

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

**CURRENT YEAR: 2017-2018**

**CLUSTER: WED**

**NEXT SCHEDULED CPPR: 2018**

**Compiled by Tanya Downing**

**PROGRAM: BUSINESS ADMINISTRATION**

**LAST YEAR CPPR COMPLETED: 2014**

**CURRENT DATE: 1/30/2017**

This APPW encompasses the following degrees and/or certificates:

- AS-T – Business Administration
- AA-T – Economics
- AA. – Business Administration Career Track
- AA – Business Administrative Assistant
- AA – Management
- AA – Marketing
- C.A – Business Administration
- C.S. – Accounting Clerk
- C.S. – Accounting Specialization
- C.S. – E-Commerce Specialization
- C.S. – General Business
- C.S. – Management Specialization
- C.S. – Marketing Specialization
- C.S. – Small Business

## GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction.

No changes to the program mission or purpose are reported. However, the following are reported by individual instructors as worth noting regarding the direction of the program.

- Bus 240 Advertising, BUS 243 Marketing and BUS 248 Small Business Management were submitted to the curriculum committee and approved to offer in the Distance Education modality. We have offered both BUS 243 and 248 as DE courses and had excellent fill rates. Bus 240 will be offered in Fall 2017 (reported by Neil Higgins.)
- We are continuing to see strong enrollment in the North County Campus for our BUS 245 Introduction to Business course. For the last three Fall semesters, we have successfully offered two sections of this course, followed by one successful section in each Spring semester. (reported by Gary Rubin)
- In Fall 2016 at the North County Campus we offered two sections of BUS 218 Business Law, one during the day and one in the evening. Unfortunately, enrollment was in the low teens for both sections. We are going back to offering one section per semester of this course. (reported by Gary Rubin)

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

- Accounting courses BUS201A, BUS201B continue to have solid enrollment as required courses in the AST transfer degree. Current employment information indicates a national shortage of licensed CPA's. The Accounting area has participated in local efforts to attract students to the CPA profession. Meetings were held with the professional association (CalCPA), Cal Poly Accounting faculty, Cal Poly Accounting Club (CPAC) Advisor and Cuesta College. As a result of these meetings, a CalCPA scholarship of \$3,000 has been created for Cuesta students accepted to Cal Poly College of Business with a concentration in Accounting. Additionally, a Cuesta student club was formed, the Accounting and Business Club (ABC) to coordinate student events and rollout the scholarship information. The Accounting area has also focused on increasing student success by reducing textbook cost and increasing tutoring support. These are discussed in the student success section. (reported by Solveg Cooper)
- The Economics area has focused on outreach to Cal Poly, the local business community and with the Federal Reserve with the intention of creating greater exposure for our students of Economics both to further studies in the discipline, and in exposing them to opportunities with business and in the economics field. Examples of this outreach include the creation of Cuesta's Economics Club, participation by students (who are also Econ Club members) in Cal Poly's Elevator Pitch competition (they have been subsequently invited to participate in Cal Poly's Hothouse Competition), and the completion of a year-long fellowship by Tanya Downing with the Federal Reserve Bank of San Francisco. This position allowed her to arrange participation by Econ Club students in the "Meet the Experts" conference at the Federal Reserve in Fall, 2016 – the first community college students known to attend this event. (reported by Tanya Downing)

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

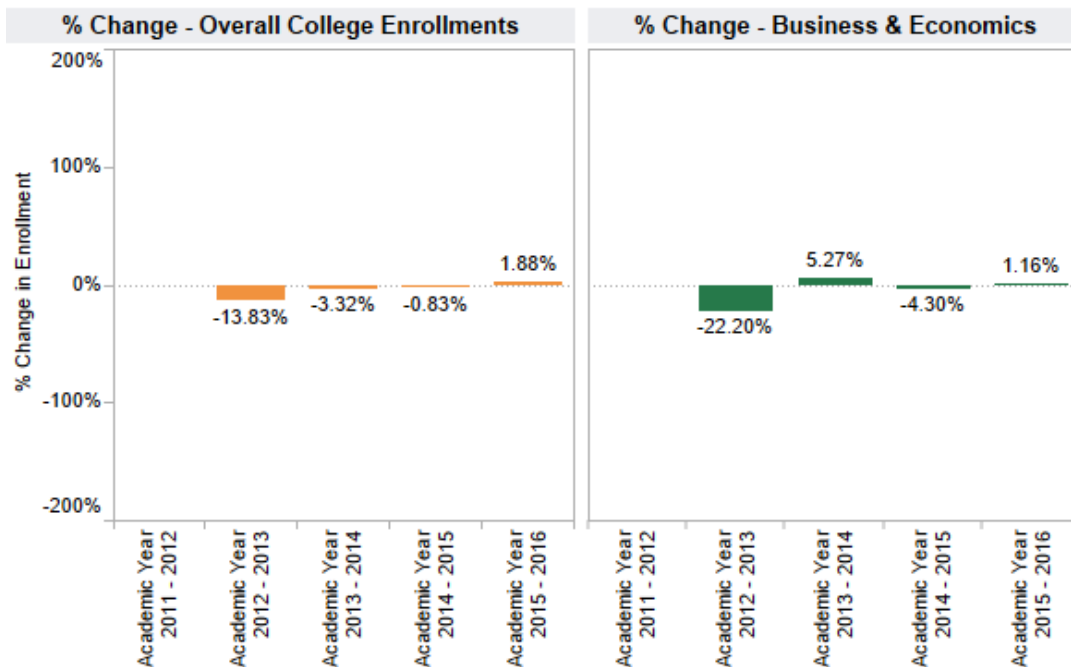
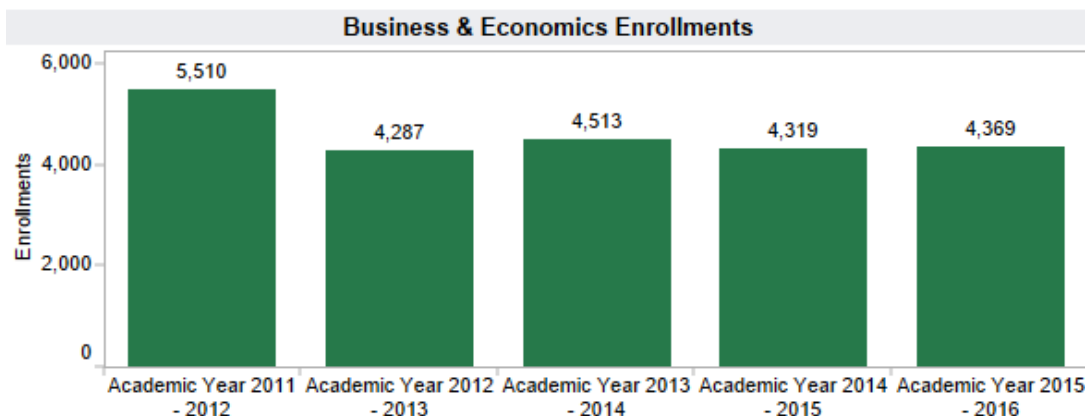
General Enrollment (Insert Aggregated Data Chart)

[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)

