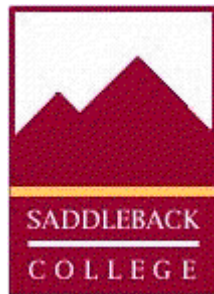


**Saddleback College  
Program Review for the  
Business Management Department**



**Spring 2006**

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## **Program Review Team Members**

Program Review Team Chair:

Bill Weisgerber

Program Review Team Members:

Petrina Friede

Patrizia Goldberg

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## Program Review Checklist

<u>Date Completed</u>	<u>Action</u>
Fall 2005	Orientation for chairperson and form Program Review Plan
Fall 2005	Contact college research analyst and gather documents
Fall 2005	Solicit input from faculty and students
Fall 2005	Write Program Review report
Spring 2006	Submit report to Dean for approval
Spring 2006	Report submitted to Academic Senate, Office of Instruction, the Office of Instructional Effectiveness and College President

## **Section I: Program Overview**

### **A. The Mission of the Program and Link to the College's Mission and Goals**

The Saddleback College Business Management Department is dedicated to providing a variety of course offerings designed to prepare students for positions in the world of business within the context of the college vision, mission and goals.

### **B. Historical Background and Unique Characteristics of the Program**

The Business Management Program serves two groups--transfer and work-based skills students. The composition and disposition between the two groups is varied by student short- vs. longer-term goals, as well as the condition of the economy. As such, the challenge is to continue to do good work between the realities of allocating resources and keeping enrollments high as well as the responsibility to shape and deliver a program that will most effectively meet the future needs of all the enrolled students. The net result, reflected in the "Data Set" included in the appendix, demonstrates success with serving both transfer and work-based skills students while balancing the realities of enrollment management. A constant triad of program values of relevance, access and effectiveness continues to guide decision making. The three values also remain useful for both curriculum development and staffing.

### **C. Progress Since the Last Program Review**

This is the first program review to be conducted with the new format. Several years ago a pilot program review was conducted using a student survey format, which has been useful in guiding enrollment management.

### **D. Current Strengths, Opportunities and Challenges**

#### **Strengths:**

Transfer articulation with the California CSU and UC systems are increasingly successful with a slowly developing trend of both entities desiring to coordinate curriculum content for optimum student success at the upper division level of study. As for work-based skills development, an increasing number of students are choosing to follow a path of completing a series of courses after completing the first course of choice. The Business Management Department has implemented "Zip Track" certificates and new occupational skill awards to encourage students through a path of training for their success.

#### **Opportunities:**

Ongoing community advisory activities continue to either reinforce the resolve of the three program values of relevance, access and effectiveness or uncover emerging trends such as skill sets for new programs such as Human Resource Management and Project management. Also inter-departmental curriculum development across the campus continues between a variety of areas, including Communication Arts, Fashion and Honors has allowed faculty to extend themselves.

A department encouraged certificated staff development effort has produced opportunities for inter-department teaching, as well as transfers to another department. An example is one of the full-time faculty members has gradually evolved, over two years, skills in the German language and will teach full time in that department starting Fall 2006.

**Challenges:**

Evolving lower division transfer patterns with the California CSU and UC systems, if well-coordinated, will likely produce a decreased time to degree for students, as well as the need to reinforce the curriculum content at the Community College program level. Changing business trends and technology development will test the program values of relevance, access and effectiveness in a number of ways, but hopefully always with a response that does not lose sight of the continuing need for including the universal business skills of communication, problem solving, ethical practices, human relations and effective decision making. Also ongoing will be the need to evaluate the experience with the use of various curriculum delivery methods to provide guidance towards best practice.

## Section II: Review Report

### A. Faculty and Staff Levels

- Three full-time instructors (including Department Chair)
- One full-time instructor reassigned to German and Computer Information Management Departments
- Two full-time instructors each with 3 LHE assigned from the Accounting and Real Estate Departments to teach in the Business Management Department
- A semester average of 8 associate instructors equaling 32 OSH or two plus LHE
- Division classified staff as needed
- Dean

The organizational structure is displayed in the Appendix, "Program Organizational Chart" and remains sufficiently flexible with associate faculty to adjust to the semester-to-semester needs of the present and recent past. The resultant certificated ratio of 60% full-time to 40% part-time provides a balanced full-time preparation load while securing added instructional expertise from the business community through the use of associate faculty.

Presently the staffing levels are sufficient to meet the mission and goals of the department and college. The transfer of a full-time instructor to another department and at least one full-time retirement within the next two years will significantly impact the balance and therefore the ration described above. The net will be a certificated ratio of 25% full-time to 75% part-time. When these changes occur, the resultant ration will induce a potentially damaging stress on the remaining faculty, program and, to some extent, the mission of the department. While the degree of negative impact is uncertain, a solution would be to proactively recruit and fill at least one of the two full-time positions after the full-time member's transfer occurs, but before the second departure due to retirement. As such, a new full-time replacement would be provided for approximately a year before the retirement to rebalance the staffing, loads, preparations and associate faculty assignments thus avoiding the uncertain negative impact noted above.

