PROGRAM REVIEW, 2010
AOM PROGRAM

PROGRAM LINK TO COLLEGE MISSION

The mission of the Feather River Community College District is to serve a diverse student population with an effective learning environment. The District will accomplish this by offering high-quality general education, transfer programs, career technical degrees and certificates, and extracurricular activities that enhance student development and success. The college will foster interpersonal opportunities and provide unique programs supported by its small size and mountain location. The District will additionally promote regional economic development, broaden international understanding, and encourage life-long learning.

AOM PROGRAM REVIEW

The Administrative Office Management Program incorporates handling, controlling, directing, or executive ability within the content of each course. The degree of administrative management, of course, varies with each course.

Office management is essential in preparing individuals for the workforce. The specific competencies and soft skills taught in the AOM Program offer preparation for a variety of work environments including administrative professionals.

Soft skills include good communication skills, written and oral; time management abilities; problem-solving skills; critical thinking; self-confidence; flexibility/adaptability.

A. STAFFING

1. What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available). The ratio is 1:1 as of fall 2010. One full-time faculty teaches 12-16 courses depending on the semester that are face-to-face and distance education. The part-time instructor teaches 2-3 online courses each semester.

Based on the data for the last few semesters, there is a trend in the increase of the number of students in most of the AOM classes, especially AOM184 (Word & Excel). (See the statistical data in the Appendix.)

2. How does the current staffing structure positively and/or negatively affect the program? **Positive**: when the full time instructor is familiar with the number of courses, the different management systems that may be used online to help with organization of the variety of courses, and the general responsibilities and duties of all faculty, the integrity of the program can be upheld. Having one part-time instructor who is qualified to teach at least two different courses in AOM is very important. In spring 2011 there is another part-time instructor who will facilitate the two keyboarding and the ten key courses online—this is positive by taking some of the "load" from the full-time faculty. **Negative**: Even with the help of two part-time faculty for spring 2011, the full-time instructor is

PROGRAM REVIEW, 2010
AOM PROGRAM

teaching/facilitating 11 courses that are face-to-face or distance education. These 11 courses have 216 students enrolled as of December 29, 2010. (As of this date, the keyboarding and ten key have 40.) (Data for the number of students in the AOM185 spring 2011 course taught by another part-time instructor is not available to me.) The full-time instructor does not have adequate "spare" time to increase the number of members in the Advisory Committee and/or partner with local businesses; the individual faculty is "spread thin" based on the number of committee responsibilities of shared governance; managing who is in what course takes a lot of time for the distance education classes…many students register for online courses (323 in fall 2010), however, many do not contact instructor, many do not follow instructions in the Syllabus to complete the required tasks in a timely manner (over 100 dropped by November 15); full-time person needs to network with State educators to keep abreast with changes in all the community colleges, high school pathways, etc.

3. What are the objectives and goals in staffing to make this program more effective? A full-time replacement is essential to the future of the AOM Program. There should be at least two qualified, part-time faculty instructing a few of the online courses, which are taught using different management systems.

Passing the "Baton"--Mentoring/Counseling the New Faculty
To enable a full-time replacement to fully understand the complexities of the AOM program, a newly hired person should have access to the recent fulltime faculty, as a resource, to help learn how the program functions. This will aid in ensuring the integrity of the program.

By sharing information, the future of the AOM Program can become stronger. This mentoring can add to the professional legacy of the program. This colleague partnership has rewards for the mentee, the students, and the program as well as fulfilling FRC's mission statement.

Since the trend of increase in students is real, the current outlook, projected need for workers, can be found in the Occupational Outlook Handbook, 2010-2011 Edition on the Bureau of Labor Statistics website (www.bls.gov). Two areas of 11%-12% growth from 2008-20018 are Office and Administrative Support Workers and Administrative Services Managers; each area needs skills and competencies that have a foundation in what is taught in the FRC AOM Program.