### SLOCCCD Program Review Data - Enrollment

Department:  
Multiple values

Course:  
All

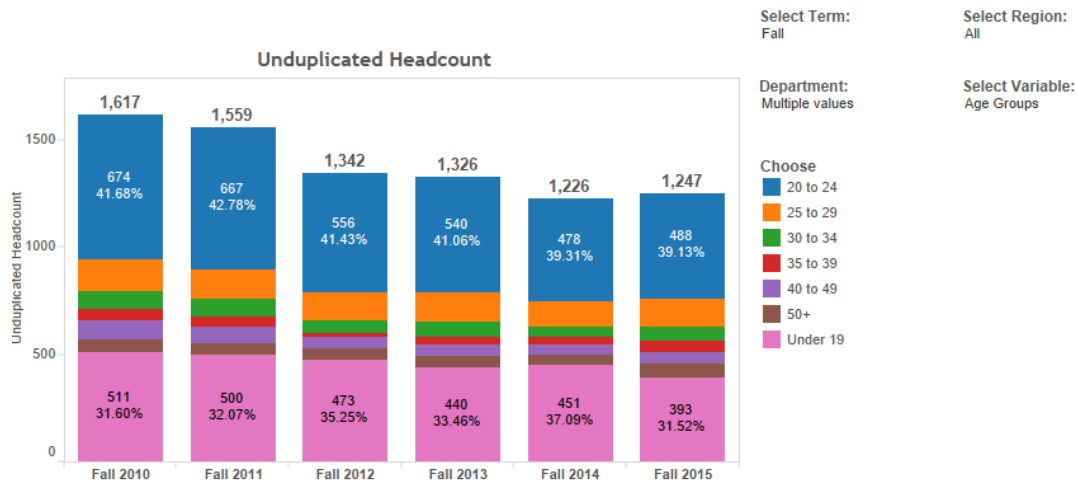


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



## Student Characteristics and Enrollment Trends



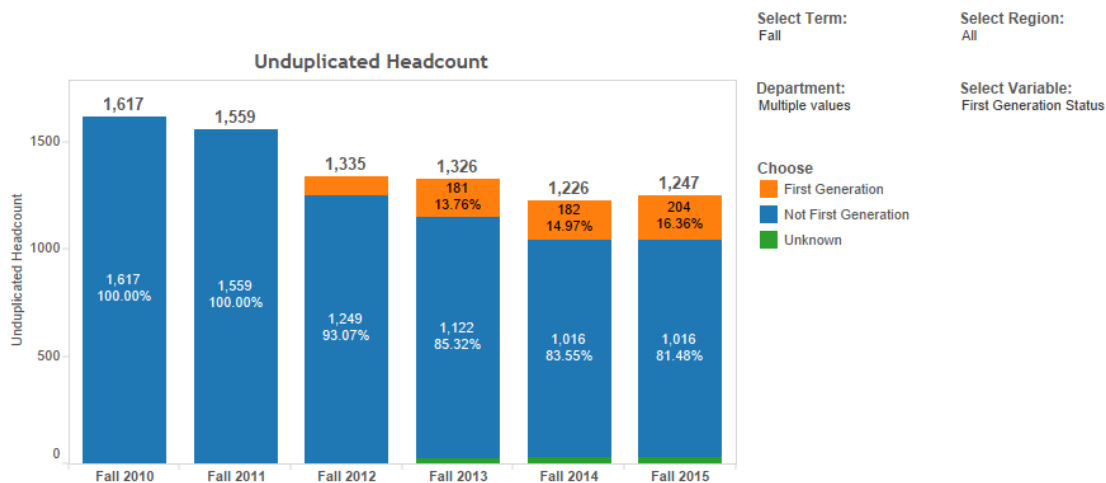
**Student Major**

Major	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
CSU General Ed. Breadth (CA)	220	242	255	258	204	216
Bus Admin - Transferable (AA)		128	196	253	123	54
High School Enrichment	54	80	71	86	79	34
Business Administration (AA)	295	138	58	18	9	7
Bus Admin - Career Path (AA)		51	65	82	158	125
Business Administration (AST)				1	143	281
Intersegmental GE Trnsfr (CA)	47	75	49	54	40	52
Engineering (AS)	44	49	39	35	24	22
Nursing, Registered (AS)	52	50	27	39	18	10
Business Administration (CA)	34	32	41	32	34	29
General Studies - Do NOT Use	90	47	12	8	2	4

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



## Student Characteristics and Enrollment Trends



Major	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
CSU General Ed. Breadth (CA)	220	242	255	258	204	216
Bus Admin - Transferable (AA)		128	196	253	123	54
High School Enrichment	54	80	71	86	79	34
Business Administration (AA)	295	138	58	18	9	7
Bus Admin - Career Path (AA)		51	65	82	158	125
Business Administration (AST)				1	143	281
Intersegmental GE Trnsfr (CA)	47	75	49	54	40	52
Engineering (AS)	44	49	39	35	24	22
Nursing, Registered (AS)	52	50	27	39	18	10
Business Administration (CA)	34	32	41	32	34	29
General Studies - Do NOT Use	90	47	12	8	2	4

Enrollment for Business improved slightly over the previous APPW data, with expectations for similar enrollment in the upcoming year. The exception being a more marked increase in the Agricultural Business course enrollments. Enrollment in BUS and ECON courses correspond with enrollment growth for the college and is therefore similarly restrained.

Enrollment for Business is in trend with the overall college, though growing slightly faster at approximately 4.5% to the college's approximate 2.5%. A contributing factor includes the popularity of the Ag. Business degree.

Of note from disaggregated data is the increase in First Generation students, increasing to 16.36% of students enrolled in Business courses. The program should consider materials, technology and strategies to support this student population.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

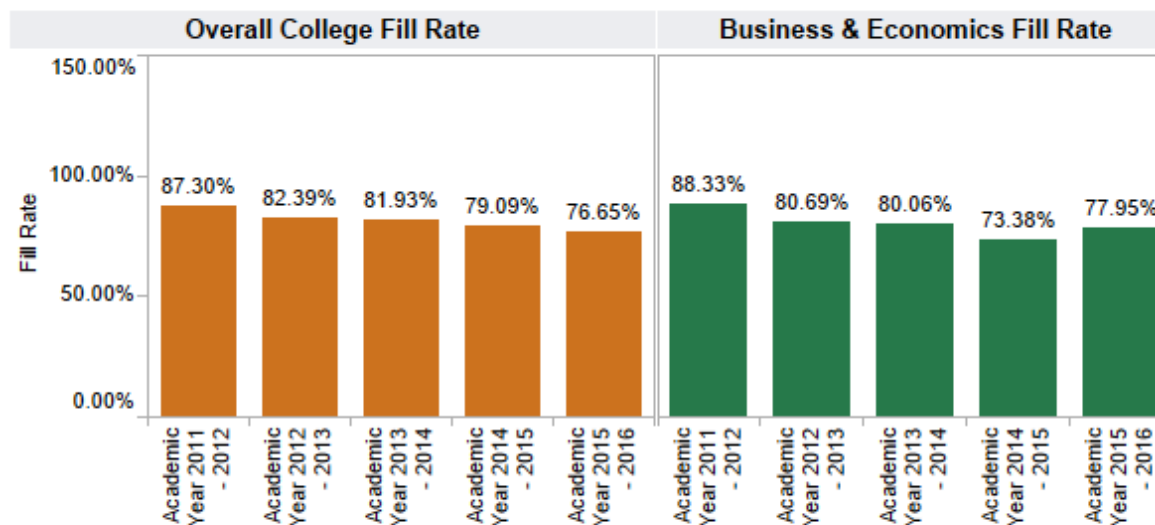
General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Multiple values

Course:  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## 100 Level BUS Courses:

### SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## 200 Level BUS and ECON Courses

### SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

Business and Economics prefix courses fill rates have improved from the last APPW to 77.95% for the last academic year.

