Index of Evidence for Recommendation 4: Support for Institutional Research and Culture of Evidence

From:	Peter Cammish
To:	ALL-FACULTY
Cc:	Barbara Fountain; Jowel Laguerre; Pei-Lin Van"t Hul; Erin Moore; DIVDEANS; James "Kimo" Calilan
Subject:	Course Data Library Online
Date:	Tuesday, January 22, 2013 9:39:00 AM
Attachments:	EXAMPLE_CDR.pdf
	INSTRUCTIONS_CDR.pdf

Good morning

Research and Planning have recently completed a series of **Course Data Reports** for use by any faculty to examine the performance, history and subsequent success of students in any course for the last 8 semesters. There are currently over 4,000 reports available.

The library of reports are available to anyone with an internet connection at this address

http://dropbox.solano.edu

With   username: coursedata
            Password: coursedata

The Course Data Reports are reasonably complicated and have been developed with faculty input. Full instructions on accessing the reports as well as an example report are attached.

If anyone has anything they would like to see added to the reports please let me know and we can work on it.
The next step will be to run a series of discipline and institution level reports to add to the library.

Please note: Spring 2013 reports are up to date as of last week, they will be updated again at census date and finally when grades are posted.

Many thanks /// Peter

Peter Cammish
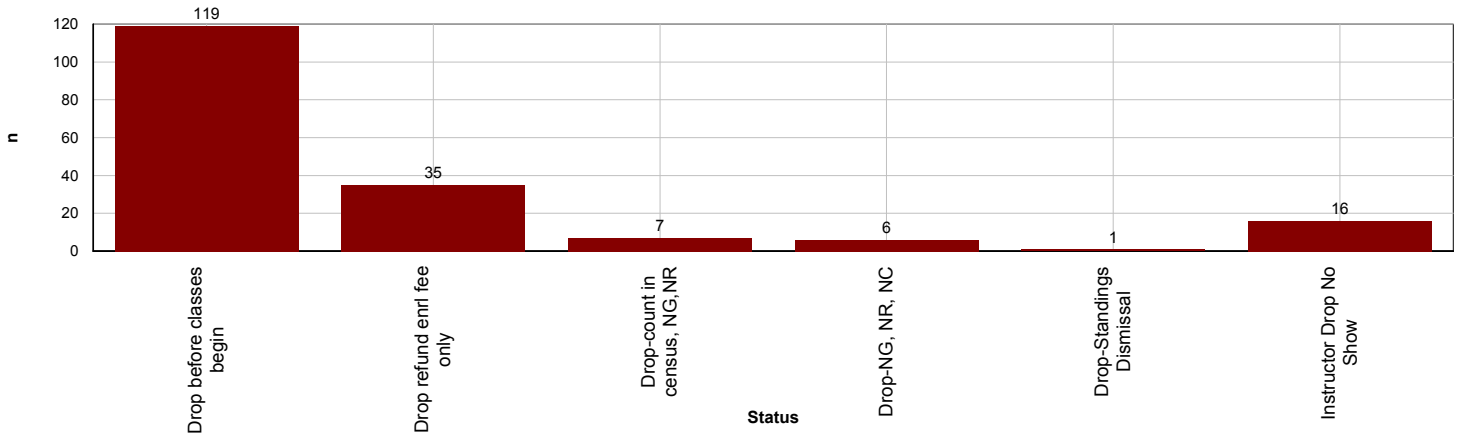Director, Research and Planning

Solano Community College
4000 Suisan Valley Road
Fairfield, CA 94534

t: (707) 864-7278
f: (707) 646-2094
e: peter.cammish@solano.edu

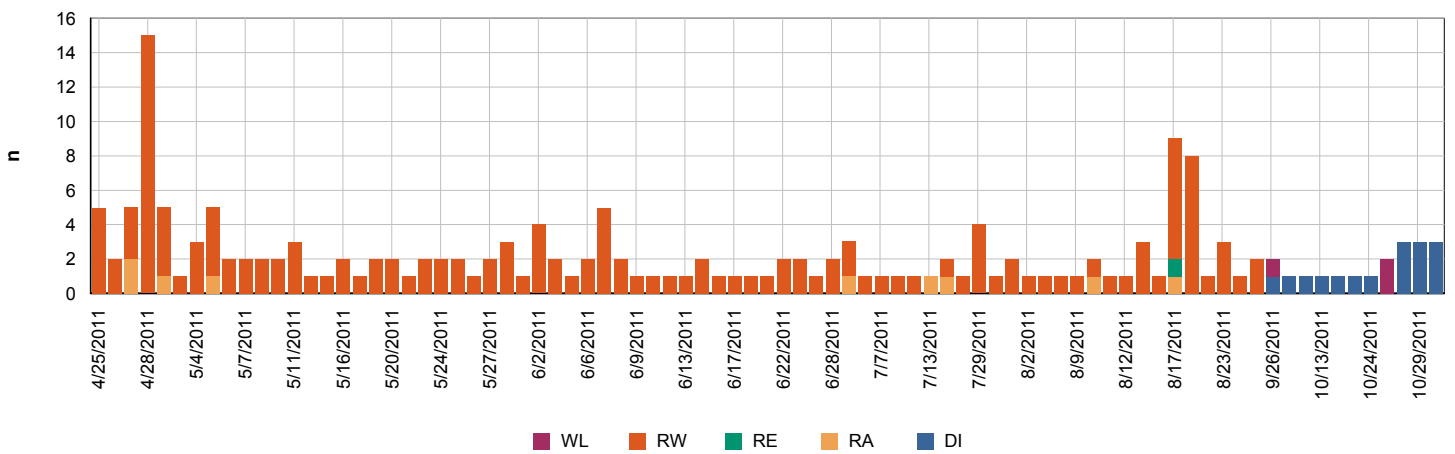| ACCT 001 | 17-Aug-11 | | Cohort Size: | 181 | Avg Success Rate: | 0.66 |

Fall 2011

Course Drop Status

Drop Status

Drop by Date

Legend: NS, DR, DQ, DN, DC, DB

Reg Status by Date

Legend: WL, RW, RE, RA, DI
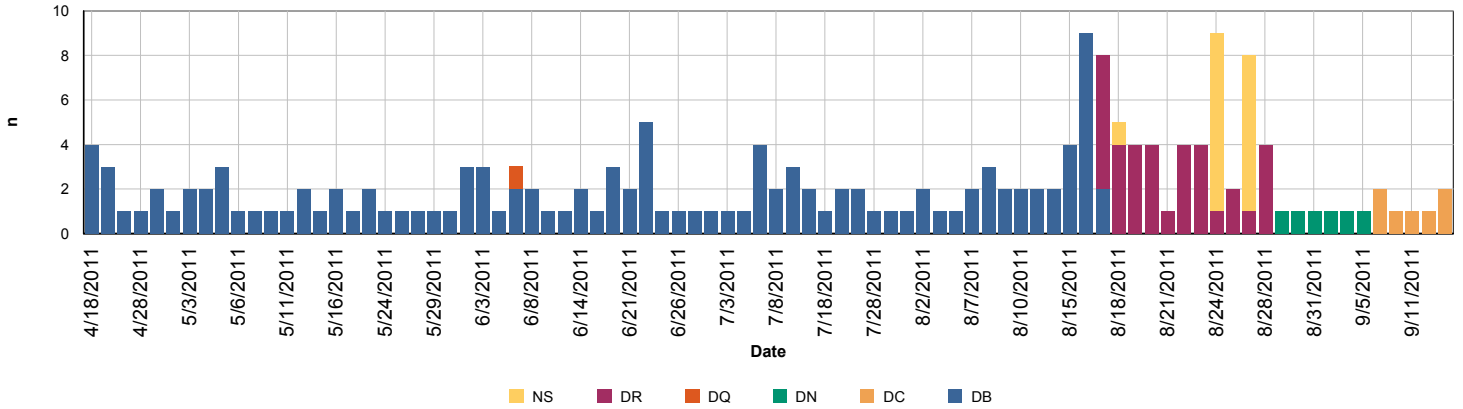
Previous Course Results

	Success			Unsuccessful			Total		
	n	%	Curr Success	n	%	Curr Success	n	%	Curr Success
Did not enrol	0	0.00%	0.00	73	39.46%	0.63	**73**	**15.34%**	**0.63**
ECON 001	15	5.15%	0.87	8	4.32%	0.63	**23**	**4.83%**	**0.78**
BUS 005	14	4.81%	0.71	2	1.08%	0.00	**16**	**3.36%**	**0.63**
PLSC 001	11	3.78%	0.73	3	1.62%	0.33	**14**	**2.94%**	**0.64**
ENGL 002	9	3.09%	0.89	3	1.62%	0.67	**12**	**2.52%**	**0.83**
SPCH 001	11	3.78%	0.82	1	0.54%	1.00	**12**	**2.52%**	**0.83**
ENGL 001	10	3.44%	0.90	1	0.54%	0.00	**11**	**2.31%**	**0.82**
LR 010	9	3.09%	0.89	2	1.08%	0.50	**11**	**2.31%**	**0.82**
MATH 011	8	2.75%	1.00	3	1.62%	0.67	**11**	**2.31%**	**0.91**
ACCT 001	0	0.00%	0.00	10	5.41%	0.70	**10**	**2.10%**	**0.70**
BUS 018	7	2.41%	0.43	2	1.08%	1.00	**9**	**1.89%**	**0.56**
ECON 002	6	2.06%	0.67	3	1.62%	0.67	**9**	**1.89%**	**0.67**
CIS 050	6	2.06%	0.83	2	1.08%	0.00	**8**	**1.68%**	**0.63**
CIS 001	5	1.72%	0.60	2	1.08%	0.00	**7**	**1.47%**	**0.43**
HIST 017	6	2.06%	1.00	1	0.54%	1.00	**7**	**1.47%**	**1.00**
HIST 018	6	2.06%	0.83	1	0.54%	0.00	**7**	**1.47%**	**0.71**
Others	168	57.73%	0.73	68	36.76%	0.40	**236**	**49.58%**	**0.64**
Total	**291**	**100.00**	**0.76**	**185**	**100.00**	**0.52**	**476**	**100.00%**	**0.67**

Grade Distribution

n

Grade	Values (bottom to top)	Total
A	8, 18, 9, 12	47
B	11, 12, 4, 12, 10	49
C	9, 5, 2, 5, 2	23
D	1, 2, 7	10
F	6, 1, 17, 5, 4	33
W	1, 4, 5, 4, 5	19

Ethnicity Distribution

n

Ethnicity	n
Am. Indian or Alaskan Native	5
Asian or Pacific Islander	30
Black Non-Hispanic	22
Hispanic	29
Other	35
White Non-Hispanic	60

Student Type

n

Type	n
Continuing	107
First Time Student	22
First Time Transfer	19
Returning	33

Gender Distribution

n

Gender	n
Female	100
Male	80
Not Reported	1

Major Distribution

n

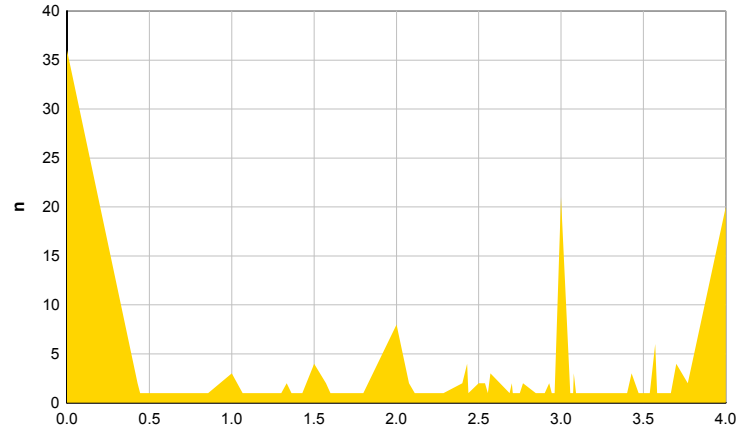| Major	n
Business General, Transfer	48
Undeclared	33
Accounting	32
General Business	7
Registered Nursing	7
CIS-Computer Programming	4
Office Tech-Admin Assist	4
Biology	3
Criminal Justice-Law Enforce	3
Liberal Arts	3
Management	3
Real Estate	3
Water & Wastewater Tech	3
Criminal Justice-Corrections	2
Early Childhood Education	2
Indust Management, Safety	2
Marketing	2
Mathematics	2
Mgmt-Small Bus Management	2
Office Tech-Legal Specialist	2
Photography-Professional	2
Psychology	2
Bus Admin-Management	1
Chemistry	1
CIS-Web/Net Administration	1
Criminal Justice	1
English	1
Fashion Merchandising	1
Film & Television	1
Maintenance Technician	1
Music-Theory-Composition	1
Theatre Arts	1

Major

Age Distribution

GPA Distribution

Success Indicators

Success by Instruction Method
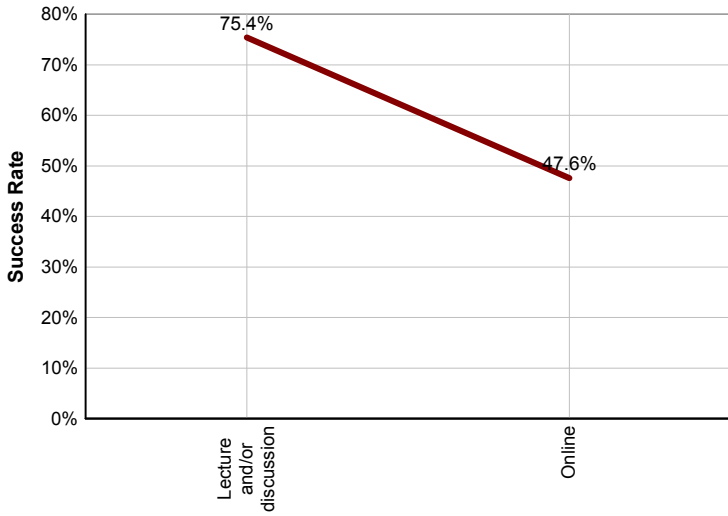
Success by Campus
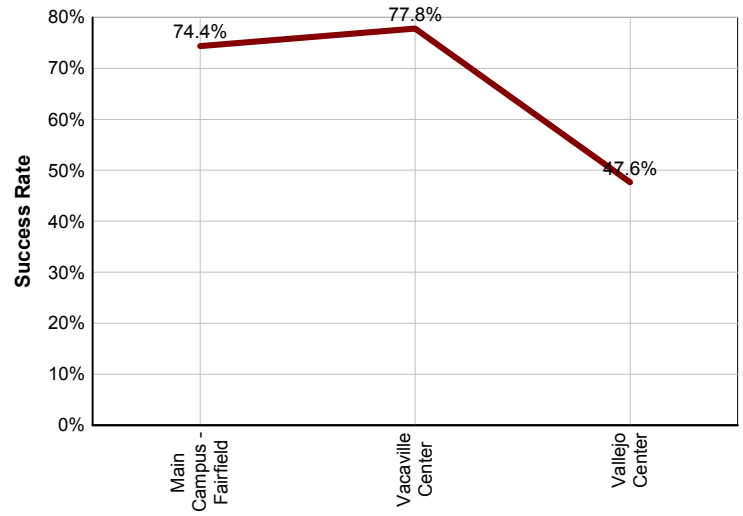
Success by Ethnicity
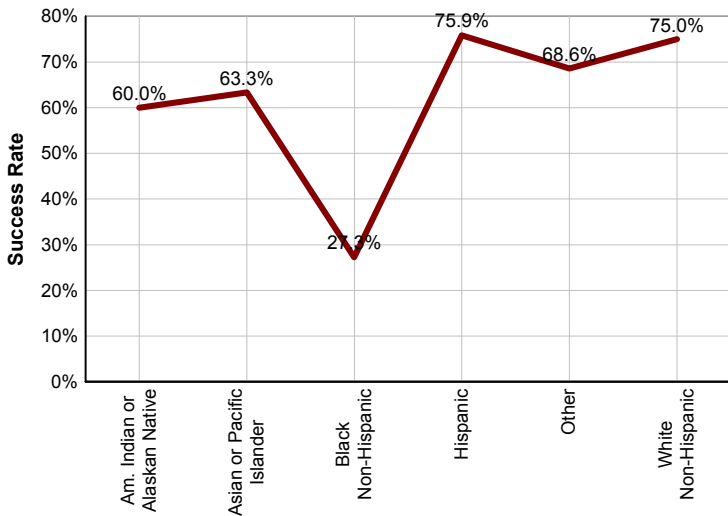
Success by Student Type
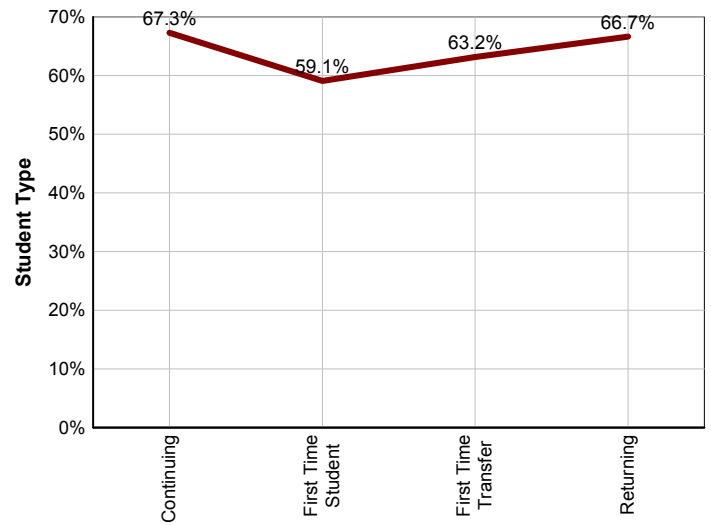
Success by Gender
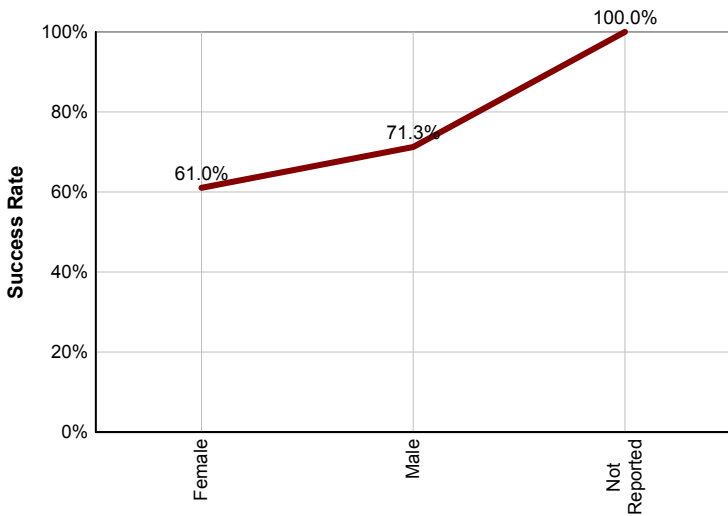
Success by CRN
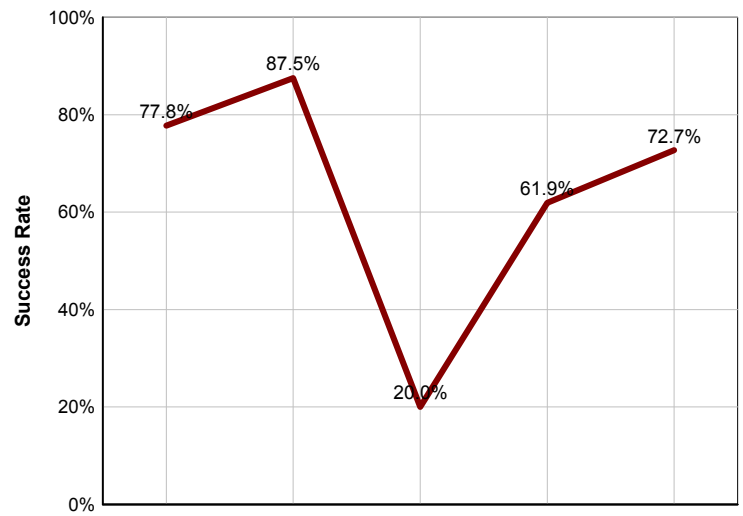
Success Rates no W Grades