### B. Curriculum and Instruction

Both transfer/general education and work-based skills courses are integral to the program's mission and goals. Fortunately the transfer/general education courses meet the needs of a large number of students, producing an ongoing high level of headcount. While work-based skills courses usually produce less, a schedule format spreads out several of the lowest enrolled courses to an

every other semester or once a year pattern. Coordination with several other programs within the college has resulted in cross-listing agreements and joint promotional efforts to students. Also to be tried in fall 2006 is the coordination of alternating a course at Irvine Valley and Saddleback College at opposite fall/spring semesters. While the low enrolled course is valuable to both colleges' programs, counter scheduling will be avoided.

Evaluating the program's offerings with both the triad of values of relevance, access and effectiveness and the input and understanding of Dean has historically produced an ongoing successful fall to spring to summer flow. The Appendix, "Data Set," pages 3 through 5 demonstrates the result.

The formalization of Student Learning Outcomes, as noted in the Appendix, "SLO Assessment Forms," will further the initiative started two years ago with the advisory committee's work to identify four universal business skills needed for success. These four skills, now identified in the SLO's will be measured, studied and hopefully the curriculum and instructional delivery will be sufficiently refined to better support student preparation and success.

Strategies and methods to improve instruction are ongoing in two areas: staff development and use of technology, including distance education. Staff development is both in the form of an occasional event or meeting of faculty sponsored by the Dean and also one to one mentoring between faculty and the department chair. For example, formal evaluation and teaching observations can be enhanced with the agreement of the faculty member to include a class focus group conducted between the department chair and students with the instructor absent that session. At the conclusion of the focus groups, the student input is generalized by the department chair and shared with the instructor. Resultant discussion, plans for assistance and changes in teaching strategy are then concluded.

As for the extent and use of technology, the Dean and College continue to be supportive of providing classroom technology enhancements. Historically, department distance education strategies have been, and continue to be, utilized in a wide variety of forms, including the hybrid format. While the delivery of education at a distance is an evolutionary process, the department faculty continue to evaluate their choices of media use based upon intended and measured student learning.

The effort needed to further evolve and enhance curriculum and instruction will need to be equally shared and provided for by all within the department. The current student successes, as noted in the "Data Set," pages 6 through 10, have not just materialized but have been the result of a great deal of care and professionalism. Such care and professionalism should now become the benchmark from which all in the department can strive to exceed.

### **C. Student Success**

The “Data Set,” pages 11 and 12, display varied and inclusive student demographics within the Business Management programs. However, there is a variance in success and retention from fall to spring displayed in the “Data Set,” pages 6 through 10. As such, a concern is noted and further study and resultant instructional efforts will be addressed.

An ongoing relationship of communication and mutual support continues with counseling and the other valuable student support services. An example of the resultant professional guidance provided by the staff of the student services is the establishment and evaluation of the “Business Zip Track” certificate programs and newer Occupational Skills Awards. At the heart of such programs are not only the skill sets needed for employment success in business as guided by the community advisory input, but also a design in each certificate that is one of short term—9 to 18 unit increments for student completion. As such, students can move from a first course enrollment completion and soon after several more courses to quickly receive a short-term achievement. While the concept is fairly new and the resultant completion numbers are still small, an unscientific observation can be made that many students can be seen carrying the “Zip Track” flyer in their notes and discussing the courses with faculty and other students as well as checking off the boxes, noting their progress to near completion. The counselors and business department faculty are in sync through combined efforts to make students aware of these newer program opportunities. The current certificate award numbers can be seen in the “Data Set,” page 13.

One change and perhaps an addition to these efforts to assist students to reach their short-term goals, would be a data tracking system that would communicate to students through perhaps “My Site,” happily noting progress towards completion or a mailed prompt providing encouragement to continue should students suddenly stop progress.

### **D. Facilities, Technical Infrastructure and Resources**

The Business General Studies building will provide a new environment when the remediation project is completed. The technology within the Information Management Center and classrooms continue to be updated. The lab staff and instructors provide excellent assistance for the Business Management students to complete their coursework.

Library and learning resources are also sufficient with the staff and certificated librarians providing energetic, forward thinking assistance in various successful formats for business management students to improve their information competency.

While financial and other resources are limited, the combined effort of all working with many sources often creates a synergy that keeps moving the department forward.

**E. Service, Community Outreach, and Economic Development**

Recent examples of initiatives include business information programs of human resource management topics presented in partnership with the chamber of commerce. Also ongoing, “Tech Prep” coordination with area high schools for student course transfer planning, membership with the Career Prep Advisory Committee for Saddleback Valley Unified and “Vital Link” activity in Orange County all extend a positive public relations image to potential students.