Of note and reported above are the lower fill rates for 100 level BUS courses in comparison to 200 level BUS and ECON courses. This may likely be a result of higher demand for transfer courses by the predominant age group of 18 – 24 year olds students at Cuesta College.

All course enrollment data will be monitored for day and time fill rate analysis. Of note: Although both the NCC and SCC experience lower fill rates, consideration of the District's expectations and directives, especially given the large taxpayer investment in the North County (bond measure passed), will continue to be part of the course scheduling analysis.



## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

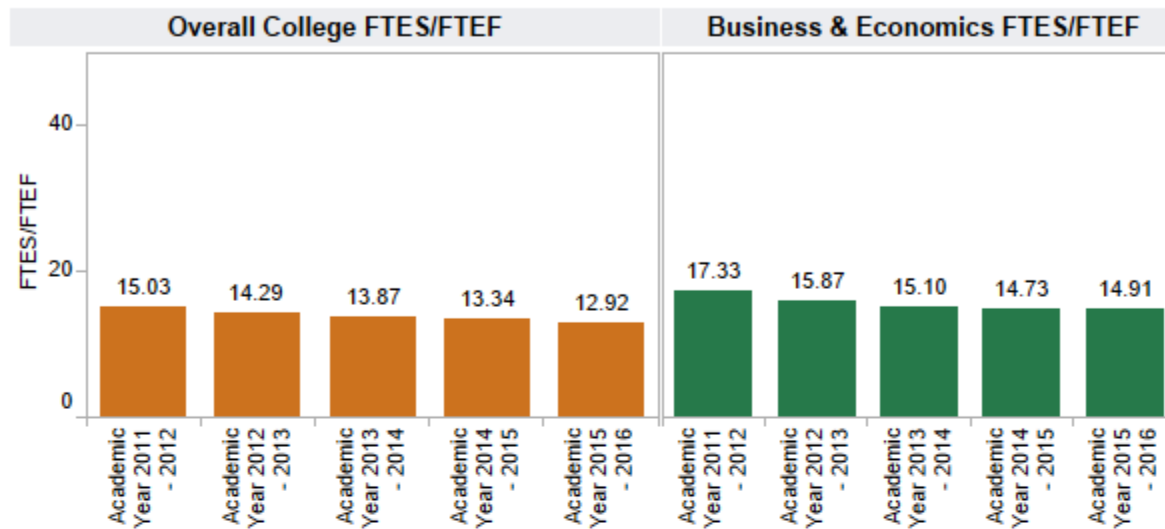
[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Multiple values

Course:  
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## 100 Level BUS Courses (FTES/FTEF):