Success by Reg Timing
For Fall 2011

Success Rate (y-axis), Timing (x-axis)

- Before Wk Before: 73.08%
- Wk Before: 62.50%
- First Wk: 85.71%
- After First Week: 33.33%

Success Rate by CRN
For Fall 2011

Success Rate (y-axis), Course Reference Number (x-axis)
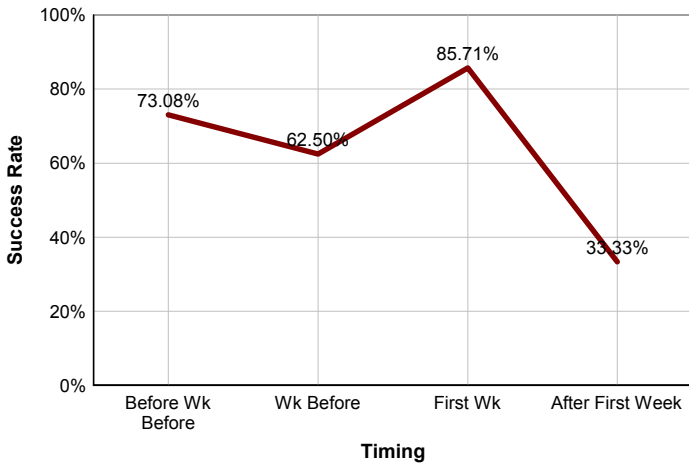
- 80.00%
- 97.22%
- 24.00%
- 68.42%
- 85.71%
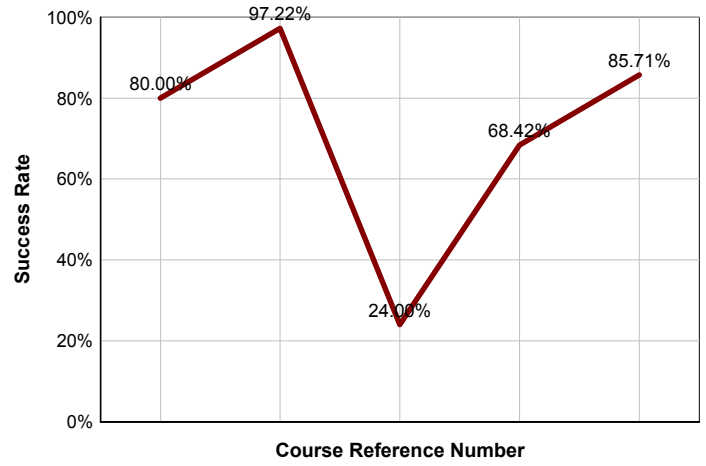
Next Semester Results

	Success ACCT 001			Unsuccessful ACCT 001			Total		
	n	%	Success Rate	n	%	Success Rate	n	%	Success Rate
ACCT 002	77	20.87%	0.82	0	0.00%	0.00	**77**	**15.94%**	**0.82**
Did not return	19	5.15%	0.00	34	29.82%	0.00	**53**	**10.97%**	**0.00**
BUS 018	16	4.34%	0.81	1	0.88%	1.00	**17**	**3.52%**	**0.82**
ECON 001	13	3.52%	0.62	4	3.51%	0.25	**17**	**3.52%**	**0.53**
ECON 002	15	4.07%	0.87	1	0.88%	0.00	**16**	**3.31%**	**0.81**
PLSC 001	12	3.25%	1.00	0	0.00%	0.00	**12**	**2.48%**	**1.00**
MATH 104	7	1.90%	0.57	4	3.51%	0.00	**11**	**2.28%**	**0.36**
SPCH 001	10	2.71%	1.00	1	0.88%	0.00	**11**	**2.28%**	**0.91**
CIS 001	10	2.71%	0.80	0	0.00%	0.00	**10**	**2.07%**	**0.80**
MATH 030	10	2.71%	0.70	0	0.00%	0.00	**10**	**2.07%**	**0.70**
CIS 073	8	2.17%	0.75	1	0.88%	1.00	**9**	**1.86%**	**0.78**
Others	172	46.61%	0.81	68	59.65%	0.46	**240**	**49.69%**	**0.71**
Total	**369**	**100.00%**	**0.77**	**114**	**100.00%**	**0.30**	*483*	*100.00%*	*0.66*

Awards

|		2010	2011	2012	Total
Associate in Arts	Foreign Language: German	0	0	1	1
	General Science	1	1	1	3
	Interdisciplinary Studies: Social Science	0	0	1	1
	Interdisciplinary Studies: Wellness and Self Development	0	0	1	1
	Liberal Arts	0	0	2	2
	University Studies: Liberal Studies Elementary Teacher Preparation	0	0	4	4
	University Studies: Science and Quantitative Reasoning	1	0	3	4
	University Studies: Social Science	0	0	3	3
	Total	**2**	**1**	**16**	**19**
Associate in Science	Business General, Transfer	0	0	3	3
	Criminal Justice: Law Enforcement	0	0	1	1
	Office Technology: Legal Specialist	1	0	0	1
	Welding: Industrial Technician	1	0	0	1
	Total	**2**	**0**	**4**	**6**
Certificate of Achievement	Business General, Transfer	0	0	1	1
	Criminal Justice: Law Enforcement	0	1	0	1
	Total	**0**	**1**	**1**	**2**
Total		*4*	*2*	*21*	*27*

Course Data Reports

Introduction

The Course Data Reports are a series of reports accessible by anyone across campus. The reports show a wealth of information about a particular course, including; what students were doing before the course, what the performance and demographics were like of those who took the course and what students did after they completed the course. This focus on what happened before and after is a new aspect of research that faculty are increasingly interested in. Courses are often taken as part of a defined sequence and as such part of our concern as faculty is ensuring that are students continue to be a success as they move through a sequence and ultimately to graduation. A report exists for each course in each semester.

Because these reports all follow the exact same format and selection criteria it is possible to use these reports to look at course data longitudinally and between courses.

Accessing the Reports

Open dropbox link and enter username and password
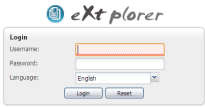
Select semester folder you want to look at
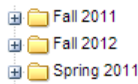
Select the course PDF you want to look at

Right click on the file and select "Download"
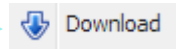
Open PDF file
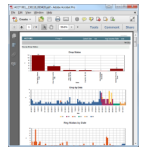
Interpreting the Reports

Report Header

Course Census Date

Report Print Date

1/15/2013

| ACCT 001 | 17-Aug-11 | Cohort Size: | 181 | Avg Success Rate: | 0.66 |

Course ID

Course Cohort Size

Average Success Rate*

* Success is defined as all those students who gain a grade of A,B,C,CR,IA,IB,IC,IPP or P divided by the total number of students who received a grade (Cohort Size)

Course Drop Status

This section looks at the registration status of all students who signed up for the course and subsequently dropped the course. These students are NOT included on the cohort.

n Number of Students

Student Drop Status
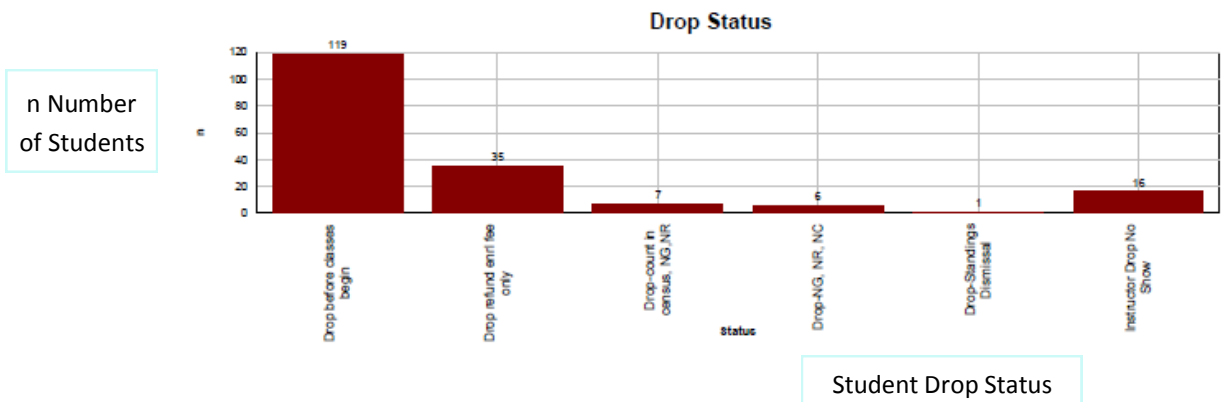
Course Data Reports

Course Drop Status by Date

This section looks at the timing of student drops. Each bar represents a day with the height of the bar indicating the number of students who dropped on that particular day. The colors represent different drop codes that represent different drop statuses. Of interest to faculty will be the peak times for losing students

Drop by Date

n Number of Students

Student Drop Date

Legend: NS, DR, DQ, DN, DC, DB
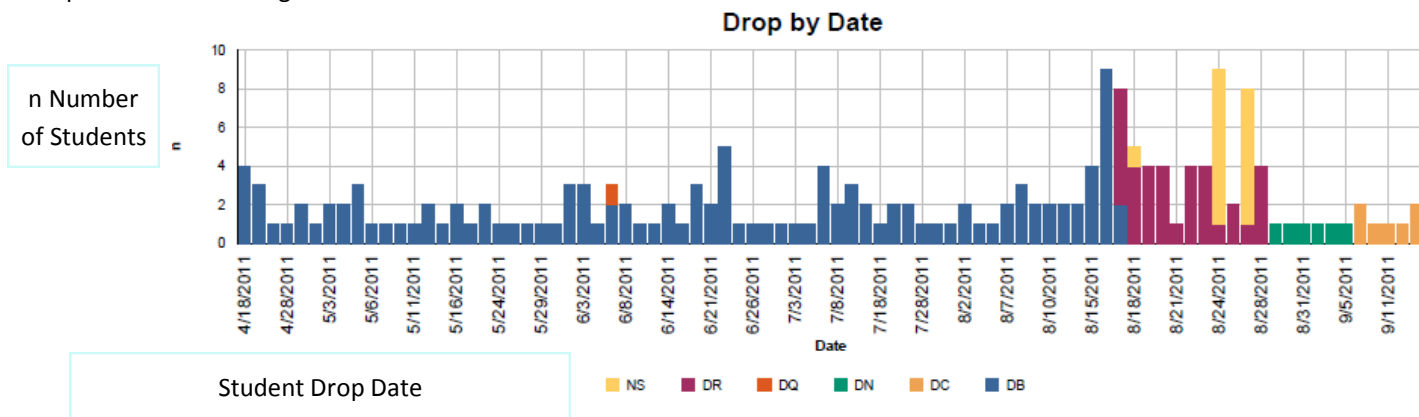
Registration Status by Date

This section looks at the timing of students added to the course and drops that occur after census. The total number of students represented on this chart should add up to the cohort size and represents every student who will be assigned a grade. This is helpful for seeing when there are major periods of activity in adding students. This might be particularly useful if you wanted to see the effect of an advertising or marketing campaign for a particular course.

Reg Status by Date

n Number of Students

Student Registration Date

Legend: WL, RW, RE, RA, DI
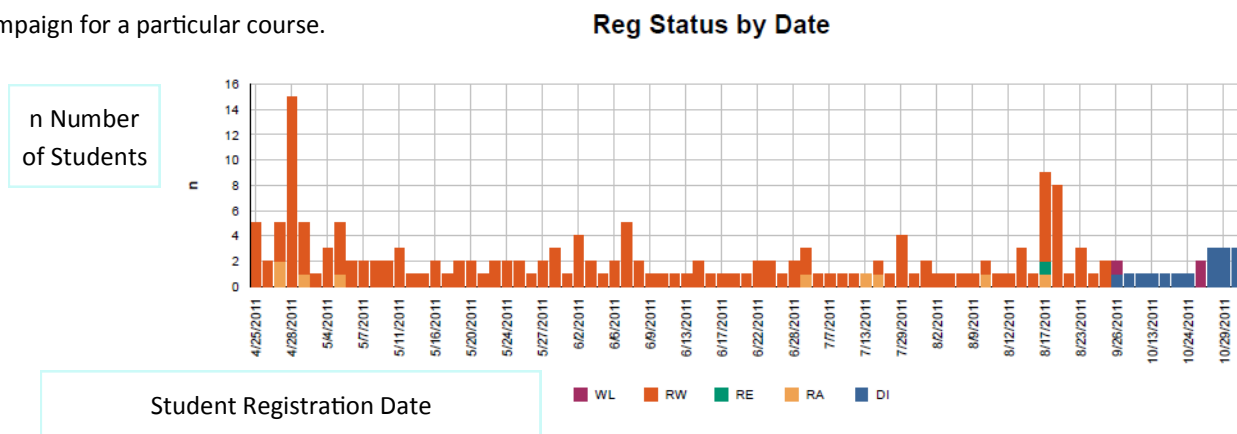
Codes

Drop Codes

Student Initiated	Instructor Initiated	Military Related	Description
DB	NS	MB	Drop Before Classes Begin/No Show
DR	WR	MR	Drop-No Grade, Get Refund, Not counted in Census
DN	WG	MC	Drop-No Grade, No Refund, Not counted in Census
DC	WN	MN	Drop-No Grade, No Refund, Counts in Census
DI	WL	MI	Drop with W

Add Codes

Add Code	Description
RW	**Web Registered**
RE	**Registered**
RA	**Web Re-Add**

Course Data Reports

Previous Course Results

This section examines any previous courses that the student took in the semester preceding the report semester. It only includes fall and spring semesters. The course only shows the top 50% of courses with all other courses being collated under "Others". If the student was not enrolled at SCC in the previous semester they will be counted under "Did not enroll"

Result of Previous Semester Course

Previous Semester Course ID

	Success			Unsuccessful			Total		
	n	%	Curr Success	n	%	Curr Success	n	%	Curr Success
Did not enrol	0	0.00%	0.00	73	39.46%	0.63	73	15.34%	0.63
ECON 001	15	5.15%	0.87	8	4.32%	0.63	23	4.83%	0.78
BUS 005	14	4.81%	0.71	2	1.08%	0.00	16	3.36%	0.63
PLSC 001	11	3.78%	0.73	3	1.62%	0.33	14	2.94%	0.64
ENGL 002	9	3.09%	0.89	3	1.62%	0.67	12	2.52%	0.83
SPCH 001	11	3.78%	0.82	1	0.54%	1.00	12	2.52%	0.83
ENGL 001	10	3.44%	0.90	1	0.54%	0.00	11	2.31%	0.82
LR 010	9	3.09%	0.89	2	1.08%	0.50	11	2.31%	0.82

Data Shows number of students (n), percent (%) as well as the success rate in the report course (Curr Success)

Course Demographics

A series of charts used to give a sense of who is enrolled in the report.