While there is some success, with better coordination businesses and mentors could possibly provide more internships and work experience which could be of great value to business management students. This matter is currently being explored with perhaps a resultant joint effort with several other Orange County community college programs. The goal being to find a successful approach to recruit more students to take advantage of the work experience opportunity for learning. Funding the successful approach to recruit more students is critical. Presently the number of students is small, which is interesting. An Associated Press survey reported August 9, 2005, “95 percent of (high school) students agreed that more real world opportunities, such as internships, would help at least somewhat.” While the discussion was focused on ideas to improve the high school experience, in just a short time it takes to enter the community college, most students have lost the desire for “real-world” opportunities—perhaps due to a heavy transfer course load or working a job?

A concern exists as to the availability of staff to continue the efforts to recruit and provide support for students to successfully complete work experience learning at the college. The one existing staff member, the career placement officer, within the college center for Career and Life Development is retiring mid-year 2006.

## Section III: Needs Assessment

### A. Human Resource Needs

Due to imminent loss of two of the four full-time faculty, one due to the fall 2006 reassignment to the German Department and another within two years to retirement, the goal is to replace at least one position s soon after the fall 2006 reassignment. To do less will certainly move from a proactive opportunity to one of a reactive state causing a loss of momentum to the mission of the department.

### B. Instructional Needs

While the economy will fluctuate, the trend of optimism continues with nearly ten percent of the workforce starting to work for itself. According to an INC magazine/Gallup survey, close to 10 million Americans are now in the process of starting their own businesses. Many more are starting and operating part time out of their homes and not all are counted. The Business Management programs will continue to be focused to serve starting and growing business needs as well as many other work-based skills needs.

It is the intent of the department to explore the inclusion of new curriculum within the Zip Track certificate program that would provide a “handbook learning experience” of community resources and contacts to assist in starting and growing businesses. Perhaps, constructing a three-phased pattern of exploration and then launching businesses plus the potential connection with international businesses, consideration will also be given as to the use of a variety of educational delivery modes that will provide access and flexibility to student entrepreneurs.

The business transfer curriculum will also continue to be coordinated as successfully as possible to assist the student transition and success at the CSU and UC institutions.

### C. Research Needs

Two areas that could potentially produce the greatest impact for program improvement as well as other programs across the college.

- 1) Provide a database that tracks students from their declarations of intention to take courses towards a certificate or occupational skill award and their progress to subsequent completion. The tracking could provide encouragement on their “MySite” and if necessary a mailed letter prompting their continued work should students suddenly stop progress.

- 2) Following up from #1 above, tracking would continue with a survey of satisfaction of completers and non-completers. The survey could be in two parts, part A, written correspondence and part B, a phone survey if no responses to part A or for clarification of responses to part A. While this proposal is focused on work-based skills students, perhaps a parallel-designed database could perform a similar service for transfer programs and students?

**D. Technical, Equipment and Other Resource Needs**

The department continues to explore and evaluate the technical and facility needs in keeping with program development and labor market changes. Planning, coordination and implementation is ongoing with the other departments within the division.

**E. Facilities Needs**

See “D” above.

**F. Marketing and Outreach Needs**

There can be an excellent return on effort and investment if target groups are identified. But such “identification” can prove elusive. The marketing rule of thumb to find a need and then fill it remains a solid cornerstone. Therefore the Business Management department will continue to seek out “needs” and then try to direct focused communication to the “needy.” The current college evaluation towards marketing research with promotion coupled with the strategy of enrollment management will be a valuable asset to the Business Management department marketing and outreach efforts.

Consideration must be given to continuing efforts to develop and maintain a projected image to the community that Saddleback College is equally an institution of choice for both career/technical training as well as college transfer education.

## **Section IV: Appendices**

- A. Program Organizational Chart
- B. Five-year Program Staffing Profile and Two-year Projection
- C. SLO Assessment Forms
- D. Data Set (pages 1 through 13)

## **Appendix A (Missing)**

## Appendix B

### Five-Year Program Staffing Profile and Two-Year Projection

					Base Year	Projection			
Position	2001	2002	2003	2004	2005	2006	2007	2008	% Change (6)
<b>Administration</b>	1	1	1	1	1	1	1	1	
<b>Classified Staff</b>									
<b>Faculty, Full Time</b>	4	4	4	3.5 (1)	3 (2)	3 (3)	3	2 (4)	(50%)
<b>Faculty, Part Time</b>	8	2	4	7	8	8	8	12 (5)	+50%

**Notes:**

1. Full-time load includes Business Management and assignment to German and Computer Information Departments
2. Split assignment to German and Computer Information Departments
3. Full-time assignment to German Department
4. Full-time retirement
5. Estimated impact on OSH count
6. Based on full-time and part-time OSH count

