



2015

Annual Program Review

Business

(Accounting, Business, Economics, Management)

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Section 1: Program Planning:

Internal Analysis: Accounting

Enrollment and FTES:

The strong growth of FTES for 2012-2014 (2012/13: -4.4% and 2013/14: +13.3%) and the level of need for trained business professionals in the community as shown by Orange County's accelerated job creation and economic growth (a declining unemployment rate below 5% and robust hiring in the professional and business services, health care, tourism and entrepreneurial sectors) supports regional growth through 2020.

Efficiency (FTEF/30 and fill rates):

The department has expanded course offerings with two FT (Accounting and Business/Management) and a large number of PT faculty, but it is becoming increasingly difficult to adapt to the increased need for classes to meet our growing FTES. Similarly our WSCH/FTES (productivity) and FTEF show a consistent need and ability to support our request for additional faculty. We have been approved to add one FT Business/Management Faculty last year but the overall growth in the entire Department (Accounting, Business, Management and Economics) and expansion of cohorts and programs requires the addition of an additional FT Faculty to the department (Economics discipline).

Student Demographics:

We continually strive to meet the needs of under-represented students in our programs. Traditionally Business and Management occupations have been dominated by males. As shown below, males represented 39.9% (2013/14) and females 58.9% (2013/14) of students in the program. Efforts to attract more females have been successful as the percentage of males to females has remained fairly level over the past 3 years.

Success:

Student Success for 2013/13 was 63.0%; for 2013/14 it increased to 62.8%. This is believed to be the result of closer monitoring of student activity in the courses.

Retention:

Student Retention for 2012/13 was 78.7% and dropped slightly in 2013/14 at 75.9%. This is believed to be the result of providing student services (tutoring) and support materials as well as closer monitoring of student activity in the courses.

Persistence in Subject:

Student Persistence for 2012/13 was 20%; for 2013/14 it increased to 23%. This is believed to be the result of providing student services (tutoring) and support materials as well as closer monitoring of student activity in the courses.

Awards (Degrees and Certificates):

Strong growth in Certificates and Associate Degrees awarded (Certificates: 2012/13: -31.8% and 2013/14: +20.0%; Associates Degrees: 2012/13: -15.4% and 2013/14: +27.3%) are an indication of the level of need for trained business professionals in the community. The department has expanded STAR (AD-T) courses which is expected to result in additional AS degrees.

Market Assessment: Accounting

Table 1.1 Market Data

Occupation	EMSI Current Openings	EMSI Projected Openings
Accountants and Auditors (13-2011)	4,256	851
Budget Analysts (13-2031)	182	36
Credit Analysts (13-2041)	158	32
Financial Examiners (13-2061)	77	15
Tax Examiners and Collectors, and Revenue Agents (13-2081)	90	18
Tax Preparers (13-2082)	352	70

Occupation	EMSI Entry Level Salary	EMSI Median Salary
Accountants and Auditors (13-2011)	45,760	68,016
Budget Analysts (13-2031)	57,824	83,824
Credit Analysts (13-2041)	45,344	71,136
Financial Examiners (13-2061)	46,592	76,960
Tax Examiners and Collectors, and Revenue Agents (13-2081)	49,504	70,304
Tax Preparers (13-2082)	32,032	46,800

Orange County's marketplace combined with its robust and diverse economy make Orange County a desirable place for employers to do business:

- With over 3.1 million residents, Orange County is the 6th most populous county in the U.S.
- With a total civilian labor force of 1.6 million, Orange County enjoys a diverse economy, with economic output and employment well-distributed among sectors.
- The county's Gross Domestic Product in 2013 was estimated to be \$197.1 billion.
- Orange County ranks 15th among the nation's metro areas based on its Gross Metropolitan Product.

Orange County's economic strength is reflected in its low unemployment rate which consistently runs lower than that of the statewide average. According to the California Employment Development Department, as of June 2015, Orange County's unemployment rate was at 4.3%; below the state average of 6.2%.