Grade Distribution
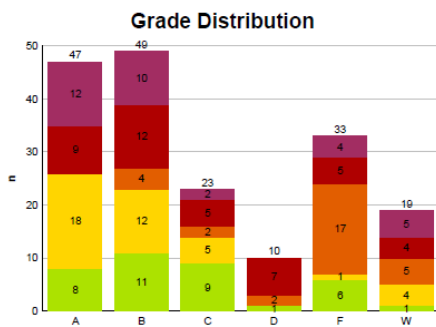
Data shows number of students earning final grade awarded. Each separate section has its own color so faculty can examine for performance differences across sections. Numbers inside the bars show number of students earning a particular grade in that section while the grand total for the grade is displayed above the column.

Ethnicity Distribution
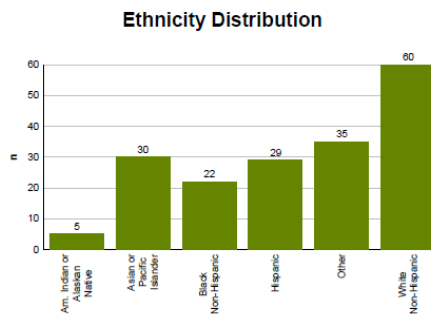
Data shows number of students within each IPEDS Ethnicity category. The grand total for a particular ethnicity is displayed above the column.

Student Type
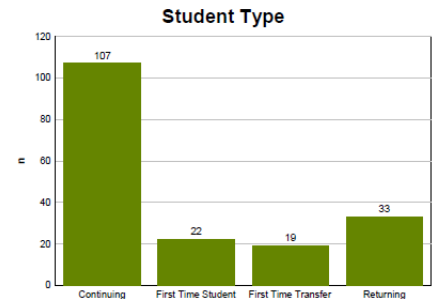
Data shows number of students within each Student Type category. The grand total for each Student Type is displayed above the column. A Continuing student is one who is returning from enrolling in the previous semester. A Returning student is one who previously enrolled at SCC at some point in the past but not in the last semester.

Office of Institutional Research and Planning

Course Data Reports

Course Demographics

Gender Distribution
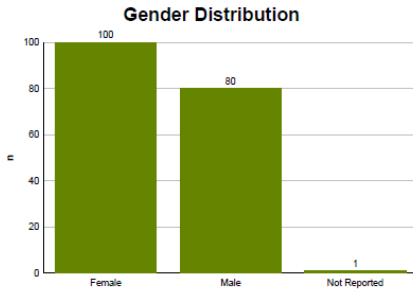
Data shows number of students within each Gender category. The grand total for a each gender is displayed above the column.

Age Distribution
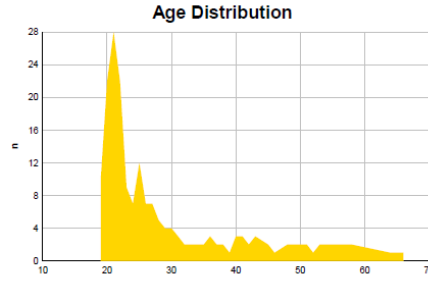
Data shows number of students by Age

GPA Distribution
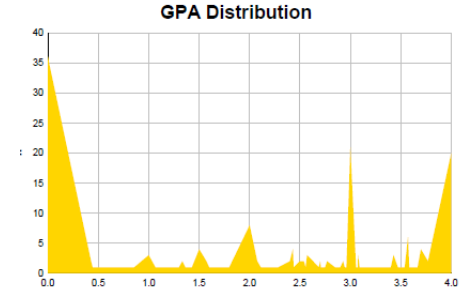
Data shows number of students by current GPA

Major Distribution
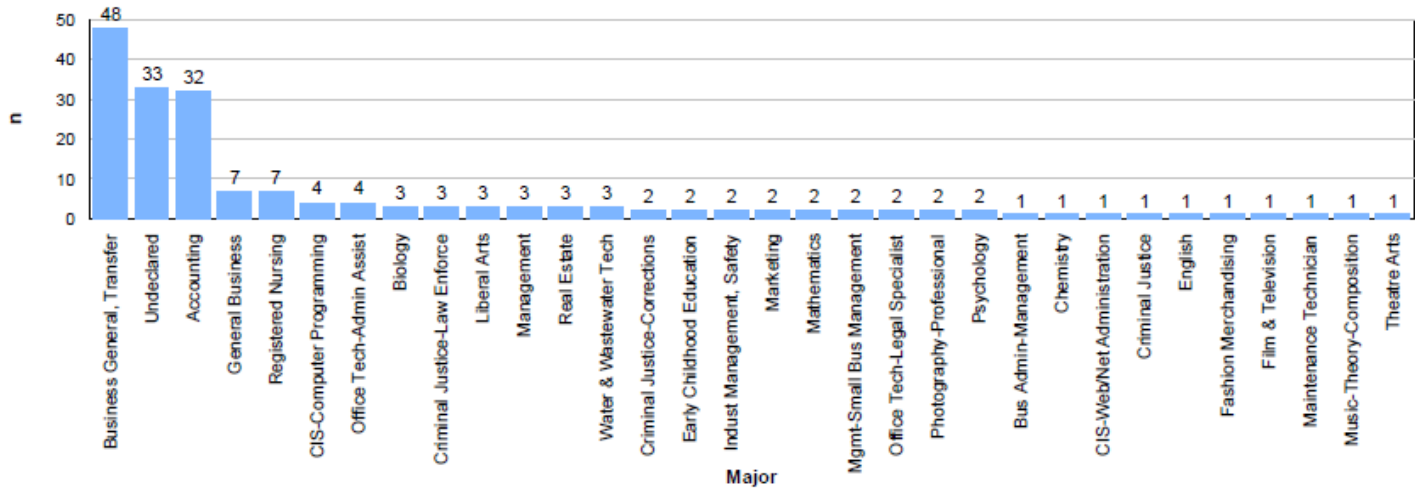
Data shows number of students for each declared Major. The grand total for a particular major is displayed above the column.

Course Data Reports

Course Success Indicators

Data shows the success rates of students by various demographic and course related categories. These pages are extremely useful in identifying areas where student success is falling behind.

Instruction Method

Success by Instruction Method
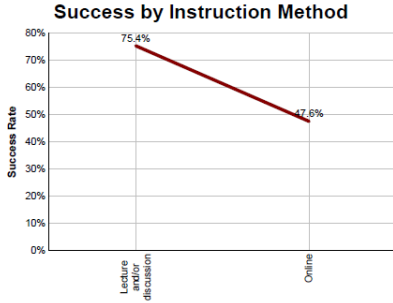
Data shows the success rate of students by course instruction methods. The major instruction methods include online, lecture and lab.

Delivery Campus

Success by Campus
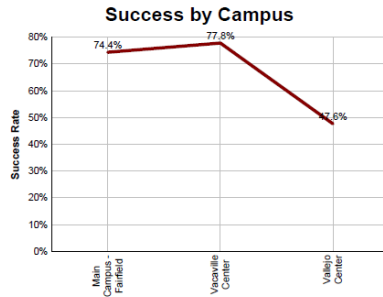
Data shows success rates for students depending on the campus the course was delivered at.

Ethnicity

Success by Ethnicity
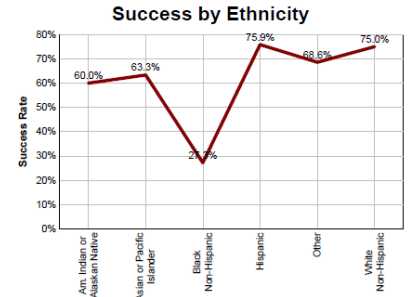
Data shows success rates for students depending on the students IPEDS Ethnicity category.

Gender

Success by Gender
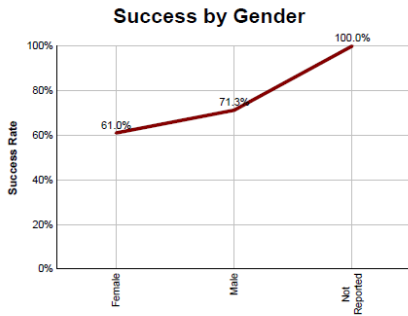
Data shows success rates for students depending on the students Gender.

Student Type

Success by Student Type
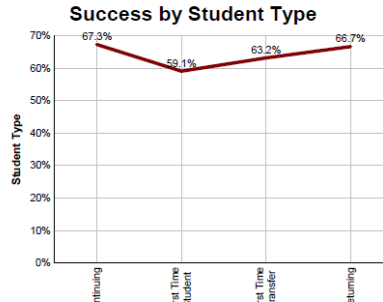
Data shows success rates for students depending on the students type

Section

Success by CRN
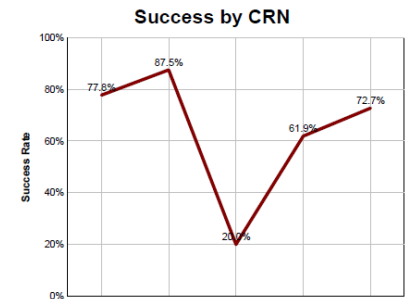
Data shows success rates for students depending on the section.

No W Course Success Indicators

These success indicators remove all students who received a W grade from the cohort before calculating success rate.

Registration Timing

Success by Reg Timing
For Fall 2011
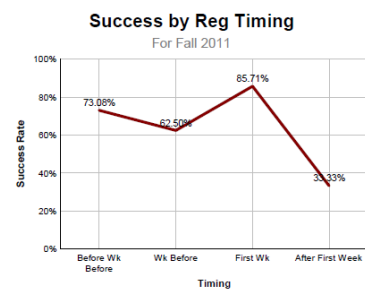
The chart shows the success rate of students depending on the time they registered for the class. The timing categories include; any point before the week before class starts, the week before the class starts, the first week of class and any point after the first week of class.

Section

Success Rate by CRN
For Fall 2011
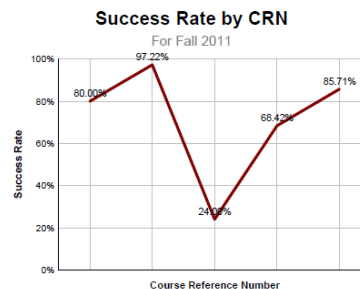
Data shows success rates for students depending on the section

Course Data Reports

This table examines what courses the cohort students enrolled in (or didn't enroll in) in the semester following the report semester. The table only shows the top 50% of courses with all other courses being collated under "Others". If a student did not enroll in the subsequent semester they will be counted under "Did not return"

Result of Report Course

Next Semester Course ID

	Success ACCT 001			Unsuccessful ACCT 001			Total		
	n	%	Success Rate	n	%	Success Rate	n	%	Success Rate
ACCT 002	77	20.87%	0.82	0	0.00%	0.00	77	15.94%	0.82
Did not return	19	5.15%	0.00	34	29.82%	0.00	53	10.97%	0.00
BUS 018	16	4.34%	0.81	1	0.88%	1.00	17	3.52%	0.82
ECON 001	13	3.52%	0.62	4	3.51%	0.25	17	3.52%	0.53
ECON 002	15	4.07%	0.87	1	0.88%	0.00	16	3.31%	0.81
PLSC 001	12	3.25%	1.00	0	0.00%	0.00	12	2.48%	1.00
MATH 104	7	1.90%	0.57	4	3.51%	0.00	11	2.28%	0.36
SPCH 001	10	2.71%	1.00	1	0.88%	0.00	11	2.28%	0.91
CIS 001	10	2.71%	0.80	0	0.00%	0.00	10	2.07%	0.80
MATH 030	10	2.71%	0.70	0	0.00%	0.00	10	2.07%	0.70
CIS 073	8	2.17%	0.75	1	0.88%	1.00	9	1.86%	0.78
Others	172	46.61%	0.81	68	59.65%	0.46	240	49.69%	0.71
Total	369	100.00%	0.77	114	100.00%	0.30	483	100.00%	0.66

Data Shows number of students (n), percent (%) as well as the success rate in the subsequent course

This table examines if any students from the cohort have graduated or received an award so far. This will be useful in seeing the ultimate success of student sin the cohort as well as patterns of graduation.

Year of Award

Award Level	Award Title	2010	2011	2012	Total
Associate in Arts	Foreign Language: German	0	0	1	1
	General Science	1	1	1	3
	Interdisciplinary Studies: Social Science	0	0	1	1
	Interdisciplinary Studies: Wellness and Self Development	0	0	1	1
	Liberal Arts	0	0	2	2
	University Studies: Liberal Studies Elementary Teacher Preparation	0	0	4	4
	University Studies: Science and Quantitative Reasoning	1	0	3	4
	University Studies: Social Science	0	0	3	3
	Total	2	1	16	19

Contact: Peter Cammish

(707) 864-7278

peter.cammish@solano.edu

E4.4

Accounting

Section Counts

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
ACCT 001	9	7	6	6	6	7	5	7	5	7
ACCT 002	4	4	4	3	4	3	4	3	4	3
ACCT 176	1	0	1	0	1	0	1	0	0	1
ACCT 177	0	1	0	1	0	1	0	1	0	0
ACCT 183	1	0	1	0	1	0	0	0	1	0
ACCT 050	0	0	0	0	1	0	1	0	1	0
ACCT 180	1	0	1	0	0	0	0	0	0	0
Total	16	12	13	10	13	11	11	11	11	11

Distinct Enrollments

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
ACCT 001	239	227	198	208	210	243	182	253	196	205
ACCT 002	95	131	79	92	98	106	121	113	116	109
ACCT 050	0	0	0	0	18	0	26	0	30	0
ACCT 176	22	0	33	0	18	0	33	0	0	33
ACCT 177	0	31	0	28	0	32	0	23	0	0
ACCT 180	21	0	28	0	0	0	0	0	0	0
ACCT 183	35	0	30	0	24	0	0	0	47	0
Total	391	388	347	328	347	381	344	387	362	347

WSCH

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
ACCT 001	956.0	925.5	788.2	832.0	840.0	972.0	724.0	1,012.0	784.0	804.0
ACCT 002	380.0	524.0	311.0	368.0	388.0	424.0	484.0	452.0	464.0	272.0
ACCT 050	0.0	0.0	0.0	0.0	54.0	0.0	78.0	0.0	90.0	0.0
ACCT 176	66.0	0.0	96.0	0.0	72.0	0.0	132.0	0.0	0.0	99.0
ACCT 177	0.0	93.0	0.0	84.0	0.0	96.0	0.0	69.0	0.0	0.0

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
ACCT 180	63.0	0.0	84.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ACCT 183	105.0	0.0	90.0	0.0	79.2	0.0	0.0	0.0	141.0	0.0
Total	1570	1543	1369	1284	1433	1492	1418	1533	1479	1175

FTES

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
ACCT 001	31.9	30.8	26.3	27.7	28.0	32.4	24.1	33.7	26.1	26.8
ACCT 002	12.7	17.5	10.4	12.3	12.9	14.1	16.1	15.1	15.5	9.1
ACCT 050	0.0	0.0	0.0	0.0	1.8	0.0	2.6	0.0	3.0	0.0
ACCT 176	2.2	0.0	3.2	0.0	2.4	0.0	4.4	0.0	0.0	3.3
ACCT 177	0.0	3.1	0.0	2.8	0.0	3.2	0.0	2.3	0.0	0.0
ACCT 180	2.1	0.0	2.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ACCT 183	3.5	0.0	3.0	0.0	2.6	0.0	0.0	0.0	4.7	0.0
Total	52.33	51.42	45.64	42.80	47.77	49.73	47.27	51.10	49.30	39.17

% Enrollment by Gender

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Female	57%	58%	61%	63%	58%	59%	57%	54%	55%	57%
Male	42%	40%	37%	36%	40%	41%	42%	45%	44%	42%
Not Reported	1%	2%	1%	1%	2%	0%	0%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

% Enrollment by Ethnicity

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Am. Indian or Alas	3%	2%	3%	1%	2%	3%	2%	2%	2%	3%
Asian or Pacific Isla	20%	18%	26%	25%	20%	18%	22%	18%	20%	20%
Black Non-Hispani	14%	12%	12%	13%	17%	14%	12%	15%	14%	11%
Hispanic	13%	15%	12%	10%	13%	11%	14%	18%	18%	18%
Other	14%	15%	18%	16%	15%	25%	19%	14%	13%	11%
White Non-Hispan	37%	39%	29%	35%	33%	29%	31%	33%	33%	37%

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

% Enrollment by Student Age

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Less than 18	9%	6%	5%	5%	6%	4%	6%	7%	7%	5%
between 18 and 20	22%	23%	21%	17%	18%	19%	23%	28%	26%	22%
between 20 and 30	37%	42%	41%	49%	45%	41%	41%	45%	42%	46%
Over 30	32%	29%	32%	29%	31%	35%	30%	20%	25%	27%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

% Grade Distribution

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
A	25%	22%	24%	23%	27%	27%	33%	25%	28%	24%
B	25%	25%	26%	27%	27%	26%	28%	21%	27%	24%
C	18%	19%	19%	17%	14%	15%	14%	19%	18%	14%
D	5%	7%	4%	4%	3%	3%	4%	4%	3%	3%
F	17%	17%	13%	15%	11%	21%	11%	21%	13%	16%
NP	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
P	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
W	9%	10%	15%	14%	18%	8%	10%	11%	12%	18%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

