other Non white		1				
Pacific Islander		1				
Unknown/Non Respondent	3	1	3		1	4
White Non Hispanic	1	5	3	6	5	7
Grand Total	**50**	**49**	**41**	**38**	**27**	**65**

Headcount		Banking and Finance				
Gender	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Female	31	20	26	18	13	34
Male	19	25	13	18	14	30
Unknown		4	2	2		1
Grand Total	50	49	41	38	27	65

BUSINESS:

Headcount	BUSINESS								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	546	1,250	1,324	439	1,215	1,295	500	1,104	1,172

Headcount	BUSINESS								
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16			1	1	1				
16-18	25	38	7	10	26	9	20	30	4
19-24	208	444	411	150	444	399	170	379	369
25-29	101	225	257	98	226	252	95	208	247
30-34	76	158	183	63	129	167	63	135	167
35-54	112	304	378	89	308	360	119	266	321
55-64	20	67	66	23	75	93	28	69	53
65 & Above	4	13	21	5	6	15	5	17	11
Unknown		1							
Grand Total	546	1,250	1,324	439	1,215	1,295	500	1,104	1,172

Headcount	BUSINESS								
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	1	3	4	1	4	6	3	3	4
Asian	206	415	480	155	413	416	174	372	381
Black/African American	170	390	387	137	377	408	144	334	354
Filipino	10	22	25	6	20	28	11	18	24
Hispanic	41	106	93	28	98	103	47	87	118
Multiple	31	106	91	39	107	110	36	113	108
Other Non white	1	4	2	2	1	7	3	4	2
Pacific Islander	2	9	9	3	9	9		4	5
Unknown/Non Respondent	39	79	88	23	67	72	25	50	42
White Non Hispanic	45	116	145	45	119	136	57	119	134
Grand Total	546	1,250	1,324	439	1,215	1,295	500	1,104	1,172

Headcount	Term	BUSINESS								
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	317	737	768	261	687	777	285	670	701
Male	198	442	491	157	465	455	195	415	452
Unknown	31	71	65	21	63	63	20	19	19
Grand Total	**546**	**1,250**	**1,324**	**439**	**1,215**	**1,295**	**500**	**1,104**	**1,172**

MANAGEMENT AND SUPERVISION:

Headcount	Term	Management and Supervision					
	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Total	37	75	81	61	54	52	58

Headcount	Term	Management and Supervision					
Age	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
19-24	3	18	14	6	8	6	6
25-29	4	12	15	10	7	4	7
30-34	3	9	9	9	7	6	7
35-54	25	31	38	32	28	30	31
55-64	2	5	5	4	4	5	7
65 & Above						1	
Grand Total	**37**	**75**	**81**	**61**	**54**	**52**	**58**

Headcount	Term	Management and Supervision					
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Asian	5	10	13	6	4	4	6
Black/African American	12	31	28	27	23	24	23
Filipino	3	4	4	3	3	3	
Hispanic	2	7	9	5	3	7	8
Multiple	5	9	9	7	7	4	6
Other Non white	1						
Pacific Islander	1	1	2			1	1
Unknown/Non Respondent	5	10	7	6	5	5	9
White Non Hispanic	3	3	9	7	9	4	5
Grand Total	**37**	**75**	**81**	**61**	**54**	**52**	**58**

Headcount	Term	Management and Supervision					
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Female	26	49	47	38	34	38	43
Male	7	20	26	11	10	8	14
Unknown	4	6	8	12	10	6	1
Grand Total	**37**	**75**	**81**	**61**	**54**	**52**	**58**

REAL ESTATE:
(The Department offers only one course in Real State in the fall semester.)

Headcount	Term	Real Estate	
	2012 Fall	2013 Fall	2014 Fall
Total	35	34	51

Headcount	Term	Real Estate	
Age	2012 Fall	2013 Fall	2014 Fall
16-18	1	1	2
19-24	9	11	17
25-29	4	5	4
30-34	5	4	11
35-54	14	11	13
55-64	2		4
65 & Above		2	
Grand Total	35	34	51

Headcount	Term	Real Estate	
Ethnicity	2012 Fall	2013 Fall	2014 Fall
Asian	13	8	12
Black/African American	7	13	21
Hispanic	5	4	6
Multiple	3	2	4
Pacific Islander		1	
Unknown/Non Respondent	2		2
White Non Hispanic	5	6	6
Grand Total	35	34	51

Headcount	Term	Real Estate	
Gender	2012 Fall	2013 Fall	2014 Fall
Female	15	17	28
Male	16	14	23
Unknown	4	3	
Grand Total	35	34	51

CENSUS_TOTAL	Term	Real Estate	
Course by Time of Day	2012 Fall	2013 Fall	2014 Fall
RLEST 2A - PRIN OF REAL ESTATE	35	34	51
EVENING	35	34	51
Grand Total	35	34	51

ECONOMICS:

Headcount	Term				ECONOMICS				
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	140	262	282	95	219	228	130	260	241

Headcount	Term				ECONOMICS				
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16					1				
16-18	8	7	4	9	6	1	5	14	3
19-24	88	132	143	54	104	113	82	139	128
25-29	25	54	58	10	56	57	22	47	43
30-34	8	33	29	7	19	21	9	24	28
35-54	10	30	46	14	28	31	11	33	38
55-64	1	6	2	1	4	5	1	3	1
65 & Above					1				
Grand Total	**140**	**262**	**282**	**95**	**219**	**228**	**130**	**260**	**241**

Headcount	Term				ECONOMICS				
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	1	2				1		1	
Asian	67	110	140	42	109	112	60	130	122
Black/African American	26	47	45	19	35	41	16	35	33
Filipino		7	8	5	2	4	1	4	3
Hispanic	11	19	22	5	18	18	12	31	29
Multiple	2	20	23	5	14	15	17	21	17
Other Non white	1	2	1	1					
Pacific Islander		1		1	1		1		1
Unknown/Non Respondent	10	18	15	5	14	12	5	10	4
White Non Hispanic	22	36	28	12	26	25	18	28	32
Grand Total	**140**	**262**	**282**	**95**	**219**	**228**	**130**	**260**	**241**

Headcount	Term				ECONOMICS				
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	74	124	157	56	112	114	67	143	128
Male	60	131	121	37	101	109	60	116	111
Unknown	6	7	4	2	6	5	3	1	2
Grand Total	**140**	**262**	**282**	**95**	**219**	**228**	**130**	**260**	**241**

ENROLLMENT DATA BY COURSE

Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.

CENSUS_TOTAL	Term	Banking and Finance				
	2012	2013	2013	2014	2014	2015
Course by Time of Day	Fall	Spring	Fall	Spring	Fall	Spring
BNK/F 54 - PRIN OF BANKING	**34**	**27**	**21**	**22**	**15**	**43**
DAY (Online)						43
EVENING	34	27	21	22	15	
BNK/F 55 - MONEY AND BANKING		**31**		**26**		**40**
DAY						40
EVENING		31		26		
BNK/F 56 - BANK MANAGEMENT	**36**		**30**		**17**	
EVENING	36		30		17	
Grand Total	**70**	**58**	**51**	**48**	**32**	**83**

CENSUS_TOTAL	Term	BUSINESS							
	2012	2012	2013	2013	2013	2014	2014	2014	2015
Course by Time of Day	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
BUS 10 - INTRO TO BUSINESS	**85**	**145**	**148**	**50**	**148**	**156**	**67**	**167**	**145**
DAY	85	145	148	50	148	156	67	167	145
BUS 18 - GOVT/NONPROFIT ACCOUNTING					**28**			**16**	
EVENING					28			16	
BUS 1A - FINANCIAL ACCOUNTING	**132**	**229**	**191**	**117**	**260**	**201**	**140**	**246**	**195**
DAY	132	229	191	117	260	201	140	246	195
BUS 1B - MANAGERIAL ACCTG	**73**	**132**	**192**	**71**	**135**	**206**	**84**	**145**	**203**
DAY	73	132	192	71	135	206	84	145	203
BUS 2 - INTRO TO BUS LAW	**35**	**132**	**147**	**32**	**125**	**136**	**37**	**106**	**128**
DAY	35	132	147	32	125	136	37	106	128
BUS 20 - GENERAL ACCOUNTING	**20**	**46**	**42**	**15**	**18**	**23**	**6**	**16**	**26**
DAY	20			15			6		
EVENING		46	42		18	23		16	26
BUS 201 - BUS COMMUNICATIONS			**42**			**39**			**36**
EVENING			42			39			36
BUS 202 - BUSINESS MATH		**31**	**23**		**37**	**21**		**25**	**21**
DAY			23		37	21		25	21
EVENING		31							
BUS 204A - BUS MACH CALCULATION		**29**	**21**		**19**	**17**		**23**	**18**
EVENING		29	21		19	17		23	18
BUS 204B - BUS MACH CALCULATION		**31**	**22**		**29**	**21**		**25**	**15**
EVENING		31	22		29	21		25	15
BUS 205 - FILING/RECORDS MGMT	**8**					**26**		**11**	
DAY						26		11	
EVENING	8								
BUS 207A - BUSINESS ENGLISH		**37**			**27**			**12**	
EVENING		37			27			12	
BUS 209 - FUND OF INCOME TAX			**35**			**31**		**24**	**28**
EVENING			35			31		24	28
BUS 21 - PAYROLL ACCOUNTING			**49**			**52**			**46**

CENSUS_TOTAL	Term	BUSINESS							
Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
DAY			49			52			46
BUS 210 - FINANCIAL MGMT/INVES			**36**			**18**			**35**
EVENING			36			18			35
BUS 219 - COMPUTER LITERACY	**81**	**152**	**141**	**70**	**146**	**101**	**52**	**144**	**118**
DAY	81	152	141	70	146	101	52	144	118
BUS 221A - OFFICE PROCEDURES		**8**	**8**		**10**	**10**		**3**	
DAY		8							
EVENING			8		10	10		3	
BUS 221B - OFFICE PROCEDURES		**2**	**2**		**3**	**1**		**3**	
DAY		2							
EVENING			2		3	1		3	
BUS 221C - OFFICE PROCEDURES		**1**	**1**		**1**	**1**		**4**	
DAY		1							
EVENING			1		1	1		4	
BUS 222 - POWERPOINT FOR BUS		**11**	**9**		**8**	**9**			**7**
DAY		11	9		8	9			7
BUS 223 - INTRO TO INTERNET		**18**	**21**		**11**	**9**			
DAY		18	21		11	9			
BUS 230D - BEGIN KEYBOARDING	**39**	**45**	**69**	**31**	**56**	**75**	**29**	**80**	**87**
DAY	39	45	69	31	56	75	29	80	87
BUS 230E - BEGIN KEYBOARDING	**6**	**13**	**11**	**1**	**16**	**19**	**4**	**11**	**32**
DAY	6	13		1		19	4	11	32
EVENING			11		16				
BUS 230F - BEGIN KEYBOARDING	**2**	**7**	**5**	**2**	**4**	**15**	**6**	**4**	**13**
DAY	2	7		2		15	6	4	13
EVENING			5		4				
BUS 231D - INTERMED KEYBOARDING	**2**	**0**	**0**	**0**	**1**				
DAY	2	0		0					
EVENING			0		1				
BUS 231E - INTERMED KEYBOARDING	**0**	**0**	**0**	**0**	**0**				
DAY	0	0		0					
EVENING			0		0				
BUS 231F - INTERMED KEYBOARDING	**1**	**0**	**1**	**0**	**0**				
DAY	1	0		0					
EVENING			1		0				
BUS 237 - MICROSOFT WINDOWS					**26**			**23**	
DAY					26			23	
BUS 239 - QUICKBOOKS PRO	**30**	**57**	**34**	**27**	**34**	**24**	**32**	**30**	**39**
DAY									39
EVENING	30	57	34	27	34	24	32	30	
BUS 24 - COMPUTERIZED ACCTG		**27**			**27**	**15**		**29**	
DAY		27			27			29	
EVENING						15			
BUS 245E - WP USING WORD								**16**	
EVENING								16	
BUS 245EA - WP USING MS WORD		**32**	**26**		**24**	**19**			

Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
CENSUS_TOTAL	Term	BUSINESS							
DAY		32	26		24	19			
BUS 245EB - WP USING MS WORD		**21**	**17**		**10**	**9**			
DAY		21	17		10	9			
BUS 246 - ADV WP APPLICATIONS		**7**	**1**		**2**	**2**			
DAY		7	1		2	2			
BUS 32 - INTRO INT'L BUSINESS		**37**			**40**			**40**	
DAY					40			40	
EVENING		37							
BUS 38 - MICRO/BUS SOFTWR			**17**			**12**			**14**
EVENING			17			12			14
BUS 4 - COST ACCOUNTING			**54**			**52**			**22**
DAY			54			52			
EVENING									22
BUS 40A - MS ACCESS F/BUSINESS APPS		**12**			**8**				
DAY		12			8				
BUS 40AA - MS ACCESS F/BUSINESS APPS			**18**			**10**			
DAY			18			10			
BUS 40AB - MS ACCESS F/BUSINESS APPS			**4**			**8**			
DAY			4			8			
BUS 43B - INTRO TO MS EXCEL		**36**	**40**		**30**	**50**		**41**	**59**
DAY		36	40		30	50		41	59
BUS 43BA - INTRO TO MS EXCEL		**26**	**26**		**29**	**24**			
DAY		26	26		29	24			
BUS 43BB - INTRO TO MS EXCEL		**13**	**12**		**16**	**12**			
DAY		13	12		16	12			
BUS 456A - OCC WE/ACCOUNTING	**5**	**7**	**4**		**1**	**4**		**4**	**1**
EVENING	5	7	4		1	4		4	1
BUS 456C - OCC WE/BANKING AND FINANCE	**2**	**3**	**0**	**0**		**0**	**2**		**0**
EVENING	2	3	0	0		0	2		0
BUS 456D - OCC WE/BUSINESS ADMIN	**1**	**24**	**25**	**1**	**24**	**25**	**4**	**25**	**25**
EVENING	1	24	25	1	24	25	4	25	25
BUS 456I - OCC WE/MANAGEMENT & SUPV	**6**	**13**	**7**	**2**	**17**	**16**	**3**	**7**	**12**
EVENING	6	13	7	2	17	16	3	7	12
BUS 456J - OCC WE/MARKETING AND SALES	**0**	**2**		**0**	**3**		**2**	**1**	
EVENING	0	2		0	3		2	1	
BUS 456Q - OCC WE/ADMIN OFC SYS/APPS	**2**	**2**	**1**	**0**	**1**	**1**	**4**	**4**	**3**
DAY		2			1			4	
EVENING	2		1	0		1	4		3
BUS 5 - HUMAN RELATIONS/BUS		**75**	**80**	**19**	**76**	**42**	**25**	**59**	**39**
DAY		75	80		76	42		59	39
EVENING				19			25		
BUS 54 - SMALL BUSINESS MGMT	**31**	**34**	**30**	**18**	**30**	**30**	**22**	**18**	**27**
DAY	31	34		18	30		22	18	
EVENING			30			30			27
BUS 56 - HR MANAGEMENT		**29**	**35**			**60**			**22**
EVENING		29	35			60			22