PROGRAM REVIEW, 2010
AOM PROGRAM

Specific Suggestions:

- Confer with mentor over the academic year 2011-2012 (fall and spring)—conferring not to exceed 80 hours, at $70 an hour for the mentor (specific arrangement through the Office of Instruction)
- Use face-to-face, email, and/or phone to confer
- Use previous course syllabi as guides, and the Title V outlines
- Read the course outlines for basic content information
- Be flexible in learning several management systems for the distance education courses
- Be active in any opportunity to attend VTEA/Perkins, School-to-Work, ROP meetings
- Become member of California Business Education Association for networking with colleagues throughout the state—though not paid for by FRC, this is important for professional business educators
- Become member of National Business Education Association (if possible), which gives automatic membership to Western Business Education Association, for the same reasons as above. Next WBEA Conference is in Newport

How Mentoring Relationship Works:

- Creates structure for details of "meetings"
- Keeps relationship professional
- Keeps discussions meaningful and at times confidential

B. CURRICULUM, INSTRUCTION & ASSESSMENT

1. Describe the educational path(s) that the program's course offerings provide (basic skills, general education, certificate, associate degree, and/or transfer). AOM provides certificates of specialization, a certificate of completion, and an associate degree. Within the program, there are transferrable courses. The certificates include: Administrative Office Management; Medical Office Assistant; Step 1, Step 2, Step 3, Legal Office Assistant. With the advent of SB1440, a new major could be created that includes a combination of Business and AOM courses that transfer as electives.
2. Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.
   a. Curriculum (including articulation and course scheduling)
      - The name changed from Office Career & Technology to Administrative Office Management. This was based on instructor input from the California

PROGRAM REVIEW, 2010
AOM PROGRAM

Business Education Statewide Advisory Committee (BESAC) via video and phone conferencing.

- Short term step certificates developed based on BESAC webinar discussions.
- The short term step changes were a result of Video/Phone Conferencing as a member of BESAC in 2006. The committee met for a year and decided the office environment programs would be more effective with a name change, as well as adding courses and deleting others. The courses and flow chart for the AOM program depict these changes. Other committee members used the same format. Check the http://www.calbusinessed.org/default.aspx for details of BESAC.
- Program Student Learning Outcomes developed for the AOM Program, for each certificate, and for each course Title V Outline. (See the 2010-12 FRC Catalog)
- Some syllabi changes were made, for example, in spring 2011, Computer Literacy (BUS162) will include report writing, citations, styles, etc. Previously, these features were offered in Computer Literacy (BUS164). Based on information from English, social science, and outdoor recreation instructors, students need to know the format for writing reports early in the academic semester.
- There was an Insurance Certificate developed four years ago that included courses offered by FRC and courses that could be taken distance education from other California colleges. Due to the lack of interest in the certificate, the certificate was deleted from the AOM program. One course, however, remains. This course is Codes & Ethics (1 unit) that was revised to incorporate all business with no major emphasis on insurance; it is offered as a distance education course.

   b. Assessment—Pre and Post Test Surveys created for the BUS162-164 courses.

3. What has been achieved in program- and course-level Student Learning Outcomes (SLO) Assessment Cycle since the last program review? Describe the successes or difficulties the program has faced in SLO assessment. The SLOACs are complete for every course as well as the AOM Program and each certificate. The program and certificate SLOACs were incorporated in the 2010-2012 FRC catalog. One difficulty is finding time to create all assessments for each course. Therefore, choosing textbooks that have assessment rubrics "built in" is very advantageous.

4. What are the program's weaknesses and strengths in the area of curriculum and instruction? The weakness is not so much in the program as in the transferability of courses. Most AOM Program courses have problem solving and critical thinking built into the content; yet these courses are not recognized for their difficulty level and therefore are not transferrable, even in business. Audio-transcribing courses would be the weakest links

PROGRAM REVIEW, 2010
AOM PROGRAM

in the program. This is due to the expense of the audio tapes and the machines. Students do use a CD with transcripts on computers using Windows Media Player. They can transcribe without a foot pedal; speed is slower, yet the students do learn the terminology and document formats for legal, medical, and general offices.

> A difficulty is that students need to key at 40 words per minute and have a good command of English grammar to do well in these transcribing courses. Many do not have these competencies, sign up for the courses, then end up dropping.

Having only one full-time instructor teaching and/or facilitating so many classes could be considered a weakness. However, with two or three well-qualified part-time instructors, this weakness could be alleviated.