% Enrollment by Student Type

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Continuing	67%	74%	78%	74%	80%	76%	81%	78%	73%	74%
First Time Student	10%	3%	6%	3%	5%	3%	5%	3%	5%	4%
First Time Transfer	9%	7%	10%	8%	5%	7%	5%	5%	9%	7%
Returning	14%	15%	6%	15%	10%	15%	10%	14%	12%	14%
Special Admit Student K-12	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Uncollected/Unr eported	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Success Rate (Gender)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Female	0.68	0.62	0.68	0.67	0.68	0.69	0.71	0.62	0.68	0.60
Male	0.68	0.71	0.68	0.66	0.68	0.67	0.78	0.66	0.78	0.66
Not Reported	1.00	0.50	1.00	0.75	0.33	0.00	1.00	1.00	0.50	0.33
Total	0.69	0.66	0.69	0.67	0.67	0.68	0.74	0.64	0.72	0.62

Success Rate (Ethnicity)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Am. Indian or Alask	0.60	0.71	0.58	0.25	0.13	0.40	0.57	0.63	0.82	0.73
Asian or Pacific Isla	0.73	0.78	0.71	0.73	0.73	0.74	0.81	0.65	0.75	0.65
Black Non-Hispanic	0.58	0.50	0.56	0.41	0.59	0.55	0.48	0.37	0.54	0.35
Hispanic	0.68	0.54	0.53	0.66	0.61	0.73	0.71	0.69	0.64	0.68
Other	0.69	0.53	0.78	0.62	0.72	0.70	0.78	0.63	0.76	0.54
White Non-Hispanic	0.71	0.74	0.74	0.77	0.73	0.71	0.80	0.74	0.81	0.67
Total	0.69	0.66	0.69	0.67	0.67	0.68	0.74	0.64	0.72	0.62

Success Rate (Age)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
between 18 and 20	0.67	0.66	0.68	0.68	0.67	0.71	0.84	0.75	0.80	0.72
between 20 and 30	0.67	0.64	0.66	0.64	0.60	0.69	0.74	0.60	0.67	0.59
Less than 18	0.64	0.74	0.63	0.47	0.76	0.71	0.77	0.46	0.78	0.56
Over 30	0.72	0.66	0.73	0.75	0.76	0.65	0.68	0.63	0.72	0.60
Total	0.69	0.66	0.69	0.67	0.67	0.68	0.74	0.64	0.72	0.62

Success Rate (Instruction Method)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Lecture and/or disc	0.73	0.72	0.76	0.71	0.80	0.78	0.81	0.75	0.81	0.69
Online	0.60	0.54	0.54	0.59	0.43	0.51	0.57	0.43	0.55	0.53
Total	0.69	0.66	0.69	0.67	0.67	0.68	0.74	0.64	0.72	0.62

Persistence Rates

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	Next Semester	66%	54%	69%	56%	71%	58%	70%	60%	67%	45%
	Next Year	44%	46%	44%	47%	43%	46%	46%	44%	34%	0%

ACCT 001

Distinct Enrollments

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	239	227	198	208	210	243	182	253	196	205

% Enrollment by Instruction Method

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0	0	0	0	98 .390	0	0	0	0	0
Lecture and/or discussion	146 .630	133 .620	104 .710	140 .630	112 .770	143 .710	118 .750	159 .690	112 .710	96 .570
Online	93 .480	94 .450	94 .480	68 .500	0	100 .430	64 .470	94 .340	84 .490	109 .450
Total	239 0.57	227 0.55	198 0.60	208 0.59	210 0.59	243 0.59	182 0.65	253 0.56	196 0.61	205 0.51

% Enrollment by Location

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Main Campus - Fairfield	130 .650	133 .620	104 .710	140 .630	76 .760	115 .710	82 .740	125 .700	79 .660	62 .480
Online	93 .480	94 .450	0	0	0	0	0	94 .340	84 .490	0
Vacaville Center	0	0	0	0	36 .780	28 .680	36 .780	34 .650	33 .820	34 .740
Vallejo Center	16 .440	0	94 .480	68 .500	98 .390	100 .430	64 .470	0	0	109 .450
Total	239 0.57	227 0.55	198 0.60	208 0.59	210 0.59	243 0.59	182 0.65	253 0.56	196 0.61	205 0.51

% Enrollment by Gender

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Female	55% .560	57% .530	57% .580	64% .600	60% .600	59% .630	55% .600	56% .540	58% .570	58% .480
Male	44% .570	41% .590	42% .620	35% .560	39% .600	41% .550	44% .710	44% .590	42% .670	41% .550
Not Reported	1% 1.000	2% .400	1% 1.000	1% .500	1%	0%	1% 1.000	0% 1.000	0%	1% .330
Total	100% 0.57	100% 0.55	100% 0.60	100% 0.59	100% 0.59	100% 0.59	100% 0.65	100% 0.56	100% 0.61	100% 0.51

% Enrollment by Ethnicity

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Am. Indian or Alaskan Native	3% .570	1% .670	3% .330	2% .250	3% .170	4% .400	2% .500	2% .500	3% .800	4% .750
Asian or Pacific Islander	19% .630	17% .710	26% .610	23% .710	16% .610	16% .610	17% .650	18% .560	19% .630	18% .540
Black Non-Hispanic	12% .410	12% .300	12% .420	17% .310	18% .470	15% .420	13% .300	19% .310	15% .380	14% .250
Hispanic	12% .520	15% .400	14% .560	9% .530	14% .470	10% .640	16% .730	18% .640	18% .500	17% .500
Other	13% .530	15% .440	17% .700	15% .480	17% .660	28% .650	18% .700	11% .500	11% .770	9% .530
White Non-Hispanic	41% .630	40% .660	29% .670	34% .720	32% .720	27% .630	34% .740	33% .690	34% .700	39% .560
Total	100% 0.57	100% 0.55	100% 0.60	100% 0.59	100% 0.59	100% 0.59	100% 0.65	100% 0.56	100% 0.61	100% 0.51

% Enrollment by Student Age

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Less than 18	14% .670	6% .540	8% .600	7% .430	9% .740	5% .580	11% .750	9% .500	12% .750	5% .500
between 18 and 20	24% .580	24% .560	24% .600	17% .510	23% .610	20% .630	28% .780	28% .710	27% .690	20% .620
between 20 and 30	35% .530	43% .540	42% .580	50% .580	42% .530	41% .590	39% .630	44% .470	38% .570	47% .460

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Over 30	28% .580	27% .560	26% .630	27% .680	26% .610	34% .580	22% .480	20% .580	23% .520	28% .510
Total	100% 0.57	100% 0.55	100% 0.60	100% 0.59	100% 0.59	100% 0.59	100% 0.65	100% 0.56	100% 0.61	100% 0.51

% Enrollment by Major

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Business General, Transfer	35% 0.54	35% 0.53	29% 0.63	26% 0.54	30% 0.61	25% 0.62	26% 0.60	27% 0.53	26% 0.66	33% 0.56
Accounting	19% 0.61	19% 0.52	21% 0.64	25% 0.69	18% 0.46	17% 0.69	18% 0.73	19% 0.63	15% 0.62	20% 0.44
Undeclared	17% 0.60	19% 0.56	14% 0.64	15% 0.63	12% 0.62	14% 0.58	18% 0.79	15% 0.73	14% 0.70	12% 0.63
Registered Nursing	3% 0.50	1% 0.33	3% 0.60	4% 0.67	4% 0.63	2% 0.33	4% 0.71	5% 0.31	3% 0.60	3% 0.43
General Business	0% 0.00	0% 1.00	1% 1.00	1% 1.00	4% 0.67	3% 0.75	4% 0.71	2% 0.80	4% 0.88	1% 0.50
Management	1% 0.50	4% 0.75	3% 0.67	1% 1.00	1% 1.00	1% 0.33	2% 1.00	1% 0.50	4% 0.43	2% 0.80
Biology	1% 0.67	1% 1.00	2% 0.50	1% 0.00	3% 0.57	1% 0.00	2% 0.33	3% 0.57	5% 0.40	1% 1.00
Liberal Arts	0% 1.00	3% 0.57	4% 0.43	1% 0.33	2% 0.00	0% 1.00	2% 0.67	2% 0.75	1% 1.00	2% 0.25
CIS-Computer Programming	1% 0.00	1% 0.00	2% 1.00	4% 0.38	1% 0.33	2% 0.40	2% 0.50	2% 0.75	2% 0.67	1% 0.50
Psychology	0% 0.00	1% 1.00	1% 0.50	0% 0.00	0% 0.00	2% 0.67	1% 0.50	2% 0.20	3% 0.33	2% 0.00
Others	22% 0.60	16% 0.54	22% 0.49	20% 0.52	24% 0.69	31% 0.55	21% 0.54	23% 0.47	26% 0.56	21% 0.45
Total	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%

% Grade Distribution

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
A	20%	20%	17%	20%	21%	24%	26%	24%	21%	25%
B	22%	22%	24%	24%	26%	25%	27%	17%	28%	16%
C	15%	13%	19%	15%	12%	10%	13%	15%	12%	10%

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
D	7%	7%	4%	6%	3%	5%	5%	3%	3%	4%
F	23%	25%	17%	19%	16%	27%	19%	28%	21%	23%
NP	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
P	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
W	12%	13%	19%	17%	21%	9%	10%	13%	15%	21%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Persistence Rates

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	Next Semester	64%	50%	66%	54%	71%	60%	72%	60%	64%	46%
	Next Year	40%	44%	45%	47%	39%	47%	47%	45%	32%	0%

Assessments

Spring 2012

Outcome Description

Demonstrate the use of the accounting cycle to prepare the income statement, statement of owner's equity, and balance sheet while applying the generally accepted accounting principles and concepts.

Success Criteria

Complete the accounting cycle review problem at a "C" or better grade level.   Instructor

Assessment Results

Of the 22 students who completed the work, 86% did very well. The other 14% did an   Planned Date Next Assess   Spring 2014
adequate job.

Planned Actions for Change

Remind students constantly during the semester to work on this and pay more attention to financial
statements.

Data and evidence hardcopy of the accounting cycle problems are kept in room 519.

Results of Action

Date of Results

Programs

	Discipline	Program Name
Certificate		
20958	Management	Retail Management: WAFC
20961	Business Insurance: Property & Casualty	Business Insurance: Property & Casualty
20960	Real Estate	Real Estate
20956	Management	Management
20955	Business, General	Business, General: Transfer
20953	Accounting	Accounting
Degree		
12273	Management	Retail Management: WAFC
06509	Business, General	Business, General: Transfer
16819	Business Insurance: Property & Casualty	Business Insurance: Property & Casualty
06515	Real Estate	Real Estate
06512	Management	Management
06510	Accounting	Accounting

Awards

		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Associate in Arts	Ethnic Stud: African American	0	0	0	1	0	0
	Art: Three Dimensional	0	0	0	1	0	0
	Communication Studies	0	0	3	2	0	1
	English	0	0	1	0	0	0
	Film and Television	0	0	1	2	0	0
	Fine Arts	0	0	0	4	0	0
	Foreign Language: French	0	0	3	1	0	0
	Foreign Language: General	0	0	1	0	0	0
	Foreign Language: German	0	0	0	0	1	0
	Foreign Language: Spanish	0	1	0	0	0	0
	General Science	0	2	7	8	12	9
	History	0	1	0	0	2	0
	Human Services	0	0	2	1	1	1
	Interdisciplinary Studies: Arts and Humanities	0	0	0	0	2	0
	Interdisciplinary Studies: Communication	0	0	3	0	0	0
	Interdisciplinary Studies: Science and Quantitative Reasoning	0	0	1	4	2	2
	Interdisciplinary Studies: Social Science	0	1	1	2	6	0
	Interdisciplinary Studies: Wellness and Self Development	0	1	1	0	2	2

		2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Arts	International Relations	0	0	0	0	1	0
	Liberal Arts	0	24	33	25	14	4
	Mathematics	0	3	1	1	1	0
	Psychology	0	0	2	11	0	0
	Social Science	0	3	1	8	2	4
	Sociology	0	0	0	3	1	1
	University Studies: Arts and Humanities	0	0	2	7	8	8
	University Studies: Communication	0	0	1	2	0	5
	University Studies: Liberal Studies Elementary Teacher Preparation	0	1	8	31	50	58
	University Studies: Science and Quantitative Reasoning	0	0	5	10	24	16
	University Studies: Social Science	0	0	7	27	41	40
	Total	0	37	84	151	170	151
Associate in Arts Transfer	Sociology for Transfer	0	0	0	0	0	2
	Total	0	0	0	0	0	2
Associate in Science	Accounting	1	0	6	2	5	7
	Banking and Finance	0	1	0	0	0	0
	Banking and Finance: Bank Operations	0	0	0	0	2	0
	Biology	0	0	0	1	0	0
	Business General, Transfer	0	4	24	33	57	75

		2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Science	Business Insurance: Property and Casualty	0	0	0	0	2	0
	Chemistry	0	0	0	1	1	0
	CIS: Computer Programming	0	0	0	1	0	0
	CIS: Microcomputer Applications	0	1	2	1	0	1
	Computer Programming	0	0	2	0	0	0
	Cosmetology	0	0	0	1	0	0
	Criminal Justice: Computer Forensics	0	0	0	0	2	0
	Criminal Justice: Corrections	0	0	0	1	2	0
	Criminal Justice: Law Enforcement	0	0	0	1	3	2
	Drafting Technician	0	0	0	5	0	0
	Early Childhood Education	0	0	0	0	0	1
	Fire Technology	0	1	0	2	2	0
	General Business	0	0	5	1	0	0
	Industrial Biotechnology	0	1	1	0	0	0
	Management	0	1	0	3	1	3
	Marketing	0	0	1	4	0	0
	Office Technology: Administrative Assistant	0	0	1	0	0	3
	Office Technology: Legal Specialist	0	0	4	0	0	0

		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Associate in Science	Office Technology: Medical Office Specialist	0	0	0	0	0	1
	Physics	0	0	0	0	1	0
	Real Estate	0	0	0	0	1	0
	Registered Nursing	0	0	2	0	4	0
	Sports Medicine: Trainer	0	0	1	1	0	0
	Welding: Industrial Technician	0	0	0	1	0	0
	Total	1	9	49	59	83	93
Certificate of Achievement	Accounting	0	0	4	4	2	6
	Banking and Finance: Bank Operations	0	0	0	0	2	0
	BIP-Microcomputer Applications	0	0	2	0	0	0
	Business Administration: Small Business Management	0	1	0	0	0	0
	Business General, Transfer	0	1	4	11	11	13
	Business Insurance: Property and Casualty	0	0	0	1	1	0
	CIS: Microcomputer Applications	0	0	2	0	0	0
	CIS: Web and Network Administration	0	1	0	0	0	0
	Cosmetology	0	1	0	2	2	1
	Criminal Justice: Computer Forensics	0	0	0	0	1	1
	Criminal Justice: Corrections	0	0	2	1	1	0
	Criminal Justice: Law Enforcement	0	0	3	3	1	0

		2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Certificate of Achievement	Drafting Technician	0	3	0	0	0	0
	Early Childhood Education	0	1	0	0	0	0
	Fire Technology	0	1	0	0	0	0
	Human Services	0	0	2	0	0	1
	Industrial Biotechnology	0	1	1	0	0	0
	Management	0	0	1	5	1	0
	Management: Small Business Management	0	0	0	4	0	0
	Marketing	0	0	0	5	0	0
	Medical Front Office Clerk	0	0	0	1	3	1
	Office Technology: Administrative Assistant	0	0	2	0	0	0
	Office Technology: Medical Office Specialist	0	0	0	0	1	1
	Ornamental Horticulture: Horticulture Science	0	0	0	0	2	0
	Real Estate	0	1	0	1	0	5
	Total	0	11	23	38	28	29
Total		1	57	156	248	281	275

ACCT 002

Distinct Enrollments

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	95	131	79	92	98	106	121	113	116	109

% Enrollment by Instruction Method

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Lecture and/or discussion	60 .870	91 .880	51 .820	56 .840	69 .860	69 .880	83 .860	69 .840	79 .910	68 .760
Online	35 .910	40 .750	28 .750	36 .750	29 .590	37 .730	38 .740	44 .640	37 .680	41 .760
Total	95 0.88	131 0.84	79 0.80	92 0.80	98 0.78	106 0.83	121 0.82	113 0.76	116 0.84	109 0.76

% Enrollment by Location

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Main Campus - Fairfield	60 .870	91 .880	51 .820	56 .840	69 .860	69 .880	61 .850	69 .840	57 .890	39 .670
Online	35 .910	40 .750	0	0	0	0	0	44 .640	37 .680	0
Vacaville Center	0	0	0	0	0	0	22 .860	0	22 .950	29 .900
Vallejo Center	0	0	28 .750	36 .750	29 .590	37 .730	38 .740	0	0	41 .760
Total	95 0.88	131 0.84	79 0.80	92 0.80	98 0.78	106 0.83	121 0.82	113 0.76	116 0.84	109 0.76

% Enrollment by Gender

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Female	55% .850	55% .810	58% .760	55% .800	55% .740	60% .830	60% .790	49% .750	52% .780	57% .760
Male	43% .930	43% .890	39% .840	45% .800	43% .830	40% .830	40% .850	50% .770	47% .910	43% .770
Not Reported	2% 1.000	2% .670	3% 1.000	0%	2% .500	0%	0%	1% 1.000	2% .500	0%

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Total	100% 0.88	100% 0.84	100% 0.80	100% 0.80	100% 0.78	100% 0.83	100% 0.82	100% 0.76	100% 0.84	100% 0.76