Advisory Committee attendees agreed unanimously that their experience and the Survey observations indicated a strong need for the Entrepreneurship Certificates and that future plans to expand their applicability to additional professional areas was warranted. Some areas suggested included:

1. Communication for Entrepreneurs
2. Accounting for Entrepreneurs (we discussed ACCT116 Accounting for Entrepreneurs and Non-Financial Managers)

- Employee Management for Entrepreneurs (focusing on developing an employee handbook, hiring practices, interviewing prospective employees)

Additionally the committee made the following recommendations and comments:

- Certificates should include a strong emphasis on communication skills, both oral and written
- Oral skills should focus on direct and concise information (similar to an 'elevator pitch')
- Exposure to additional resources (ie. SBA and SCORE mentors)
- Introduction to business requirements and hands on practice using various business related forms: ie. tax, legal (licenses, permits, etc), and local codes
- Information on how to apply for and obtain government contracts (including special programs)
- Incorporating business skills into Internships and Work Based Learning activities
- Providing pre-employment skills (writing resumes, interviewing, etc.)
- Focusing on Veteran specific needs (ie. Veteran's Resource Centers)

Table 1.2 Program Review Data for Accounting

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	1,443	1,380	1,563
FTES:	192	180	144
FTEF30:	4.3	4.2	3.7
WSCH/FTEF:	728	708	631
Fill Rates:	84.2%	82.0%	79.1%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	70	55	59
F-to-S Persistence:	22%	20%	23%
DEGREES AND CERTIFICATES			
Certificates:	22	15	18
Associate Degrees:	13	11	14
STUDENT DEMOGRAPHICS			
GENDER			
Female:	59.2%	58.9%	58.9%
Male:	40.1%	39.8%	39.9%
Unknown:	.8%	1.3%	1.2%
AGE at TERM			
Less than 19	4.8%	6.3%	5.3%
20 to 24	24.0%	25.9%	25.5%
25 to 29	21.4%	19.2%	21.6%
30 to 34	14.0%	14.4%	15.2%
35 to 39	9.1%	8.5%	8.5%
40 to 49	13.1%	15.4%	14.2%
50 and Older	13.5%	10.3%	9.7%
RACE/ETHNICITY			
African American:	5.3%	4.3%	5.6%
Asian/Pac Islander:	40.0%	41.8%	41.2%
Hispanic:	8.7%	8.7%	11.1%
Multiple Race:	10.7%	10.7%	7.2%
White:	31.3%	27.6%	31.9%
Unknown:	3.8%	6.9%	2.9%

Table 1.3 Program Review Data for Accounting by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	1,443	1,380	1,563
- Success Rate	63.4%	63.0%	62.8%
- Retention Rate	81.4%	78.7%	75.9%
SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	28
- Success Rate	0.0%	0.0%	78.6%
- Retention Rate	0.0%	0.0%	92.9%
Online Enrollment	1,296	1,228	1,365
- Success Rate	62.0%	61.8%	61.7%
- Retention Rate	80.6%	77.7%	75.2%
Telecourse Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Traditional Enrollment	147	152	170
- Success Rate	76.2%	72.4%	68.8%
- Retention Rate	88.4%	86.8%	78.8%
COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Internal Analysis: **Business**

Enrollment and FTES:

The strong growth of FTES for 2012-2014 (2012/13: +14.7% and 2013/14: +52.7%) and the level of need for trained business professionals in the community as shown by Orange County's accelerated job creation and economic growth (a declining unemployment rate below 5% and robust hiring in the professional and business services, health care, tourism and entrepreneurial sectors) supports regional growth through 2020.

Efficiency (FTEF/30 and fill rates):

The department has expanded course offerings with two FT (Accounting and Business/Management) and a large number of PT faculty, but it is becoming increasingly difficult to adapt to the increased need for classes to meet our growing FTES. Similarly our WSCH/FTES (productivity) and FTEF show a consistent need and ability to support our request for additional faculty. We have been approved to add one FT Business/Management Faculty last year but the overall growth in the entire Department (Accounting, Business, Management and Economics) and expansion of cohorts and programs requires the addition of an additional FT Faculty to the department (Economics discipline).