CENSUS_TOTAL	Term	BUSINESS								
Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
BUS 70 - INTRO TO MARKETING		53			38			27	
DAY		53			38			27	
BUS 72 - PRINCIPLES/RETAILING			40			17			19
DAY			40			17			19
BUS 74 - INTRO TO ADVERTISING			46			34			20
DAY			46			34			20
BUS 75 - SALESMANSHIP	30			19			12		
DAY	30			19			12		
BUS 76 - E-COM/ENTREPRENEUR			40			39			37
DAY			40			39			37
Grand Total	591	1579	1773	475	1518	1692	531	1389	1492

CENSUS_TOTAL	Term	ECONOMICS								
Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ECON 1 - MACRO-ECONOMICS	77	150	165	45	147	144	68	185	138
DAY	77	150	165	45	147	144	68	185	138
ECON 2 - MICRO-ECONOMICS	72	133	143	57	86	111	73	96	122
DAY	72	133	143	57	86	111	73	96	122
Grand Total	149	283	308	102	233	255	141	281	260

CENSUS_TOTAL	Term	MANAGEMENT AND SUPERVISION						
Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
M/SVN 60 - INTRO TO MANAGEMENT		38		59		20	39
DAY		38		59		20	
EVENING							39
M/SVN 61 - PSYCH OF MANAGEMENT				36		23	
EVENING				36		23	
M/SVN 64 - ORGANIZATION/MGMT	37		49	27	29		24
DAY			49		29		
EVENING	37			27			24
M/SVN 82 - ESSENTIALS/MGRL COMM		39			27	14	
EVENING		39			27	14	
Grand Total	37	77	85	86	56	57	63

CENSUS_TOTAL	REAL ESTATE		
Course by Time of Day	2012 Fall	2013 Fall	2014 Fall
RLEST 2A - PRIN OF REAL ESTATE	35	34	51
EVENING	35	34	51
Grand Total	35	34	51

PRODUCTIVITY

FTES per FTEF (productivity) by course and discipline, department or program for the last three years.

PRODUCTIVITY BY DISCIPLINE, DEPARTMENT:

Productivity	Term	PRODUCTIVITY LANEY COLLEGE							
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

Productivity	Term	BANKING AND FINANCE				
	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Total	15.49	13.26	11.23	11.60	6.83	20.75

Productivity	Term	BUSINESS							
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.60	18.79	18.35	14.19	16.87	16.88	15.99	14.50	16.19

Productivity	Term	ECONOMICS							
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	18.63	17.69	19.25	12.81	14.43	15.94	17.70	15.61	16.25

Productivity	Term	MANAGEMENT AND SUPERVISON						
	2012 SUMMER	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Total	18.61	18.41	20.48	13.20	13.42	9.17	14.40

Productivity	Term	REAL ESTATE		
	2012 FALL	2013 FALL	2014 FALL
Total	17.50	17.00	25.50

PRODUCTIVITY BY COURSE

Productivity	Term	BANKING AND FINANCE				
Course	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
BNK/F 54 - PRIN OF BANKING	15.54	12.34	9.60	11.31	6.86	21.50
BNK/F 55 - MONEY AND BANKING	NA	14.17	NA	11.89	NA	20.00
BNK/F 56 - BANK MANAGEMENT	15.43	NA	12.86	NA	6.80	NA

Productivity	Term	BUSINESS							
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
BUS 10 - INTRO TO BUSINESS	21.28	18.13	18.50	12.52	18.50	19.50	16.78	16.70	18.13
BUS 18 - GOVT/NONPROFIT ACCOUNTING	NA	NA	NA	NA	14.00	NA	NA	8.00	NA

Productivity	Term	BUSINESS							
Course		2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
BUS 1A - FINANCIAL ACCOUNTING		22.22	22.90	23.87	19.54	21.67	25.12	23.31	24.60	24.37
BUS 1B - MANAGERIAL ACCTG		18.45	22.00	19.20	17.83	22.50	17.17	20.90	24.16	20.30
BUS 2 - INTRO TO BUS LAW		17.50	22.00	24.50	16.00	20.83	22.67	18.50	17.67	21.33
BUS 20 - GENERAL ACCOUNTING		10.25	23.00	21.00	7.68	9.00	11.50	3.07	8.00	13.00
BUS 201 - BUS COMMUNICATIONS		NA	NA	21.00	NA	NA	19.50	NA	NA	18.00
BUS 202 - BUSINESS MATH		NA	15.50	11.50	NA	9.25	10.50	NA	6.25	10.50
BUS 204A - BUS MACH CALCULATION		NA	15.60	9.89	NA	10.22	9.15	NA	12.37	8.47
BUS 204B - BUS MACH CALCULATION		NA	14.59	11.83	NA	13.65	12.71	NA	11.77	8.07
BUS 205 - FILING/RECORDS MGMT		4.01	NA	NA	NA	NA	13.00	NA	5.50	NA
BUS 207A - BUSINESS ENGLISH		NA	18.50	NA	NA	13.50	NA	NA	6.00	NA
BUS 209 - FUND OF INCOME TAX		NA	NA	17.50	NA	NA	15.50	NA	12.00	14.00
BUS 21 - PAYROLL ACCOUNTING		NA	NA	0.00	NA	NA	26.01	NA	NA	23.01
BUS 210 - FINANCIAL MGMT/INVES		NA	NA	18.00	NA	NA	9.00	NA	NA	17.50
BUS 219 - COMPUTER LITERACY		17.12	16.39	13.82	14.97	15.20	13.64	10.10	10.66	11.99
BUS 221A - OFFICE PROCEDURES		NA	16.18	7.24	NA	0.00	0.00	NA	0.00	NA
BUS 221B - OFFICE PROCEDURES		NA	5.63	0.29	NA	0.00	0.00	NA	0.00	NA
BUS 221C - OFFICE PROCEDURES		NA	2.93	0.29	NA	0.00	1.95	NA	0.00	NA
BUS 222 - POWERPOINT FOR BUS		NA	NA	NA	NA	NA	NA	NA	NA	3.98
BUS 223 - INTRO TO INTERNET		NA	NA	18.46	NA	NA	8.71	NA	NA	NA
BUS 230D - BEGIN KEYBOARDING		68.62	18.94	27.27	64.83	11.94	36.08	25.64	12.75	16.71
BUS 230E - BEGIN KEYBOARDING		9.15	23.44	13.13	0.84	0.00	4.94	4.51	2.05	8.32
BUS 230F - BEGIN KEYBOARDING		3.19	11.14	6.52	4.53	0.00	6.43	5.02	1.37	4.01
BUS 231D - INTERMED KEYBOARDING		3.45	0.00	0.00	0.00	0.00	NA	NA	NA	NA
BUS 231E - INTERMED KEYBOARDING		0.00	0.00	0.00	0.00	0.00	NA	NA	NA	NA
BUS 231F - INTERMED KEYBOARDING		1.59	0.00	0.00	0.00	0.00	NA	NA	NA	NA
BUS 237 - MICROSOFT WINDOWS		NA	NA	NA	NA	16.06	NA	NA	14.20	NA
BUS 239 - QUICKBOOKS PRO		17.40	13.88	17.66	15.99	8.28	14.02	18.53	7.53	9.76
BUS 24 - COMPUTERIZED ACCTG		NA	15.34	NA	NA	15.34	8.52	NA	16.48	NA
BUS 245E - WP USING WORD		NA	NA	NA	NA	NA	NA	NA	8.89	NA
BUS 245EA - WP USING MS WORD		NA	NA	22.57	NA	NA	16.88	NA	NA	NA
BUS 245EB - WP USING MS WORD		NA	NA	14.79	NA	NA	8.28	NA	NA	NA
BUS 246 - ADV WP APPLICATIONS		NA	NA	NA	NA	NA	NA	NA	NA	NA
BUS 32 - INTRO INT'L BUSINESS		NA	18.50	NA	NA	20.00	NA	NA	20.00	NA
BUS 38 - MICRO/BUS SOFTWR		NA	NA	9.44	NA	NA	6.67	NA	NA	7.78
BUS 4 - COST ACCOUNTING		NA	NA	27.00	NA	NA	26.00	NA	NA	11.00
BUS 40A - MS ACCESS F/BUSINESS APPS		NA	3.33	NA	NA	2.22	NA	NA	NA	NA
BUS 40AA - MS ACCESS F/BUSINESS APPS		NA	NA	15.56	NA	NA	9.14	NA	NA	NA
BUS 40AB - MS ACCESS F/BUSINESS APPS		NA	NA	3.56	NA	NA	7.09	NA	NA	NA
BUS 43B - INTRO TO MS EXCEL		NA	20.00	22.22	NA	16.67	27.78	NA	11.39	16.39
BUS 43BA - INTRO TO MS EXCEL		NA	NA	22.35	NA	NA	21.91	NA	NA	NA
BUS 43BB - INTRO TO MS EXCEL		NA	NA	10.45	NA	NA	11.20	NA	NA	NA
BUS 456A - OCC WE/ACCOUNTING		11.11	8.33	8.33	NA	4.16	8.33	NA	5.73	4.16
BUS 456C - OCC WE/BANKING AND FINANCE		1.18	6.25	NA	NA	NA	NA	3.41	NA	NA
BUS 456D - OCC WE/BUSINESS ADMIN		1.39	11.46	12.67	0.46	11.98	10.83	NA	9.17	NA
BUS 456I - OCC WE/MANAGEMENT & SUPV		5.89	16.55	14.29	NA	43.17	11.46	4.55	20.83	12.67
BUS 456J - OCC WE/MARKETING AND		0.00	0.81	NA	NA	6.76	NA	2.27	2.08	NA

Productivity	Term	BUSINESS								
Course		2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
SALES										
BUS 456Q - OCC WE/ADMIN OFC SYS/APPS		8.33	10.42	16.66	NA	4.16	4.16	NA	9.38	8.33
BUS 5 - HUMAN RELATIONS/BUS		NA	18.75	19.10	9.51	19.00	21.00	12.50	14.75	19.50
BUS 54 - SMALL BUSINESS MGMT		15.52	17.00	15.00	9.01	15.00	15.00	11.02	9.00	13.50
BUS 56 - HR MANAGEMENT		NA	12.43	17.50	NA	NA	15.26	NA	NA	11.00
BUS 70 - INTRO TO MARKETING		NA	26.50	NA	NA	19.00	NA	NA	13.50	NA
BUS 72 - PRINCIPLES/RETAILING		NA	NA	20.00	NA	NA	8.50	NA	NA	9.50
BUS 74 - INTRO TO ADVERTISING		NA	NA	23.00	NA	NA	17.00	NA	NA	10.00
BUS 75 - SALESMANSHIP		15.00	NA	NA	9.50	NA	NA	6.00	NA	NA
BUS 76 - E-COM/ENTREPRENEUR		NA	NA	20.00	NA	NA	19.50	NA	NA	18.50

PRODUCTIVITY	ECONOMCS								
Course	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
ECON 1 - MACRO-ECONOMICS	19.24	18.75	20.63	11.28	14.48	14.40	17.17	15.42	17.25
ECON 2 - MICRO-ECONOMICS	18.03	16.63	17.88	14.34	14.33	18.50	18.22	16.00	15.25

Productivity	Term	MANAGEMENT AND SUPERVISION						
Course		2012 SUMMER	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
M/SVN 60 - INTRO TO MANAGEMENT		NA	19.00	NA	14.02	NA	10.00	17.83
M/SVN 61 - PSYCH OF MANAGEMENT		NA	NA	16.46	NA	NA	10.51	NA
M/SVN 64 - ORGANIZATION/MGMT		18.61	NA	24.50	11.57	14.50	NA	10.97
M/SVN 82 - ESSENTIALS/MGRL COMM		NA	17.83	NA	NA	12.34	7.00	NA

Productivity	REAL ESTATE		
Course	2012 FALL	2013 FALL	2014 FALL
RLEST 2A - PRIN OF REAL ESTATE	17.50	17.00	25.50

DEGREES AND CERTIFICATES AWARDED

Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.