% Enrollment by Ethnicity

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Am. Indian or Alaskan Native	1% 1.000	2% 1.000	1%	0%	2%	0%	2% .670	4% .750	3% 1.000	3% .670
Asian or Pacific Islander	22% .860	18% .830	29% .780	26% .750	23% .830	20% .900	25% .930	17% .740	18% .810	22% .670
Black Non-Hispanic	16% .800	12% .880	8% .830	7% .830	14% .790	12% .850	12% .710	5% .670	13% .670	7% .750
Hispanic	14% .850	14% .780	6% .600	12% .820	10% .900	11% .830	14% .710	20% .780	20% .780	20% .910
Other	18% 1.000	13% .760	22% .880	15% .710	11% .730	21% .860	21% .850	19% .680	14% .810	9% .500
White Non-Hispanic	29% .890	40% .870	34% .810	40% .860	39% .760	36% .760	26% .810	35% .820	32% .950	39% .810
Total	100% 0.88	100% 0.84	100% 0.80	100% 0.80	100% 0.78	100% 0.83	100% 0.82	100% 0.76	100% 0.84	100% 0.76

% Enrollment by Student Age

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Less than 18	1% 1.000	8% 1.000	1% 1.000	3% .670	1% 1.000	5% 1.000	2% 1.000	4% .250	3% 1.000	6% .670
between 18 and 20	25% .830	25% .790	24% .840	22% .950	13% .920	24% .880	23% .930	34% .790	30% .940	28% .840
between 20 and 30	43% .880	42% .820	49% .770	53% .710	57% .700	42% .840	41% .800	45% .820	52% .770	45% .760
Over 30	31% .930	25% .880	25% .800	22% .900	29% .860	29% .740	34% .760	18% .650	16% .830	21% .700
Total	100% 0.88	100% 0.84	100% 0.80	100% 0.80	100% 0.78	100% 0.83	100% 0.82	100% 0.76	100% 0.84	100% 0.76

% Enrollment by Major

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Business General, Transfer	42% 0.90	42% 0.85	32% 1.00	30% 0.89	30% 0.72	34% 0.86	34% 0.71	36% 0.78	39% 0.84	33% 0.69
Accounting	17% 0.88	18% 0.79	16% 0.54	23% 0.76	27% 0.81	19% 0.70	17% 0.75	21% 0.67	20% 0.87	20% 0.77
Undeclared	22% 0.90	16% 0.86	16% 0.77	20% 0.78	15% 0.80	10% 0.91	13% 0.94	13% 0.60	16% 0.78	13% 0.93
General Business	0% 0.00	1% 1.00	1% 1.00	2% 0.50	5% 1.00	6% 0.83	9% 0.91	4% 1.00	3% 0.67	8% 0.89
Registered Nursing	4% 1.00	4% 1.00	3% 1.00	1% 1.00	2% 1.00	3% 1.00	1% 1.00	4% 1.00	1% 1.00	1% 1.00
Bus Admin-Manageme	0% 0.00	0% 0.00	1% 1.00	0% 0.00	2% 0.50	3% 0.67	2% 1.00	1% 1.00	1% 1.00	4% 0.50
Management	1% 0.00	1% 1.00	5% 0.25	1% 1.00	2% 1.00	1% 0.00	0% 0.00	1% 0.00	2% 1.00	2% 0.00
Marketing	2% 0.50	2% 0.50	1% 1.00	0% 0.00	1% 1.00	0% 0.00	2% 1.00	0% 0.00	3% 1.00	3% 1.00
Biology	1% 1.00	2% 1.00	3% 0.50	2% 0.00	3% 0.33	2% 1.00	0% 0.00	1% 1.00	0% 0.00	1% 1.00
CIS-Computer Programming	0% 0.00	1% 1.00	1% 1.00	0% 0.00	1% 1.00	2% 1.00	1% 1.00	1% 1.00	3% 1.00	0% 0.00
Others	11% 0.90	14% 0.78	20% 0.81	21% 0.84	12% 0.75	21% 0.86	21% 0.88	18% 0.85	15% 0.76	16% 0.76
Total	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%

% Grade Distribution

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
A	26%	27%	24%	24%	27%	25%	31%	23%	26%	19%
B	28%	31%	27%	35%	34%	30%	33%	27%	29%	36%
C	34%	27%	29%	22%	17%	28%	18%	27%	28%	21%
D	4%	3%	6%	2%	2%	2%	2%	6%	3%	3%
F	3%	8%	5%	8%	8%	10%	4%	8%	3%	7%
W	4%	5%	9%	10%	12%	5%	12%	10%	11%	14%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Persistence Rates

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	Next Semester	67%	58%	75%	53%	72%	52%	68%	56%	66%	38%
	Next Year	49%	49%	44%	48%	51%	45%	41%	38%	31%	0%

Assessments

Spring 2012

Outcome Description

Analyze and evaluate managerial decisions using basic managerial accounting concepts and theory.

Success Criteria

Students must complete the project and a rubric is used to evaluate the success. Students
are also evaluated on the quality of the homework completed and the ability to
demonstrate knowledge by passing the chapter tests.

Instructor

Assessment Results

Students need to complete all homework assignments and pass the chapter test. Out of 34
students,7 or 20% were excellent, 9 or 26% were good, 16 or 40% were average, and 2 failed.

Planned Date Next Assess   Spring 2014

Planned Actions for Change

No changes at this time. The instructor will annually assess the SLO to see if revisions are needed.

Results of Action

Date of Results

Programs

	Discipline	Program Name
Certificate		
20956	Management	Management
20955	Business, General	Business, General: Transfer
20953	Accounting	Accounting
Degree		
06509	Business, General	Business, General: Transfer
06512	Management	Management
06510	Accounting	Accounting

Awards

		2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Arts	Art: Three Dimensional	0	0	0	1	0	0
	English	0	0	1	0	0	0
	Fine Arts	0	0	0	1	0	0
	Foreign Language: French	0	0	0	1	0	0
	Foreign Language: German	0	0	0	0	1	0
	Foreign Language: Spanish	0	1	0	0	0	0
	General Science	0	8	2	2	3	5
	History	0	1	0	0	0	0
	Human Services	0	0	2	0	0	0
	Interdisciplinary Studies: Arts and Humanities	0	0	0	0	2	0
	Interdisciplinary Studies: Science and Quantitative Reasoning	0	0	0	3	2	1
	Interdisciplinary Studies: Social Science	0	0	1	1	2	0
	Interdisciplinary Studies: Wellness and Self Development	0	0	0	0	1	0
	International Relations	0	0	0	0	1	0
	Liberal Arts	1	27	29	14	9	3
	Mathematics	0	1	0	0	0	0
	Political Science	0	0	0	1	0	0
	Psychology	0	0	0	3	0	0

		2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Arts	Social Science	0	0	1	3	1	2
	Sociology	0	0	0	1	1	0
	University Studies: Arts and Humanities	0	0	1	4	4	2
	University Studies: Liberal Studies Elementary Teacher Preparation	0	5	6	20	29	47
	University Studies: Science and Quantitative Reasoning	0	0	0	5	15	12
	University Studies: Social Science	0	1	8	13	25	28
	Total	1	44	51	73	96	100
Associate in Science	Accounting	0	0	4	2	8	9
	Banking and Finance: Bank Operations	0	0	0	1	0	0
	Business General, Transfer	0	12	38	50	58	68
	Business Insurance: Property and Casualty	0	0	0	0	3	0
	CIS: Computer Programming	0	0	0	0	1	0
	CIS: Microcomputer Applications	0	0	4	0	1	1
	Cosmetology	0	3	0	1	0	0
	Criminal Justice: Computer Forensics	0	0	0	0	2	0
	Criminal Justice: Corrections	0	0	0	1	0	0
	Criminal Justice: Law Enforcement	0	0	0	0	1	0
	Drafting Technician	0	0	0	1	0	0
	Early Childhood Education	0	0	0	0	1	0

		2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Science	Fire Technology	0	1	0	1	0	0
	General Business	0	3	11	1	0	0
	Industrial Biotechnology	0	2	0	0	0	2
	Management	0	0	0	1	1	2
	Management: Retail	1	0	0	0	0	0
	Marketing	0	0	2	3	0	2
	Office Technology: Administrative Assistant	0	1	1	0	0	0
	Office Technology: Medical Office Specialist	0	0	0	0	0	1
	Real Estate	0	5	1	0	1	0
	Registered Nursing	0	0	0	1	2	0
	Welding: Industrial Technician	0	0	0	2	0	0
	Total	1	27	61	65	79	85
Certificate of Achievement	Accounting	0	0	3	3	1	5
	Banking and Finance: Bank Operations	0	0	0	1	0	0
	Business General, Transfer	0	4	5	8	11	15
	Business Insurance: Property and Casualty	0	1	0	2	3	0
	CIS: Computer Programming	0	0	0	0	0	1
	CIS: Microcomputer Applications	0	0	1	0	0	0
	Cosmetology	0	3	0	0	1	0

		2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Certificate of Achievement	Criminal Justice: Computer Forensics	0	0	0	0	2	2
	Criminal Justice: Law Enforcement	0	0	0	1	0	0
	Fire Technology	0	1	0	0	0	0
	General Business	0	0	1	0	0	0
	Human Services	0	0	2	0	0	0
	Industrial Biotechnology	0	1	0	0	0	0
	Management	0	0	0	2	1	0
	Management: Small Business Management	0	0	0	1	0	0
	Marketing	0	0	1	2	0	0
	Medical Front Office Clerk	0	0	0	0	1	0
	Office Technology: Administrative Assistant	0	0	1	0	0	0
	Ornamental Horticulture: Horticulture Science	0	0	0	0	1	0
	Real Estate	0	1	1	2	0	0
	Total	0	11	15	22	21	23
Total		2	82	127	160	196	208

ACCT 050

Distinct Enrollments

	Fall 2010	Fall 2011	Fall 2012
Total	18	26	30

% Enrollment by Instruction Method

	Fall 2010	Fall 2011	Fall 2012
Lecture and/or discussion	18 .890	26 .920	30 .870
Total	18 0.89	26 0.92	30 0.87

% Enrollment by Location

	Fall 2010	Fall 2011	Fall 2012
Main Campus - Fairfield	18 .890	26 .920	30 .870
Total	18 0.89	26 0.92	30 0.87

% Enrollment by Gender

	Fall 2010	Fall 2011	Fall 2012
Female	78% .930	58% .870	53% .880
Male	22% .750	42% 1.000	47% .860
Total	100% 0.89	100% 0.92	100% 0.87

% Enrollment by Ethnicity

	Fall 2010	Fall 2011	Fall 2012
Am. Indian or Alaskan Native	0%	0%	3% 1.000
Asian or Pacific Islander	28% .800	38% 1.000	23% 1.000
Black Non-Hispanic	11% 1.000	0%	17% 1.000
Hispanic	11% .500	12% .670	23% .860
Other	28% 1.000	19% 1.000	13% .500
White Non-Hispanic	22% 1.000	31% .880	20% .830
Total	100% 0.89	100% 0.92	100% 0.87

% Enrollment by Student Age

	Fall 2010	Fall 2011	Fall 2012
Less than 18	6% 1.000	0%	0%
between 18 and 20	0%	4% 1.000	17% .800
between 20 and 30	17% .670	58% .930	40% .830
Over 30	78% .930	38% .900	43% .920
Total	100% 0.89	100% 0.92	100% 0.87

% Enrollment by Major

	Fall 2010	Fall 2011	Fall 2012
Accounting	72% 0.92	77% 0.90	57% 0.88
Business General, Transfer	11% 1.00	4% 1.00	13% 0.75
Undeclared	11% 0.50	4% 1.00	10% 1.00

	Fall 2010	Fall 2011	Fall 2012
General Business	0% 0.00	4% 1.00	3% 1.00
Biology	0% 0.00	4% 1.00	0% 0.00
CIS-Computer Programming	0% 0.00	0% 0.00	3% 1.00
CIS-Web/Net Administration	0% 0.00	0% 0.00	3% 1.00
Mathematics	0% 0.00	0% 0.00	3% 1.00
Music-Instrumental	0% 0.00	4% 1.00	0% 0.00
Office Tech-Med Office Spec	0% 0.00	4% 1.00	0% 0.00
Others	6% 1.00	0% 0.00	7% 0.50
Total	100% 1%	100% 1%	100% 1%

% Grade Distribution

	Fall 2010	Fall 2011	Fall 2012
A	78%	77%	70%
B	6%	15%	3%
C	6%	0%	13%
D	11%	0%	0%
F	0%	4%	13%
W	0%	4%	0%
Total	100%	100%	100%

Persistence Rates

		Fall 2010	Fall 2011	Fall 2012
	Next Semester Next Year	78% 44%	81% 54%	77% 40%

Assessments

Fall 2011

<u>Outcome Description</u>

While using a computerized accounting system, demonstrate the use of the accounting cycle and the application of the generally accepted accounting principles and concepts, to prepare the income statement, statement of owner's equity, balance sheet, and statement of cash flows.

<u>Success Criteria</u>

Students were required to complete two projects, a mid-term and a final. The projects were graded on a rubric. Each project, mid-term and final was worth a letter grade.

<u>Instructor</u>

<u>Assessment Results</u>

There was one face to face class consisting of 25 students. 20 of the students demonstrated the use of a computerized accounting system at a high level, 4 at a good level and 1 student ceased attending the class.

<u>Planned Date Next Assess</u>

<u>Planned Actions for Change</u>

The projects do not need to be changed. The students seem to enjoy them and they are worthwhile. However, the mid-term and final were prepared from the Publisher's test bank.   I'm not sure the tests actually measure the students' knowledge. In the Fall 2012 class I am going to write my own tests.

<u>Results of Action</u>

<u>Date of Results</u>

Programs

	<u>Discipline</u>		<u>Program Name</u>
Certificate			
20953	Accounting		Accounting
Degree			
06510	Accounting		Accounting

Awards

		2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Arts	English	0	1	0	0	0
	General Science	0	1	0	0	0
	Liberal Arts	1	2	0	1	0
	Mathematics	0	1	1	0	0
	Psychology	0	0	0	0	1
	Social Science	0	0	0	0	1
	University Studies: Liberal Studies Elementary Teacher Preparation	0	0	1	1	7
	University Studies: Science and Quantitative Reasoning	0	0	0	1	1
	University Studies: Social Science	0	0	0	2	6
	Total	1	5	2	5	16
Associate in Science	Accounting	0	0	1	5	7
	Business General, Transfer	0	1	2	2	7
	CIS: Computer Programming	0	0	0	1	0
	CIS: Microcomputer Applications	0	0	0	1	1
	Computer Programming	0	1	0	0	0
	Management	0	0	1	0	0
	Office Technology: Administrative Assistant	0	1	0	0	0
	Total	0	3	4	9	15
Certificate of Achievement	Accounting	0	4	1	1	5

		2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Certificate of Achievement	Business General, Transfer	0	0	0	0	1
	Criminal Justice: Computer Forensics	0	0	0	0	1
	Total	0	4	1	1	7
Total		1	12	7	15	38

ACCT 176

Distinct Enrollments

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
Total	22	33	18	33	33

% Enrollment by Instruction Method

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
Lecture and/or discussion	22 .820	33 .850	18 .780	33 .820	33 .850
Total	22 0.82	33 0.85	18 0.78	33 0.82	33 0.85

% Enrollment by Location

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
Main Campus - Fairfield	22 .820	33 .850	18 .780	33 .820	33 .850
Total	22 0.82	33 0.85	18 0.78	33 0.82	33 0.85

% Enrollment by Gender

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
Female	82% .780	79% .810	56% .800	52% .880	55% .780
Male	18% 1.000	15% 1.000	44% .750	48% .750	45% .930
Not Reported	0%	6% 1.000	0%	0%	0%
Total	100% 0.82	100% 0.85	100% 0.78	100% 0.82	100% 0.85

% Enrollment by Ethnicity

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
Am. Indian or Alaskan Native	0%	3% 1.000	0%	0%	0%
Asian or Pacific Islander	18% .750	21% 1.000	33% .830	36% .750	30% 1.000
Black Non-Hispanic	9% 1.000	9% 1.000	17% .670	9% .670	3%
Hispanic	18% .750	15% .400	11% 1.000	3%	18% .830
Other	9% 1.000	21% 1.000	11% 1.000	12% .750	24% .630
White Non-Hispanic	45% .800	30% .800	28% .600	39% 1.000	24% 1.000
Total	100% 0.82	100% 0.85	100% 0.78	100% 0.82	100% 0.85

% Enrollment by Student Age

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
between 18 and 20	0%	12% .750	6% 1.000	0%	6% 1.000
between 20 and 30	36% .880	27% .890	28% .600	39% .850	48% .880
Over 30	64% .790	61% .850	67% .830	61% .800	45% .800
Total	100% 0.82	100% 0.85	100% 0.78	100% 0.82	100% 0.85

% Enrollment by Major

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
Accounting	68% 0.87	67% 0.91	72% 0.77	82% 0.81	58% 0.84
Business General, Transfer	23% 0.80	3% 1.00	17% 0.67	6% 1.00	6% 1.00
Undeclared	0% 0.00	9% 1.00	0% 0.00	3% 1.00	12% 1.00
Registered Nursing	0% 0.00	9% 1.00	0% 0.00	0% 0.00	0% 0.00

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
CIS-Web/Net Administration	0% 0.00	0% 0.00	0% 0.00	3% 1.00	3% 1.00
General Business	0% 0.00	0% 0.00	0% 0.00	3% 0.00	3% 1.00
Mathematics	0% 0.00	3% 0.00	0% 0.00	0% 0.00	3% 1.00
Biology	5% 1.00	0% 0.00	0% 0.00	0% 0.00	0% 0.00
CIS-Computer Programming	0% 0.00	0% 0.00	0% 0.00	0% 0.00	3% 0.00
CIS-Microcomputer Applications	0% 0.00	0% 0.00	0% 0.00	0% 0.00	3% 1.00
Others	5% 0.00	9% 0.33	11% 1.00	3% 1.00	9% 0.67
Total	100% 1%	100% 1%	100% 1%	100% 1%	100% 1%

% Grade Distribution

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
A	18%	27%	28%	42%	39%
B	41%	39%	33%	27%	33%
C	23%	18%	17%	12%	12%
D	5%	0%	0%	3%	0%
F	5%	3%	0%	3%	6%
W	9%	12%	22%	12%	9%
Total	100%	100%	100%	100%	100%

Persistence Rates

		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Spring 2013
	Next Semester	82%	67%	72%	64%	58%
	Next Year	55%	48%	44%	52%	0%

Assessments

Fall 2011

Outcome Description

Analyze advanced accounting problems by applying the generally accepted accounting principles and concepts.