What are the objectives and goals in curriculum and instruction to make this program more effective? Attempt to articulate more programs with CSU or UC systems in Business; check with other four-year institutions such as UNR, NV, (even out of the adjacent states) to find out what they may or may not accept and why. FRC articulation officer should be able to help with this process. The difficulty level of many of the courses must be stressed; most of the courses incorporate critical thinking and problem-solving and should be accepted for transfer. Career Technical Education must be considered on an equal basis with many of the so-called academic courses.

> Due to the retirement of the AOM full-time instructor, the replacement should maintain courses as they are for at least one academic year before determining which courses to offer and when, which courses to drop, and which courses need changes.

Continual flexibility in courses and content are essential due to on-going changes in professional office administration and the workforce. **Networking with other professionals** in business education in California, the western states, and the nation is important. **Professional development for the full-time faculty must be a major component of the AOM Program.**

C. PHYSICAL RESOURCES
GENERAL STATEMENT REGARDING WINDOWS 7 OPERATING SYSTEM—SHOULD ALSO APPEAR IN THE ACCREDITATION STANDARD II--

> **To comply with the Strategic Plan, Goal 3.3, the College needs to upgrade all campus computers to Windows 7. This operating system will allow improved internal and external technology usage and applications that support student, faculty, and staff with more efficiency and operational effectiveness. Windows 7 is faster, more intuitive, reliable, and compatible.**

> **The main instructional computer lab (Room 600) workstations are now five years old, these computers and battery backups should be replaced allowing for the "old"**

AOM PROGRAM

hardware to go to faculty and staff with old, out-dated equipment. The funding for 26 new computers could be from one of three sources or a combination of IELM, VTEA, and general fund. (There are 25 computers in the lab; however, the AOM program instructor's computer needs updating as well.)

New computers will ensure that students have access to the latest operating system that they have on any PC computer purchased today; applications may be updated or added; students should be able to use Windows Live (online) Essentials; Windows 7 includes Internet 8. Windows 7 will enable "tech savvy" students (and others) to remain on the "cutting edge."

The 600 Lab is used by several instructors or staff for classes, training, tutoring, and study hall; county and/or community departments also request usage of the lab.

How is the program affected by the size, type and quality of available:
   a. physical space and facilities—these will change in the next few years based on the Facility Master Plan—The 600 rooms are not permanent facilities.
   b. information technology—technology is always changing and updating. **Windows 7 needs to replace the present operating system on each computer**. **Students are unable to have all the features of Microsoft Office 2010 work with the "old" system, such as inserting videos into PowerPoint (PPT) presentations. Further, students need more capability for inserting and emailing completed PPT tasks to instructor(s). Windows 7 does have a built-in Speech Recognition feature that students could use.** Future, software that could be purchased include: Camtasia; professional Adobe; individual computer videos; computer headsets with microphones; ability of students to use Facebook; Ning; Skype; Windows Live
   c. library holdings—new media center should benefit all programs
   d. *instructional equipment and supplies—new computers are needed; the 5-year warranty is ending with regard to the 24 lab computers and the podium computer. A new laser printer that prints double-sided automatically will benefit FRCs move to going green. Instructor computer and printer need updating; last updated more than three years ago. The AOM full-time faculty office monitor is part of Title III and not that of the AOM program instructor; therefore this monitor should be replaced.*

The Information Systems Manager, states that the service contract on the current equipment in Room 600 computer lab will soon expire. Per his email (attached), the cost for replacement of 25 lab computers will be approximately $40,000. The office computer should be replaced as well. Total cost $41,500. The cost of new computers should become part of the Strategic Technology Plan; therefore part of the General Budget if there are no other available sources, such as VTEA, IELM, or FRC General Fund. A consideration may be to use a combination of funding from all these sources.

PROGRAM REVIEW, 2010
AOM PROGRAM

The computer lab is used by other faculty, staff, or students on a daily basis. The Computer Science courses are taught three mornings each week. General usage, mainly by students, has increased since spring 2010. (The quiet atmosphere seems appealing to the students.) Starting in October 2010, "study" hall students from basketball and soccer use Room 600 at least twice each week, which takes pressure from computer usage in the Learning Center; Students in Free Enterprise students use the lab at least once each week; English instructors schedule lab usage from time to time; Derek Lerch helps his students a few times each week; occasionally Mike Welser uses the computers for his business students; each spring M. Welser teaches an Excel class.