AWARDS BY DISCIPLINE

Program	Number of Awards	Average Months to Degree
Banking & Finance	**30**	**61.7**
Banking and Finance (AA)	13	63.2
Banking and Finance (CA)	17	60.6
Business	**522**	**63.2**
ACCOUNTING (AA)	1	69.0
Business Information Systems (AA)	2	61.5
BUSINESS/Accounting (AA)	45	77.0
BUSINESS/Business Administration (AA)	171	60.5
BUSINESS/Marketing and Sales (AA)	2	96.5
Entrepreneruship (CP)	2	65.0
Associate in Science in Business Administration for Transfer (AST)	54	54.8
BUSINESS/Accounting (CA)	45	76.5
Business Information Systems (CA)	3	86.3
BUSINESS/Business Administration (CA)	194	60.5
BUSINESS/Marketing and Sales (CA)	2	96.5
Retail Management (CA)	1	66.0
Legal Community Interpreting (CA)	1	69.0
Management and Supervision	**64**	**61.7**
Management and Supervision (AA)	13	77.5
Management and Supervision (CA)	51	57.6

AWARDS BY DISCIPLE BY YEAR

Program	Academic Year			
	2012-2013	2013-2014	2014-2015	Total
Banking & Finance	**15**	**11**	**4**	**30**
Banking and Finance (AA)	7	5	1	13
Banking and Finance (CA)	8	6	3	17
Business	**171**	**187**	**164**	**522**
Accounting (AA)		1		1
Business Information Systems (AA)	1		1	2
BUSINESS/Accounting (AA)	17	20	8	45
BUSINESS/Business Administration (AA)	64	63	44	171
BUSINESS/Marketing and Sales (AA)	1	1		2
Entrepreneruship (CP)		1	1	2
Associate in Science in Business Administration for Transfer (AST)		17	37	54
BUSINESS/Accounting (CA)	18	20	7	45
Business Information Systems (CA)	2		1	3
BUSINESS/Business Administration (CA)	67	62	65	194

				1	1	2
BUSINESS/Marketing and Sales (CA)				1	1	2
Retail Management (CA)					1	1
Management and Supervision				**23**	**15**	**26**	**64**
Management and Supervision (AA)				3	6	4	13
Management and Supervision (CA)				20	9	22	51
Total				**209**	**213**	**194**	**616**

Subject/Department	Age Group						
	19-24	25-29	30-34	35-44	45-54	55-64	Total
Banking & Finance	5	4	6	6	5	4	30
Business	144	142	63	113	36	24	522
Management and Supervision	2	6	6	21	24	5	64
Total	**151**	**152**	**75**	**140**	**65**	**33**	**616**

Subject/Department	Ethnicity							
	American Indian/Alaskan Native	Asian	Black/African-American	Filipino	Hispanic	Other Non-white	Pacific Islander	White Non Hispanic
Banking & Finance		21			2			4
Business	4	354	53	8	26	4		23
Management and Supervision		4	27	4	5		1	7
Total	**6**	**969**	**600**	**65**	**234**	**15**	**17**	**288**

Total degrees and certificates awarded by the college, per year, for the last three years.

College Name	Academic Year			
Award Type	2012-2013	2013-2014	2014-2015	Total
Laney College	**775**	**948**	**882**	**2605**
AA	316	367	332	1015
AAT			1	1
AS	124	144	134	402
AST	3	19	41	63
CA	310	368	318	996
CP	22	50	56	128

RETENTION

Retention rates by course and discipline, department or program for the last three years.

Retention%	Term		BANKING AND FINANCE			
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Total	98.44%	78.43%	79.59%	90.70%	70.00%	82.93%

Retention%	Term			BUSINESS			

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	75.48%	81.51%	77.09%	83.22%	78.70%	79.21%	78.64%	81.04%	81.90%

Retention%	Term	ECONOMICS							
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	75.48%	81.51%	77.09%	83.22%	78.70%	79.21%	78.64%	81.04%	81.90%

Retention%	Term	MANAGEMENT AND SUPERVISION					
	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Total	100.00%	81.33%	65.06%	90.24%	78.57%	77.19%	100.00%

Overall college retention rate.

Retention%	Term	LANEY COLLEGE							
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

STUDENT SUCCESS

Course completion (student success) rates, by course and discipline, department or program for the last three years.

Success%	Term	BANKING AND FINANCE				
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Total	92.19%	76.47%	65.31%	86.05%	66.67%	54.88%

Success%	Term	BUSINESS							
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	66.09%	65.69%	64.13%	73.38%	64.50%	71.22%	67.77%	71.67%	71.65%

Success%	Term	ECONOMICS							
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	77.40%	72.26%	73.93%	69.00%	60.52%	61.96%	69.50%	69.04%	71.15%

Success%	Term	Management and Supervision					
	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Total	97.22%	58.67%	56.63%	80.49%	71.43%	71.93%	92.45%

Success%	Term	Real Estate	
	2012 Fall	**2013 Fall**	**2014 Fall**
Total	60.00%	52.94%	56.86%

Success by Course

Success	Term	BANKING AND FINANCE				
Course	**2012 Fall**	**2013 Spring**	**2013 Fall**	**2014 Spring**	**2014 Fall**	**2015 Spring**
BNK/F 54 - PRIN OF BANKING	93.10%	57.69%	65.00%	83.33%	73.33%	53.49%
BNK/F 55 - MONEY AND BANKING	NA	96.00%	NA	88.00%	NA	56.41%
BNK/F 56 - BANK MANAGEMENT	91.43%	NA	65.52%	NA	60.00%	NA
Grand Total	**92.19%**	**76.47%**	**65.31%**	**86.05%**	**66.67%**	**54.88%**

Success	Term	BUSINESS						
Course	**2012 Summer**	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**
BUS 10 - INTRO TO BUSINESS	52.94%	55.00%	57.14%	63.04%	45.95%	50.64%	70.15%	64.46%
BUS 18 - GOVT/NONPROFIT ACCOUNTING	NA	NA	NA	NA	75.00%	NA	NA	75.00%
BUS 1A - FINANCIAL ACCOUNTING	78.03%	72.02%	69.63%	77.39%	71.43%	78.11%	68.35%	79.25%
BUS 1B - MANAGERIAL ACCTG	93.15%	86.05%	87.50%	88.73%	86.67%	89.32%	93.98%	84.14%
BUS 2 - INTRO TO BUS LAW	70.59%	67.46%	64.63%	62.50%	66.40%	63.24%	64.86%	66.04%
BUS 20 - GENERAL ACCOUNTING	50.00%	41.86%	47.62%	66.67%	38.89%	65.22%	50.00%	31.25%
BUS 201 - BUS COMMUNICATIONS	NA	NA	73.81%	NA	NA	87.18%	NA	NA
BUS 202 - BUSINESS MATH	NA	83.87%	30.43%	NA	48.65%	33.33%	NA	56.00%
BUS 204A - BUS MACH CALCULATION	NA	89.66%	90.00%	NA	94.74%	82.35%	NA	91.30%
BUS 204B - BUS MACH CALCULATION	NA	77.42%	68.18%	NA	48.28%	88.89%	NA	100.00%
BUS 205 - FILING/RECORDS MGMT	50.00%	NA	NA	NA	NA	69.23%	NA	72.73%
BUS 207A - BUSINESS ENGLISH	NA	83.33%	NA	NA	70.37%	NA	NA	91.67%
BUS 209 - FUND OF INCOME TAX	NA	NA	85.71%	NA	NA	93.55%	NA	66.67%
BUS 21 - PAYROLL ACCOUNTING	NA	NA	97.73%	NA	NA	95.56%	NA	NA
BUS 210 - FINANCIAL MGMT/INVES	NA	NA	44.44%	NA	NA	88.89%	NA	NA
BUS 219 - COMPUTER LITERACY	61.04%	64.38%	64.93%	72.13%	67.59%	86.46%	50.98%	74.65%
BUS 221A - OFFICE PROCEDURES	NA	71.43%	33.33%	NA	83.33%	83.33%	NA	100.00%
BUS 221B - OFFICE PROCEDURES	NA	100.00%	0.00%	NA	NA	NA	NA	100.00%
BUS 221C - OFFICE PROCEDURES	NA	NA	0.00%	NA	NA	100.00%	NA	66.67%
BUS 222 - POWERPOINT FOR BUS	NA	40.00%	100.00%	NA	25.00%	77.78%	NA	NA
BUS 223 - INTRO TO INTERNET	NA	33.33%	58.33%	NA	70.00%	85.71%	NA	NA
BUS 230D - BEGIN KEYBOARDING	55.26%	61.54%	50.00%	55.17%	54.00%	50.75%	44.44%	57.53%
BUS 230E - BEGIN KEYBOARDING	50.00%	88.89%	57.14%	NA	88.89%	63.64%	0.00%	40.00%
BUS 230F - BEGIN KEYBOARDING	0.00%	66.67%	100.00%	50.00%	50.00%	38.46%	33.33%	0.00%
BUS 231D - INTERMED KEYBOARDING	0.00%	NA	NA	NA	NA	NA	NA	NA
BUS 231F - INTERMED KEYBOARDING	0.00%	NA	NA	NA	NA	NA	NA	NA
BUS 237 - MICROSOFT WINDOWS	NA	NA	NA	NA	50.00%	NA	NA	73.91%
BUS 239 - QUICKBOOKS PRO	75.00%	71.43%	65.63%	95.83%	73.33%	100.00%	65.38%	76.92%
BUS 24 - COMPUTERIZED ACCTG	NA	85.19%	NA	NA	96.30%	93.33%	NA	75.86%

Course	NA	NA	NA	NA	NA	NA	NA	NA
BUS 245E - WP USING WORD	NA	NA	NA	NA	NA	NA	NA	75.00%
BUS 245EA - WP USING MS WORD	NA	43.33%	63.16%	NA	63.64%	94.74%	NA	NA
BUS 245EB - WP USING MS WORD	NA	42.11%	41.67%	NA	44.44%	77.78%	NA	NA
BUS 246 - ADV WP APPLICATIONS	NA	33.33%	0.00%	NA	50.00%	100.00%	NA	NA
BUS 32 - INTRO INT'L BUSINESS	NA	83.78%	NA	NA	70.00%	NA	NA	70.00%
BUS 38 - MICRO/BUS SOFTWR	NA	NA	70.59%	NA	NA	66.67%	NA	NA
BUS 4 - COST ACCOUNTING	NA	NA	81.48%	NA	NA	92.31%	NA	NA
BUS 40A - MS ACCESS F/BUSINESS APPS	NA	30.00%	NA	NA	37.50%	NA	NA	NA
BUS 40AA - MS ACCESS F/BUSINESS APPS	NA	NA	44.44%	NA	NA	100.00%	NA	NA
BUS 40AB - MS ACCESS F/BUSINESS APPS	NA	NA	100.00%	NA	NA	50.00%	NA	NA
BUS 43B - INTRO TO MS EXCEL	NA	18.18%	47.50%	NA	50.00%	24.00%	NA	65.85%
BUS 43BA - INTRO TO MS EXCEL	NA	38.46%	59.09%	NA	51.85%	84.21%	NA	NA
BUS 43BB - INTRO TO MS EXCEL	NA	30.77%	37.50%	NA	53.85%	85.71%	NA	NA
BUS 456A - OCC WE/ACCOUNTING	40.00%	66.67%	75.00%	NA	0.00%	100.00%	NA	100.00%
BUS 456C - OCC WE/BANKING AND FINANCE	0.00%	33.33%	NA	NA	NA	NA	50.00%	NA
BUS 456D - OCC WE/BUSINESS ADMIN	0.00%	58.33%	40.00%	100.00%	54.17%	60.00%	50.00%	60.00%
BUS 456I - OCC WE/MANAGEMENT & SUPV	83.33%	76.92%	85.71%	100.00%	94.12%	87.50%	33.33%	100.00%
BUS 456J - OCC WE/MARKETING AND SALES	NA	0.00%	NA	NA	100.00%	NA	100.00%	100.00%
BUS 456Q - OCC WE/ADMIN OFC SYS/APPS	100.00%	0.00%	0.00%	NA	0.00%	100.00%	50.00%	75.00%
BUS 5 - HUMAN RELATIONS/BUS	NA	71.23%	70.51%	100.00%	55.26%	61.90%	100.00%	55.93%
BUS 54 - SMALL BUSINESS MGMT	46.67%	53.33%	36.67%	46.67%	56.67%	36.67%	45.45%	66.67%
BUS 56 - HR MANAGEMENT	NA	96.55%	65.71%	NA	NA	78.33%	NA	NA
BUS 70 - INTRO TO MARKETING	NA	48.98%	NA	NA	47.37%	NA	NA	62.96%
BUS 72 - PRINCIPLES/RETAILING	NA	NA	22.50%	NA	NA	29.41%	NA	NA
BUS 74 - INTRO TO ADVERTISING	NA	NA	19.57%	NA	NA	41.18%	NA	NA
BUS 75 - SALESMANSHIP	50.00%	NA	NA	42.11%	NA	NA	25.00%	NA
BUS 76 - E-COM/ENTREPRENEUR	NA	NA	65.00%	NA	NA	48.72%	NA	NA
Grand Total	**66.09%**	**65.69%**	**64.13%**	**73.38%**	**64.50%**	**71.22%**	**67.77%**	**71.67%**

Success	Term	ECONOMICS						
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
ECON 1 - MACRO-ECONOMICS	82.89%	70.34%	75.00%	71.74%	59.18%	61.11%	63.24%	68.65%
ECON 2 - MICRO-ECONOMICS	71.43%	74.42%	72.73%	66.67%	62.79%	63.06%	75.34%	69.79%
Grand Total	**77.40%**	**72.26%**	**73.93%**	**69.00%**	**60.52%**	**61.96%**	**69.50%**	**69.04%**

Success	Term	MANAGEMENT AND SUPERVISION					
Course	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
M/SVN 60 - INTRO TO MANAGEMENT	NA	18.92%	NA	74.55%	NA	55.00%	91.89%
M/SVN 61 - PSYCH OF MANAGEMENT	NA	NA	97.06%	NA	NA	100.00%	NA
M/SVN 64 - ORGANIZATION/MGMT	97.22%	NA	28.57%	92.59%	51.72%	NA	93.75%
M/SVN 82 - ESSENTIALS/MGRL COMM	NA	97.37%	NA	NA	92.59%	50.00%	NA
Grand Total	**97.22%**	**58.67%**	**56.63%**	**80.49%**	**71.43%**	**71.93%**	**92.45%**