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF) Disaggregated

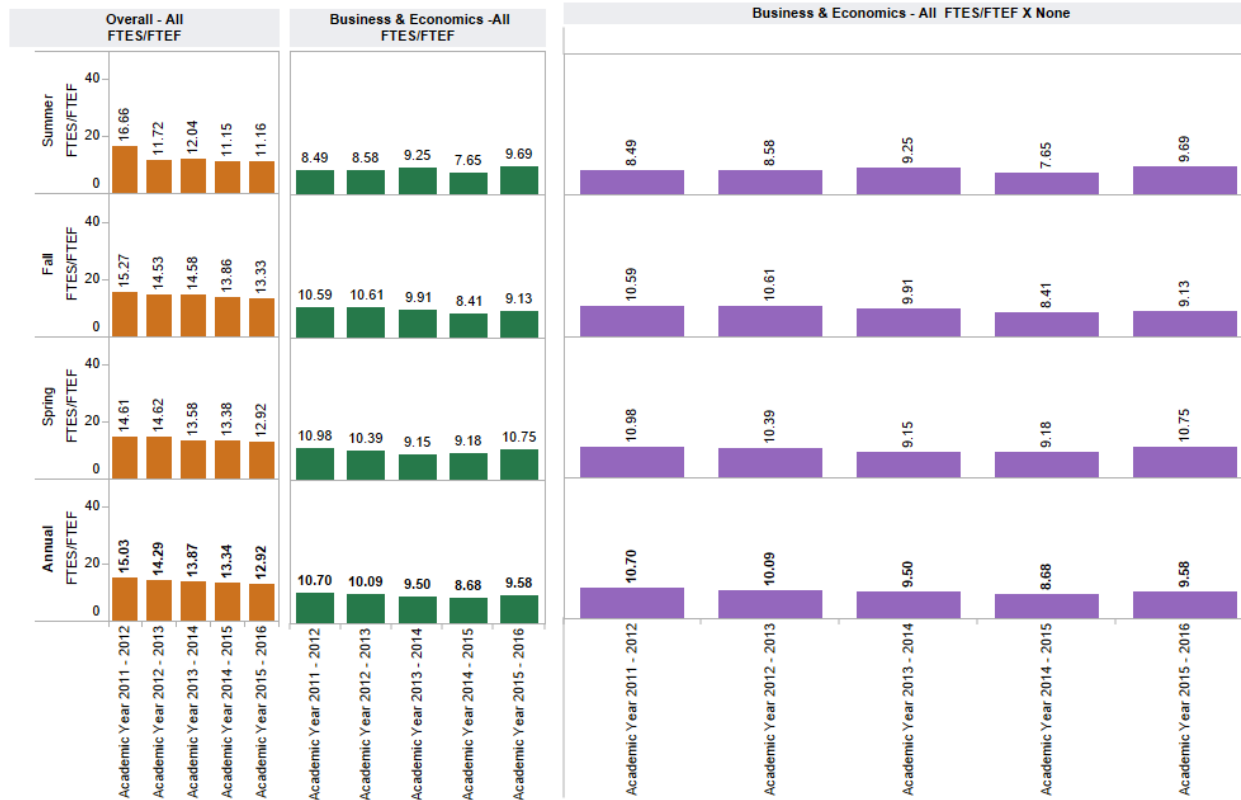
Department:  
Business

Course:  
Multiple values

Region:  
All

Disaggregate by:  
None

Legend:  
■

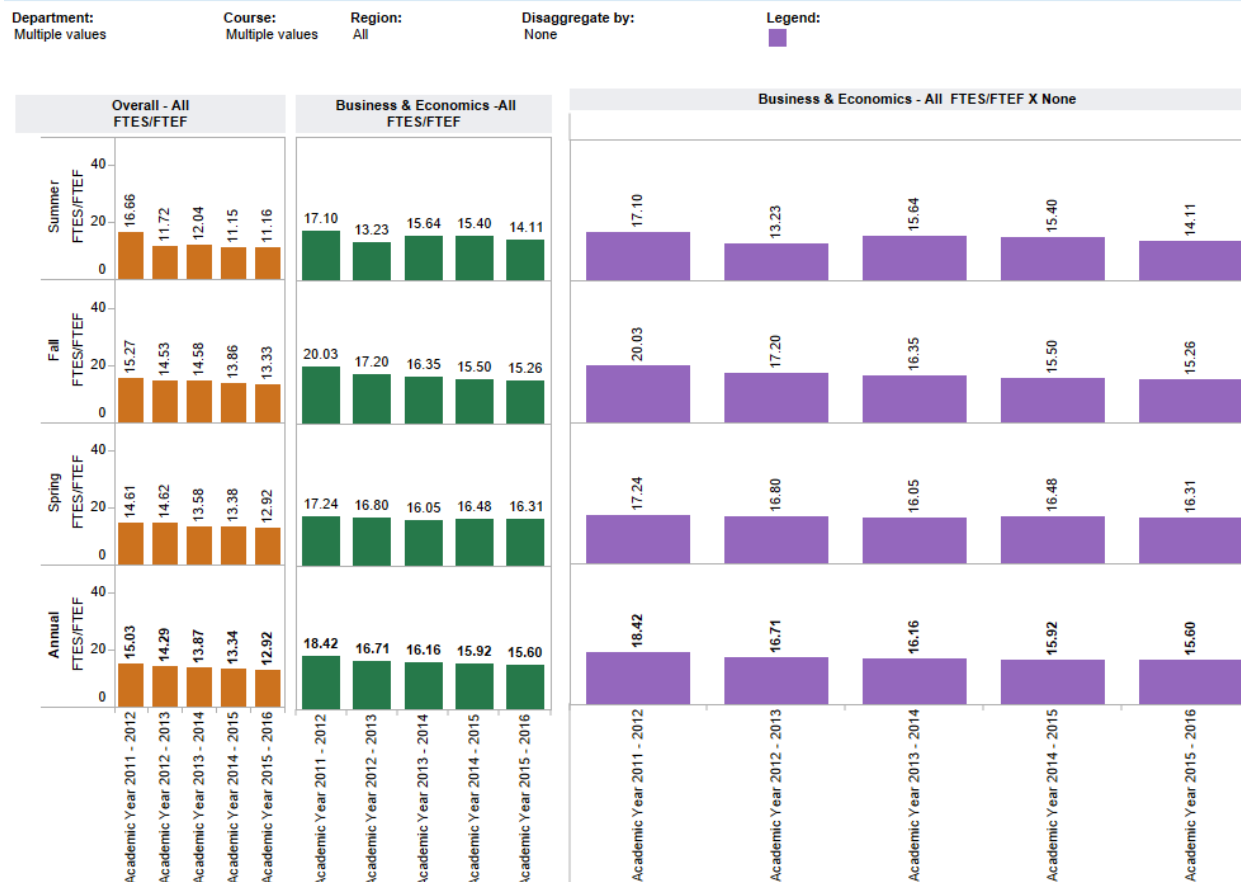


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## 200 Level BUS and ECON Courses (FTES/FTEF):

### SLOCCCD Program Review Data - Efficiency (FTES/FTEF) Disaggregated



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The Business area continues to have greater efficiency than the overall college, the most current data reporting at 14.91 in comparison to the college-wide 12.92.

Of note: 100 level BUS courses have the lowest FTES/FTEF at 9.58. In comparison, 200 BUS and ECON report 15.6.

In E-Commerce courses BUS 130, 131, 132 and 133 we increased the course cap size from 28 to 49 students. This has allowed us to offer fewer sections of these courses and increase our efficiency. Results of this change will be evidenced in the next APPW data cycle (reported by Neil Higgins.)

This efficiency trend is in response to scheduling changes as evidenced in the previous year's APPW. Strategies referenced in that year are ongoing. All course offering efficiency and fill rates are reviewed each semester in order to reduce the number of sections offered or in some cases add sections or change the modality of the sections to maintain or improve efficiency.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

General Student Success – Course Completion (Insert Aggregated Data Chart)

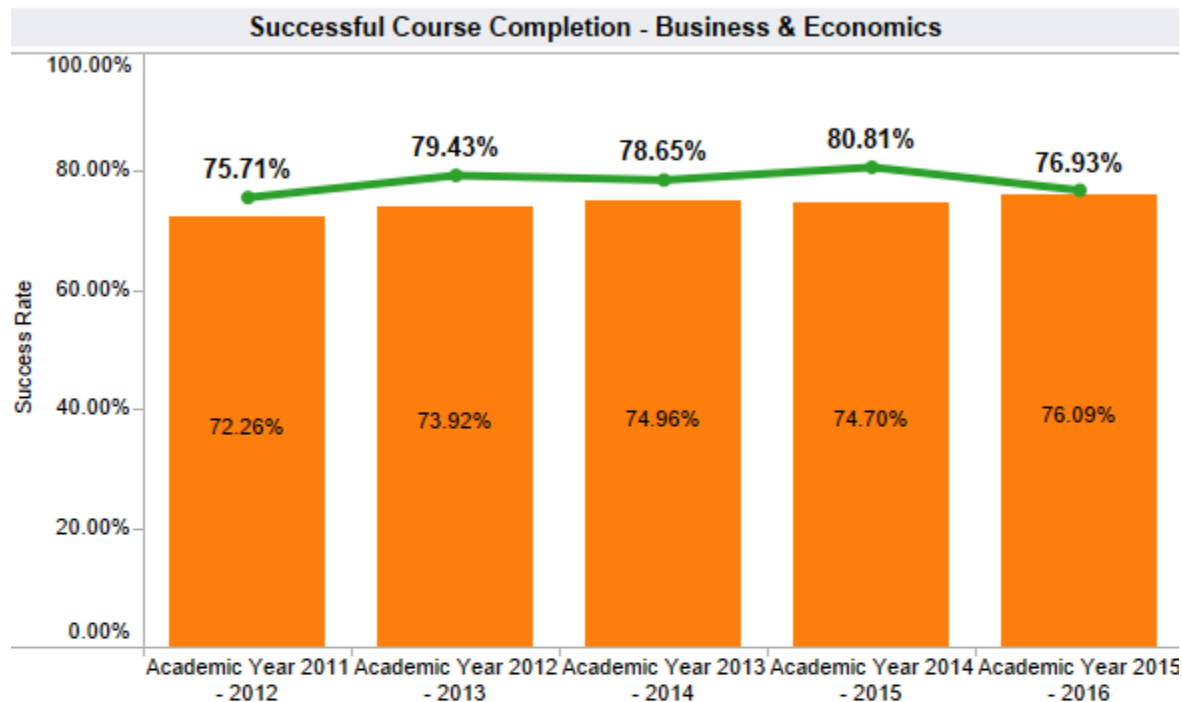
[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Multiple values

COURSE  
All

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Business & Economics Success Rate Table**