## Appendix C

# Business Management Program September/2005

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>The Saddleback College Business Management Department is dedicated to providing a variety of course offerings designed to prepare students for positions in the world of business.</p>	<p>1. Students will demonstrate successful problem solving strategies in business related activities where limited resources are a factor and make better business decisions where multiple solutions exist.</p> <p>2. Students enrolled in the business writing component to the program will construct effective business communications using acceptable writing standards.</p> <p>3. Students will apply team-building strategies to</p>	<p>1. 50% or more of the problem-solving cases embedded in classroom exercises or exams will be successfully resolved by at least 70% of the class members.</p> <p>2. 80% of the students successfully completing the business writing component will demonstrate improvement in the pre-test/post/test evaluation.</p> <p>3. Faculty will observe and score the</p>		

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>complete projects that explore business concepts.</p> <p>4. Students will recognize selected common business dilemmas that represent ethical challenges or require social responsibility.</p>	<p>student group activity using a rubric with an expected group grade of '4' or better in 75% of these collaborative learning groups.</p> <p>4. 70% of the class will recognize the business dilemma imbedded in case studies presented in class.</p>		

## Appendix D

# Business Management Program Review Data Set

The following pages include:

1. Course Section Count
2. C1 & End of Term Headcount
3. Overview of Courses, Grades, Success/Retention
4. Course Grades, Success/Retention
5. Business Program Students' Duplicated Headcount
  - a. Gender
  - b. Zip Code
  - c. Ethnicity
  - d. Educational Goal
6. Program Awards

**Data Source: SOCCCD Management Information System (MIS) Data Warehouse,  
October 2005**

**Prepared by Denice Inciong, Research and Planning Analyst, Saddleback College**

**Business Program**  
**Course and Section Count by Term and Year**

	Fall			Summer			Spring		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
BUS 1	8	8	0	1	1	0	8	8	7
BUS 12	3	3	0	1	1	0	3	3	3
BUS 14	3	4	0	1	1	0	4	3	5
BUS 102	1	2	0	0	0	0	1	1	2
BUS 103	1	1	0	0	0	0	1	2	1
BUS 104	3	2	0	1	1	0	4	3	2
BUS 116	2	1	0	0	0	0	1	2	2
BUS 120	1	1	0	0	0	0	1	1	1
BUS 125	1	1	0	0	0	0	1	1	1
BUS 135	2	2	0	1	0	0	2	1	1
BUS 136	1	0	0	0	0	0	0	0	0
BUS 137	1	1	0	0	0	0	1	1	1
BUS 138	0	0	0	0	0	0	1	1	1
BUS 143	0	0	0	0	0	0	1	1	1
BUS 145	0	1	0	0	0	0	0	0	0
BUS 147	0	0	0	0	0	0	0	1	1
BUS 148	0	1	0	0	0	0	0	0	0
BUS 150	1	1	0	0	0	0	0	1	2
BUS 160	1	2	0	0	0	0	1	1	1
BUS 221	1	1	0	0	0	0	1	1	1
BUS 260	1	1	0	0	0	0	1	1	1
BUS 290	1	1	0	0	0	0	1	1	1
BUS 295	1	1	0	0	0	0	1	1	1
<b>Total</b>	<b>33</b>	<b>35</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>34</b>	<b>35</b>	<b>36</b>

**Business Program  
C1 Headcount by Course/Term/Year**

	Fall			Summer			Spring		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
BUS 1	284	292	.	27	55	.	240	230	261
BUS 12	125	113	.	41	28	.	84	116	74
BUS 14	161	137	.	41	57	.	118	138	155
BUS 102	25	54	.	.	.	.	24	27	13
BUS 103	32	30	.	.	.	.	23	39	29
BUS 104	87	36	.	37	33	.	83	64	72
BUS 116	61	27	.	.	.	.	43	45	55
BUS 120	0	0	.	.	.	.	0	0	0
BUS 125	23	26	.	.	.	.	19	22	30
BUS 135	0	0	.	0	.	.	0	0	0
BUS 136	22	.	.	.	.	.	.	.	.
BUS 137	0	0	.	.	.	.	0	0	0
BUS 138	.	.	.	.	.	.	19	21	21
BUS 143	.	.	.	.	.	.	2	8	8
BUS 145	.	1	.	.	.	.	.	.	.
BUS 147	.	.	.	.	.	.	.	2	1
BUS 148	.	4	.	.	.	.	.	.	.
BUS 150	0	0	.	.	.	.	.	0	0
BUS 160	0	0	.	.	.	.	0	0	0
BUS 221	15	15	.	.	.	.	12	17	14
BUS 260	0	0	.	.	.	.	0	0	0
BUS 290	0	0	.	.	.	.	0	0	0
BUS 295	0	0	.	.	.	.	0	0	0
<b>Total</b>	<b>835</b>	<b>735</b>	.	<b>146</b>	<b>173</b>	.	<b>667</b>	<b>729</b>	<b>733</b>