Success	Term	REAL STATE	
Course	2012 Fall	2013 Fall	2014 Fall

RLEST 2A - PRIN OF REAL ESTATE	60.00%	52.94%	56.86%
Grand Total	**60.00%**	**52.94%**	**56.86%**

SUCCESS DE 100% BY COURSE

Success 100% DE	Term 2015 Spring
BNK/F	**53.49%**
BNK/F 54 - PRIN OF BANKING	53.49%
Grand Total	**53.49%**

Success	Term	BUSINESS							
100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
BUS	**77.97%**	**78.21%**	**56.50%**	**75.34%**	**72.07%**	**65.99%**	**68.12%**	**77.01%**	**68.41%**
BUS 10 - INTRO TO BUSINESS	NA	NA	40.00%	NA	NA	42.11%	NA	NA	66.67%
BUS 1A - FINANCIAL ACCOUNTING	85.88%	79.07%	73.47%	85.56%	65.31%	83.05%	68.69%	76.09%	79.17%
BUS 1B - MANAGERIAL ACCTG	92.45%	81.82%	79.38%	89.47%	90.32%	90.00%	92.86%	89.83%	77.32%
BUS 2 - INTRO TO BUS LAW	70.59%	NA	51.06%	62.50%	NA	56.00%	64.86%	NA	65.85%
BUS 21 - PAYROLL ACCOUNTING	NA	NA	NA	NA	NA	95.56%	NA	NA	93.02%
BUS 210 - FINANCIAL MGMT/INVES	NA	NA	44.44%	NA	NA	88.89%	NA	NA	71.43%
BUS 230D - BEGIN KEYBOARDING	78.95%	57.14%	52.78%	45.00%	46.43%	48.15%	40.00%	70.83%	69.70%
BUS 230E - BEGIN KEYBOARDING	33.33%	NA	NA	NA	NA	62.50%	0.00%	33.33%	55.56%
BUS 230F - BEGIN KEYBOARDING	0.00%	NA	NA	0.00%	NA	14.29%	33.33%	0.00%	14.29%
BUS 231D - INTERMED KEYBOARDING	NA	NA	NA	NA	NA	NA	NA	NA	NA
BUS 231F - INTERMED KEYBOARDING	0.00%	NA	NA	NA	NA	NA	NA	NA	NA
BUS 32 - INTRO INT'L BUSINESS	NA	83.78%	NA	NA	70.00%	NA	NA	70.00%	NA
BUS 4 - COST ACCOUNTING	NA	NA	81.48%	NA	NA	92.31%	NA	NA	95.45%
BUS 43B - INTRO TO MS EXCEL	NA	NA	47.50%	NA	NA	24.00%	NA	NA	55.93%
BUS 72 - PRINCIPLES/RETAILING	NA	NA	22.50%	NA	NA	29.41%	NA	NA	42.11%
BUS 74 - INTRO TO ADVERTISING	NA	NA	19.57%	NA	NA	41.18%	NA	NA	30.00%
BUS 75 - SALESMANSHIP	50.00%	NA	NA	42.11%	NA	NA	25.00%	NA	NA
BUS 76 - E-COM/ENTREPRENEUR	NA	NA	65.00%	NA	NA	48.72%	NA	NA	54.05%
Grand Total	**77.97%**	**78.21%**	**56.50%**	**75.34%**	**72.07%**	**65.99%**	**68.12%**	**77.01%**	**68.41%**

Success	Term	ECONOMICS							
100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ECON	**73.97%**	**49.11%**	**59.72%**	**70.77%**	**43.48%**	**64.91%**	**73.86%**	**69.00%**	**73.97%**
ECON 1 - MACRO-ECONOMICS	80.00%	50.00%	61.84%	73.08%	43.33%	50.00%	68.18%	63.77%	88.24%
ECON 2 - MICRO-ECONOMICS	68.42%	47.92%	57.35%	69.23%	43.75%	70.73%	79.55%	80.65%	69.64%
Grand Total	**73.97%**	**49.11%**	**59.72%**	**70.77%**	**43.48%**	**64.91%**	**73.86%**	**69.00%**	**73.97%**

COMPLETETION RATES

College course completion rates for the last three years

College success

Success%	Term				LANEY COLLEGE				
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Success	Term				LANEY COLLEGE				
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	94.91%	97.59%	99.47%	93.17%	97.41%	98.91%	86.29%	95.21%	97.56%
16-18	83.06%	71.79%	69.41%	84.11%	67.54%	69.07%	81.99%	69.17%	72.23%
19-24	73.90%	63.97%	62.00%	72.96%	63.00%	65.09%	73.85%	65.98%	66.08%
25-29	70.26%	68.51%	67.57%	67.87%	65.80%	68.29%	70.09%	68.33%	68.77%
30-34	68.02%	72.74%	69.99%	72.64%	68.70%	69.16%	68.46%	70.99%	70.14%
35-54	70.73%	73.76%	70.18%	70.66%	70.19%	71.14%	67.49%	73.65%	73.49%
55-64	73.03%	72.34%	67.05%	70.04%	67.15%	68.54%	65.84%	68.58%	69.90%
65 & Above	79.55%	77.30%	73.54%	72.73%	76.90%	77.39%	72.37%	74.84%	76.12%
Grand Total	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Success	Term				LANEY COLLEGE				
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	62.50%	54.69%	59.38%	68.75%	53.13%	62.50%	90.00%	66.67%	73.56%
Asian	83.79%	77.83%	76.63%	83.83%	77.50%	77.93%	82.04%	79.45%	79.21%
Black/African American	63.31%	57.42%	53.46%	63.32%	55.87%	58.18%	62.79%	58.39%	58.48%
Filipino	74.44%	67.71%	72.61%	72.22%	64.31%	69.98%	75.00%	73.84%	72.22%
Hispanic	72.06%	67.34%	66.70%	69.00%	62.79%	63.73%	68.95%	65.01%	66.51%
Multiple	73.14%	64.93%	63.01%	71.00%	63.00%	64.31%	72.53%	67.45%	65.28%
Other Non white	65.52%	78.79%	69.86%	36.36%	71.74%	64.29%	50.00%	68.42%	81.82%
Pacific Islander	66.22%	63.90%	62.94%	64.79%	55.22%	64.77%	72.41%	63.95%	64.71%
Unknown/Non Respondent	78.40%	73.17%	69.78%	77.04%	70.95%	70.47%	68.07%	70.41%	70.33%
White Non Hispanic	78.28%	75.88%	73.63%	80.75%	72.59%	75.08%	80.47%	74.82%	75.06%
Grand Total	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Success	Term				LANEY COLLEGE				
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	73.45%	69.14%	67.36%	71.53%	67.49%	68.85%	71.52%	69.88%	69.34%
Male	75.84%	68.38%	65.28%	75.93%	65.34%	67.37%	74.40%	67.84%	68.66%
Unknown	61.90%	67.38%	65.48%	69.63%	63.86%	64.21%	68.45%	70.48%	73.99%
Grand Total	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

DEMOGRAPHICS

Faculty Demographics: Full-time/part-time, age, gender, ethnicity

Full-time/Part-time	Fall 2012 Employee Count	Fall 2012 Employee Count (%)	Fall 2013 Employee Count	Fall 2013 Employee Count (%)	Fall 2014 Employee Count	Fall 2014 Employee Count (%)
Laney Total	402	42.32%	436	42.00%	425	39.65%
Academic, Tenured/Tenure Track	105	26.12%	113	25.92%	125	29.41%
Academic, Temporary	297	73.88%	323	74.08%	300	70.59%

Age	Fall 2012 Employee Count	Fall 2012 Employee Count (%)	Fall 2013 Employee Count	Fall 2013 Employee Count (%)	Fall 2014 Employee Count	Fall 2014 Employee Count (%)
Laney Total	402	42.32%	436	42.00%	425	39.65%
18 to 34	43	10.70%	45	10.32%	47	11.06%
35 to 39	33	8.21%	37	8.49%	30	7.06%
40 to 44	43	10.70%	52	11.93%	48	11.29%
45 to 49	39	9.70%	45	10.32%	38	8.94%
50 to 54	44	10.95%	49	11.24%	55	12.94%
55 to 59	55	13.68%	56	12.84%	52	12.24%
60 to 64	69	17.16%	68	15.60%	62	14.59%
65 to 69	45	11.19%	52	11.93%	54	12.71%
70+	31	7.71%	32	7.34%	39	9.18%

Ethnicity	Fall 2012 Employee Count	Fall 2012 Employee Count (%)	Fall 2013 Employee Count	Fall 2013 Employee Count (%)	Fall 2014 Employee Count	Fall 2014 Employee Count (%)
Laney Total	402	42.32%	436	42.00%	425	39.65%
African-American	77	19.15%	85	19.50%	81	19.06%
American Indian/Alaskan Native	2	0.50%	2	0.46%	2	0.47%
Asian	61	15.17%	57	13.07%	57	13.41%
Hispanic	32	7.96%	35	8.03%	36	8.47%
Multi-Ethnicity	2	0.50%	4	0.92%	5	1.18%
Unknown	25	6.22%	30	6.88%	26	6.12%
White Non-Hispanic	203	50.50%	223	51.15%	218	51.29%

Gender	Fall 2012 Employee Employee Count	Fall 2012 Employee Employee Count (%)	Fall 2013 Employee Employee Count	Fall 2013 Employee Employee Count (%)	Fall 2014 Employee Employee Count	Fall 2014 Employee Employee Count (%)
Laney Total	402	42.32%	436	42.00%	425	39.65%
Male	179	44.53%	203	46.56%	191	44.94%
Female	223	55.47%	233	53.44%	234	55.06%

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.

Curriculum Summary for Banking and Finance, Business, Economics and Management and Supervision

	COURSE	COURSE NAME	CURRICU NET REVISIO N DATE	In Progress (Revision Date)	Deactiva tion	Semeste r Course will be need to be revised	SUBMIT TED TO CURRIC ULUM
1	Bus-1A	Financial Accounting	12.8.13	10.17.15			10.17.1 5
2	Bus-1B	Managerial Accounting	12.8.13	10.17.15			10.17.1 5
3	Bus-2	Intro. Bus. Law	12.11.13	10.17.15			10.17.1 5
4	Bus-4	Cost Acctg.	12.12.12	10.17.15			10.17.1 5
5	Bus-5	Human Relations	12.8.13			Fall-162016	
6	Bus-10	Introduction to Business	11.7.13			Fall 2017	
7	Bus-18	Gov. and Non-Profit	9.20.13			Fall 2015	
8	Bus-20	General Accounting	5.1.09	10.18.15		Fall 2015	10.18.1 5
9	Bus-21	Payroll Accounting	12.12.12			Fall 2015	
10	Bus-24	Computerized Accounting	12.12.12	10.18.15		Fall 2015	10.18.1 5
11	Bus-32	Intro. To International Bus.	10.6.13			Fall 2016	
12	Bus-38	Intro. To Microcomptrs .and Bus. Software	4.21.14			Fall 2017	
13	Bus-040A	Intro. To Microsoft Acess Application.	11.7.14			Fall 2017	
14	Bus-040AA	Intro. To Microsoft Acess Application.	5.9.14			Fall 2015	
15	Bus-40AA	Intro. To Microsoft Access	5.9.07			Fall 2015	
16	Bus-40AB	Intro. To Microsoft Access	12.05.08			Fall 2015	
17	Bus-43B	Intro. To Microsoft Excel for Bus. Appl.	11.7.17			Fall 2017	
18	Bus-43BA	Intro. To Microsoft Excel for Bus. Appl.	11.7.17			Fall 2017	
19	Bus-43BB	Intro. To Microsoft Excel for Bus. Appl.	11.7.17			Fall 2017	
20	Bus-54	Small Bus. Mangament	12.11.12			Fall 2015	
21	Bus-56	Human Resources	12.11.12			Fall 2015	
22	Bus-70	Intro to Marketing	12.11.12			Fall 2015	
23	Bus-72	Principles of Retailing	12.11.12			Fall 2015	
24	Bus-74	Intro to Adv.	12.11.12			Fall 2015	
25	Bus-75	Salesmanship	12.11.12			Fall 2015	
26	Bus-76	E-Commerce	12.11.12			Fall 2015	

27	Bus-201	Business Communications.	12.11.12			Fall 2015	
28	Bus-202	Bus. Math	10.17.08			Fall 2015	
29	Bus-204	Bus. Mach. Calculations.	12.11.12			Fall 2015	
30	Bus-205	Filing and Records Management	11.7.14			Fall 2017	
31	Bus-207	Business English	12.11.12			Fall 2015	
32	Bus-209	Fundamentals of Income Tax	5/1/2009			Fall 2015	
33	Bus-210	Finance Management and Investments	4.21.09			Fall 2017	
34	Bus-219	Computer Literacy	12.5.08	09.29.15			
35	Bus-222	PowerPoint for Business	11.14.14			Fall 2017	
36	Bus-223	Intro. To Internet	11.14.14			Fall 2017	
37	Bus-230D	Beginning Keyboarding	10.01.15			Fall 2019	
38	Bus-230E	Beginning Keyboarding	10.17.08		10.12.15		
39	Bus-230F	Beginning Keyboarding	10.17.08		10.12.15		
40	Bus-231	Intermediate Keyboarding	10.17.08		Fall 2014		
41	Bus-237	Microsoft Windows	12.05.08			Fall 2015	
42	Bus-239	QuickBooks Pro	12.11.12			Fall 2015	
43	Bus-245-E	Word Processing Using Microsoft Word	11.14.14			Fall 2017	
44	Bus-245-EA	Word Processing Using Microsoft Word	12.05.08			Fall 2015	
45	Bus-245-EB	Word Processing Using Microsoft Word	12.05.08			Fall 2015	
46	Bus-246	Advance Word Processing	11.14.14			Fall 2017	
47	Bus-456A	Occ. Work Expe.Actg.	12.8.13			Fall 2016	
48	Bus-456C	Occ. Work Expe. Bank	12.8.13			Fall 2016	
49	Bus-456D	Occ. Work Expe. Bus. Ad	12.8.13			Fall 2016	
50	Bus-456I	Occ. Work Expe. Mgt./Sup	12.8.13			Fall 2016	
51	Bus-456J	Occ. Work Expe. Mktg.	12.8.13			Fall 2016	
52	Bus-456Q	Occ. Work Expe. Off. Appl	12.8.13			Fall 2016	
	BANKING AND FINANCE						
53	BNK-54	Principles of Banking	12.11.12			Fall 2015	
54	BNK-55	Money and Banking	12.11.12			Fall 2015	
55	BNK-56	Bank Management	12.11.12			Fall 2015	
	MANAGEMENT AND SUPERVSION						
56	M/SVN-60	Introduction to Management	11.07.14			Fall 2017	
57	M/SVN-61	Psychology of Management	12.08.13			Fall 2016	
58	M/SVN-64	Organization and Management	12.11.12			Fall 2015	
59	M/SVN-82	Essential of Managerial Communications	4.21.14			Fall 2017	
	ECONMICS						
60	Econ-1	Macro Economics	11.7.14			Fall 2017	
61	Econ-2	Micro Economics	11.7.14			Fall 2017	

- A list of degrees and certificates
  - Business Administration AA, AST AA Degree and Certificate
  - Accounting AA and Certificate
  - Banking and Finance AA and Certificate

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

(R= Reviewed NS= Not Started) Source Data: Cnet Report from October 2015.