Success Criteria

.A project was given toward the end of class requiring students to select a public   Instructor
corporation and analyze their financial statements based on a couple of thought provoking
questions. The student, at a minimum, needed to refer to radios from each of the four
building blocks, perform a comparative analysis, and have two typed pages of discussion.

Assessment Results

21% excelled, 64% performed at an adequate level, 11% turned in marginal work, while 4% did   Planned Date Next Assess
not submit the assignment.

Planned Actions for Change

The assignment is a good assignment and will be kept. It is felt that an additional assignment is necessary
to cover some of the other outcomes desired.

Results of Action

                                                                                        Date of Results

Programs

	Discipline	Program Name
Certificate		
20953	Accounting	Accounting
Degree		
06510	Accounting	Accounting

Awards

		2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Arts	Film and Television	1	0	0	0	0
	General Science	1	1	0	0	0
	Liberal Arts	6	2	0	1	0
	Mathematics	0	1	0	0	0
	University Studies: Liberal Studies Elementary Teacher Preparation	0	0	2	1	2
	University Studies: Science and Quantitative Reasoning	0	0	0	1	1
	University Studies: Social Science	0	0	0	2	2
	Total	8	4	2	5	5
Associate in Science	Accounting	3	3	4	9	8
	Banking and Finance	1	0	0	0	0
	Business General, Transfer	4	2	5	2	4
	Business Management and Administration	0	0	1	0	0
	CIS: Computer Programming	0	0	0	1	0
	CIS: Microcomputer Applications	0	0	0	1	0
	General Business	1	0	0	0	0
	Office Technology: Administrative Assistant	0	1	0	0	0
	Registered Nursing	0	0	0	1	0
	Total	9	6	10	14	12
Certificate of Achievement	Accounting	2	6	7	4	5

		2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Certificate of Achievement	Business General, Transfer	2	0	1	1	1
	Total	4	6	8	5	6
Total		21	16	20	24	23

ACCT 177

Distinct Enrollments

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Total	31	28	32	23

% Enrollment by Instruction Method

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Lecture and/or discussion	31 .650	28 .860	32 .880	23 .910
Total	31 0.65	28 0.86	32 0.88	23 0.91

% Enrollment by Location

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Main Campus - Fairfield	31 .650	28 .860	32 .880	23 .910
Total	31 0.65	28 0.86	32 0.88	23 0.91

% Enrollment by Gender

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Female	74% .570	79% .820	53% .760	65% .870
Male	26% .880	14% 1.000	47% 1.000	35% 1.000
Not Reported	0%	7% 1.000	0%	0%
Total	100% 0.65	100% 0.86	100% 0.88	100% 0.91

% Enrollment by Ethnicity

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Am. Indian or Alaskan Native	3%	0%	0%	0%
Asian or Pacific Islander	19% 1.000	32% .780	31% .900	30% 1.000
Black Non-Hispanic	16% .400	11% .670	13% .750	13% .670
Hispanic	19% .670	7% 1.000	13% 1.000	9% .500
Other	19% .330	29% 1.000	16% .600	26% 1.000
White Non-Hispanic	23% .860	21% .830	28% 1.000	22% 1.000
Total	100% 0.65	100% 0.86	100% 0.88	100% 0.91

% Enrollment by Student Age

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
between 18 and 20	6% 1.000	4% 1.000	0%	9% 1.000
between 20 and 30	29% .670	29% 1.000	38% 1.000	52% .920
Over 30	65% .600	68% .790	63% .800	39% .890
Total	100% 0.65	100% 0.86	100% 0.88	100% 0.91

% Enrollment by Major

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Accounting	81% 0.68	57% 0.88	69% 0.86	52% 0.92
Business General, Transfer	6% 0.50	14% 0.75	13% 0.75	13% 0.67
Undeclared	6% 1.00	11% 1.00	6% 1.00	9% 1.00
Registered Nursing	0% 0.00	11% 1.00	0% 0.00	0% 0.00

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
General Business	0% 0.00	0% 0.00	3% 1.00	4% 1.00
Biology	3% 0.00	0% 0.00	0% 0.00	0% 0.00
CIS-Microcomputer Applications	0% 0.00	0% 0.00	0% 0.00	4% 1.00
CIS-Web/Net Administration	0% 0.00	0% 0.00	0% 0.00	4% 1.00
English	3% 0.00	0% 0.00	0% 0.00	0% 0.00
Film & Television	0% 0.00	0% 0.00	3% 1.00	0% 0.00
Others	0% 0.00	7% 0.50	6% 1.00	13% 1.00
Total	100% 1%	100% 1%	100% 1%	100% 1%

% Grade Distribution

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
A	10%	46%	53%	43%
B	29%	25%	25%	35%
C	26%	14%	9%	13%
D	23%	0%	0%	0%
F	3%	11%	9%	9%
W	10%	4%	3%	0%
Total	100%	100%	100%	100%

Persistence Rates

	Spring 2009	Spring 2010	Spring 2011	Spring 2012
Next Semester	71%	75%	66%	78%
Next Year	45%	46%	44%	65%

Assessments

Spring 2012

Outcome Description

Analyze and adapt manufacturing costs as they apply to planning, controlling, and determining unit costs, inventory valuation, and income.

Success Criteria

All students were required to complete a Term Problem designed to incorporate the   Instructor
outcomes in order to receive a passing grade. The problem involves each student
controlling a business for an eight week period (each week represents a year in the
problem) and using the outcomes as they compete against each other to increase sales and
profits. The Problems were graded based on a rubric.

Assessment Results

71% students demonstrated the use of outcomes at a high level, 19% at a good level, and 10%   Planned Date Next Assess
at a barely adequate level.

Planned Actions for Change

The problem works very well as students can see how the outcomes may work in the manufacturing
environment. The problem has been used for three years and still needs some adjustments made. The
problem will be improved and its use will be continued.

Results of Action

                                                                                        Date of Results

Programs

	Discipline		Program Name
Certificate			
20953	Accounting		Accounting
Degree			
06510	Accounting		Accounting

Awards

		2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Associate in Arts	English	0	1	0	0	0
	Film and Television	1	0	0	0	0
	Foreign Language: Spanish	1	0	0	0	0
	General Science	1	0	0	0	0
	Interdisciplinary Studies: Communication	1	0	0	0	0
	Interdisciplinary Studies: Science and Quantitative Reasoning	0	1	0	0	0
	Interdisciplinary Studies: Social Science	0	1	0	0	0
	Liberal Arts	3	1	0	1	0
	Psychology	0	0	0	0	1
	Social Science	0	0	0	0	1
	University Studies: Communication	1	0	0	0	0
	University Studies: Liberal Studies Elementary Teacher Preparation	1	0	1	2	5
	University Studies: Science and Quantitative Reasoning	1	0	0	1	1
	University Studies: Social Science	1	1	0	2	4
	Total	11	5	1	6	12
Associate in Science	Accounting	4	4	3	8	7
	Banking and Finance: Bank Operations	1	0	0	0	0
	Business General, Transfer	0	2	2	4	5

		2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Science	CIS: Computer Programming	0	0	0	1	0
	CIS: Microcomputer Applications	0	0	0	1	0
	General Business	0	1	0	0	0
	Management	1	0	1	0	0
	Management: Small Business Management	0	0	1	0	0
	Office Technology: Administrative Assistant	0	1	0	0	0
	Registered Nursing	0	0	0	1	0
	Total	6	8	7	15	12
Certificate of Achievement	Accounting	1	5	5	5	5
	Business General, Transfer	0	0	0	2	1
	Medical Front Office Clerk	0	0	1	0	0
	Total	1	5	6	7	6
Total		18	18	14	28	30

ACCT 180

Distinct Enrollments

	Fall 2008	Fall 2009
Total	21	28

% Enrollment by Instruction Method

	Fall 2008	Fall 2009
Lecture and/or discussion	21 .760	28 .610
Total	21 0.76	28 0.61

% Enrollment by Location

	Fall 2008	Fall 2009
Vallejo Center	21 .760	28 .610
Total	21 0.76	28 0.61

% Enrollment by Gender

	Fall 2008	Fall 2009
Female	67% .930	82% .650
Male	33% .430	18% .400
Total	100% 0.76	100% 0.61

% Enrollment by Ethnicity

	Fall 2008	Fall 2009
Am. Indian or Alaskan Native	10% .500	7% 1.000
Asian or Pacific Islander	24% 1.000	21% .670
Black Non-Hispanic	24% .800	29% .630
Hispanic	5% 1.000	14% .250
Other	24% .400	14% .500
White Non-Hispanic	14% 1.000	14% .750
Total	100% 0.76	100% 0.61

% Enrollment by Student Age

	Fall 2008	Fall 2009
Less than 18	10%	11% .670
between 18 and 20	14% .670	7% .500
between 20 and 30	43% .780	14% .250
Over 30	33% 1.000	68% .680
Total	100% 0.76	100% 0.61

% Enrollment by Major

	Fall 2008	Fall 2009
Accounting	29% 0.83	39% 0.82
Undeclared	33% 0.71	18% 0.40
Business General, Transfer	14% 1.00	18% 0.40

	Fall 2008	Fall 2009
Marketing	5% 0.00	4% 1.00
Asian-American Studies	5% 1.00	0% 0.00
CIS-Computer Programming	0% 0.00	4% 0.00
CIS-Microcompute r Applications	0% 0.00	4% 1.00
Drafting Technician	0% 0.00	4% 1.00
Early Childhood Education	0% 0.00	4% 1.00
Management-Retai l	0% 0.00	4% 0.00
Others	14% 0.67	4% 0.00
Total	100% 1%	100% 1%

% Grade Distribution

	Fall 2008	Fall 2009
A	43%	32%
B	33%	25%
C	0%	4%
D	0%	4%
F	19%	29%
W	5%	7%
Total	100%	100%

Persistence Rates

		Fall 2008	Fall 2009
	Next Semester Next Year	57% 38%	64% 29%

Assessments

Outcome Description

Demonstrate the use of the accounting cycle to prepare the income statement, statement of owner's equity, and balance sheet while applying the generally accepted accounting principles and concepts.

Success Criteria

Instructor

Assessment Results

Planned Date Next Assess

Planned Actions for Change

Results of Action

Date of Results

Programs

Discipline	Program Name
Certificate	
20958	Management	Retail Management: WAFC
Degree	
12273	Management	Retail Management: WAFC

Awards

		2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Arts	General Science	1	0	0	0	0
	Liberal Arts	1	0	0	0	0
	Psychology	0	0	1	0	0
	Social Science	0	0	1	0	0
	University Studies: Social Science	0	0	1	0	0
	Total	**2**	**0**	**3**	**0**	**0**
Associate in Science	Accounting	0	1	1	0	0
	General Business	1	0	0	0	0
	Office Technology: Administrative Assistant	0	1	0	0	0
	Registered Nursing	0	0	0	1	0
	Total	**1**	**2**	**1**	**1**	**0**
Certificate of Achievement	Accounting	0	0	0	0	2
	Criminal Justice: Law Enforcement	0	1	0	0	0
	Total	**0**	**1**	**0**	**0**	**2**
Total		3	3	4	1	2

ACCT 183

Distinct Enrollments

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
Total	35	30	24	47

% Enrollment by Instruction Method

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
Lecture and/or discussion	35 .800	30 .870	24 .750	47 .830
Total	35 0.80	30 0.87	24 0.75	47 0.83

% Enrollment by Location

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
Main Campus - Fairfield	35 .800	30 .870	24 .750	47 .830
Total	35 0.80	30 0.87	24 0.75	47 0.83

% Enrollment by Gender

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
Female	66% .780	77% .910	58% .790	60% .820
Male	34% .830	23% .710	38% .670	40% .840
Not Reported	0%	0%	4% 1.000	0%
Total	100% 0.80	100% 0.87	100% 0.75	100% 0.83

% Enrollment by Ethnicity

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
	3%	0%	0%	0%
Am. Indian or Alaskan Native	0%	7% 1.000	0%	2%
Asian or Pacific Islander	9% 1.000	30% .890	13% 1.000	30% .860
Black Non-Hispanic	11% .500	7% .500	17% .750	6% .670
Hispanic	17% 1.000	13% .750	8% 1.000	13% .670
Other	14% .800	20% .830	33% .750	19% .780
White Non-Hispanic	46% .810	23% 1.000	29% .570	30% 1.000
Total	100% 0.80	100% 0.87	100% 0.75	100% 0.83

% Enrollment by Student Age

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
between 18 and 20	11% 1.000	7% 1.000	4%	9% 1.000
between 20 and 30	26% .780	63% .790	42% .600	47% .680
Over 30	63% .770	30% 1.000	54% .920	45% .950
Total	100% 0.80	100% 0.87	100% 0.75	100% 0.83

% Enrollment by Major

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
Accounting	40% 1.00	63% 0.89	75% 0.72	62% 0.83
Undeclared	14% 0.60	13% 0.75	8% 1.00	9% 0.75
Business General, Transfer	20% 0.57	3% 1.00	4% 0.00	11% 0.80

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
Registered Nursing	0% 0.00	10% 1.00	4% 1.00	0% 0.00
CIS-Microcomputer Applications	3% 1.00	0% 0.00	0% 0.00	2% 1.00
CIS-Web/Net Administration	0% 0.00	0% 0.00	0% 0.00	4% 1.00
Early Childhood Education	6% 1.00	0% 0.00	0% 0.00	0% 0.00
Mathematics	3% 1.00	0% 0.00	0% 0.00	2% 1.00
Biology	0% 0.00	0% 0.00	4% 1.00	0% 0.00
Biotechnology	3% 1.00	0% 0.00	0% 0.00	0% 0.00
Others	11% 0.50	10% 0.67	4% 1.00	11% 0.80
Total	100% 1%	100% 1%	100% 1%	100% 1%

% Grade Distribution

	Fall 2008	Fall 2009	Fall 2010	Fall 2012
A	51%	53%	42%	30%
B	23%	27%	17%	36%
C	3%	7%	17%	17%
D	0%	0%	4%	4%
F	14%	0%	0%	6%
P	3%	0%	0%	0%
W	6%	13%	21%	6%
Total	100%	100%	100%	100%

Persistence Rates

		Fall 2008	Fall 2009	Fall 2010	Fall 2012
	Next Semester Next Year	71% 57%	80% 43%	67% 38%	74% 45%

Assessments

Fall 2010

Outcome Description

Analyze and evaluate the principles of federal income tax applied to individual tax returns.

Success Criteria

Students were required to complete homework, tests and a project. The project was
required to be completed to receive a passing grade. The project was graded based on a
rubric.

Instructor

Assessment Results

There was one face to face class consisting of 19 students. 10 of the students demonstrated
the ability to analyze and evaluate the principles of federal income tax at a high level, 8 at a
good level and 1 student at an inadequate level.

Planned Date Next Assess

Planned Actions for Change

Due to the difficulty of the class, I could have been clearer that the grades would be curved if necessary.
No substantial changes.

Results of Action

Date of Results

Programs

	Discipline	Program Name
Certificate		
20953	Accounting	Accounting
Degree		
06510	Accounting	Accounting

Awards

		2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Arts	Film and Television	0	1	0	0	0
	Foreign Language: Spanish	1	0	0	0	0
	General Science	1	0	0	0	1
	Interdisciplinary Studies: Communication	1	0	0	0	0
	Interdisciplinary Studies: Science and Quantitative Reasoning	0	1	0	0	1
	Interdisciplinary Studies: Social Science	0	1	0	0	0
	Liberal Arts	5	2	0	2	0
	Mathematics	0	1	0	0	0
	Psychology	0	1	0	0	0
	Social Science	0	0	0	0	2
	University Studies: Communication	1	0	0	0	0
	University Studies: Liberal Studies Elementary Teacher Preparation	2	0	1	2	7
	University Studies: Science and Quantitative Reasoning	1	0	0	0	1
	University Studies: Social Science	2	1	0	1	6
	Total	14	8	1	5	18
Associate in Science	Accounting	1	3	3	6	8
	Banking and Finance: Bank Operations	1	0	0	0	0
	Business General, Transfer	1	2	2	3	5

		2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
Associate in Science	CIS: Microcomputer Applications	0	1	1	0	1
	Criminal Justice: Corrections	0	0	1	0	0
	General Business	1	1	0	0	0
	Management	1	0	0	0	0
	Marketing	0	1	0	0	0
	Real Estate	1	1	0	0	0
	Registered Nursing	0	0	0	1	0
	Total	6	9	7	10	14
Certificate of Achievement	Accounting	2	4	5	3	5
	Business General, Transfer	0	0	0	1	1
	Business Insurance: Property and Casualty	1	0	0	0	0
	Cosmetology	0	1	0	0	0
	Criminal Justice: Computer Forensics	0	0	0	0	1
	Marketing	0	1	0	0	0
	Medical Front Office Clerk	0	0	0	1	0
	Real Estate	0	1	0	0	0
	Total	3	7	5	5	7
Total		23	24	13	20	39

SOLANO COMMUNITY COLLEGE DISTRICT
CLASS SPECIFICATION

CLASS TITLE: DEAN OF RESEARCH, PLANNING AND INSTITUTIONAL
                           EFFECTIVENESS

BASIC FUNCTION:

Under the direction of the Superintendent-President, the Dean of Research, Planning and Institutional Effectiveness provide dynamic and effective leadership in order to manage college-wide planning efforts; aid in the management, coordination and reporting of student learning outcomes and student success; establish a college culture of evaluation of institutional effectiveness; and set a college research agenda with a means to assess the agenda's effectiveness, including management of enrollment activities (Enrollment targets, data, retention, budgetary implications and overall effectiveness of student enrollment).