Keeping Room 600 Computer Lab on the "cutting edge" with up to date equipment and software including the latest operating system is essential for the integrity of any course that needs the latest in technology, especially the AOM Program.

2. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review? *At last review, the computers were purchased. (Five years ago.) Ergonomic chairs purchased two years ago using IELM money. This was the first purchase of chairs in over 20 years for the lab.*

3. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to program goals? *Room 600 lab computers, podium computer, lab printer, and office computer with printer needed based on age of present equipment. Administrative office needs change almost daily. Requiring a change after five years is reasonable. Training students to enter the workforce is an objective/goal of the FRC Strategic Plan for 2010-2013. The AOM replacement may wish to make changes with regard to audio-transcribing that may include new tapes and/or equipment. The replacement needs to confer with the Business instructor when considering changes to courses, especially if the changes may have an effect on the Business program.*

D. STUDENT RETENTION AND SUCCESS

1. Describe any significant trends within the student demographics of the program. *The number of students taking distance education classes has increased dramatically. Determining where these students live, their cultural or financial backgrounds depend upon the information given when each registers.*

2. What are the program's strengths or weaknesses in the area of student retention and success? *Teaching distance education courses is a challenge at any time. The strengths of retention are based on the student who truly desires to learn the content of the course and does not register merely to meet unit numbers to receive financial aid. The weakness in the AOM program is not in what is offered but in the ability of the student to have the necessary computer equipment, Internet service provider, and willingness to complete the tasks required in the course Syllabus. The courses use problem solving and critical thinking. Many students do not have the basic skills and competencies that are necessary to meet the*

PROGRAM REVIEW, 2010
AOM PROGRAM

challenges of each AOM course. A main weakness may be that many students do not have the basics to complete distance education courses on a college level, such as fundamental English grammar, computer savvy, and soft skills.

The number of skills and competencies needed to prepare an individual for the workforce or for a four-year institution are many; these are not learned in one class but in several.

One full-time faculty with only one-two part-time instructors may not be enough staff with the increase in the number of students who desire distance education courses. The full-time instructor does not have enough time to work with an advisory committee and business partnerships, and meet all the obligations of SB 7525 (attending meetings and preparing other necessary paperwork).

3. What objectives and goals are needed to better ensure student retention and success? Emphasize online and in the hardcopy of each semester course schedule the need for students to contact instructor via email for distance education classes. Continue to highlight skills needed for each course in the Syllabus.

4. E. COMMUNITY SERVICE

If program faculty and staff are tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development, please respond to the following.

In what types of community outreach does the program engage, and how is the program's academic and professional expertise extended to the local communities? The AOM instructor is called upon to give trainings to faculty and staff. There are many phone calls from community professionals for advice with regard to software features. This individual also replies to perspective students whose names are forwarded by Public Relations. The AOM instructor is an active member of the California Business Education Association (CBEA), which allows for contacts and networking throughout the state. The AOM instructor is the northern section representative for CBEA.

The AOM part-time instructor is the Students in Free Enterprise (SIFE) advisor; she is a great asset to the community and the students in this capacity.

F. ADVISORY COMMITTEES

If there is a program advisory committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.

PROGRAM REVIEW, 2010
AOM PROGRAM

AOM and Business have a combined Advisory Committee. Members of this group keep in contact via e-mail and telephone. The main individual that is called upon for advice for the AOM program is Bianca Harrison who works in Plumas County Health Department. Conferring with the present General Business instructor, Mike Welser; and the part-time instructor, Amy Schulz, is essential to the program.

At least once each year in January, the AOM instructor attends a joint meeting with Plumas Unified teachers. The next scheduled meeting is January 14, 2011, with Plumas County Tech Pre/SB70 Advisory Committee. At this time, the high school and college instructors have an opportunity to network (exchange ideas). The proposed outcomes for this meeting are:

- Identify outcomes for the next 12 months related to working together on curriculum review, revision and/or development that includes electronic portfolios
- Develop a calendar of activities to link 7th-14th grade academic as well as career technical education programs (Service Learning Projects)
- Identify programs of study, articulation, or other related items
- Discuss assessments (progress and/or training needed)