Organizational Area	Standing Requirements	2013-2014 Assessment Cycle			2014-2015 Assessment Cycle			2015-2016 Assessment Cycle		
	Student Learning Outcomes	Assessment Plan	Assessment Findings	Action Plan	Assessment Plan	Assessment Findings	Action Plan	Assessment Plan	Assessment Findings	Action Plan
Business 1A	R	R	R	R	R	R	R	NS	NS	NS
Business 1B	R	R	R	R	R	R	R	NS	NS	NS
Business 2	R	R	R	R	R	R	R	NS	NS	NS
Business 4	NS	NS	NS	NS	In Prg.	R	R	NS	NS	NS
Business 5	R	NS	NS	NS	NS	NS	NS	NS	NS	NS
Business 10	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 18	R	R	R	R	R	R	R	NS	NS	NS
Business 20	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 21	R	R	R	R	In Prg.	In Prg.	In Prg.	NS	NS	NS
Business 24	R	R	R	R	R	R	R	NS	NS	NS
Business 32	R	NS	NS	R	R	R	R	NS	NS	NS
Business 38	R	NS	NS	R	R	R	R	NS	NS	NS
Business 40A	R	In Prg.	R	R	NS	NS	NS	NS	NS	NS
Business 40AA	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Business 40AB	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
Business 43B	R	R	R	R	R	R	R	NS	NS	NS
Business 43BA	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 43BB	R	R	R	R	NS	NS	NS	NS	NS	NS

Organizational Area	Standing Requirements	2013-2014 Assessment Cycle			2014-2015 Assessment Cycle			2015-2016 Assessment Cycle		
	Student Learning Outcomes	Assessment Plan	Assessment Findings	Action Plan	Assessment Plan	Assessment Findings	Action Plan	Assessment Plan	Assessment Findings	Action Plan
Business 54	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 56	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 70	R	NS	NS	NS	R	R	R	NS	NS	NS
Business 72	R	NS	NS	NS	R	R	R	NS	NS	NS
Business 74	R	In Prg.	NS	NS	In Prg.	NS	NS	NS	NS	NS
Business 75	R	NS	NS	NS	NS	NS	NS	NS	NS	NS
Business 76	R	NS	NS	NS	NS	NS	NS	NS	NS	NS
Business 201	R	R	R	R	R	R	R	NS	NS	NS
Business 202	R	R	R	R	R	R	NS	NS	NS	NS
Business 204A	R	R	R	R	R	R	NS	NS	NS	NS
Business 205	R	R	R	R	R	R	R	NS	NS	NS
Business 207A	R	R	R	R	R	R	NS	NS	NS	NS
Business 209	R	R	R	R	In Prg.	In Prg.	In Prg.	NS	NS	NS
Business 210	R	R	R	R	R	R	R	NS	NS	NS
Business 219	R	R	R	R	R	R	R	NS	NS	NS
Business 221A	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 222	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 223	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 230D	R	NS	NS	NS	R	R	R	NS	NS	NS
Business 230E	R	COURSE DEACTIVATED FALL 2014								
Business 230F	R	COURSE DEACTIVATED FALL 2014								
Business 231D	R	COURSE DEACTIVATED FALL 2014								
Business 237	R	NS	NS	NS	R	R	R	NS	NS	NS
Business 239	R	Revwd.	Revwd.	Revwd.	In Prg.	In Prg.	In Prg.	NS	NS	NS

Organizational Area	Standing Requirements	2013-2014 Assessment Cycle			2014-2015 Assessment Cycle			2015-2016 Assessment Cycle		
	Student Learning Outcomes	Assessment Plan	Assessment Findings	Action Plan	Assessment Plan	Assessment Findings	Action Plan	Assessment Plan	Assessment Findings	Action Plan
Business 245E	Shared	NS	NS	NS	R	R	R	NS	NS	NS
Business 245EA	R	Shared	Shared	Shared	NS	NS	NS	NS	NS	NS
Business 245EB	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 246	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 255	THIS COURSE DOES NOT EXIST									
Business 456A	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 456C	R	NS	NS	NS	NS	NS	NS	NS	NS	NS
Business 456D	R	R	R	R	NS	NS	NS	NS	NS	NS
Business 456I	R	R	R	R	R	R	R	NS	NS	NS
Business 456J	R	R	R	R	R	R	R	NS	NS	NS
Business 456Q	R	R	R	R	NS	NS	NS	NS	NS	NS
Management and Supervision 60	R	R	R	R	NS	NS	NS	NS	NS	NS
Management and Supervision 61	R	NS	NS	NS	NS	NS	NS	NS	NS	NS
Management and Supervision 64	R	R	R	R	In Prg.	In Prg.	In Prg.	NS	NS	NS
Management and Supervision 82	R	R	R	R	R	R	R	NS	NS	NS
Economics 1	R	In Prg.	In Prg.	In Prg.	R	R	R	NS	NS	NS
Economics 2	R	NS	NS	NS	R	R	R	NS	NS	NS
Real Estate 2A	R	NS	NS	NS	R	R	R	NS	NS	NS
Banking and Finance 54	Revwd.	NS	NS	NS	R	R	R	NS	NS	NS

Banking and Finance 55	Revwd.	NS	NS	NS	NS	NS	NS	NS	NS	NS
Banking and Finance 56	Revwd.	NS	NS	NS	NS	NS	NS	NS	NS	NS

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.

Strategic Goals	2015-2016 Institutional Objectives	
A: Advance Student Access, Equity, and Success	**A.1**	**Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.
	A.2	**Student Success:** Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
	A.3	**Student Success:** Fully **i**mplement an Early Alert process for all students.
	A.4	**Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus.
	A.5	**Student Success:** Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.
B: Engage and Leverage Partners	**B.1**	**Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015.
	B.2.	**Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1**	**Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars).
	C.2	**Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
D: Strengthen Accountability, Innovation and Collaboration	**D.1**	**Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.
	D.2	**Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.
	D.3.	**Institutional Effectiveness:** Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).
	D.4.	**Global Planning:** Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new

	facilities.
E: Develop and Manage Resources to Advance Our Mission	**E.1** **FTES/FTEF Target**: Achieve the District target FTES/FTEF within budget. **E.2** **Budget to Improve Student Success:** Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc. **E.3** **Fiscal Oversight:** Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings. **E.4** **Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

- A copy of the College Goals and Objectives for the current academic year.

GOAL#1   STUDENT SUCCESS
Develop new and strengthen existing interventions and strategies to increase students' access and success.

GOAL#2   ACCREDITATION
Take the necessary actions to reaffirm Laney College's accreditation.

GOAL#3   ASSESSMENT
Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.

GOAL#4   RESOURCES
Increase, develop and manage the College's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$FTES = WSCH \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$FTES = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but "W" in a course or series of courses. To compute retention for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade "C" or better.

The Comprehensive Instructional Program Review Report

1. **College: Laney College**

   Discipline, Department or Program: Business and Economics

   Date: October 26, 15

   Members of the Comprehensive Instructional Program Review Team: Anna Beavers

   Members of the Validation Team:

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2. **Narrative Description of the Discipline, Department or Program**:

   The Business and Economics Department at Laney College is comprised of eight Associate of Arts Degree and Certificates in the areas of: Accounting, Banking and Finance, Business Administration, Business Information Systems, Management and Supervision, Marketing and Sales and Retail Management.
   Additionally, we offer a Certificate of Proficiency in Entrepreneurship.

   In Economics, the department offers two transferable economics courses: ECON1- Macro Economics and ECON 2 – Micro Economics. Both courses are required for business majors seeking an Associate degree in business disciplines. Also, both courses are transferable to four-year institutions.

The overall goals and objectives common to the eight programs are to enable students to:

- Transfer to four-year colleges or universities with the intention of majoring in and earning a Bachelor of Arts degree in business, business administration or another business-related discipline;
- Earn a two-year Associate of Arts Degree in business administration or another business-related discipline;
- Obtain training and business skills for employment in business and industry;
- Obtain additional training to upgrade knowledge and skills for a current occupation; and
- Obtain continuing education training for job advancement, salary increase, or improved proficiency of current job-related skills.

To achieve these goats and objectives, the Business and Economics Department strives to have:
- Faculty who maintain currency in their respective subject areas
- Curriculum that is current with industry
- Classroom technology that is current with industry
- Adequate equipment and facilities
- Continuous input from the Business Advisory Council to ensure that the curriculum continues to address the needs of the workplace and the requirements of institutions to which students transfer
- Continuous collaboration with the Business and Economics Departments in its sister colleges (Merritt, Berkeley, Alameda) through monthly discipline meeting addressing new course design consultations, curriculum updates, current course offerings, and business events.
- Continuous input from the Articulation Officer and four-year institutions to ensure curriculum meets the requirements of institutions to which students transfer.

3. **Curriculum**:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

  The Department has been working on curriculum updates for the last two years. It completed a full review by spring of 2014. Curriculum review is a continuing process in the business disciple, we continue working every semester. Below is the curriculum updates plan for the next three years.

BANKING AND FINANCE				
Dept	CRN	Title	Date of last Update	To be updated by:
BNK/F	54	Principles of Banking	12/11/2012	10/22/2015
BNK/F	55	Money and Banking	12/11/2012	12/11/2015
BNK/F	56	Bank Management	12/11/2012	12/11/2015

BUSINESS:				
Dept	CRN	Title	Date of DE paperwork	Needs Update by
BUS	1A	Financial Accounting	12/8/2013	12/8/2016
BUS	1B	Managerial Accounting	12/8/2013	12/8/2016
BUS	2	Introduction to Business Law	12/11/2012	12/11/2015
BUS	4	Cost Accounting	12/11/2012	10/22/2015
BUS	5	Human Relations in Business	12/7/2013	12/7/2016
BUS	10	Introduction to Business	11/7/2014	11/7/2017
BUS	18	Governmental/Non-Profit Actg.	12/11/2012	12/11/2015
BUS	21	Payroll Accounting	5/1/2009	5/1/2012
BUS	24	Computerized Accounting	12/12/12	12/12/2015
BUS	32	Intro. to International Bus.	09/20/2012	09/20/15
BUS	38	Introduction to the Microcomputers and Business Software	4/21/2014	4/21/2017
BUS	40A	Introduction to Microsoft Access for Business Applications	11/7/2014	11/7/2017
BUS	43B	Introduction to MS Excel	11/7/2014	11/7/2017
BUS	43BA	Introduction to Microsoft Excel for Business Applications	11/7/2014	11/7/2017
BUS	43BB	Introduction to Microsoft Excel for Business Applications	11/7/2014	11/7/2017
BUS	54	Small Business Management	12/11/2012	12/11/2015
BUS	56	Human Resources Management	12/11/2012	12/11/2015
BUS	70	Introduction to Marketing	12/11/2012	12/11/2015
BUS	72	Principles of Retailing	12/11/2012	
BUS	74	Introduction to Advertising	12/11/2012	12/11/2015
BUS	75	Salesmanship	12/11/2012	12/11/2015
BUS	76	E-Commerce	06/06/2014	06/06/2017
BUS	201	Bus. Communications	09/14/2011	09/14/2015
BUS	202	Business Math	10/03/2011	10/03/2015
BUS	204	Bus. Mach. Calculations	12/12/2012	12/12/2015
BUS	205	Filing and Records Management	11/7/2014	11/7/2017
BUS	207A	Business English	12/11/2012	12/11/2015
BUS	209	Fundamentals of Income Taxes	01/30/2014	01/30/2017
BUS	210	Financial Management and Investments	4/21/2014	4/21/2017
BUS	219	Computer Literacy	12/12/2012	12/12/2015

BUS	222	Using PowerPoint for Business Presentations	11/14/2014	11/14/2017
BUS	223	Introduction to the Internet	11/14/2014	11/14/2017
BUS	230D	Beginning Keyboarding	2/6/2015	2/6/2018
BUS	239	QuickBooks Pro	12/11/2012	12/11/2015
BUS	237	Microsoft Windows	12/05/2008	10/10/2015
BUS	239	QuickBooks Pro	10/06/2013	10/06/2016
BUS	245E	Word Processing Using Microsoft Word	11/14/2014	11/14/2017
BUS	246	Advanced Word Processing Applications	11/14/2014	11/14/2017

MANAGEMENT AND SUPERVISION				
Dept	CRN	Title	Date of DE paperwork	Needs Update by
M/SVN	60	Introduction to Management	11/7/2014	11/7/2017
M/SVN	61	Psychology of Management	12/8/2013	12/8/2016
M/SVN	82	Essentials of Managerial Communications	4/21/2014	4/21/2017