Student Demographics:

We continually strive to meet the needs of under-represented students in our programs. Traditionally Business and Management occupations have been dominated by males. As shown below, males represented 83.0% (2013/14) and females 15.8% (2013/14) of students in the program. Efforts to attract more females will be a focus in 2014/15 as the percentage of males to females has decreased from 2012/13.

Success:

Student Success for 2013/13 was 52.9%; for 2013/14 it increased to 54.7%. This is believed to be the result of closer monitoring of student activity in the courses.

Retention:

Student Retention for 2012/13 was 79.8% and remained consistent to 2013/14 at 79.8%. This is believed to be the result of providing student services (tutoring) and support materials as well as closer monitoring of student activity in the courses.

Persistence in Subject:

Student Persistence for 2012/13 was 24%; for 2013/14 it increased to 27%. This is believed to be the result of providing student services (tutoring) and support materials as well as closer monitoring of student activity in the courses.

Awards (Degrees and Certificates):

Strong growth in Certificates and Associate Degrees awarded (Certificates: 2012/13: +32.6% and 2013/14: +15.6%; Associates Degrees: 2012/13: +35.7% and 2013/14: +28.4%) are an indication of the level of need for trained business professionals in the community. The department has expanded STAR (AD-T) courses which is expected to result in additional AS degrees.

Market Assessment: Business

Table 1.4 Program Review Data for Business by Modality

Occupation	EMSI Current Openings	EMSI Projected Openings
Administrative Services Managers (11-3011)	557	111
Chief Executives (11-1011)	469	94
Cost Estimators (13-1051)	831	166
General and Operations Managers (11-1021)	3999	800
Management Analysts (13-1111)	2279	456

Occupation	EMSI Entry Level Salary	EMSI Median Salary
Administrative Services Managers (11-3011)	59,696	91,936
Chief Executives (11-1011)	89,648	180,544
Construction Managers (11-9021)	55,536	81,952
Cost Estimators (13-1051)	35,568	61,984
General and Operations Managers (11-1021)	52,832	112,736
Management Analysts (13-1111)	45,344	73,840

Orange County's marketplace combined with its robust and diverse economy make Orange County a desirable place for employers to do business:

- With over 3.1 million residents, Orange County is the 6th most populous county in the U.S.
- With a total civilian labor force of 1.6 million, Orange County enjoys a diverse economy, with economic output and employment well-distributed among sectors.
- The county's Gross Domestic Product in 2013 was estimated to be \$197.1 billion.
- Orange County ranks 15th among the nation's metro areas based on its Gross Metropolitan Product.

Orange County's economic strength is reflected in its low unemployment rate which consistently runs lower than that of the statewide average. According to the California Employment Development Department, as of June 2015, Orange County's unemployment rate was at 4.3%; below the state average of 6.2%.

Advisory Committee attendees agreed unanimously that their experience and the Survey observations indicated a strong need for the Entrepreneurship Certificates and that future plans to expand their applicability to additional professional areas was warranted. Some areas suggested included:

1. Communication for Entrepreneurs
2. Accounting for Entrepreneurs (we discussed ACCT116 Accounting for Entrepreneurs and Non-Financial Managers)
3. Employee Management for Entrepreneurs (focusing on developing an employee handbook, hiring practices, interviewing prospective employees)

Additionally the committee made the following recommendations and comments:

Annual Program Review Template: Revised 4/13/15 and Approved

1. Certificates should include a strong emphasis on communication skills, both oral and written
2. Oral skills should focus on direct and concise information (similar to an 'elevator pitch')
3. Exposure to additional resources (ie. SBA and SCORE mentors)
4. Introduction to business requirements and hands on practice using various business related forms: ie. tax, legal (licenses, permits, etc), and local codes
5. Information on how to apply for and obtain government contracts (including special programs)
6. Incorporating business skills into Internships and Work Based Learning activities
7. Providing pre-employment skills (writing resumes, interviewing, etc.)
8. Focusing on Veteran specific needs (ie. Veteran's Resource Centers)