This position supervises two research staff members, works collaboratively with, and promotes a growing number of programs and individuals involved in institutional effectiveness activities.

DISTINGUISHING CHARACTERISTICS:

The Dean is responsible for overseeing all aspects of District wide planning; working directly with faculty on classroom research; working with faculty committees that create and assess student learning outcomes; evaluating college programs and services and their impact on the Accountability Reporting for Community Colleges in the State of California (ARCC); and leading an effective college Office of Institutional Research. She/he will work collaboratively with the different units impacted by enrollment, including, but not limited to academic deans, recruiter, marketing coordinator, fiscal services, counseling, financial aid, etc.

The Dean of Research, Planning and Institutional Effectiveness chairs the college Research and Planning Committee. The position collaborates closely with the faculty-driven student learning outcomes committees, and the college Shared Governance Council. The Dean of Research, Planning and Institutional Effectiveness will also actively participate in state and national research and planning organizations.

REPRESENTATIVE DUTIES:

The dean's duties and functions, which may be changed with appropriate notice, are to:

> Provide vision and leadership for a diverse, dynamic and innovative community of faculty, staff and students.

> Provide year-round leadership, management, participation in the development of an instructional, student, and/or support services division's day, evening, weekend, inter-session and summer programs.

Assist in the hiring process of management, faculty and classified staff for assigned division or area and recommend personnel actions to supervisor.

Assist in the training of assigned managers, supervisors, faculty and classified staff.

Evaluate assigned managers, supervisors and classified staff.

Organize and manages the operation of the assigned division or area office; coordinates and administers its budget.

Manage with division faculty, staff, and other administrators the preparation of the class schedules, catalogs, brochures and other printed or electronic materials for the assigned division(s).

Ensure all college Program Reviews receive timely, accurate and relevant data.

Facilitate grant applications for assigned division or area, manages grants, and prepares required reports.

Serve as liaison to other college divisions, areas and services, advisory committees, individual students and student groups, and appropriate university, school and other off-campus and community groups.

Serve on district committees as assigned.

Organize, manage and participate in the annual planning and budgeting process in cooperation with managers, supervisors, faculty and classified staff and in concert with college goals for assigned division or area.

Manage the approved annual budget for assigned area.

Interpret accurately applicable laws, regulations and collective bargaining contract provisions.

Respond to and seeks resolution of complaints arising from division/area activities, including participating in the process of collective bargaining contract grievances.

Provide leadership for and assists with departmental program reviews.

Assist in accreditation process.

Support a climate that promotes innovation and improved service to students and the community; cooperates with area staff and other managers to develop processes that are student friendly and supportive of student success.

Manage and participates in the continued evaluation and improvement of the assigned area's instructional, student, and/or support services programs.

Promote the assessment of student outcomes in order to determine the effectiveness of student learning and student development programs in the area.

Assist in the coordination of area programs with those of other institutions and in the development of partnerships with external agencies.

Participate actively in and support college and District shared governance components and activities and other collaborative processes.

Make timely and effective reports to the governing board of the college.

Employ appropriate techniques and strategies to resolve disputes and to enhance communication and cooperation among the members of the college and District communities.

Interpret and analyze appropriate laws, policies, rules and procedures to determine impact on assigned instructional or student services division or program area and oversee compliance and reporting strategies.

Perform other related duties as assigned.

ENROLLMENT MANAGEMENT DUTIES:

Chair the College Enrollment Management Committee ensuring the Committee meets regularly and conducts its business appropriately.

Provides necessary data for scheduling purposes working jointly with the Academic Deans, the Vice President for Academic Affairs and the Vice President of Finance and Administration.

Write reports and share information capable of enhancing enrollment, retention and graduation of Solano Community College students.

Develop methodologies to account for in-state and out of state and international student's access and success at the College using longitudinal data.

Remain abreast of development in the field of enrollment management and share the knowledge with the College community.

Make presentations to Governance entities and the Governing board on issues related to enrollment.

Provide necessary data for academic administrators to make enrollment decisions to effectively manage the instructional budget.

KNOWLEDGE AND ABILITIES:

Knowledge of research design, methods, sampling, descriptive and inferential statistics, and analytical and research strategies including survey research methods.

Knowledge of relevant software such as statistical packages, spreadsheet, relational database, presentation software, and query software.

Knowledge of program evaluation and assessment of educational and student learning outcomes.

Knowledge of organization, policies and objectives projects, surveys and studies used in assessing institutional effectiveness, assisting with college enrollment planning and decision-making.

Budget preparation and control.

Principles and practices of program administration, supervision and staff development.

Policies, regulations, and objectives of assigned programs and activities.

Programs, functions, purposes and goals of the division/area.

Effective practices and methods for program planning, developing, implementations, and evaluation.

Shared Governance Policy and Procedures.

Provisions of Collective Bargaining Agreements.

ABILITY TO:

Ability to comfortably interact and present one-on-one, small group, and large group settings with non-research faculty, staff, administrators, and community members.

Ability to work independently, problem solve, coordinate, and supervise projects, and meet schedules and deadlines.

Demonstrate effective interpersonal communication.

Demonstrate expertise in project planning, development and implementation.

Demonstrate skill in respectful, sensitive and effective communication with people who are diverse in their cultures, ethnicities, language groups, and abilities, and with individuals from all other groups protected from discrimination; sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Plan, organize, develop and evaluate the programs, activities and curriculum of a College academic division.

Coordinate the curriculum design, development, and modifications in order to meet student and community needs.

Work within complex, integrated Enterprise Resource Planning (ERP) systems.

Communicate effectively, both verbally and in writing, with faculty and staff, students and community members.

Work effectively with students, faculty, and staff from diverse backgrounds and disabilities to promote access and equity.

Present a positive image of the College in the community.

Train, supervise and evaluate personnel according to successful modern management theory and practices.

Read, interpret, apply and explain rules, regulations, policies and procedures.

Maintain current knowledge of program rules, regulations, requirements and restrictions.

Analyze situations accurately and adopt an effective course of action.

Work cooperatively and coordinate projects with other administrators and staff to offer effective services to students.

Organize and chair meetings, lead workshops, facilitate group discussions and involve faculty and staff in idea generation, goal setting and decision-making.

Meet schedules and time lines; organize multiple projects effectively; and carry out required project details throughout the year.

Evaluate and support faculty and staff recommendations for program improvements and/or new program efforts.

Develop and manage grants and special projects.

Work collaboratively with faculty to develop an effective schedule of classes to produce a high quality program.

Work within Board/District approved guidelines to establish positive media and community relations.

EDUCATION AND EXPERIENCE:

Any combination equivalent to a Master's degree in a research-related field (such as statistics, Mathematics, business [MBA, economics], social sciences or education).

Five or more years of professional-level experience in an institutional research and planning, research based consulting, program management or similar setting.

Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, cultural, disability, religious background, and sexual orientation of community college students.

Preferred Qualifications: Experience with applications of administrative systems in higher education (preferred Banner, reporting and analysis software, program evaluation software, integrated management system for tracking academic program and budget, etc. or equivalent combination).

WORKING ENVIRONMENT:

Environment:
Office environment with daily, staff-faculty interactions, subject to frequent interruptions; travel to off-campus locations may be required.

Physical Abilities:
Dexterity of hands and fingers to operate a computer terminal; seeing to read and analyze financial and statistical reports; utilize speech and hearing to communicate with others in ordinary or telephonic conversation; sitting and standing for extended periods of time.

CLA/ea:1/10/13

Board approved:1/16/13

SOLANO COMMUNITY COLLEGE DISTRICT
POSITION DESCRIPTION

CLASS TITLE: DIRECTOR OF RESEARCH AND PLANNING (Classified Manager)

BASIC FUNCTION:

Under the direction of the Dean of Research, Planning and Institutional Effectiveness, perform duties related to development and management of a college research and planning processes; coordinates strategic planning and research efforts; ensures accurate compliance with internal program review processes; responsible for development and dissemination of planning information, enrollment trends. Provide assistance and counsel in the analysis and interpretation of academic and administrative data in support of decision making and policy formation; coordinate external environmental scanning. Provides management support to the College's ongoing institutional effectiveness program.

REPRESENTATIVE DUTIES:

Work closely with all administrative offices and College committees in determining research projects.

Actively manage the Colleges Program Review process. Monitor timelines and compliance, support the process with training and resources as required as well as communicate results and recommendations coming from Program Review

Act as technical consultant on Service Area Outcomes. Provide training to managers on developing sound outcomes for their service areas. Provide suggestions and support on developing success criteria, assessment methods and results interpretation.

Prepare, maintain and report on a variety of comprehensive statistical studies related to enrollment, matriculation, demographics, equity, student learning outcomes, course scheduling patterns and other mandated information; assure the timely processing and distribution of reports to State agencies and College administrators.

Liaise with webmaster to ensure reports are freely available and accessible by internal and external stakeholders.

Oversee validation of the accuracy of the College's Apportionment Attendance Reports (CCFS-320) to the Chancellor's Office.

Work with Dean of Research, Planning and Effectiveness to identify major college decision points and produce impartial analysis to support decision making.

Conceptualize, design and execute research projects by establishing framework, data elements and methodology and compile and analyze complex statistical data and report findings in narrative or graphic formats.

Develop, format, write and edit formal published reports, as required by the College and the State or other external agencies; prepare informal written reports and make oral presentations to the Board of Trustees, individuals and small groups, both on and off campus as appropriate.

Provide technical expertise to faculty and staff regarding research projects and methodology.

Maintain contacts with off-campus research sources and organizations.

May work on research projects in cooperation with other agencies and academic institutions and coordinate staff activities involved in participation in such projects.

Through continued study and participation in professional organizations, maintain current in the fields of organizational planning and post-secondary education, writing summaries, as appropriate, and advising staff and others regarding practical applications.

Coordinate and support a broad-based, comprehensive, collaborative program of District planning, which incorporates the outcomes of program review, accreditation, and other on-going evaluation programs.

Serve as a resource staff member for the District's Shared Governance Council, assisting this body in gathering data for, drafting, and publishing the District's annual report.

Serve as the Facilitator for the District's Planning Committees

Coordinate and maintain the District plans, incorporating program reviews, internal and external data scans, and needs assessments.

Identify primary institutional source data and external local, State and national demographic data to be used in research projects and reports.

Conceptualize and interpret complex data and develop clear, concise recommendations to effectuate improvement in programs, planning and strategic goals.

Evaluate progress toward achievement of adopted goals, recommending actions where appropriate.

Develop systematized methods for the gathering of data, including, student learning outcome assessment, workload measures, financial indicators and program review.

Assist in preparation and administration of the budget for the Office of Research and Planning; ensure expenditures are correctly recorded and account balances are sufficient to cover costs.

Assist in the evaluation, selection and implementation of new data analytic software

Hire, orient, train, assign, schedule, supervise and evaluate office staff, assuring that applicable regulations and policies are adhered to and applied correctly.

Maintain work unit standards for service efforts and other quality control measures and facilitate improvements in quality of staff efforts.

Assist in administration of the District's collective bargaining agreements, as appropriate.

Serve on appropriate committees and represent management, as requested.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Affirmative Action/Equal Opportunity policy and practices that lead to
     increasedunderstanding of, sensitivity to, and respect for diverse cultural groups,
     women, and the disabled.
Local and State planning and evaluation processes.
Outcomes assessment and program review processes
Research methodology and statistical analyses related to student performance,
     course scheduling and administrative functions.
Compilation, analysis and distribution of complex data.
Enrollment, admission and matriculation procedures and regulations.
Oral and written communication skills, including formal report and technical writing.
Personnel management practices and techniques of supervision.
Interpersonal skills, using tact, patience and courtesy.
Budget preparation and control techniques.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Modern office practices, procedures and equipment, including database, spreadsheet, word processing, and statistical software.

ABILITY TO:

Manage and support complicated internal processes
Design and develop structured data-gathering and analysis systems, including survey
     questions.
Design and implement data-collection systems in support of institutional planning, both
     operational and strategic.
Prepare, format, edit and distribute narrative and statistical reports.
Develop special analytical studies related to matriculation components, curriculum,
     instructional programs, and college management.
Operate a computer and a variety of spreadsheet, database, reporting and word processing
     programs.
Communicate effectively, both orally and in writing.
Demonstrate an understanding and sensitivity to the diverse socio-economic, cultural and
     ethnic background of all employees, including the disabled.
Establish and maintain cooperative and effective working relationships with others.
Analyze situations accurately and adopt an effective course of action.
Work independently with little direction.
Plan and organize work.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: a master's degree, including or supplemented by course work in statistics, research methodology or closely related fields, and two years of experience in institutional or educational research and administration; community college experience desired.

RJS/zg

Board approved: 6/16/99
Revised: 8/12/13

SOLANO COMMUNITY COLLEGE DISTRICT
POSITION DESCRIPTION

CLASS TITLE: CHIEF TECHNOLOGY OFFICER

BASIC FUNCTION:

Under the direction of the assigned Supervisor, the Chief Technology Officer provides primary leadership in strategic and technology planning and integration of information technologies needed to support the academic mission, student support, administrative services, and college strategic planning; to plan, organize, administer, develop, and provides leadership for faculty and staff in offering quality educational services; and supervises and evaluates the performance of assigned personnel.

SPECIFIC DUTIES AND RESPONSIBILITIES:

Provide managerial direction including planning, goal setting, implementation, coordination, evaluation, and accountability for all areas of technology services.

Work cooperatively with the Superintendent/President, Vice Presidents, and the Director of Human Resources to coordinate mission, goals and objectives of the College as a whole. Participate in strategic and long-range educational planning for the District.

> Technology
>
> Plan, organize, administer, and coordinate the District's computer and communications technologies to support administrative and academic functions.
>
> Maintain current knowledge of new developments and innovations in community colleges and higher education in computers and communications technology.
>
> Provide leadership in developing a technology plan that considers the needs of academic programs and administrative support services and includes short- and long-range planning of information systems and telecommunications required to support the District's strategic plan.
>
> Develop a plan for professional training that provides information and training for employees on current and emerging technology.
>
> Management/Administration
>
> Exercise leadership in the development of the budget and manage financial resources consistent with District policy and sound financial management principles.

Conduct research and compile statistics for inclusion in special and periodic reports; maintain records and data for internal analysis, management planning and development of short- and long-range goals.

Communicate with administrators, faculty and staff by conducting meetings and in-service training to facilitate planning and decision-making for the units to keep employees informed about issues and projects for the overall College program; serve on committees and advisory boards.

Mediate and resolve problems, complaints and first-level grievances.

Supervise, manage, and evaluate assigned administrators, and staff according to proper management practices, the District policies, procedures, collective bargaining agreements and state and federal regulations.

Participate in the screening and recommendation of applicants for positions which report directly to the Chief Technology Officer.

Assure proper use and security of assigned facilities; provide equipment maintenance; comply with health and safety regulations and provide for the monitoring of safety and hazardous materials requirements.

Serve on College and ad hoc committees; attend meetings and conferences; and make oral presentations to College and community groups, as requested.

Recommend institutional policy and supervise preparation of appropriate policy statements and regulations.

Assist in the preparation of proposals and monitor the collective bargaining agreements as they apply to technology.

Plan and implement professional development activities for technology personnel.

Prepare reports as required for state and federal agencies.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Higher education mission, organization, operations, policies and objectives in community
        colleges.
Multiple methods of instruction including mediated and learning at a distance.
Information system technologies including systems analysis and design, planning,
        developing, and directing computer systems and operations.
Personal operating systems.

Interconnectivity, mainframe and associated system software and telecommunications
    technologies including telecommunications, wiring and design considerations and
    interfaces with network systems (i.e., Banner, Datatel).
Budget preparation and control.
Principles and practices of program administration and planning, developing,
    implementation, and evaluation.
Effective interpersonal communication.
Policies, regulations and objectives of assigned programs and activities.
Evidence of sensitivity to and understanding of the diverse academic, socioeconomic,
    cultural, disability, and ethnic backgrounds of community college staff and
    students.