G. APPENDICES

1. AOM Program Flow Chart and Certificates per 2010 Catalog
2. Budget Update
3. Director of Information memo regarding computer replacement
4. SLO Assessment Summary spreadsheet attached for the previous years
5. DATA SETS (updated by Institutional Researcher)
    a. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
    b. Number of Students with Declared Majors in Program
    c. Number of Courses Offered
    d. Number of Sections Offered
    e. C1 Duplicated Headcount (first census data)
    f. End-of-term Duplicated Headcount
    g. Average Enrollment per Section
    h. Weekly Student Contact Hours / Full-time Equivalent Faculty (WSCH/FTEF)
    i. Student Retention Rate
    j. Student Success Rate (C or better)
6. Copy of Annual AOM Program review

Addendum

By May 31, 2011, the following will be added to the AOM Comprehensive Program Review:

- Mapping of Courses and Activities to Program/Certificate Student Learning Outcomes
- Assessments of Program, Degree, & Certificate Student Learning Outcomes

	A	B	C	D	E	F	G	H	I	J	K	L
1	Course	200930	200950	200970	201010	201030	201050	201070	Grand Total		10	Winter
2	AOM002	1		1		1		1	4		30	Spring
3	AOM004	1		1				1	3		50	Summer
4	AOM014	1		1		1		1	4		70	Fall
5	AOM015	1		1		1		1	4			
6	AOM019	1		1		1		1	4		As of 9-15-2010	
7	AOM030	1		1		1		1	4			
8	AOM118					1		1	2			
9	AOM1181	1		1					2			
10	AOM1182	1		1					2			
11	AOM120	1		1					2			
12	AOM162	1		1				1	3			
13	AOM180	1				1			2			
14	AOM182	1				1			2			
15	AOM184	1	1	5		3		2	12			
16	AOM185	1		2		2		1	6			
17	AOM186	1		1		1		1	4			
18	AOM187	1		1		1		1	4			
19	AOM190	1		1				1	3			
20	BUS113	1				1			2			
21	BUS117			1				1	2			
22	BUS120					1		1	2			
23	BUS162	2		2		2		2	8			
24	BUS164	1		1		2		1	5			
25	Admin Office Management Total	21	1	24	-	21	-	19	86			

	A	B	C	D	E	F	G	H	I	J	K	L
1	**Course**	**200930**	**200950**	**200970**	**201010**	**201030**	**201050**	**201070**	**Grand Total**		10	Winter
2	AOM002	9		21		17		31	78		30	Spring
3	AOM004	8		14				22	44		50	Summer
4	AOM014	7		15		8		23	53		70	Fall
5	AOM015	-		1		-		1	2			
6	AOM019	4		3		4		-	11		**As of 9-15-2010**	
7	AOM030	1		1		-		1	3			
8	AOM118					33		36	69			
9	AOM1181	36		29					65			
10	AOM1182	6		1					7			
11	AOM120	11		7					18			
12	AOM162	1		-				3	4			
13	AOM180	3				19			22			
14	AOM182	18				21			39			
15	AOM184	50	24	68		70		63	275			
16	AOM185	44		35		45		26	150			
17	AOM186	10		10		7		12	39			
18	AOM187	11		9		7		15	42			
19	AOM190	3		3				8	14			
20	BUS113	10				16			26			
21	BUS117			11				11	22			
22	BUS120					23		20	43			
23	BUS162	50		47		44		43	184			
24	BUS164	9		15		12		19	55			
25	**Admin Office Management Total**	**291**	**24**	**290**	**-**	**326**	**-**	**334**	**1,265**			

	A	B	C	D	E	F	G	H	I	J	K
1	APR Area	200930	200950	200970	201010	201030	201050	201070	Grand Total		
2	Admin Office Management	209	21	172	-	217	-	204	673		
3											
4			**Unique ID's enrolled in at least one course by APR area by term for Census Date**								
5			Grand Total is total number of unique ID's from 200930 - 201070								
6											
7			**As of 9-15-2010**								