**Business Program  
End of Term Enrollment by Course/Term/Year**

	Fall			Summer			Spring		
	2003 End of Term Enrollment	2004 End of Term Enrollment	2005 End of Term Enrollment	2003 End of Term Enrollment	2004 End of Term Enrollment	2005 End of Term Enrollment	2003 End of Term Enrollment	2004 End of Term Enrollment	2005 End of Term Enrollment
BUS 1	382	391	0	28	55	0	309	321	341
BUS 12	131	115	0	44	23	0	84	116	74
BUS 14	161	138	0	43	57	0	119	140	155
BUS 102	25	54	0	0	0	0	24	27	28
BUS 103	33	31	0	0	0	0	23	39	29
BUS 104	88	63	0	37	33	0	84	66	72
BUS 116	64	27	0	0	0	0	43	45	55
BUS 120	39	39	0	0	0	0	28	36	43
BUS 125	23	26	0	0	0	0	19	22	30
BUS 135	53	57	0	2	0	0	35	44	47
BUS 136	22	0	0	0	0	0	0	0	0
BUS 137	51	37	0	0	0	0	38	44	46
BUS 138	0	0	0	0	0	0	19	21	21
BUS 143	0	0	0	0	0	0	2	8	8
BUS 145	0	1	0	0	0	0	0	0	0
BUS 147	0	0	0	0	0	0	0	2	1
BUS 148	0	4	0	0	0	0	0	0	0
BUS 150	44	28	0	0	0	0	0	30	34
BUS 160	43	62	0	0	0	0	46	50	62
BUS 221	15	15	0	0	0	0	12	17	14
BUS 260	32	26	0	0	0	0	27	25	40
BUS 290	17	13	0	0	0	0	12	19	16
BUS 295	3	8	0	0	0	0	2	11	14
<b>Total</b>	<b>1226</b>	<b>1135</b>	<b>0</b>	<b>154</b>	<b>173</b>	<b>0</b>	<b>926</b>	<b>1033</b>	<b>1130</b>

**Business Program  
Courses by Grade/Success/Retention**

		Grades										success	retention	
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2003	Spring	253	170	102	1	29	104	2	3	147	115	926	56.8%	84.1%
	Summer	59	40	20	1	5	9	2	0	4	14	154	77.9%	97.4%
	Fall	295	213	162	5	61	155	4	3	149	179	1226	55.1%	87.8%
2004	Spring	279	191	123	10	43	159	7	5	132	134	1083	55.7%	87.8%
	Summer	58	42	30	2	5	10	1	0	9	16	173	76.3%	94.8%
	Fall	264	235	139	5	43	143	1	3	144	158	1135	56.7%	87.3%
2005	Spring	236	221	145	8	63	144	3	6	120	184	1130	54.0%	89.4%
	Summer	0	0	0	0	0	0	0	0	0	0	0	.	.
	Fall	0	0	0	0	0	0	0	0	0	0	0	.	.

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, N

**Business Program Course by Grade/Success/Retention**

<b>2003</b>		70	55	30	0	13	31	0	0	67	43	309	50.2%	78.3%
		16	1	1	0	0	1	2	0	2	5	28	64.3%	92.9%
		87	56	53	0	23	62	0	0	50	51	382	51.3%	86.9%
<b>2004</b>		86	51	35	0	12	49	0	1	45	42	321	53.6%	86.0%
		21	15	6	0	1	2	0	0	6	4	55	76.4%	89.1%
		74	75	51	0	15	62	0	0	66	48	391	51.2%	83.1%
<b>2005</b>		59	75	49	2	22	35	0	0	42	57	341	54.3%	87.7%
<b>2003</b>		9	21	18	0	6	18	0	0	11	1	84	57.1%	86.9%
		9	10	10	1	2	5	0	0	1	6	44	68.2%	97.7%
		13	23	25	1	11	34	1	1	13	9	131	47.3%	90.1%
<b>2004</b>		14	19	23	1	7	26	0	0	22	4	116	49.1%	81.0%
		6	8	3	1	0	2	0	0	0	8	28	64.3%	100.0%
		24	31	17	1	10	16	0	0	11	5	115	63.5%	90.4%
<b>2005</b>		16	10	8	0	8	18	0	0	12	2	74	45.9%	83.8%
<b>2003</b>		35	26	18	0	2	20	0	0	12	6	119	66.4%	89.9%
		20	19	2	0	0	0	0	0	0	2	43	95.3%	100.0%
		26	42	32	0	18	21	1	0	16	5	161	62.1%	90.1%
<b>2004</b>		29	50	23	0	7	15	0	0	11	5	140	72.9%	92.1%
		23	11	13	1	2	3	0	0	2	2	57	84.2%	96.5%
		25	40	30	0	9	17	0	0	11	6	138	68.8%	92.0%
<b>2005</b>		29	53	35	1	4	17	0	0	11	5	155	76.1%	92.9%

above/unknown.

students successful in courses out of total enrolled in courses (RP Group, 1996).