ECONOMICS				
Dept	CRN	Title	Date of DE paperwork	Needs Update by
ECON	1	Macro-Economics	11/7/2014	11/7/2017
ECON	2	Micro-Economics	11/7/2014	11/7/2017

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

> The Department completed a curriculum review during the spring of 2014.
> - Business Information System degree is being considered for inactivation as the enrollment and awards have been declining in the last five years. Some of the classes that are included in the program; such as Word, Excel, and Microsoft Business Office Applications, are also being taught by the Computer Information System Degree, CIS. The repetition of course content in CIS, and the every day use of technology that most adults are exposed to, has limited the number of students wanting or needing the Business Information System as a degree to pursue. Therefore, based on the above findings, the Department is considering is considering continuing offering proficiency skill classes such Excel, Word and Filing and Record for those students in CIT programs and working adults in need to update their skills.
>
> Additionally, the Department is considering a new Certificate of Proficiency that will prepare students to take the Microsoft Office Specialist Certification, MOSC. The MOUC certification is relevant in today's business and enhances the knowledge of the software programs.
>
> - In Accounting, the Department is planning a review of the AA-AS degree in fall 2015. Some of the classes included in the program there are no longer relevant in industry.
>
> The Department is working on a new Booking Certificate that will aim at preparing students to take the National Booking Certification. This certification allows accounting students to gain considerable leverage when looking for positions in the field.
>
> - In Economics the Department is considering the benefits of beginning to work on a new AA degree in the discipline.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

Degrees/Certificates	Total number of courses required	Total number of courses offered online	Percentage of total number of courses offered online
Accounting	16	10	63%
Banking and Finance	10	4	40%
Business Administration	10	6	60%
Business Information Syst.	13	2	15%
Entrepreneurship Certificate	7	4	58%
Management and Supervision	6	1	17%
Marketing and Sales	11	8	73%
Retail Management	13	3	23%

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  o Course SLO's are written in each course syllabus.
  o Program SLO's are reflected in the new catalogue published in the fall 2015.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1. The assessment showed certain classes were outdated. Some keyboarding classes have been deactivated such as Bus-230E and F and Bus-231D, E and F. Another group of courses in this category were Bus-202 A B and C, Office Procedures, which were inactivated. Most of the material in these courses is being covered in other courses such Excel and Work. We are continuing working an assessing other courses in the Business Information System areas to find improvements.

  Improvement 2.
  In finding best practices for courses in accounting, we have found case studies that reflect real samples, students were able to relate and therefore improve their scores. Therefore, the number of cases given as exercises in class have increased, especially in accounting and general business classes.

  Improvement 3.
  We have increase the number of practice exercises in classes such Business Law, Economics, and other general business classes. Classes that were given more practice resulted in greater participation and best outcome.

- Briefly describe three of the **most significant examples** of your discipline, department or program <u>plans for course and /or program level improvement</u> for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Plan 1. Continuing assessing one learning outcome a year for all classes that are being offered.

  Plan 2. Add more practice exercise that reviews the content being covered.

  Plan 3. Allow students more participation through group discussion, forum, etc.

- Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes.
  In business we found that after the first drop rate at census, students success rate very closely resembles those in the classroom. To compare a few, we found that in accounting the success rate of Financial accounting in a face-to-face class averages around 79% while in distance education they average 82%. In Managerial accounting the numbers are very similar averaging both, face-to-face and distance education sections 90%. In Economics we found similar results in which face-to-face and distance education success is around 69%.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

  In Business, Management and Supervision, Economics and Banking and Finance the assessment results are similar.

- Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs).

  Our discipline has not yet participated in ILO's

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.
    o Interactive exercises
    o Case Studies
    o Research on real time

- How has new technology been used by the discipline, department or program to improve student learning?
  In business technology is key. With technology we are able to show information in real time. One example are in courses that cover the stock market, students are able to see minute by minute how a stock changes value.
  Traditionally, we used PowerPoint and videos. Another improvement is the use of online platforms that allows students and instructor participate together. Some of these tools are GoogleDoxs, Moodle, etc. However, we are still not as current as we could be. In the market for educational tools, we find innovations that allows for student participation and interaction, such as: the interactive whiteboard. Other technology that could be very useful is the use of a clicker to give on demand assessment.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses? The instructor is the driver who makes sure that the classes are consistent and keep integrity. For this purpose we select our part time instructors carefully. The chairs of the department meet with instructors regularly. The chairs review the syllabus for both face to face and distance education to make sure that are consistent.
  As far as integrity, there are several measures that we used to make sure that grade assignments taking by the enrolled students. Some of these are:
  - o Specific password for exams online
  - o Shuffle question and answers when multiple choice are given.
  - o Match student in online platform with Passport
  .
- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?
  All our courses required that the same content is taught face to face or distance education. The grading policy is also the same as the assignments are the same.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  - o Overall enrollment trends in the past three years

BANKING AND FINANCE

CENSUS_TOTAL	Term	Banking and Finance				
	2012	2013	2013	2014	2014	2015
Course by Time of Day	Fall	Spring	Fall	Spring	Fall	Spring
BNK/F 54 - PRIN OF BANKING	34	27	21	22	15	43
DAY (Online)						43
EVENING	34	27	21	22	15	
BNK/F 55 - MONEY AND BANKING		31		26		40
DAY						40
EVENING		31		26		
BNK/F 56 - BANK MANAGEMENT	36		30		17	
EVENING	36		30		17	
Grand Total	70	58	51	48	32	83

Explanation:
Banking and Finance has increased its enrollment once some of the classes were offered online. The Department is considering continuing this trend.

BUSINESS

CENSUS_TOTAL	Term	BUSINESS							
	2012	2012	2013	2013	2013	2014	2014	2014	2015
Course by Time of Day	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
BUS 10 - INTRO TO BUSINESS	85	145	148	50	148	156	67	167	145
DAY	85	145	148	50	148	156	67	167	145
BUS 18 - GOVT/NONPROFIT ACCOUNTING					28			16	

CENSUS_TOTAL	Term				BUSINESS				
Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
EVENING					28			16	
BUS 1A - FINANCIAL ACCOUNTING	**132**	**229**	**191**	**117**	**260**	**201**	**140**	**246**	**195**
DAY	132	229	191	117	260	201	140	246	195
BUS 1B - MANAGERIAL ACCTG	**73**	**132**	**192**	**71**	**135**	**206**	**84**	**145**	**203**
DAY	73	132	192	71	135	206	84	145	203
BUS 2 - INTRO TO BUS LAW	**35**	**132**	**147**	**32**	**125**	**136**	**37**	**106**	**128**
DAY	35	132	147	32	125	136	37	106	128
BUS 20 - GENERAL ACCOUNTING	**20**	**46**	**42**	**15**	**18**	**23**	**6**	**16**	**26**
DAY	20			15			6		
EVENING		46	42		18	23		16	26
BUS 201 - BUS COMMUNICATIONS			**42**			**39**			**36**
EVENING			42			39			36
BUS 202 - BUSINESS MATH		**31**	**23**		**37**	**21**		**25**	**21**
DAY			23		37	21		25	21
EVENING		31							
BUS 204A - BUS MACH CALCULATION		**29**	**21**		**19**	**17**		**23**	**18**
EVENING		29	21		19	17		23	18
BUS 204B - BUS MACH CALCULATION		**31**	**22**		**29**	**21**		**25**	**15**
EVENING		31	22		29	21		25	15
BUS 205 - FILING/RECORDS MGMT	**8**					**26**		**11**	
DAY						26		11	
EVENING	8								
BUS 207A - BUSINESS ENGLISH		**37**			**27**			**12**	
EVENING		37			27			12	
BUS 209 - FUND OF INCOME TAX			**35**			**31**		**24**	**28**
EVENING			35			31		24	28
BUS 21 - PAYROLL ACCOUNTING			**49**			**52**			**46**
DAY			49			52			46
BUS 210 - FINANCIAL MGMT/INVES			**36**			**18**			**35**
EVENING			36			18			35
BUS 219 - COMPUTER LITERACY	**81**	**152**	**141**	**70**	**146**	**101**	**52**	**144**	**118**
DAY	81	152	141	70	146	101	52	144	118
BUS 221A - OFFICE PROCEDURES		**8**	**8**		**10**	**10**		**3**	
DAY		8							
EVENING			8		10	10		3	
BUS 221B - OFFICE PROCEDURES		**2**	**2**		**3**	**1**		**3**	
DAY		2							
EVENING			2		3	1		3	
BUS 221C - OFFICE PROCEDURES		**1**	**1**		**1**	**1**		**4**	
DAY		1							
EVENING			1		1	1		4	
BUS 222 - POWERPOINT FOR BUS		**11**	**9**		**8**	**9**			**7**
DAY		11	9		8	9			7
BUS 223 - INTRO TO INTERNET		**18**	**21**		**11**	**9**			
DAY		18	21		11	9			
BUS 230D - BEGIN KEYBOARDING	**39**	**45**	**69**	**31**	**56**	**75**	**29**	**80**	**87**

CENSUS_TOTAL	Term	BUSINESS							
Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
DAY	39	45	69	31	56	75	29	80	87
BUS 230E - BEGIN KEYBOARDING	**6**	**13**	**11**	**1**	**16**	**19**	**4**	**11**	**32**
DAY	6	13		1		19	4	11	32
EVENING			11		16				
BUS 230F - BEGIN KEYBOARDING	**2**	**7**	**5**	**2**	**4**	**15**	**6**	**4**	**13**
DAY	2	7		2		15	6	4	13
EVENING			5		4				
BUS 231D - INTERMED KEYBOARDING	**2**	**0**	**0**	**0**	**1**				
DAY	2	0		0					
EVENING			0		1				
BUS 231E - INTERMED KEYBOARDING	**0**	**0**	**0**	**0**	**0**				
DAY	0	0		0					
EVENING			0		0				
BUS 231F - INTERMED KEYBOARDING	**1**	**0**	**1**	**0**	**0**				
DAY	1	0		0					
EVENING			1		0				
BUS 237 - MICROSOFT WINDOWS					**26**			**23**	
DAY					26			23	
BUS 239 - QUICKBOOKS PRO	**30**	**57**	**34**	**27**	**34**	**24**	**32**	**30**	**39**
DAY									39
EVENING	30	57	34	27	34	24	32	30	
BUS 24 - COMPUTERIZED ACCTG		**27**			**27**	**15**		**29**	
DAY		27			27			29	
EVENING						15			
BUS 245E - WP USING WORD								**16**	
EVENING								16	
BUS 245EA - WP USING MS WORD		**32**	**26**		**24**	**19**			
DAY		32	26		24	19			
BUS 245EB - WP USING MS WORD		**21**	**17**		**10**	**9**			
DAY		21	17		10	9			
BUS 246 - ADV WP APPLICATIONS		**7**	**1**		**2**	**2**			
DAY		7	1		2	2			
BUS 32 - INTRO INT'L BUSINESS		**37**			**40**			**40**	
DAY					40			40	
EVENING		37							
BUS 38 - MICRO/BUS SOFTWR			**17**			**12**			**14**
EVENING			17			12			14
BUS 4 - COST ACCOUNTING			**54**			**52**			**22**
DAY			54			52			
EVENING									22
BUS 40A - MS ACCESS F/BUSINESS APPS		**12**			**8**				
DAY		12			8				
BUS 40AA - MS ACCESS F/BUSINESS APPS			**18**			**10**			
DAY			18			10			
BUS 40AB - MS ACCESS F/BUSINESS APPS			**4**			**8**			
DAY			4			8			

CENSUS_TOTAL	Term	BUSINESS							
Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
BUS 43B - INTRO TO MS EXCEL		**36**	**40**		**30**	**50**		**41**	**59**
DAY		36	40		30	50		41	59
BUS 43BA - INTRO TO MS EXCEL		**26**	**26**		**29**	**24**			
DAY		26	26		29	24			
BUS 43BB - INTRO TO MS EXCEL		**13**	**12**		**16**	**12**			
DAY		13	12		16	12			
BUS 456A - OCC WE/ACCOUNTING	**5**	**7**	**4**		**1**	**4**		**4**	**1**
EVENING	5	7	4		1	4		4	1
BUS 456C - OCC WE/BANKING AND FINANCE	**2**	**3**	**0**	**0**		**0**	**2**		**0**
EVENING	2	3	0	0		0	2		0
BUS 456D - OCC WE/BUSINESS ADMIN	**1**	**24**	**25**	**1**	**24**	**25**	**4**	**25**	**25**
EVENING	1	24	25	1	24	25	4	25	25
BUS 456I - OCC WE/MANAGEMENT & SUPV	**6**	**13**	**7**	**2**	**17**	**16**	**3**	**7**	**12**
EVENING	6	13	7	2	17	16	3	7	12
BUS 456J - OCC WE/MARKETING AND SALES	**0**	**2**		**0**	**3**		**2**	**1**	
EVENING	0	2		0	3		2	1	
BUS 456Q - OCC WE/ADMIN OFC SYS/APPS	**2**	**2**	**1**	**0**	**1**	**1**	**4**	**4**	**3**
DAY		2			1			4	
EVENING	2		1	0		1	4		3
BUS 5 - HUMAN RELATIONS/BUS		**75**	**80**	**19**	**76**	**42**	**25**	**59**	**39**
DAY		75	80		76	42		59	39
EVENING				19			25		
BUS 54 - SMALL BUSINESS MGMT	**31**	**34**	**30**	**18**	**30**	**30**	**22**	**18**	**27**
DAY	31	34		18	30		22	18	
EVENING			30			30			27
BUS 56 - HR MANAGEMENT		**29**	**35**			**60**			**22**
EVENING		29	35			60			22
BUS 70 - INTRO TO MARKETING		**53**			**38**			**27**	
DAY		53			38			27	
BUS 72 - PRINCIPLES/RETAILING			**40**			**17**			**19**
DAY			40			17			19
BUS 74 - INTRO TO ADVERTISING			**46**			**34**			**20**
DAY			46			34			20
BUS 75 - SALESMANSHIP	**30**			**19**			**12**		
DAY	30			19			12		
BUS 76 - E-COM/ENTREPRENEUR			**40**			**39**			**37**
DAY			40			39			37
Grand Total	**591**	**1579**	**1773**	**475**	**1518**	**1692**	**531**	**1389**	**1492**

Explanation:

Business courses enrollments have done well specially in the area of Accounting and Management and Supervision.