	A	B	C	D	E	F	G	H	I	J	K
1	**Course**	**200930**	**200950**	**200970**	**201010**	**201030**	**201050**	**Grand Total**		10	Winter
2	AOM002	58%	0%	83%	0%	26%	0%	49%		30	Spring
3	AOM004	50%	0%	78%	0%	0%	0%	65%		50	Summer
4	AOM014	50%	0%	63%	0%	40%	0%	50%		70	Fall
5	AOM015	0%	0%	100%	0%	0%	0%	100%			
6	AOM019	67%	0%	67%	0%	50%	0%	60%		**As of 9-15-2010**	
7	AOM030	0%	0%	0%	0%	0%	0%	0%			
8	AOM118	0%	0%	0%	0%	51%	0%	51%			
9	AOM1181	58%	0%	75%	0%	0%	0%	66%			
10	AOM1182	67%	0%	0%	0%	0%	0%	67%			
11	AOM120	67%	0%	60%	0%	0%	0%	64%			
12	AOM162	100%	0%	0%	0%	0%	0%	100%			
13	AOM180	50%	0%	0%	0%	18%	0%	21%			
14	AOM182	82%	0%	0%	0%	48%	0%	58%			
15	AOM184	65%	57%	57%	0%	58%	0%	59%			
16	AOM185	61%	0%	61%	0%	40%	0%	51%			
17	AOM186	100%	0%	63%	0%	31%	0%	57%			
18	AOM187	56%	0%	100%	0%	33%	0%	50%			
19	AOM190	100%	0%	0%	0%	0%	0%	50%			
20	BUS113	71%	0%	0%	0%	31%	0%	43%			
21	BUS117	0%	0%	0%	0%	0%	0%	0%			
22	BUS120	0%	0%	0%	0%	36%	0%	36%			
23	BUS162	56%	0%	49%	0%	44%	0%	49%			
24	BUS164	100%	0%	67%	0%	54%	0%	70%			
25	**Admin Office Management Total**	**64%**	**57%**	**61%**	**0%**	**43%**	**0%**	**53%**			
26											
27				Success % = [Number of students who received							
28				grade of (A, A-,B+,B,B-,C+,C, P, CR)] / [Number of							
29				students receiving a grade or drop after census							
30				date (excludes I, Ix, IP, RD, NG)]							

	A	B	C	D	E	F	G	H	I	J	K
1	Course	200930	200950	200970	201010	201030	201050	Grand Total			
2	AOM002	100%	0%	92%	0%	70%	0%	83%		10	Winter
3	AOM004	75%	0%	100%	0%	0%	0%	88%		30	Spring
4	AOM014	100%	0%	100%	0%	80%	0%	92%		50	Summer
5	AOM015	0%	0%	100%	0%	0%	0%	100%		70	Fall
6	AOM019	100%	0%	100%	0%	75%	0%	90%			
7	AOM030	0%	0%	0%	0%	0%	0%	0%			
8	AOM118	0%	0%	0%	0%	72%	0%	72%		As of 9-15-2010	
9	AOM1181	96%	0%	90%	0%	0%	0%	93%			
10	AOM1182	100%	0%	0%	0%	0%	0%	100%			
11	AOM120	100%	0%	80%	0%	0%	0%	91%			
12	AOM162	100%	0%	0%	0%	0%	0%	100%			
13	AOM180	100%	0%	0%	0%	50%	0%	54%			
14	AOM182	91%	0%	0%	0%	60%	0%	69%			
15	AOM184	98%	95%	86%	0%	73%	0%	85%			
16	AOM185	93%	0%	93%	0%	51%	0%	73%			
17	AOM186	100%	0%	75%	0%	38%	0%	64%			
18	AOM187	100%	0%	100%	0%	42%	0%	71%			
19	AOM190	100%	0%	0%	0%	0%	0%	50%			
20	BUS113	86%	0%	0%	0%	56%	0%	65%			
21	BUS117	0%	0%	0%	0%	0%	0%	0%			
22	BUS120	0%	0%	0%	0%	61%	0%	61%			
23	BUS162	84%	0%	97%	0%	69%	0%	82%			
24	BUS164	100%	0%	67%	0%	69%	0%	77%			
25	**Admin Office Management Total**	**94%**	**95%**	**88%**	**0%**	**63%**	**0%**	**78%**			
26											
27						Retention % = [Number of students who received grade of					
28						(A, A-,B+,B,B-,C+,C, P, CR, D+,D,F,NC,NP)] / [Number of					
29						students receiving a grade or drop after census date					
30						(excludes I, Ix, IP, RD, NG)]					