Table 1.5 Program Review Data for Business

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	2,700	3,097	4,729
FTES:	269	292	432
FTEF30:	5.0	4.7	5.6
WSCH/FTEF:	881	1,010	1,265
Fill Rates:	82.0%	89.8%	85.6%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	69	105	109
F-to-S Persistence:	16%	24%	27%
DEGREES AND CERTIFICATES			
Certificates:	92	122	141
Associate Degrees:	70	95	122

STUDENT DEMOGRAPHICS			
GENDER			
Female:	28.3%	24.4%	15.8%
Male:	71.1%	74.4%	83.0%
Unknown:	.6%	1.2%	1.1%
AGE at TERM			
Less than 19	3.8%	3.3%	2.0%
20 to 24	18.3%	16.6%	13.3%
25 to 29	18.6%	18.4%	19.5%
30 to 34	17.3%	18.9%	18.6%
35 to 39	14.1%	13.6%	14.9%
40 to 49	19.3%	18.6%	20.8%
50 and Older	8.7%	10.7%	11.0%
RACE/ETHNICITY			
African American:	26.4%	26.5%	30.5%
Asian/Pac Islander:	11.5%	12.0%	10.5%
Hispanic:	18.5%	18.5%	23.3%
Multiple Race:	7.2%	5.0%	2.5%
White:	33.0%	29.8%	28.3%
Unknown:	4.9%	8.1%	4.8%

Table 1.6 Program Review Data for Business by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	2,700	3,097	4,729
- Success Rate	57.4%	52.9%	54.7%
- Retention Rate	88.6%	79.8%	79.8%

SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY

Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	945	1,075	932
- Success Rate	58.1%	54.1%	57.6%
- Retention Rate	85.8%	80.1%	77.3%
Telecourse Enrollment	1,707	2,007	3,791
- Success Rate	56.8%	52.1%	53.9%
- Retention Rate	90.0%	79.7%	80.5%
Traditional Enrollment	48	15	6
- Success Rate	66.7%	60.0%	100.0%
- Retention Rate	91.7%	80.0%	100.0%

COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY

Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
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- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Internal Analysis: Economics

Enrollment and FTES:

The strong growth of FTES for 2012-2014 (2012/13: +11.9% and 2013/14: -17.5%) and the level of need for trained business professionals in the community as shown by Orange County's accelerated job creation and economic growth (a declining unemployment rate below 5% and robust hiring in the professional and business services, health care, tourism and entrepreneurial sectors) supports regional growth through 2020.

Efficiency (FTEF/30 and fill rates):

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Student Demographics:

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Success:

Student Success for 2013/13 was 59.1%; for 2013/14 it remained level at 58.6%. This is believed to be the result of closer monitoring of student activity in the courses.

Retention:

Student Retention for 2012/13 was 79.9% and remained consistent to 2013/14 at 77.9%. This is believed to be the result of providing student services (tutoring) and support materials as well as closer monitoring of student activity in the courses.

Persistence in Subject:

Student Persistence for 2012/13 was 20%; for 2013/14 it increased to 23%. This is believed to be the result of providing student services (tutoring) and support materials as well as closer monitoring of student activity in the courses.

Awards (Degrees and Certificates):

Strong growth in Associate Degrees awarded (Associates Degrees: 2012/13: -63.6% and 2013/14: +125.0%) are an indication of the level of need for trained business professionals in the community. The department has expanded STAR (AD-T) courses which is expected to result in additional AS degrees.