In accounting transferable courses such as Bus-1A, and Bus-1B enrollment have increased and continues to grow. The significant changes have been, the increase in online sections, and the need for these classes in all Business Degrees. In the fall of 2014, the Department hired full time instructor in this area, Xiaolin, Linda, Chi. Having two full time faculty has increase completion rates. We have noticed that some sections taught by full time faculty have larger enrollment and success.

In Management and Supervision. About eight years ago, the department established a relationship with Alameda County to provide to their employees the opportunity to obtained college credits in the area of Management and Supervision. Since its inception, this program has been a success graduating more than 250 students. Most of them have been promoted to higher responsible positions. This year will be completing the 11th cohort, and the 12th cohort is already being marketed.

This type of relationships shows the effectiveness of cooperating with community partners. The success of this program is making the department evaluate a need for a similar program online. The online courses could bring flexibility to the working adult. We need help, however, in marketing the program to public agencies such as Bart, City of Oakland, EBMUD, to name a few.

There are opportunities to increase the accounting and business certificates and programs. Some of these the Department is currently developing for the 2015-16 school year. Other opportunities will require the support of administrated services, such as, the opening of a career center where students could apply for paid or unpaid internships. The connection with the community that we currently have and foster is not enough to help the many students that need network and begin apprenticeships of their field of studies. A career center working together with the Business Department will create the opportunities that students need but it will also elevate the program to a well sought after by community business and students.

- An explanation of student demand (or lack thereof) for specific courses.
  Student demand in business courses has been stable. The department feels that there is a demand for comprehensive certificates in the areas of accounting, and business office technology that will help students be employable.

  In Business Information Systems, BIS, we have seen a decline in certain classes. We feel that the program is not targeting the potential student in that area. With technology quickly changing, and K-12 schools offering students with the basic technological knowledge before transferring to college, student may not be incline to work towards a BIS degree. However, the demand in older adults has increased. During this year, we will be working in updating the certificate program. We are also planning to increase the hybrid and online classes offerings as we are seeing greater demand for these courses online that face-to-face.

  o Productivity for the discipline, department, or program compared to the college productivity rate.

PRODUCTIVITY BY DISCIPLINE, DEPARTMENT

Productivity	Term	PRODUCTIVITY LANEY COLLEGE							
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

Productivity	Term	BANKING AND FINANCE				
	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Total	15.49	13.26	11.23	11.60	6.83	20.75

Productivity	Term	BUSINESS							
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING

Total	16.60	18.79	18.35	14.19	16.87	16.88	15.99	14.50	16.19

Productivity	Term	ECONOMICS							
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	18.63	17.69	19.25	12.81	14.43	15.94	17.70	15.61	16.25

Productivity	Term	MANAGEMENT AND SUPERVISON					
	2012 SUMMER	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
Total	18.61	18.41	20.48	13.20	13.42	9.17	14.40

Productivity	Term	REAL ESTATE		
	2012 FALL	2013 FALL	2014 FALL
Total	17.50	17.00	25.50

- Salient factors, if known, affecting the enrollment and productivity trends you mention above.

  For all the areas that encompass the Business/ Economics department productive has increased or surpass the college mediums. However, it is interest to note, that when these numbers are compered in isolation they are not a very reliable measure. For example Banking in Finance, there are two classes offered per semester, some of these students are part-time taken 6 or less units, and there are only one instructor teaching in this area, therefore productivity is high. In the other hand, in Management and Supervision where we are offering three courses per semester with average enrollments of 35 students, and taught by three different instructors, productivity has decline.

  In Business, productivity is consistent when the results are view as totals per discipline. Classes that are over capacity absorbed those that are low enrolled.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

  The Business Department uses block scheduling. We also make sure that classes are schedule according to the catalogue sequence per year, with attention to day and night students.

- Recommendations and priorities.
  There is no current need to change the department scheduling system.

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6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

  College course completion standard

Success%	Term	LANEY COLLEGE							
		2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total		74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

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Department/discipline course completion rates:

Success	Term	BANKING AND FINANCE				
Course	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
BNK/F 54 - PRIN OF BANKING	93.10%	57.69%	65.00%	83.33%	73.33%	53.49%
BNK/F 55 - MONEY AND BANKING	NA	96.00%	NA	88.00%	NA	56.41%
BNK/F 56 - BANK MANAGEMENT	91.43%	NA	65.52%	NA	60.00%	NA
Grand Total	92.19%	76.47%	65.31%	86.05%	66.67%	54.88%

Success	Term	BUSINESS						
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
BUS 10 - INTRO TO BUSINESS	52.94%	55.00%	57.14%	63.04%	45.95%	50.64%	70.15%	64.46%
BUS 18 - GOVT/NONPROFIT ACCOUNTING	NA	NA	NA	NA	75.00%	NA	NA	75.00%
BUS 1A - FINANCIAL ACCOUNTING	78.03%	72.02%	69.63%	77.39%	71.43%	78.11%	68.35%	79.25%
BUS 1B - MANAGERIAL ACCTG	93.15%	86.05%	87.50%	88.73%	86.67%	89.32%	93.98%	84.14%
BUS 2 - INTRO TO BUS LAW	70.59%	67.46%	64.63%	62.50%	66.40%	63.24%	64.86%	66.04%
BUS 20 - GENERAL ACCOUNTING	50.00%	41.86%	47.62%	66.67%	38.89%	65.22%	50.00%	31.25%
BUS 201 - BUS COMMUNICATIONS	NA	NA	73.81%	NA	NA	87.18%	NA	NA
BUS 202 - BUSINESS MATH	NA	83.87%	30.43%	NA	48.65%	33.33%	NA	56.00%
BUS 204A - BUS MACH CALCULATION	NA	89.66%	90.00%	NA	94.74%	82.35%	NA	91.30%
BUS 204B - BUS MACH CALCULATION	NA	77.42%	68.18%	NA	48.28%	88.89%	NA	100.00%
BUS 205 - FILING/RECORDS MGMT	50.00%	NA	NA	NA	NA	69.23%	NA	72.73%
BUS 207A - BUSINESS ENGLISH	NA	83.33%	NA	NA	70.37%	NA	NA	91.67%
BUS 209 - FUND OF INCOME TAX	NA	NA	85.71%	NA	NA	93.55%	NA	66.67%
BUS 21 - PAYROLL ACCOUNTING	NA	NA	97.73%	NA	NA	95.56%	NA	NA
BUS 210 - FINANCIAL MGMT/INVES	NA	NA	44.44%	NA	NA	88.89%	NA	NA
BUS 219 - COMPUTER LITERACY	61.04%	64.38%	64.93%	72.13%	67.59%	86.46%	50.98%	74.65%
BUS 221A - OFFICE PROCEDURES	NA	71.43%	33.33%	NA	83.33%	83.33%	NA	100.00%
BUS 221B - OFFICE PROCEDURES	NA	100.00%	0.00%	NA	NA	NA	NA	100.00%
BUS 221C - OFFICE PROCEDURES	NA	NA	0.00%	NA	NA	100.00%	NA	66.67%
BUS 222 - POWERPOINT FOR BUS	NA	40.00%	100.00%	NA	25.00%	77.78%	NA	NA
BUS 223 - INTRO TO INTERNET	NA	33.33%	58.33%	NA	70.00%	85.71%	NA	NA
BUS 230D - BEGIN KEYBOARDING	55.26%	61.54%	50.00%	55.17%	54.00%	50.75%	44.44%	57.53%
BUS 230E - BEGIN KEYBOARDING	50.00%	88.89%	57.14%	NA	88.89%	63.64%	0.00%	40.00%
BUS 230F - BEGIN KEYBOARDING	0.00%	66.67%	100.00%	50.00%	50.00%	38.46%	33.33%	0.00%
BUS 231D - INTERMED KEYBOARDING	0.00%	NA	NA	NA	NA	NA	NA	NA
BUS 231F - INTERMED KEYBOARDING	0.00%	NA	NA	NA	NA	NA	NA	NA
BUS 237 - MICROSOFT WINDOWS	NA	NA	NA	NA	50.00%	NA	NA	73.91%
BUS 239 - QUICKBOOKS PRO	75.00%	71.43%	65.63%	95.83%	73.33%	100.00%	65.38%	76.92%
BUS 24 - COMPUTERIZED ACCTG	NA	85.19%	NA	NA	96.30%	93.33%	NA	75.86%

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
BUS 245E - WP USING WORD	NA	NA	NA	NA	NA	NA	NA	75.00%
BUS 245EA - WP USING MS WORD	NA	43.33%	63.16%	NA	63.64%	94.74%	NA	NA
BUS 245EB - WP USING MS WORD	NA	42.11%	41.67%	NA	44.44%	77.78%	NA	NA
BUS 246 - ADV WP APPLICATIONS	NA	33.33%	0.00%	NA	50.00%	100.00%	NA	NA
BUS 32 - INTRO INT'L BUSINESS	NA	83.78%	NA	NA	70.00%	NA	NA	70.00%
BUS 38 - MICRO/BUS SOFTWR	NA	NA	70.59%	NA	NA	66.67%	NA	NA
BUS 4 - COST ACCOUNTING	NA	NA	81.48%	NA	NA	92.31%	NA	NA
BUS 40A - MS ACCESS F/BUSINESS APPS	NA	30.00%	NA	NA	37.50%	NA	NA	NA
BUS 40AA - MS ACCESS F/BUSINESS APPS	NA	NA	44.44%	NA	NA	100.00%	NA	NA
BUS 40AB - MS ACCESS F/BUSINESS APPS	NA	NA	100.00%	NA	NA	50.00%	NA	NA
BUS 43B - INTRO TO MS EXCEL	NA	18.18%	47.50%	NA	50.00%	24.00%	NA	65.85%
BUS 43BA - INTRO TO MS EXCEL	NA	38.46%	59.09%	NA	51.85%	84.21%	NA	NA
BUS 43BB - INTRO TO MS EXCEL	NA	30.77%	37.50%	NA	53.85%	85.71%	NA	NA
BUS 456A - OCC WE/ACCOUNTING	40.00%	66.67%	75.00%	NA	0.00%	100.00%	NA	100.00%
BUS 456C - OCC WE/BANKING AND FINANCE	0.00%	33.33%	NA	NA	NA	NA	50.00%	NA
BUS 456D - OCC WE/BUSINESS ADMIN	0.00%	58.33%	40.00%	100.00%	54.17%	60.00%	50.00%	60.00%
BUS 456I - OCC WE/MANAGEMENT & SUPV	83.33%	76.92%	85.71%	100.00%	94.12%	87.50%	33.33%	100.00%
BUS 456J - OCC WE/MARKETING AND SALES	NA	0.00%	NA	NA	100.00%	NA	100.00%	100.00%
BUS 456Q - OCC WE/ADMIN OFC SYS/APPS	100.00%	0.00%	0.00%	NA	0.00%	100.00%	50.00%	75.00%
BUS 5 - HUMAN RELATIONS/BUS	NA	71.23%	70.51%	100.00%	55.26%	61.90%	100.00%	55.93%
BUS 54 - SMALL BUSINESS MGMT	46.67%	53.33%	36.67%	46.67%	56.67%	36.67%	45.45%	66.67%
BUS 56 - HR MANAGEMENT	NA	96.55%	65.71%	NA	NA	78.33%	NA	NA
BUS 70 - INTRO TO MARKETING	NA	48.98%	NA	NA	47.37%	NA	NA	62.96%
BUS 72 - PRINCIPLES/RETAILING	NA	NA	22.50%	NA	NA	29.41%	NA	NA
BUS 74 - INTRO TO ADVERTISING	NA	NA	19.57%	NA	NA	41.18%	NA	NA
BUS 75 - SALESMANSHIP	50.00%	NA	NA	42.11%	NA	NA	25.00%	NA
BUS 76 - E-COM/ENTREPRENEUR	NA	NA	65.00%	NA	NA	48.72%	NA	NA
Grand Total	**66.09%**	**65.69%**	**64.13%**	**73.38%**	**64.50%**	**71.22%**	**67.77%**	**71.67%**

Success	Term	ECONOMICS						
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
ECON 1 - MACRO-ECONOMICS	82.89%	70.34%	75.00%	71.74%	59.18%	61.11%	63.24%	68.65%
ECON 2 - MICRO-ECONOMICS	71.43%	74.42%	72.73%	66.67%	62.79%	63.06%	75.34%	69.79%
Grand Total	**77.40%**	**72.26%**	**73.93%**	**69.00%**	**60.52%**	**61.96%**	**69.50%**	**69.04%**

Success	Term	MANAGEMENT AND SUPERVISION					
Course	2012 Summer	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
M/SVN 60 - INTRO TO MANAGEMENT	NA	18.92%	NA	74.55%	NA	55.00%	91.89%
M/SVN 61 - PSYCH OF MANAGEMENT	NA	NA	97.06%	NA	NA	100.00%	NA
M/SVN 64 - ORGANIZATION/MGMT	97.22%	NA	28.57%	92.59%	51.72%	NA	93.75%
M/SVN 82 - ESSENTIALS/MGRL COMM	NA	97.37%	NA	NA	92.59%	50.00%	NA
Grand Total	**97.22%**	**58.67%**	**56.63%**	**80.49%**	**71.43%**	**71.93%**	**92.45%**

Success	Term	REAL STATE	
Course	2012 Fall	2013 Fall	2014 Fall

RLEST 2A - PRIN OF REAL ESTATE	60.00%	52.94%	56.86%	
Grand Total	**60.00%**	**52.94%**	**56.86%**	