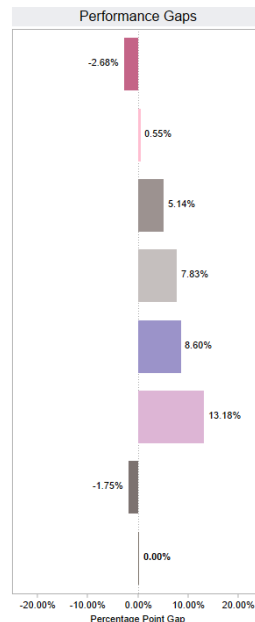
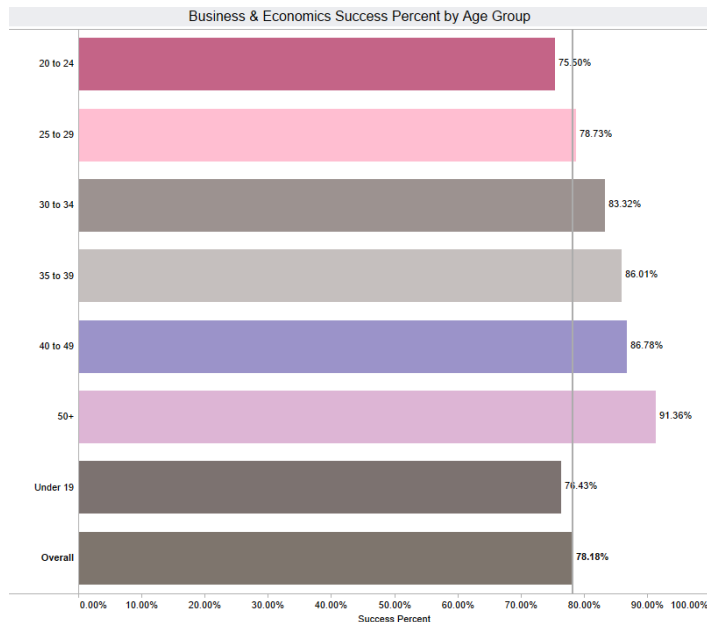
	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	75.71%	79.43%	78.65%	80.81%	76.93%
Total Enrollments	5,092	4,120	4,164	4,074	4,200

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



## Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Source: MIS referential files fortified with local Banner data

Academic Year:  
All

Department:  
Multiple values

Region:  
All

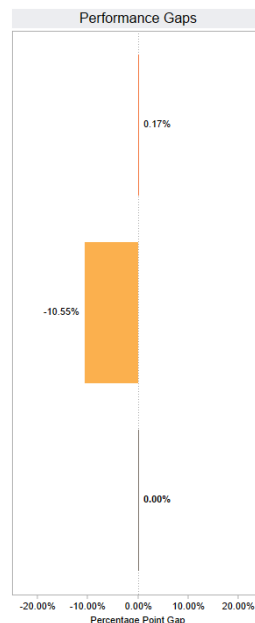
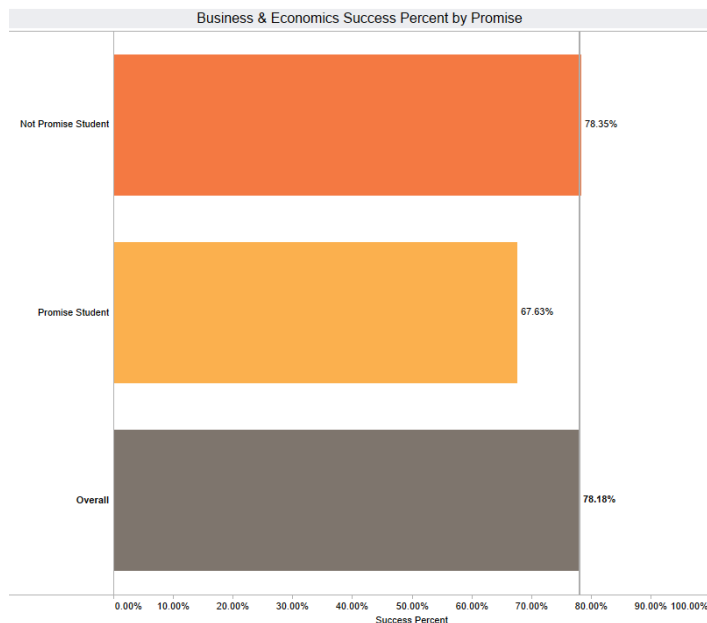
Enroll Status:  
All

Dual Enrollment:  
All

Disaggregate By:  
Age Group



## Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Source: MIS referential files fortified with local Banner data

Academic Year:  
All

Department:  
Multiple values

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Disaggregate By:  
Promise

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

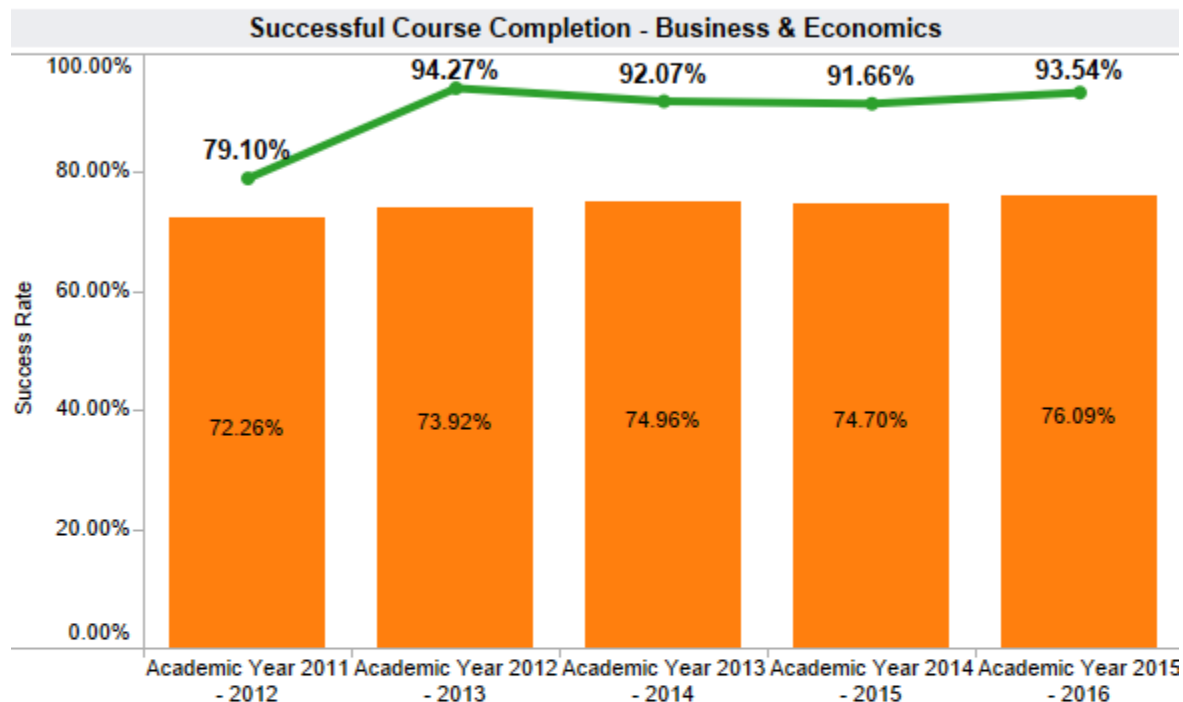
## 100 Level BUS Course Completion:

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Business

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Business & Economics Success Rate Table**

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	79.10%	94.27%	92.07%	91.66%	93.54%
Total Enrollments	1,799	1,048	1,173	995	990