Market Assessment: Economics

Orange County's marketplace combined with its robust and diverse economy make Orange County a desirable place for employers to do business:

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5. Information on how to apply for and obtain government contracts (including special programs)
6. Incorporating business skills into Internships and Work Based Learning activities
7. Providing pre-employment skills (writing resumes, interviewing, etc.)
8. Focusing on Veteran specific needs (ie. Veteran's Resource Centers)

Table 1.7 Program Review Data for Economics

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	573	641	529
FTES:	61	63	54
FTEF30:	1.3	1.5	1.4
WSCH/FTEF:	800	716	629
Fill Rates:	81.5%	78.3%	75.0%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	20	22	26
F-to-S Persistence:	16%	20%	23%
DEGREES AND CERTIFICATES			
Certificates:	0	0	0
Associate Degrees:	11	4	9

STUDENT DEMOGRAPHICS			
GENDER			
Female:	53.1%	49.9%	53.9%
Male:	45.2%	48.7%	44.6%
Unknown:	1.7%	1.4%	1.5%
AGE at TERM			
Less than 19	14.3%	17.8%	11.3%
20 to 24	42.4%	42.1%	46.9%
25 to 29	20.6%	17.5%	18.9%
30 to 34	6.6%	10.1%	10.6%
35 to 39	7.3%	4.5%	4.9%
40 to 49	6.3%	6.1%	5.3%
50 and Older	2.4%	1.9%	2.1%
RACE/ETHNICITY			
African American:	3.3%	3.3%	3.0%
Asian/Pac Islander:	46.4%	39.2%	39.9%
Hispanic:	8.3%	8.3%	11.5%
Multiple Race:	11.2%	12.9%	7.0%
White:	26.0%	25.4%	33.8%
Unknown:	4.5%	10.9%	4.7%

Table 1.7 Program Review Data for Economics by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	573	641	529
- Success Rate	62.1%	59.1%	58.6%
- Retention Rate	84.1%	79.9%	77.9%
SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	55	31	---
- Success Rate	76.4%	83.9%	0.0%
- Retention Rate	83.6%	90.3%	0.0%
Online Enrollment	429	487	447
- Success Rate	55.7%	53.4%	55.9%
- Retention Rate	81.8%	76.4%	75.2%
Telecourse Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Traditional Enrollment	89	123	82
- Success Rate	84.3%	75.6%	73.2%
- Retention Rate	95.5%	91.1%	92.7%
COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
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- Success Rate	72.9%	72.3%	66.2%
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Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Internal Analysis: Management

Enrollment and FTES:

The strong growth of FTES for 2012-2014 (2012/13: +12.5% and 2013/14: +30.9%) and the level of need for trained business professionals in the community as shown by Orange County's accelerated job creation and economic growth (a declining unemployment rate below 5% and robust hiring in the professional and business services, health care, tourism and entrepreneurial sectors) supports regional growth through 2020.

Efficiency (FTEF/30 and fill rates):

The department has expanded course offerings with two FT (Accounting and Business/Management) and a large number of PT faculty, but it is becoming increasingly difficult to adapt to the increased need for classes to meet our growing FTES. Similarly our WSCH/FTES (productivity) and FTEF show a consistent need and ability to support our request for additional faculty. We have been approved to add one FT Business/Management Faculty last year but the overall growth in the entire Department (Accounting, Business, Management and Economics) and expansion of cohorts and programs requires the addition of an additional FT Faculty to the department (Economics discipline).

Student Demographics:

We continually strive to meet the needs of under-represented students in our programs. Traditionally Business and Management occupations have been dominated by males. As shown below, males represented 72.7% (2013/14) and females 26.0% (2013/14) of students in the program. Efforts to attract more females will be a focus in 2014/15 as the percentage of males to females has decreased from 2012/13.

Success:

Student Success for 2013/13 was 53.4%; for 2013/14 it remained fairly constant at 51.9%. This is believed to be the result of closer monitoring of student activity in the courses.

Retention:

Student Retention for 2012/13 was 80.6% and increased slightly in 2013/14 to 82.3%. This is believed to be the result of providing student services (tutoring) and support materials as well as closer monitoring of student activity in the courses.

Persistence in Subject:

Student Persistence for 2012/13 was 5%; for 2013/14 it increased to 8%. This is believed to be the result of providing student services (tutoring) and support materials as well as closer monitoring of student activity in the courses.