Discussion:

Student success, in all areas of the Business and Economics department, has surpassed those of the College percentages.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

Success	Term
100% DE	**2015 Spring**
BNK/F	**53.49%**
BNK/F 54 - PRIN OF BANKING	53.49%
Grand Total	**53.49%**

Success	Term	BUSINESS								
100% DE		**2012 Summer**	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
BUS		**77.97%**	**78.21%**	**56.50%**	**75.34%**	**72.07%**	**65.99%**	**68.12%**	**77.01%**	**68.41%**
BUS 10 - INTRO TO BUSINESS		NA	NA	40.00%	NA	NA	42.11%	NA	NA	66.67%
BUS 1A - FINANCIAL ACCOUNTING		85.88%	79.07%	73.47%	85.56%	65.31%	83.05%	68.69%	76.09%	79.17%
BUS 1B - MANAGERIAL ACCTG		92.45%	81.82%	79.38%	89.47%	90.32%	90.00%	92.86%	89.83%	77.32%
BUS 2 - INTRO TO BUS LAW		70.59%	NA	51.06%	62.50%	NA	56.00%	64.86%	NA	65.85%
BUS 21 - PAYROLL ACCOUNTING		NA	NA	NA	NA	NA	95.56%	NA	NA	93.02%
BUS 210 - FINANCIAL MGMT/INVES		NA	NA	44.44%	NA	NA	88.89%	NA	NA	71.43%
BUS 230D - BEGIN KEYBOARDING		78.95%	57.14%	52.78%	45.00%	46.43%	48.15%	40.00%	70.83%	69.70%
BUS 230E - BEGIN KEYBOARDING		33.33%	NA	NA	NA	NA	62.50%	0.00%	33.33%	55.56%
BUS 230F - BEGIN KEYBOARDING		0.00%	NA	NA	0.00%	NA	14.29%	33.33%	0.00%	14.29%
BUS 231D - INTERMED KEYBOARDING		NA	NA	NA	NA	NA	NA	NA	NA	NA
BUS 231F - INTERMED KEYBOARDING		0.00%	NA	NA	NA	NA	NA	NA	NA	NA
BUS 32 - INTRO INT'L BUSINESS		NA	83.78%	NA	NA	70.00%	NA	NA	70.00%	NA
BUS 4 - COST ACCOUNTING		NA	NA	81.48%	NA	NA	92.31%	NA	NA	95.45%
BUS 43B - INTRO TO MS EXCEL		NA	NA	47.50%	NA	NA	24.00%	NA	NA	55.93%
BUS 72 - PRINCIPLES/RETAILING		NA	NA	22.50%	NA	NA	29.41%	NA	NA	42.11%
BUS 74 - INTRO TO ADVERTISING		NA	NA	19.57%	NA	NA	41.18%	NA	NA	30.00%
BUS 75 - SALESMANSHIP		50.00%	NA	NA	42.11%	NA	NA	25.00%	NA	NA
BUS 76 - E-COM/ENTREPRENEUR		NA	NA	65.00%	NA	NA	48.72%	NA	NA	54.05%
Grand Total		**77.97%**	**78.21%**	**56.50%**	**75.34%**	**72.07%**	**65.99%**	**68.12%**	**77.01%**	**68.41%**

Success	Term	ECONOMICS								
100% DE		**2012 Summer**	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
ECON		**73.97%**	**49.11%**	**59.72%**	**70.77%**	**43.48%**	**64.91%**	**73.86%**	**69.00%**	**73.97%**
ECON 1 - MACRO-ECONOMICS		80.00%	50.00%	61.84%	73.08%	43.33%	50.00%	68.18%	63.77%	88.24%
ECON 2 - MICRO-ECONOMICS		68.42%	47.92%	57.35%	69.23%	43.75%	70.73%	79.55%	80.65%	69.64%

- Describe course completion rates in the department **for Hybrid** courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

  The Business and Economics Department do not offer hybrid classes at this time.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?
  The Department has experience a large increase of demand for distance education classes. In some courses such accounting we have added an addition section for Financial and Managerial Accounting. Both classes have been demanded beyond capacity without affecting the enrollment in face-to-face sections. In programs like Banking and Finance, enrollment has increase the semester that were offered online. Students located far away from Campus take some of our courses.

- Describe the discipline, department, or program retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses).* for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

  College retention standard 82%

  Discipline, department, or program retention rates

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Laney College	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%
Banking and Finance		91.19%	76.47%		65.31%	86.05%		66.07%	54.88%
Business	66.09%	65.69%	64.13%	73.38%	64.50%	71.22%	67.77%	71.67%	71.65%
Economics	77.04%	72.26%	73.93%	69.00%	60.52%	61.96%	69.50%	68.04%	71.15%
Mang/Supervision		97.22%	58.67%		56.63%	80.49%		71.93%	92.45%

  Discussion:

- Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

  In Business, some of the courses that has had decline in enrollment has been in the areas of Business Information Systems. One of the reasons is that similar courses are being offered in CIS. Students are more prompt to enroll in classes that follow a transferable degree. Therefore the plan is to deactivate the Business Information System Degree and replace it with a one-year certificate. The certificate will follow the Microsoft Certification, MOUS. Students could either upgrade their skills by taking the classes they need, or follow the certificate program. We have also begun testing online classes in the same area; such as, Excel. The sections online are consistently double of those in the classroom.

  In Economics, the Department has study enrollment and has made changes to time and days.

In Management and Supervision enrollment is determine by our partnership with Alameda County. Although this partnership has been very successful during the last eight years, the Department thinks that there are opportunities to increase offering by partnering with other agencies in the community. To the extent, starting Spring 2015 we are hiring a new full time contract faculty to help with those efforts.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

  As stated in the previous questions, the Department is looking into the next three years to make changes to the programs we offered:
  - Accounting: Update AA Degree to more consistence with current trends in business.
    Offer a new Booking Certificate to help students enter the work place.
    Offer a new review course to help students pass the National Booking Exam.
  - Business Inf. System: Deactivate classes that are not current or low enrolled for the past 3 years
    Offer a short-term certificate program that will allow students increase their skills and pass the MOUS.
    Deactivate the Degree Program.

  Additionally, the Department will like to increase the number of partnerships with local business to help students obtained internships and increase the number of students participating in the Cooperative Education Classes. However, the Department will need resources to dedicate the number of hours that will required in advertising, promoting and keep the statistics needed. If the College where to open a Career Center, then the Department could work in conjunction with them to make the program successful.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount: 6

  Part-time faculty headcount: 13

  Full-time/part-time faculty ratio: 46%

  Business: 5 full time faculty
  Economics: 1

  Classified staff headcount: 0

  In the Fall 2014 the Department hired a new full time instructor in Accounting. Currently, we are in the process of hiring a new faculty for Business/Management and Supervision.

  After researching our full time faculty body, the Department feels that it should plan for a reduction of full time faculty based faculty age that may contemplate retirement within the next three years or sooner.

- Describe your current utilization of facilities and equipment.
  Most of the Department's classes are being held in Building F. The second floor of this building is in deplorable state and needs to be maintained. There has been many efforts to convey these information with no results.

  Equipment:
  - In F-202, 203, 205 faculty uses whiteboard and new computer carts.
    The new carts do not serve the needs of these classroom based on the dimensions. Most students who sit on the sides are not able to see the board.
  - Need new server for computer labs servicing F-251, F-252, F-253 and F-254.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
  1. Accounting   Justification: Possible retirement
  2. Business   Justification: Possible retirement
  3. Economics   Justification: Offering of a new Economics AA Degree

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.
  o Convert F-202, 203, 205 into true Smart Classrooms.
    The new carts do not serve the needs of these classroom based on the dimensions. Most students who sit on the sides are not able to see the board.
  o Need new server for computer labs servicing F-251, F-252, F-253 and F-254.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

  o New flooring in F-202
  o Removal of excess cabinets and furniture that is not being utilize in F-200 and F-204
  o New window in F-254
  o New office space in F-254

Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

_____

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.
  - Faculty Senate
  - Accreditation Committee
  - Budget Committee
  - Hiring Committee
  - Department Advisory Board Members
  - Faculty Mentoring Program

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
  - Alameda County – continuing Management and Supervision Certificate Program
  - Business Law Center of Oakland – Curriculum advise to partner with Laney in offering entrepreneurial certificate
  - EBLAC Provide student internships in the areas of accounting, and tax preparation
  - VITA Internship program in tax preparation
  - Other internships or part-time opportunities from local companies that are looking for students.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
  Our part-time faculty participates in the following:
  - Business Department Meetings
  - Moodle training.
  - Assessment workshops
  - CNet workshops.

During the semester part-time faculty is invited to training and discussions affecting the area they teach. By email they are informed of new information regarding training, student opportunities.

_____

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.
  - Faculty is being trained in the use of smart classroom when assigned to one.
  - Training on how to use online resources for face-to-face an online classes and benefits to students.
  - Workshop in sharing various instructional methods proven successful to faculty.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?
  - New instructors assigned to DE classes are required to have experience teaching online. For those who have been teaching online, the Department recommends taking Moodle classes and Learning and Teaching online.
  - Current experience online instructors meet to help design online platforms.

  Is it sufficient? It is for new instructors teaching online as the Department is able to assist, trained, and mentor. Even if the instructor has experience, the Department can if the class has the tools needed for students to succeed. For those full time instructors that have been teaching online since its inception at Laney College it is more difficult to provide assistance, as it is not requested.

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**
  Activities:
  Keep the programs curriculum and its classes current.

  Rationale:
  Course should continue being check for transferability. Courses should be design to keep current with business trends.

- **Goal 2. Assessment:**
  Activities:

Continue assessing all courses on time.

Rationale:
Build relationships that will innovate teaching methods and will increase student success.

- **Goal 3. Instruction:**
  Activities:
  Increase the opportunities for faculty to attend workshops and conferences. Some conferences are offered at times of instruction. Since we do not have a substitute program, faculty is not able to attend.

  Rationale:
  Keep them current in the field of business they are teaching, and share experiences with other instructors and put into action what has been learn in the classroom.

- **Goal 4. Student Success:**

  Activities:
     1. Students must come first
     2. Understand student goals, educational or career, and help them succeed.
     3. Integrate career and educational goal exploration into course assignments

  Rationale:
     1. Faculty, support services, and administration should never forget that students are our customers, and we need to do whatever possible for our customer to succeed. If they succeed we do also.
     2. Help students connect by creating groups, assigned project work and mentoring opportunities. Guide student to find opportunities outside the classroom.
     3. Student will be able to see how the material covered relates to actual process in organizations.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities:
  Foster relationships with community organizations

  Rationale:
   The rational is two fold.
     1. To keep up date of changes in the various concentration that the Department provides
     2. To help students obtained internships and job placement.

Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: Laney College

Discipline, Department or Program: Business and Economics

Contact Person: Anna Beavers, Mildred Lewis

Date: 10.26.15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	1. Accounting 2. Business 3. Economics	1. 2. 3		Probable retirement Probable retirement New Program
Human Resources: Classified				
Human Resources: Student Workers	1. Accounting Laboratory	1.	$10,000	The accounting lab. needs 2 tutors present at all time.
Technology				
Equipment	1. Server for Business Labs	1.	$35,000	The current server is very old and it is constantly breaking.
Supplies	1. Tonner, paper, replacement light bulbs for projectors.	1.	$10,000	These supplies are needed ASAP as soon we will not be able to provide certain services in the business labs.
Facilities	1. F-202 Carpet removal and replacement	1	$2,000	F-202 carpet needs replacement. Every year in the UP, we have this request.
	2. Removed excess furniture from F-204 and F-200	1	N/A	The excess furniture in these classrooms prevents students to have enough space in the classrooms.
	3. Reconstruction. To build one or two faculty office that are close to the area they teach in F-254	1		F-254 is a large classroom with a possible capacity of 50 students plus, with a large unutilized space in

| | | | | the back. It lacks a proper wall to hang a whiteboard and a projector screen. This classroom was design at a time when keyboarding classes were high enrolled and very popular. With the events of fast moving technology, this classroom does not meet the needs of the Business Department.

The addition of faculty office space could alleviate the crowdedness in the Tower, while allowing faculty that teaches in the F-building to be closer to students and the classrooms. |
|---|---|---|---|---|
| **Professional Development** | | | | |
| **Other (specify)** | | | | |

Appendix B

PCCD Program Review
Alignment of Goals Template

College: Laney College
Discipline, Department or Program: Business and Economics

Contact Person: Anna Beavers, Mildred Lewis

Date: 10.26.15

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
Goal 1. Assessment: Keep the programs curriculum and its classes current.	Goal 1. Student Success Develop and strengthen existent interventions and strategies to increase student's access and success.	Goal E.4 Increase investment in materials, equipment, and teaching and learning resources to enhance student-learning outcomes.
Goal 2. Curriculum: Keep the programs curriculum and its classes current.	Goal 1. Assessment: Ensure completion of the assessment cycle for SLOs, PLO's and ILO's	Goal E.4 Increase investment in materials, equipment, and teaching and learning resources to enhance student-learning outcomes.
Goal 3. Instruction Increase opportunities for faculty to attend workshops and conferences.	Goal 4. Increase, develop and mange the College's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.	Goal D1: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.
Goal 4. Student Success a. Students must come first b. Understand student goals, educational or career, and help them succeed. c. Integrate career and educational goal exploration into course assignments.	Goal 1. Student Success Develop and strengthen existent interventions and strategies to increase student's access and success.	Goal C-2 Develop and fully implement an innovate student success program at each college that feed into the District-wide first year experience/student success program.
Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships.	Goal 4. Increase, develop and mange the College's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.	Goal B-1 Partnerships Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad.

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
▢ 1. Accepted. ▢ 2. Conditionally Accepted. ▢ 3. Not Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair. 3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____

Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____

Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____

Print Name   Signature   Date