culated by dividing the numerator (number of students duplicated with A, B, C, CR)

number of students with A, B, C, D, F, CR, NC, W, I, XX)

of students retained in courses out of total students enrolled in courses (RP Group, 1996).

culated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX)

number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Business Program Course by Grade/Success/Retention**

	<b>2003</b>		12	2	1	0	0	3	0	0	4	2	24	62.5%	83.
			11	1	4	0		5	0	1	0	2	25	64.0%	100.
	<b>2004</b>		17	4	1	0	0	2	0	0	1	2	27	81.5%	96.
			21	7	3	0	2	7	0	0	10	4	54	57.4%	81.
	<b>2005</b>		16	5	1	1	0	1	0	0	1	3	28	82.1%	96.
	<b>2003</b>		12	4	0	0	0	3	0	0	3	1	23	69.6%	87.
			22	4	0	0	0	3	0	0	2	2	33	78.8%	93.
	<b>2004</b>		16	7	3	3	0	4	0	0	1	5	39	74.4%	97.
			12	2	4	1	2	5	0	1	3	1	31	61.3%	90.
	<b>2005</b>		3	5	3	0	3	10	0	1	2	2	29	37.9%	93.
	<b>2003</b>		26	17	22	0	4	6	0	0	5	4	84	77.4%	94.
			13	9	7	0	3	3	0	0	1	1	37	78.4%	97.
			24	24	15	1	4	2	0	0	7	11	88	72.7%	92.
	<b>2004</b>		19	22	10	2	6	4	0	0	2	1	66	80.3%	97.
			8	8	8	0	2	3	1	0	1	2	33	72.7%	97.
			10	28	15	0	4	4	0	0	2	0	63	84.1%	96.
	<b>2005</b>		6	22	22	0	9	6	0	0	5	2	72	69.4%	93.
	<b>2003</b>		9	13	7	0	0	5	0	1	7	1	43	67.4%	83.
			17	11	18	1	0	4	0	0	9	4	64	73.4%	85.
	<b>2004</b>		6	5	15	2	4	9	0	0	4	0	45	62.2%	91.
			6	7	4	0	0	6	0	0	3	1	27	63.0%	88.
	<b>2005</b>		8	10	12	0	6	12	0	0	2	5	55	54.5%	96.
	<b>2003</b>		13	3	2	0	0	1	0	0	5	4	28	64.3%	82.
			8	5	3	0	0	2	0	0	5	16	39	41.0%	87.
	<b>2004</b>		11	5	2	0	2	1	0	0	7	8	36	50.0%	80.
			14	3	3	0	0	2	0	0	7	10	39	51.3%	82.
	<b>2005</b>		10	4	4	0	3	1	0	0	9	12	43	41.9%	79.
	<b>2003</b>		13	3	0	0	0	0	0	0	1	2	19	84.2%	94.
			13	1	0	0	0	1	0	0	5	3	23	60.9%	78.
	<b>2004</b>		9	4	1	0	2	0	0	0	5	1	22	63.6%	77.
			13	5	0	0	0	2	0	0	1	5	26	69.2%	96.
	<b>2005</b>		15	5	2	0	0	3	0	0	5	0	30	73.3%	83.

**Business Program Course by Grade/Success/Retention**

	<b>2003</b>		6	5	1	0	0	3	0	0	5	15	35	34.3%	85.7%
			1	1	0	0	0	0	0	0	0	0	2	100.0%	100.0%
			16	8	2	0	1	4	0	0	4	18	53	49.1%	92.5%
	<b>2004</b>		4	6	0	0	0	12	1	1	4	16	44	22.7%	90.9%
			13	10	5	1	0	3	0	0	8	17	57	50.9%	86.0%
	<b>2005</b>		5	7	2	0		10	1	0	6	14	47	29.8%	87.2%
	<b>2003</b>		1	9	5	0	0	3	1	0	1	2	22	68.2%	95.5%
	<b>2003</b>		11	5	2	0	1	5	0	1	6	7	38	47.4%	84.2%
			9	9	2	0	0	5	0	0	8	18	51	39.2%	84.3%
	<b>2004</b>		4	5	2	0	3	5	0	0	10	15	44	25.0%	77.3%
			9	4	0	1	0	5	0	0	6	12	37	37.8%	83.8%
	<b>2005</b>		15	3	2	0	0	4	1	0	4	17	46	43.5%	91.3%
	<b>2003</b>		8	4	0	0	0	0	1	0	3	3	19	63.2%	84.2%
	<b>2004</b>		11	2	1	0	0	0	1	0	6	0	21	66.7%	71.4%
	<b>2005</b>		8	7	0	0	1	0	0	0	4	1	21	71.4%	81.0%
	<b>2003</b>		0	0	0	0	0	0	0	0	0	2	2	0.0%	100.0%
	<b>2004</b>		1	1	2	1	0	1	0	0	0	2	8	62.5%	100.0%
	<b>2005</b>		3	3	0	0	0	0	0	0	1	1	8	75.0%	87.5%
	<b>2004</b>		0	0	0	0	0	0	0	0	0	1	1	0.0%	100.0%
	<b>2004</b>		0	1	0	0	0	1	0	0	0	0	2	50.0%	100.0%
	<b>2005</b>		1	0	0	0	0	0	0	0	0	0	1	100.0%	100.0%
	<b>2004</b>		1	0	0	0	0	0	0	0	2	1	4	25.0%	50.0%
	<b>2003</b>		9	6	2	1	0	1	0	0	11	14	44	40.9%	75.0%
	<b>2004</b>		6	1	1	0	0	9	0	0	3	10	30	26.7%	90.0%
			3	6	2	0	1	2	1	1	1	11	28	39.3%	96.4%
	<b>2005</b>		2	3	1	1	0	7	0	0	3	17	34	20.6%	91.2%