Awards (Degrees and Certificates):

Strong growth in Certificates and Associate Degrees awarded (Certificates: 2012/13: +35.7% and 2013/14: -26.3%; Associates Degrees: 2012/13: +16.7% and 2013/14: +42.9%) are an indication of the level of need for trained business professionals in the community. The department has expanded STAR (AD-T) courses which is expected to result in additional AS degrees.

Market Assessment: Management

Table 1.8 Program Review Data for Management

Occupation	EMSI Current Openings	EMSI Projected Openings
Construction Managers (11-9021)	647	129
General and Operations Managers (11-1021)	3999	800
Industrial Production Managers (11-3051)	200	40
Management Analysts (13-1111)	2279	456
Managers, All Other (11-9199)	1134	227
Sales Managers (11-2022)	877	175
Social and Community Service Managers (11-9151)	313	63
Transportation, Storage, and Distribution Managers (11-3071)	138	28

Occupation	EMSI Entry Level Salary	EMSI Median Salary
Construction Managers (11-9021)	55,536	81,952
General and Operations Managers (11-1021)	52,832	112,736
Industrial Production Managers (11-3051)	59,696	97,760
Management Analysts (13-1111)	45,344	73,840
Managers, All Other (11-9199)	51,168	81,536
Sales Managers (11-2022)	54,496	120,432
Social and Community Service Managers (11-9151)	37,024	64,896
Transportation, Storage, and Distribution Managers (11-3071)	57,824	77,584

Orange County's marketplace combined with its robust and diverse economy make Orange County a desirable place for employers to do business:

- With over 3.1 million residents, Orange County is the 6th most populous county in the U.S.
- With a total civilian labor force of 1.6 million, Orange County enjoys a diverse economy, with economic output and employment well-distributed among sectors.
- The county's Gross Domestic Product in 2013 was estimated to be \$197.1 billion.
- Orange County ranks 15th among the nation's metro areas based on its Gross Metropolitan Product.

Orange County's economic strength is reflected in its low unemployment rate which consistently runs lower than that of the statewide average. According to the California Employment Development Department, as of June 2015, Orange County's unemployment rate was at 4.3%; below the state average of 6.2%.

Advisory Committee attendees agreed unanimously that their experience and the Survey observations indicated a strong need for the Entrepreneurship Certificates and that future plans to expand their applicability to additional professional areas was warranted. Some areas suggested included:

1. Communication for Entrepreneurs

2. Accounting for Entrepreneurs (we discussed ACCT116 Accounting for Entrepreneurs and Non-Financial Managers)
3. Employee Management for Entrepreneurs (focusing on developing an employee handbook, hiring practices, interviewing prospective employees)

Additionally the committee made the following recommendations and comments:

1. Certificates should include a strong emphasis on communication skills, both oral and written
2. Oral skills should focus on direct and concise information (similar to an 'elevator pitch')
3. Exposure to additional resources (ie. SBA and SCORE mentors)
4. Introduction to business requirements and hands on practice using various business related forms: ie. tax, legal (licenses, permits, etc), and local codes
5. Information on how to apply for and obtain government contracts (including special programs)
6. Incorporating business skills into Internships and Work Based Learning activities
7. Providing pre-employment skills (writing resumes, interviewing, etc.)
8. Focusing on Veteran specific needs (ie. Veteran's Resource Centers)

Table 1.9 Program Review Data for Management

Academic Year	2011-12	2012-13	2013-14
ENROLLMENT	689	873	1,174
FTES:	72	81	106
FTEF30:	1.5	1.6	1.9
WSCH/FTEF:	787	825	936
Fill Rates:	96.8%	88.3%	82.4%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT			
Fall-to-Spring:	10	8	12
F-to-S Persistence:	6%	5%	8%
DEGREES AND CERTIFICATES			
Certificates:	15	19	14
Associate Degrees:	6	7	10