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

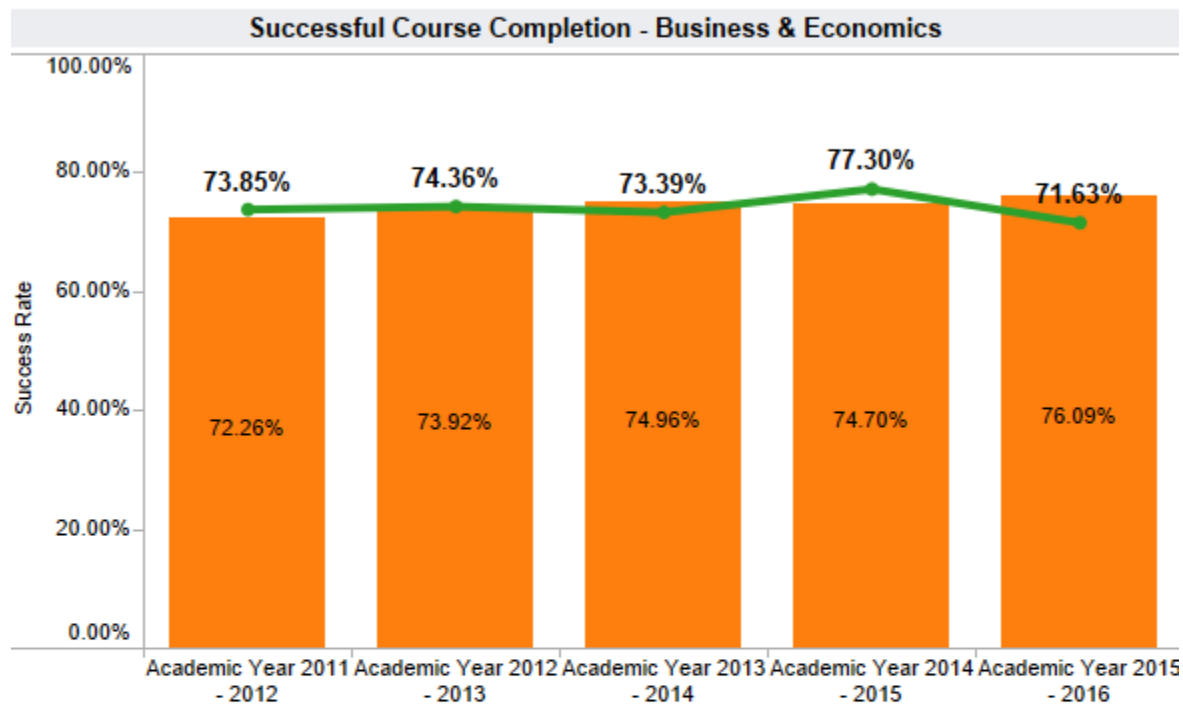
### 200 Level BUS and ECON Course Completion:

#### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Multiple values

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Business & Economics Success Rate Table**

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	73.85%	74.36%	73.39%	77.30%	71.63%
Total Enrollments	3,293	3,072	2,991	3,079	3,077

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Courses in the BUS and ECON areas continue to have success rates in line with the historical trend and with the college reporting at 76.93% in comparison to the college-wide 76.09%.

Of note: 100 level BUS courses have the highest course completion rates of 93.54%; while 200 level BUS and ECON report 71.63%. This is expected due to the additional rigor required of transfer level courses.

No variables related to ethnicity, gender, veteran status, etc. appears to impact completion rates. Promise students are the population with the greatest statistical negative performance gap. Age appears correlated with increasing student success.

Strategies for student success have included increased use of effective technology, student-collaboration supporting furniture in the classroom, increased support outside of the classroom via expansion of tutors (financed through Foundation grants and the Student Success Center), and evaluation of less-expensive textbook options. This has increased student use of software, current event analysis, and personal learning strategies to increase student success. Statistical analysis of Student Learning Outcomes and assessment has also identified problem areas of understanding. The result of these strategies will be reported in the next year of data and are not available. Continuation and expansion of these strategies are suggested based upon preliminary data as reported by instructors.



# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

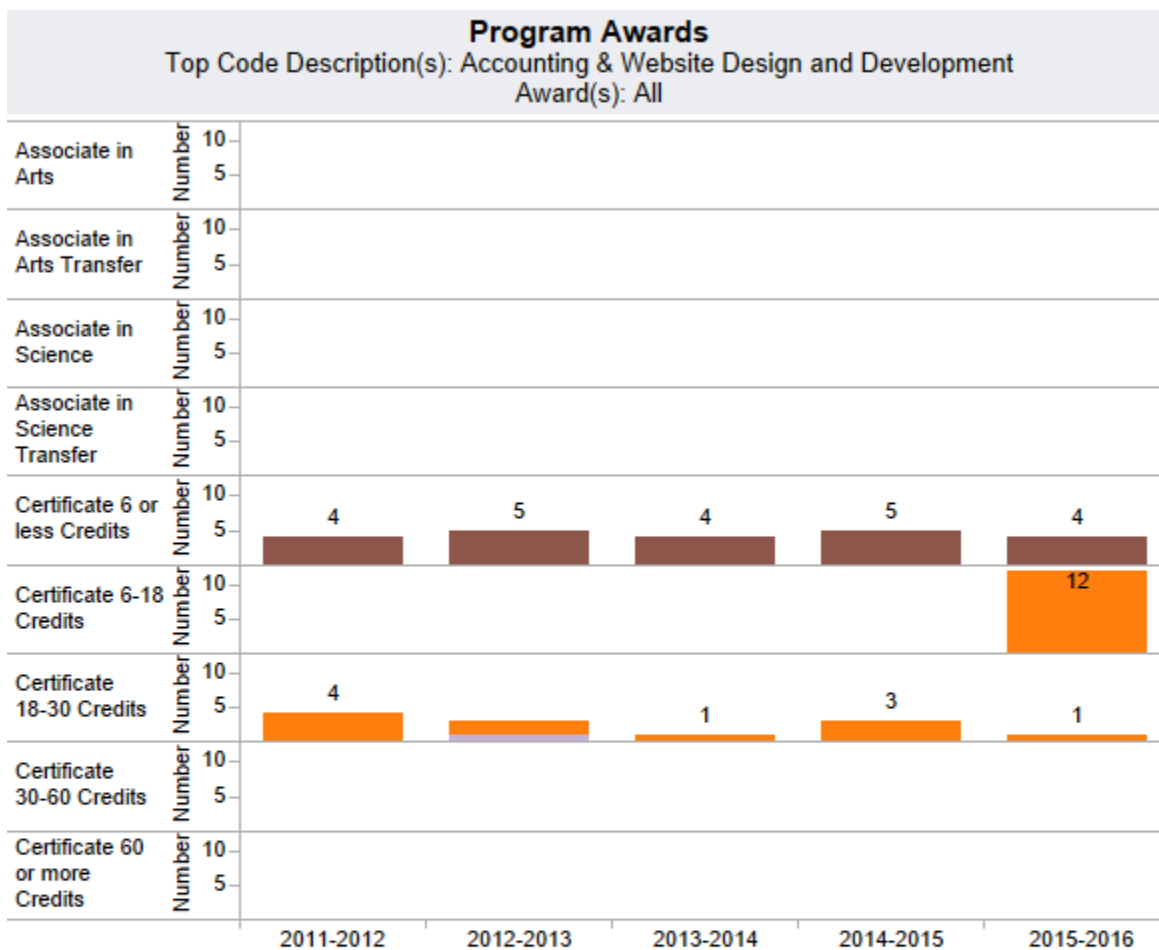
## Degrees and Certificates Awarded (Insert Data Chart)