of the above/unknown.

ent of students successful in courses out of total enrolled in courses (RP Group, 1996).

calculated by dividing the numerator (number of students duplicated with A, B, C, CR)

r (number of students with A, B, C, D, F, CR, NC, W, I, XX)

ercent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX)

r (number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Business Program Course by Grade/Success/Retention**

	<b>2003</b>		12	5	0	0	1	4	0	0	11	13	46	37.0%	76.	
			11	5	1	0	3	2	0	0	12	9	43	39.5%	72.	
	<b>2004</b>		18	1	1	0	0	10	2	3	4	11	50	40.0%	92.	
			16	6	2	1	0	8	0	1	7	21	62	40.3%	88.	
	<b>2005</b>		12	5	3	2	4	9	1	2	6	18	62	35.5%	90.	
	<b>2003</b>		5	3	1	0	1	0	0	0	0	2	12	75.0%	100.	
			6	9	0	0	0	0	0	0	0	0	15	100.0%	100.	
	<b>2004</b>		9	2	3	0	0	0	3	0	0	0	17	82.4%	100.	
			9	2	1	0	0	0	0	0	2	1	15	80.0%	86.	
	<b>2005</b>		6	3	0	0	0	1	0	1	2	1	14	64.3%	85.	
	<b>2003</b>		6	3	0	0	1	5	0	1	7	4	27	33.3%	74.	
			12	0	0	0	0	3	0	1	5	11	32	37.5%	84.	
	<b>2004</b>		5	0	0	0	0	8	0	0	4	8	25	20.0%	84.	
			6	5	1	0	0	2	0	0	4	8	26	46.2%	84.	
	<b>2005</b>		6	1	1	1	1	7	0	1	1	21	40	22.5%	97.	
	<b>2003</b>		4	1	0	1	0	0	1	0	0	5	12	50.0%	100.	
			7	0	0	1	0	3	1	0	1	4	17	47.1%	94.	
	<b>2004</b>		7	3	0	1	0	3	0	0	2	3	19	57.9%	89.	
			4	0	1	0	0	2	0	0	0	6	13	38.5%	100.	
	<b>2005</b>		6	0	0	0	0	3	0	1	3	3	16	37.5%	81.	
	<b>2003</b>		2	0	0	0	0	0	0	0	0	0	2	100.0%	100.	
			3	0	0	0	0	0	0	0	0	0	3	100.0%	100.	
	<b>2004</b>		7	2	0	0	0	0	0	0	1	1	11	81.8%	90.	
			4	4	0	0	0	0	0	0	0	0	8	100.0%	100.	
	<b>2005</b>		10	0	0	0	0	0	0	0	1	3	14	71.4%	92.	

of the above/unknown.

ent of students successful in courses out of total enrolled in courses (RP Group, 1996).

calculated by dividing the numerator (number of students duplicated with A, B, C, CR)

(number of students with A, B, C, D, F, CR, NC, W, I, XX)

ercent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX)

(number of students with A, B, C, D, F, CR, NC, W, I, XX).

**Business Program  
Gender by Year/Term  
Duplicated Headcount**

		F		M		X		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2003	Spring	404	43.6%	521	56.3%	1	.1%	926	100.0%
	Summer	76	49.4%	78	50.6%	0	.0%	154	100.0%
	Fall	555	45.3%	671	54.7%	0	.0%	1226	100.0%
2004	Spring	513	47.4%	570	52.6%	0	.0%	1083	100.0%
	Summer	70	40.5%	103	59.5%	0	.0%	173	100.0%
	Fall	493	43.4%	641	56.5%	1	.1%	1135	100.0%
2005	Spring	503	44.5%	625	55.3%	2	.2%	1130	100.0%