Area	Selection				Term			
		200930	200950	200970	201010	201030	201050	Grand Total
AOM	Females	54%	54%	64%	0%	63%	0%	60%
	Males	51%	63%	52%	0%	55%	0%	53%
AOM	Black Non-Hispanic	56%	N/A	44%	0%	32%	0%	43%
	Hispanic	53%	N/A	63%	0%	73%	0%	61%
	Other	50%	N/A	88%	0%	60%	0%	62%
	White Non-Hispanic	55%	N/A	64%	0%	66%	0%	61%

As of 9-15-2010

Success % = [Number of students who received grade of (A, A-,B+,B,B-,C+,C, P, CR)] / [Number of students receiving a grade or drop after census date (excludes I, Ix, IP, RD, NG)]

Note: Ethnicity is self selected. Unknowns and "declined to state" are excluded. Other includes all ethnicities not listed individually

Term Key		
	10	Winter
	30	Spring
	50	Summer
	70	Fall

Note: Spring 2009 data has inconsistencies due to it being the first Banner term. Some grades changed from incompletes to a final grade are not linked to a registration action for a course in this term. These grades are excluded from this analysis. For example, if a student received an incomplete in BUS 102 in Fall 2008 and then received a final grade of B,in Spring 2009, that grade is not included in this analysis.

Note: Bus 113, 120, 162, and 164 are included in both AOM and BUS results.

Note: To protect anonymity, no ethnicity results are given for summer 2009.

Area	Selection	Term						Grand Total
		200930	200950	200970	201010	201030	201050	
AOM	Females	77%	92%	87%	0%	87%	0%	83%
	Males	84%	100%	86%	0%	92%	0%	88%
AOM	Black Non-Hispanic	82%	100%	76%	0%	89%	0%	84%
	Hispanic	71%	0%	88%	0%	100%	0%	84%
	Other	79%	100%	100%	0%	96%	0%	92%
	White Non-Hispanic	78%	94%	89%	0%	87%	0%	84%

As of 9-15-2010

Retention % = [Number of students who received grade of (A, A-,B+,B,B-,C+,C, P, CR, D+,D,F,NC,NP)] / [Number of students receiving a grade or drop after census date (excludes I, Ix, IP, RD, NG)]

Note: Ethnicity is self selected. Unknowns and "declined to state" are excluded. Other includes all ethnicities not listed individually

Term Key	10	Winter
	30	Spring
	50	Summer
	70	Fall

Note: Spring 2009 data has inconsistencies due to it being the first Banner term. Some grades changed from incompletes to a final grade are not linked to a registration action for a course in this term. These grades are excluded from this analysis. For example, if a student received an incomplete in BUS 102 in Fall 2008 and then received a final grade of B,in Spring 2009, that grade is not included in this analysis.

Note: Bus 113, 120, 162, and 164 are included in both AOM and BUS results.

Note: To protect anonymity, no ethnicity results are given for summer 2009.

Course	Term 200930	200950	200970	201010	201030	201050	201070
AOM002	27.0		63.0		52.5		93.0
AOM004	48.0		88.9				139.7
AOM014	42.0		95.3		24.7		146.1
AOM015	-		6.4		-		4.8
AOM019	18.5		13.9		18.5		-
AOM030	4.6		6.4		-		4.8
AOM118					305.6		333.3
AOM1181	324.0		261.0				
AOM1182	54.0		9.2				
AOM120	33.0		21.0				
AOM162	4.6		-				14.3
AOM180	9.0				57.0		
AOM182	54.0				63.0		
AOM184	75.0	37.0	101.1		105.0		94.5
AOM185	66.0		52.5		67.5		39.0
AOM186	12.0		23.1		20.8		-
AOM187	17.4		20.8		21.0		-
AOM190	13.9		18.0				48.0
BUS113	30.0				48.0		
BUS120					69.0		60.0
BUS162	76.1		85.5		79.3		65.3
BUS164	13.9		19.3		15.7		24.4
Total	**923.1**	**37.0**	**885.4**		**947.5**		**1,067.1**

WSCH for regular attendence courses (ie: weekly census) = [total term contact hours for class * census enrollment for class] / 17.5

WSCH for positive attendence courses = [total term contact hours for class * census enrollment for class * 0.75] / 17.5

Term Key	10	Winter
	30	Spring
	50	Summer
	70	Fall

Note: Bus 113, 120, 162, and 164 are included in both AOM and BUS results.