### Accounting:

#### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
Multiple values

Award Type:  
All



Program Awards Table						
Award T..	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Certificate 6 or less Credits	Web Page Coding (CS)	4	5	4	5	4
	Total	4	5	4	5	4
Certificate 6-18 Credits	Accounting Specialization (CS)					12
	Total					12
Certificate 18-30	Accounting Clerk/Bookkeep (..	4	2	1	3	1

Program Awards: The number of degrees and certificates awarded by program type

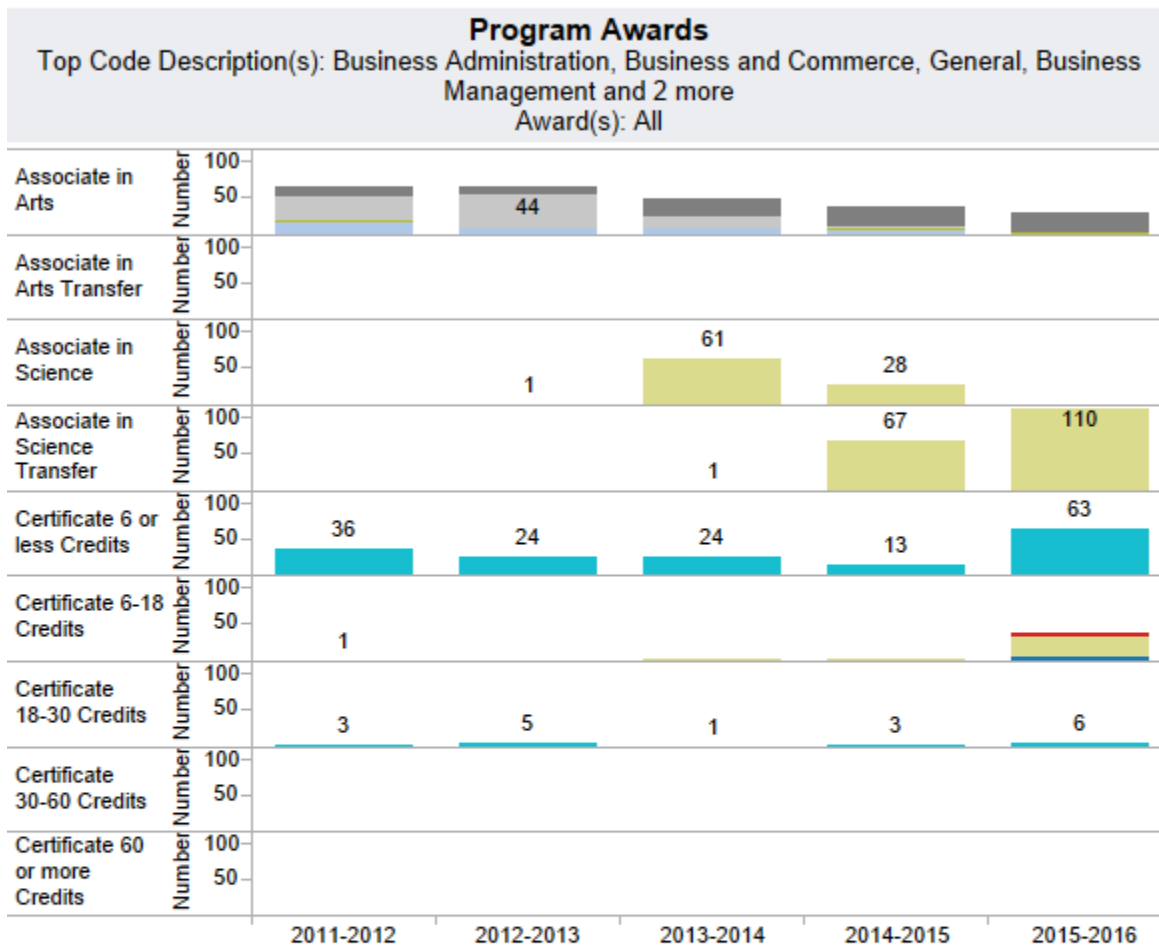
# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## Business:

### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
Multiple values

Award Type:  
All



Program Awards Table		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Award T..	Award					
Associate in Arts	Bus Admin - Career Path (AA)	15	13	25	27	26
	Bus Admin - Transferable (AA)	32	44	14	3	
	Business Administration (AA)	1			1	1
	Management (AA)	17	9	9	6	3
	<b>Total</b>	<b>65</b>	<b>66</b>	<b>48</b>	<b>37</b>	<b>30</b>

Program Awards: The number of degrees and certificates awarded by program type

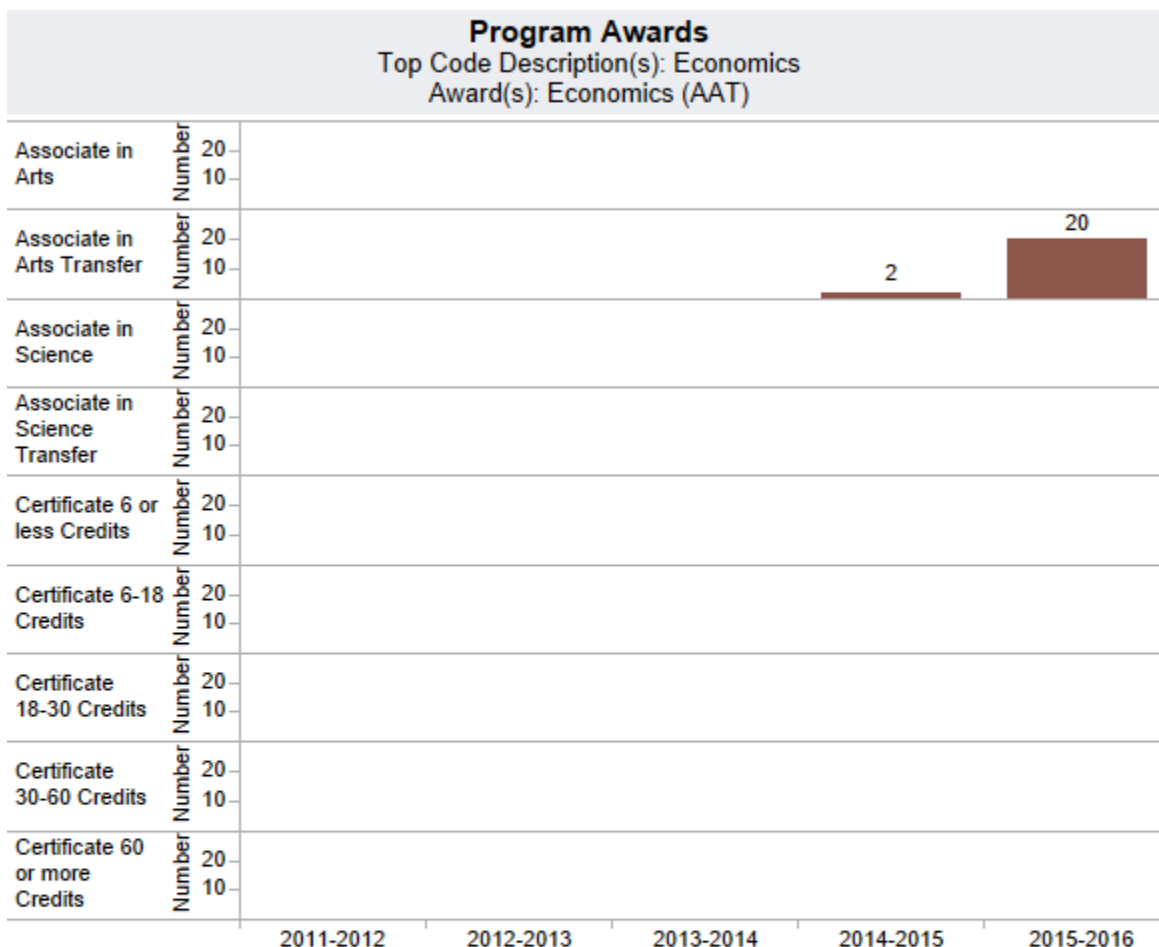
# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