**Business Program by Zip Code  
Duplicated Headcount**

		Saddleback Zip		Irvine Zip		Out of District or Missing		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2003	Spring	811	87.6%	35	3.8%	80	8.6%	926	100.0%
	Summer	137	89.0%	7	4.5%	10	6.5%	154	100.0%
	Fall	1086	88.6%	29	2.4%	111	9.1%	1226	100.0%
2004	Spring	985	91.0%	32	3.0%	66	6.1%	1083	100.0%
	Summer	155	89.6%	6	3.5%	12	6.9%	173	100.0%
	Fall	1002	88.3%	51	4.5%	82	7.2%	1135	100.0%
2005	Spring	999	88.4%	39	3.5%	92	8.1%	1130	100.0%

**Business Program  
Ethnicity by Year/Term  
Duplicated Headcount**

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaska Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
2003	Spring	88	9.5%	22	2.4%	118	12.7%	2	.2%	19	2.1%	10	1.1%	594	64.1%	73	7.9%	926	100.0%
	Summer	28	18.2%	3	1.9%	19	12.3%	0	.0%	2	1.3%	1	.4%	88	57.1%	13	8.1%	154	100.0%
	Fall	124	10.3%	34	2.8%	148	13.7%	3	.4%	12	1.0%	10	.8%	781	63.7%	90	7.3%	1226	100.0%
2004	Spring	131	12.1%	9	.8%	119	11.0%	1	.1%	13	1.4%	8	.7%	714	65.9%	84	7.9%	1083	100.0%
	Summer	28	14.2%	3	1.7%	29	14.8%	0	.0%	4	3.5%	0	.0%	92	53.2%	13	8.7%	173	100.0%
	Fall	127	11.2%	18	1.6%	148	14.8%	3	.4%	17	1.5%	7	.4%	710	62.6%	85	7.3%	1135	100.0%
2005	Spring	118	10.4%	12	1.1%	177	15.7%	3	.3%	22	1.9%	4	.4%	713	63.1%	81	7.2%	1130	100.0%

**Business Program  
Educational Goals by Year/Term  
Duplicated Headcount**

	2003				2004				2005	
	Spring		Fall		Spring		Fall		Spring	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %
AA/AS and transfer	306	33.0%	425	34.7%	343	31.7%	365	32.2%	363	32.1%
Transfer w/o AA/AS	84	9.1%	132	10.8%	110	10.2%	110	9.7%	127	11.2%
AA/AS w/o transfer	14	1.5%	11	.9%	5	.5%	8	.7%	8	.7%
2-yr Voc. w/o transfer	34	3.7%	33	2.7%	36	3.3%	30	2.6%	67	5.9%
Voc. certif. w/o transfer	102	11.0%	135	11.0%	141	13.0%	187	16.5%	153	13.5%
Discover interests	55	5.9%	57	4.6%	51	4.7%	44	3.9%	37	3.3%
Acquire job skills	119	12.9%	148	12.1%	123	11.4%	126	11.1%	112	9.9%
Update job skills	58	6.3%	68	5.5%	73	6.7%	69	6.1%	69	6.1%
Maintain cert. or lisc.	5	.5%	0	.0%	4	.4%	4	.4%	6	.5%
Ed. development	51	5.5%	68	5.5%	60	5.5%	41	3.6%	64	5.7%
Basic Skills	6	.6%	9	.7%	6	.6%	14	1.2%	12	1.1%
HS or GED	3	.3%	6	.5%	1	.1%	4	.4%	8	.7%
Undecided	89	9.6%	134	10.9%	129	11.9%	133	11.7%	103	9.1%
Unknown	0	.0%	0	.0%	1	.1%	0	.0%	1	.1%
<b>Total</b>	<b>926</b>	<b>100.0%</b>	<b>1226</b>	<b>100.0%</b>	<b>1083</b>	<b>100.0%</b>	<b>1135</b>	<b>100.0%</b>	<b>1130</b>	<b>100.0%</b>

**Business Program Awards**

		2002		2003		2004	
		Count	Column %	Count	Column %	Count	Column %
Business Marketing	Certificate (18-30 units)	0	0%	3	1000%	0	0%
International Business	Certificate (18-30 units)	1	100.0%	1	100.0%	5	100.0%
Business and Commerce - General	A.A.	21	100.0%	24	100.0%	2	100.0%
Business Admnr.	A.A.	49	100.0%	65	100.0%	82	100.0%
Business Leadership Program	Certificate (18-30 units)	3	100.0%	5	100.0%	1	50.0%
	A.S.	0	.0%	0	0%	1	50.0%
Small Business Management	A.A.	4	33.3%	1	12.5%	3	60.0%
	Certificate (18-30 units)	7	58.3%	5	62.5%	1	20.0%
	A.S.	1	8.3%	2	25.0%	1	20.0%
Retail Management	Certificate (18-30 units)	1	100.0%	1	100.0%	0	.0%
Total	A.A.	74	82.2%	90	84.1%	87	90.6%
	Certificate (18-30 units)	15	16.7%	15	14.0%	7	7.3%
	A.S.	1	1.1%	2	1.9%	2	2.1%