ABILITY TO:
Work within complex, integrated Enterprise Resource Planning (ERP) systems.
Plan, organize, develop and evaluate the programs and activities in technology.
Ability to direct College technology planning activities, establish, support, and lead
    multiple project teams.
Communicate effectively, both verbally and in writing.
Work effectively with employees and students from diverse backgrounds and the
    disabled to promote access and equity.
Present a positive image of the College in the community.
Train, supervise and evaluate assigned staff according to successful modern management
    theory and practices.
Read, interpret, apply and explain rules, regulations, policies and procedures.
Maintain current knowledge of program rules, regulations, and requirements.
Analyze situations accurately and adopt an effective course of action.
Work cooperatively and coordinate projects with other administrators and staff.
Understand the needs of the unit in the context of the overall academic program and
    participate with the Executive Council to set goals and priorities for the College
    as a whole.
Demonstrate an understanding and sensitivity to the diverse socio-economic, cultural and
    ethnic background of all employees, including the disabled.
Organize and chair meetings, lead workshops, facilitate group discussions and involve
    faculty and staff in idea generation, goal setting and decision-making.
Meet schedules and timelines; organize multiple projects effectively; and carry out
    required project details throughout the year.
Evaluate and support management, faculty, and staff recommendations for program
    improvements and/or new program efforts.
Manage grants and special projects.
Work within Board/District approved guidelines to establish positive media and
    community relations.

EDUCATION AND EXPERIENCE:

EDUCATION: A Bachelor's degree or equivalent in Information Technology, Computer and Information Science or Computer Engineering or related field from a regionally accredited college or university.

EXPERIENCE: At least three years experience in the area of computer information science, information technology, computer engineering, or related field.

TL/zg:10-14-09
JE: 10/17/12

Board approved: 12/2/09
Revised   10/17/12

Argos 6-Day Advanced Training Package

Argos is a powerful reporting solution designed for everyone from novice users to the most seasoned technical experts. Our training sessions are designed to illustrate the features of the product, show how to access the support resources, and familiarize different types of users with their capabilities in Argos through hands-on training. Our training sessions also include a discussion with the application administrators regarding configuration and security.

The Argos Advanced Training Package is designed to provide in-depth training for developing DataBlocks and writing reports, as well as using the Argos advanced modules, include OLAP, Charts, and API. It also includes a trainer-facilitated discussion about best practices for reporting with Argos. This package is suitable for clients who are new to Argos as well as for those who would like to broaden Argos use on campus or advance the skills of current Argos users.

The schedule for this training package is split into two 3-day sessions. We strongly recommend that you schedule these two sessions more than one week—and not more than six weeks—apart, to allow for sufficient time for the attendees to practice their new skills and formulate questions to discuss during the second session.

Below you'll find a detailed agenda and descriptions of the material covered in each training session. Our trainers are careful to cover all of the topics listed in the session descriptions, but we opt not use an hour-by-hour schedule. This allows our trainers to facilitate more dynamic sessions, with opportunities for discussion and independent lab times determined by the attendees' progression through the material. It also allows for the client and the trainer to customize certain segments of the training to accommodate specific attendees.

The different sessions that make up the training agenda are designed for attendees of a specific user type. The agenda and session descriptions below include the intended audience for each session. Before your training commences, we will ask you to select attendees based on what type of Argos user they will be. To help you start thinking about who those attendees should be, here is a description of the different Argos user types:

- **Report Viewers:** Casual users who are able to run reports and save and distribute the output in a variety of useful formats.
- **Report Writers:** Intermediate users who use pre-built DataBlocks to build a variety of reports (should be comfortable learning new software tools).
- **DataBlock Designers:** Argos "power users" who create DataBlocks and reports (should be familiar with SQL and database table structure).
- **MAPS Administrator:** Person who manages the MAP Server and sets up and defines the configuration options (users, groups, and ADO connections).

Please review the training agenda and session descriptions below, to determine if the Argos Advanced Training Package is the right solution for you. Don't hesitate to contact us with any questions or concerns!

IMPORTANT NOTE: *The Argos Advanced Training Package does not include custom report development—if you need custom report development, please see the Argos Deployment Service page or our Development Services page.*

Session Descriptions and Recommended Audience

MAPS Configuration and Security

This small group is designed to facilitate the discussion around MAPS configuration and security

Audience: Application Administrators and DBA (for purpose of security discussions)

Topics Covered:
ADO Connections
Groups/Users
Email Server
Printers
File Operations
API
Data Dictionary
Multiple servers - Test vs. Production
Check for Updates
Administer Evisions support page logins
Customize launch page

Argos Demonstration

In this session we will demonstrate how to access the support resources available to Evisions clients, give an overview of Argos functionality, show attendees how to navigate and run a variety of reports and manipulate an OLAP cube

Audience: All User Groups and anyone who is interested in the seeing how Argos works and its capabilities

Topics Covered:
Identify support resources
 Evisions website
 Training schedule
 Evisions COOP
 Technical documentation
Argos Folder Structure
 Purpose of folders
 Navigation in the folder structure
 Contents of folders
Learn to execute a Dashboard and run Argos reports
Demo of the different advanced reporting modules of Argos
 OLAP Cubes
 Drill through Charts

DataBlock Designer Training

In this hands-on training we will show the basics of building a DataBlock form and report query. This session also includes a more in-depth look at OLAP cubes and dashboards and advanced SQL techniques

Audience: DataBlock Designers (an understanding of query logic or SQL is recommended)

Topics Covered:
Introduce the Support Resources
 Location
 Technical Documentation
 Forums
 DataBlock sharing
DataBlocks
 Definition
 Creation
 Components
Create dashboard variables
Create a report query
Introduce the Library of Objects
 Add objects to the library
 Create an object for a DataBlock template
Security
 Applying object level security
 Applying field level security for report query
Create an OLAP Cube
Dashboards with multiple forms
 How to create navigation
 Create drill through charts
Learn to apply advanced SQL techniques in the Visual Designer
 Subqueries
 Functions
 Unions
Create a dataset in a report
Create a schedule for a report
Configure an API report

DataBlock Designer Trainer Facilitated Lab

In this workshop session DataBlock Designers will work independently, or in small groups, to create DataBlocks based on their own internal needs. The goal of this session is for the DataBlock Designers to create DataBlocks that the Report Writers will be able to use in the second training session. The DataBlock Designers should plan on completing a DataBlock in its entirety, or to make significant progress so that the DataBlock can be completed without assistance from the instructor before the next training session. The instructor will facilitate this session by assisting with planning, suggesting techniques, and one on one instruction.

Audience: DataBlock Designers

Requirements for success:
 Attendees must be familiar with the database (tables)
 Attendees should know SQL
 Bring predefined report specifications with them
 Testing and validation of the DataBlocks will need to be accomplished before the second training session

Report Writer Training

In this hands-on training we will show the audience how to build and modify a CSV, Extract and Banded report
Audience: Report Writers and DataBlock Designers
Topics Covered:
Introduce the Support Forums
Discuss the difference between a shared and private report
Understand the different ways security can be applied to reports
Demonstrate the capabilities of each report type
Create all three report types
      Add expressions to reports
      Add filters and sorts to reports
      Add grouping to banded and extract reports
Introduce the Library of Objects
      Add and retrieve objects from the library
      Create and use a library template
Learn how using API can make your reports accessible to more people
Discussion of the Report Request Form

Report Writer Trainer Facilitated Lab

In this workshop session the Report Writers will create reports based on the DataBlocks created by the DataBlock Designers in the first training session. The attendees will work independently, or in small groups with the instructor facilitating by answering questions and giving direction.
Audience: Report Writers

Report Writer/DataBlock Designer Discussion Workshop

This is a trainer led discussion formatted to illustrate the elements needed for successful two-way communication between the different user groups. This session provides the DataBlock Designers an opportunity to communicate the information they need from the Report Writers to create viable DataBlocks. The Report Writers will be asked to give feedback on the DataBlocks that were created in the previous workshop sessions.
Audience: Report Writers and DataBlock Designers
Requirements for success:
Completed DataBlocks from the first sessions that have been tested, validated and are ready for publication.

Week One

Time	Day 1	Day 2	Day 3
8am	Meet and Set up Training Lab	Flexible Time (General Q&A)	Flexible Time (General Q&A)
9am	Argos Demonstration *All who are interested*	DataBlock Designer (Part 2) *DataBlock Designers*	DataBlock Designer Trainer Facilitated Lab *DataBlock Designers*
10am	MAPS Configuration and Security *MAPS Administrators and DBA*		
11am			
Noon	Lunch Break	Lunch Break	Lunch Break
1pm			
2pm	DataBlock Designer (Part 1) *DataBlock Designers*	DataBlock Designer (Part 3) *DataBlock Designers*	DataBlock Designer Trainer Facilitated Lab *DataBlock Designers*
3pm			
4pm	DataBlock Designer Q&A	DataBlock Designer Q&A	Final Follow-up *Project Manager*

Week Two

Time	Day 1	Day 2	Day 3
8am	Set Up and MAPS Meeting *MAPS Administrators and DBA*	Flexible Time (General Q&A)	Flexible Time (General Q&A)
9am	Argos Demonstration *Report Writers and Report Viewers*	Report Writer (Part 2 continued) *Report Writers*	Report Writer/DataBlock Designer Discussion Workshop *Report Writers and DataBlock Designers*
10am	Report Writer (Part 1) *Report Writers*		
11am			
Noon	Lunch Break	Lunch Break	Lunch Break
1pm			
2pm	Report Writer (Part 2) *Report Writers*	Report Writer Trainer Facilitated Lab *Report Writers*	Report Writer Trainer Facilitated Lab *Report Writers*
3pm			
4pm	Report Writer Q&A	Report Writer Q&A	Final Follow-up *Project Manager*

Evisions

Argos Deployment Service

August 15, 2013

Pre Engagement Activities Remote	Pre Engagement Required Available Resources
Send Order Acknowledgement -schedule, outline, resources Hand-Off Call, follow with meeting notes Kickoff call, follow with meeting notes Proposal of Project Schedule	**Client:** Project Manager, Project Sponsor, DBA, Banner Administrator, MAPS Administrator, Security Officer, System Administrator, Project Manager **Evisions:** Account Executive, Director of Client Relations, Operations Manager, Director of Consulting
Week 1 Activities- Preparation Remote	**Week 1 - Required Available Resources**
Review Current MAPS Summary Information	**Client:** DBA, Banner Administrator, MAPS Administrator, Security Officer, System Administrator **Evisions**: Consulting representative
Establish agenda and schedule for Onsite Meetings	
Review Information Architecture	
Review current Reporting Strategy/Requirements	
Request Report (specifications) Samples	
Confirm travel logistics	
Week 2 Activities - Analysis Onsite	**Week 2 - Required Available Resources**
Verify (or assist with set up for new clients) MAPS Environment, ADO LDAP, Email and printers	**Client**: Core individuals with the business and technical understanding of the desired reporting outcomes, work area with space to conduct small group interviews, with a network connection and desk space **Evisions**: Consulting representative
Security Discussion	
Agenda review / Planning for the week	
Remote Access Discussion (VPN, DB, Sql Developer Access)	
Interviews with report requesters	
Collect high-level report specifications	
Establish functional/technical contacts for each deliverable	
Establish rough prioritization of deliverables	
Create © Balsamic mock ups	
Week 3 Activities - Review of requirements Remote	**Week 3 - Required Available Resources**
Generate high-level specifications	**Client**: Core individuals with the business and technical understanding of the desired reporting outcomes **Evisions**: Consulting representative
Complete mock-ups	
Submit both for client review and approval	
Follow up with client on Friday for feedback on preliminary specs	
Week 4 Activities - Review High-Level specifications Remote	**Week 4 - Required Available Resources**
Upon Client approval - consulting will send specs to Development for review	**Client**: Core individuals with the business and technical understanding of the desired reporting outcomes **Evisions**: Consulting representative, Development representative
Development reviews high-level specs and generate questions for client by Friday	
Week 5 Activities - Technical Specifications Creation Remote	**Week 5- Required Available Resources**
Call is scheduled for Wednesday of this week for Consulting to Development handoff and questions (with client)	**Evisions**: Consulting representative, Development representative
Technical specifications and SOW (up to 120 hours) created as well as List of additional desired deliverables and associated hours	
Solutions DEV sends Larry List of additional desired Deliverables and Associated hours	
Week 6 Activities - Development Remote	**Week 6 - Required Available Resources**
Development done Agile-iterative model	**Client**: Core individuals with the business and technical

Client prepared to TEST as DataBlock or sections of work completed	understanding of the desired reporting outcomes **Evisions**: Consulting representative, Development representative
Week 7 Activities - Testing and Feedback	**Week 7 - Required Available Resources**
Additional time for client testing	**Client**: Core individuals with the business and technical understanding of the desired reporting outcomes
Week 8 Activities - Development Remote	**Week 8 - Required Available Resources**
Development done Agile-iterative model	**Client**: Core individuals with the business and technical understanding of the desired reporting outcomes **Evisions**: Consulting representative, Development representative
Confirm Training dates and purchase travel	
Client invites Technical staff to DataBlock Designer 1st Training	
Client prepared to TEST as DataBlock or sections of work completed	
Week 9 Activities - Testing and Feedback	**Week 9 - Required Available Resources**
Additional time for client testing	**Client**: Core individuals with the business and technical understanding of the desired reporting outcomes
Week 10 Activities - Development Remote	**Week 10 - Required Available Resources**
Development done Agile-iterative model	**Client**: Core individuals with the business and technical understanding of the desired reporting outcomes **Evisions**: Consulting representative, Development representative
Client prepared to TEST as DataBlock or sections of work completed	
Week 11 Activities - Testing and Feedback	**Week 11 - Required Available Resources**
Additional time for client testing	**Client**: Core individuals with the business and technical understanding of the desired reporting outcomes
Week 12 Activities - Training Preparation Remote	**Week 12 - Required Available Resources**
Development > Trainer handoff of deliverables	**Client**: Technical staff who will be using the Argos environment and/or maintaining the development work delivered, MAPS Administrator, DataBlock Designers **Evisions**: Development Representative, Training Representative
Client attends Recorded or online live Training	
Week 13 Activities - Training - DataBlock Designer for ADS Onsite	**Week 13 - Required Available Resources**
Travel and Prep	**Client**: Technical staff who will be using the Argos environment and/or maintaining the development work delivered, MAPS Administrator, DataBlock Designers, Training room **Evisions**: Training Representative
3 Day onsite DataBlock Designer Training	
Notes for Training Report generated	
Week 14 Activities - Training Preparation	**Week 14 - Required Available Resources**
Client attends Recorded or online live Training	**Client**: Report Writers, Contact for DataBlock Designer team or entire DB Design team
Week 15 Activities - Training - Report Writer for ADS onsite	**Week 15 - Required Available Resources**
Travel and Prep	**Client**: Report Writers, Contact for DataBlock Designer team or entire DB Design team, Training room **Evisions**: Training Representative
3 Day Onsite Report Writer Training	
Travel and Summary	
Final Training Report created	

IT Major Project List: 2013-2018

Desktop Svcs	2013/14	Inventory Management system & handheld barcode scanner 12/31
	2013-18	End-User Systems replacement - 5 year cycle (approx 2000 systems, some to virtualize) $1250 per system,
	2013/18	Software Standardization - OS and desktop software, Desktop hardware upgrades to support standards
	2013/18	Enterprise wide desktop monitoring system $4000 per month
	2013/18	Group Printing & Enterprise wide print monitoring system free assessment being arranged with CDW
	2013/23	Desktop Virtualization (classrooms)
		Staff Dev
Network Svcs	2013/14	Campus Wide WiFi
	2013/14	Clean Access
	2013/14	Network Mgmnt Software
	2013/14	CISCO VOIP system upgrade/replace
	New Bldg	Power (UPS/Gene new bldg)
	New Bldg	SAN Growth - perpetual upgrade capabilty @ $2k per TB)
	2013/14	New Core Switch (Est $400K)
	2013/18	10GB Backbone (Est $500k edge switches campus wide - excluding any fiber u/g)
	New Bldg	Move MPOA Tied to new Bldg
	New Bldg	New server room - when bldg 100 demo'd
	2014/15	Ent System Virtualization
	2015/16	Media Server (DE etc Cloudsource or local decision based on study to follow)
	2014-18	Security Systems Server & SAN - based on Chief of Police security survey)
	New Bldg	Disaster recovery to Cloud tied to new bldg
	New Bldg	Bandwidth on Demand from Cloud
	Ongoing	5 year replacement cylce
	Ongoing	Staff Dev
	2013-14	**Prisons DE program - ON HOLD**
Software Svcs	2016/17 XE	Banner major system upgrades
	2013/15	Degree Works $80,000 Soft Go live Jun 2014 - in dev Sep/Oct 2014
	2013/14	BDMS Go Live May 31 - Conversion & Trg $50,000??? Hard copy scan/title/key word search $$$
	2015/17	Work Flow

	2013/18	ODS
	2014/1	SARS - Banner integration counsellors Oct - 12/31
	2013/14	Luminis - UG to 5.1 (not yet complete eta 12/31) Step to 5.1 by 12/31 (maybe through 5.0) Cost (consultant tech support 80hrs - gmail calendar- gateway to other apps, SARS Google student email, canvas?) New login page
	2013/18	Etranscripts - maintenance mode
	2013/15	Argos - $82,000. Live for Research e Q1 2014 Q3-4 validation , expand to other areas Q 4 - Dependency ODS
	2013-18	WEB Portal - Mobility & Student Centric Re-design
	2013/?	iModules - question requirement
	2015/16	Oracle 14(?) Upgrade. Generation skip from 11G to 14
	2013/14	Higher One
	Ongoing	Staff Dev
		R25 Classroom management
Ed Svcs & DE	2014/18	Robust video capability
	2013/16	Canvas migration - end eCollege
Student Services	2013/14	Online forms & cubes in Student Svcs: Fin Aid to pay
Foundation	2013/15	Adavancement or Alternative
Multiple Units	2013-18	New web pages