## Economics

### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
Economics

Award Type:  
All



Program Awards Table						
Award Type	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Arts Transfer	Economics (AAT)				2	20
	<b>Total</b>				2	20
<b>Grand Total</b>					2	20

Program Awards: The number of degrees and certificates awarded by program type

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Degrees awarded in 2016:

- 141 Associates Degree of Transfer Business
- 31 Associates Degree Career Path Business
- 24 Associates Degree of Transfer Economics
- 4 Associates Degree Management
- 3 Associates Degree Marketing
- 3 Associates Degree Business Administration

Of note: Business Associates in Science Degree of Transfer was the most awarded Associates in Science Transfer degree and the third most awarded degree college-wide.

Of note: Economics Associates in Arts Degree of Transfer was the fifth most awarded degree in this area.

Of note: Career Path Business Associates in Arts (non-transferable) was the fourth most awarded degree in this area.

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please provide and comment on any other data that is relevant to your program such as State or National certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

The Bureau of Labor Statistics reports the following representative Business employment projections for the 2014-2014 period (representative of the Business area), as reported in the Occupational Outlook Handbook:

Accountants and Auditors 11% (faster than average)  
Human Resource Specialists growth projection 5% (average)  
Financial Analysts 12% (faster than average)  
Management Consultants 14% (much faster than average)  
Market Research Analysts 19% (much faster than average)  
Personal Financial Planners 30% (much faster than average)  
Advertising -3% (decline)  
Sales Representatives 7% (average)  
Human Resource Managers 9% (faster than average)

### PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

#### CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date:
- ☒ Date SLO assessment cycle calendar was last updated: Spring 2016
- ☒ All courses scheduled for assessment have been assessed in eLumen
- ☒ Dates of last completed course assessments in eLumen:

NOTE: Program Wide data relating to the above Checklist are addressed at the end of this document (prepared by Susan Iredale-Kline and Neil Higgins.)

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

### **Narrative:**

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment.

Program learning outcomes for Business Administration AST were discussed and refined by faculty in spring 2016. Learning outcomes for effective communication and use of technology were added. To assess these outcomes in BUS201B sections (a required course in the Business Admin AST), a semester long project has been added. As a result of the Fall 2016 SLO assessment in BUS201A, discussions among faculty are occurring. Several areas were identified for improvement, including best practices in administering the process by adjunct faculty (reported by Solveg Cooper.)

### **PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR**

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

Due to the demand for our DE offerings, we will be adding additional sections of DE courses and seeking approval from curriculum to teach additional business courses in this modality.

Modular tables and chairs are requested for rooms 4113 and 4111, in order to better support student success and program learning outcomes. Approximate expense \$30,000 (reported by Neil Higgins and Tanya Downing.)

As noted earlier, the increase in First Generation Students requires additional resources to support those students inside and outside of class. In the Accounting area, it is recommended that 5 iPads are purchased for on-campus student loan outside of class. Having access to the technology outside of class, will directly benefit our program learning outcomes in use of technology. A count of 40 Chromebooks (or their equivalent) and charging cart are also requested for the North County campus Business Education classroom. Approximate expense \$12,500. (reported by Gary Rubin and Solveg Cooper)

Student support would also benefit from the expansion of tutoring options. Current tutors have been funded from grants that require yearly application for funding. It is recommended that the college re-establish the tutoring support that was eliminated in the 2011 budget cuts.

Additional Accounting area efforts to increase program learning outcomes include changes based on SLO assessment results for BUS201A and improving guidelines for the project discussed earlier for BUS201B. As noted previously, curriculum changes include continuing late start 9 week financial courses and discontinuing 9 week managerial courses. (reported by Solveg Cooper)

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Regarding facilities, room 4110 has been modified so that white boards are on both the south and west wall. To better utilize the teaching space in room 4110, the computer console (west wall only) needs to be replaced with a smaller footprint console that can serve either the west or the south walls. Additionally, the 4110 Smartboard cannot be upgraded to Window 7 and is obsolete. It needs to be removed and replaced with a flat screen of equivalent size whenever this can be prioritized and funded. The console replacement, however, is a critical need that should be addressed as soon as possible. (reported by Solveg Cooper)

The 2017-2018 North County Campus offerings of Business Administration courses and other courses in the Business Education Division will be impacted by the following factors related to the North County market, its needs and wants, our promotional efforts there, and our available facilities/equipment (reported by Gary Rubin):

- We have replaced the computers in classroom N2411 with brand new computers this year. These new desktop computers will allow us to better serve students in courses such as Advertising, Social Media Marketing, Accounting, Quickbooks Pro, Economics, Intro to Computer Applications, and Intro to Computer Science.
- This Spring 2017 semester we are offering the CIS 201 Intro to Computer Science at the North County Campus for the first time in many years. Although this course is not part of the Business Administration program, it is part of the Business Education Division and students in the Business Administration program could benefit from this course and have expressed interest in it. Offering other Business courses to the Business Administration students will help solidify a cohort of Business Administration students at the North County Campus.
- In Fall 2016 the Business Administration Advisory Committee meeting was held at the North County Campus. Several representatives from Hospitality, Banking, Chambers of Commerce, and Cuesta participated. Interest was expressed in customized workforce training and short business courses. Community members were notified, some for the first time, of existing short Business courses offered at the North County Campus that were formally known as Customer Service courses. These 0.5 unit courses are now known as Professional Development Studies courses and are offered through WED/Community Programs rather than through the Business Education Division, but we still are notifying local North County businesses of these offerings.
- Increased efforts to build and/or sustain enrollment in Business courses at the North County Campus. One strategy has been to ask for community support in posting promotional flyers in local businesses.
- Another strategy is to spread the possibility of a business course being offered in other academic divisions that may lead to students then seeking additional business courses within the Business Education Division. Gary Rubin applied for and received a grant in November 2016 that calls for him to create a three-hour lecture focusing on issues faced

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

by those seeking to start a business. This lecture will be delivered at the North County Campus on March 15, 2017 and again in Atascadero on March 23, 2017. Both presentations are open to all Cuesta students, staff, and the general public. The Atascadero, Templeton, and Paso Robles Chambers of Commerce, and the Hispanic Business Association, are all supporting these lectures by promoting them to their members. Following these presentations, Mr. Rubin will then share during the Spring 2017 semester this content within the College and seek instructors in other Divisions interested in creating such a course for their students, e.g. Early Childhood Education students seeking to open a daycare, Photography students seeking to be self-employed, etc. Mr. Rubin will serve as a consultant during Spring 2017 on the business content for such courses to be offered by and taught by other academics, or through our Community Programs non-credit offerings.