STUDENT DEMOGRAPHICS			
GENDER			
Female:	39.0%	37.5%	26.0%
Male:	60.7%	61.5%	72.7%
Unknown:	.3%	1.0%	1.3%
AGE at TERM			
Less than 19	1.7%	2.5%	1.1%
20 to 24	14.9%	13.4%	12.7%
25 to 29	18.3%	18.8%	19.4%
30 to 34	19.0%	16.5%	19.6%
35 to 39	16.1%	12.8%	16.1%
40 to 49	19.0%	23.9%	20.1%
50 and Older	10.9%	12.0%	10.9%
RACE/ETHNICITY			
African American:	20.3%	19.5%	30.0%
Asian/Pac Islander:	12.8%	15.5%	10.1%
Hispanic:	18.7%	18.7%	22.3%
Multiple Race:	8.0%	5.7%	3.9%
White:	34.1%	34.0%	28.4%
Unknown:	6.1%	6.6%	5.2%

Table 1.10 Program Review Data for Management by Modality

Academic Year	2011-12	2012-13	2013-14
Total SUBJECT Enrollment	689	873	1,174
- Success Rate	64.2%	53.4%	51.9%
- Retention Rate	89.4%	80.6%	82.3%
SUBJECT ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Correspondence Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Hybrid Enrollment	---	---	---
- Success Rate	0.0%	0.0%	0.0%
- Retention Rate	0.0%	0.0%	0.0%
Online Enrollment	394	514	440
- Success Rate	56.6%	49.0%	47.0%
- Retention Rate	88.3%	78.6%	79.5%
Telecourse Enrollment	266	359	734
- Success Rate	75.6%	59.6%	54.8%
- Retention Rate	91.7%	83.6%	83.9%
Traditional Enrollment	29	---	---
- Success Rate	65.5%	0.0%	0.0%
- Retention Rate	82.8%	0.0%	0.0%
COLLEGE ENROLLMENT, SUCCESS AND RETENTION RATES BY MODALITY			
Cable Enrollment	875	558	766
- Success Rate	58.4%	57.7%	50.5%
- Retention Rate	86.7%	79.7%	75.7%
Correspondence Enrollment	453	524	813
- Success Rate	56.5%	67.2%	77.6%
- Retention Rate	89.0%	81.5%	89.7%
Hybrid Enrollment	1,245	689	627
- Success Rate	72.9%	72.3%	66.2%
- Retention Rate	89.6%	89.8%	84.4%
Online Enrollment	23,260	22,827	25,551
- Success Rate	64.3%	62.0%	62.9%
- Retention Rate	87.0%	82.2%	81.2%
Telecourse Enrollment	10,657	9,664	15,993
- Success Rate	57.3%	53.7%	55.3%
- Retention Rate	87.8%	80.5%	82.8%
Traditional Enrollment	14,712	12,345	10,517
- Success Rate	81.9%	77.0%	77.6%
- Retention Rate	93.0%	90.1%	88.5%

Program Student Learning Outcome(s)

Business (Accounting, Business, Economics and Management)

Primary areas being addressed:

1. Student Participation: the faculty are aggressively encouraging students to complete Letters of Agreement prior to the Census Date. Students who do not complete LOA are being dropped as No Shows (at the Census Date). This is being handled differently in Tele Courses (due to logistical issues), but students are being dropped during Week 6. Initial results to engage students early are showing progress.
2. Business Writing: students have a particularly difficult time writing at college level. This may be partially due to the fact that we do not have pre-requisites for Business classes. However, in conjunction with the Student Success Center we have developed a Business Writing Workbook to help students with writing mechanics and the development of the Business report. This was made available to faculty after the Fall 2014 All College Meeting and is in the process of being fully implemented and evaluated in courses beginning in Spring 2015.
3. Business Writing: it has been suggested that special tutoring be developed and offered to Business Students. The concept and specifics will be discussed with the Student Success Center.
4. Tutoring: tutoring services for Accounting have been developed and offered at the Student Success Center. Positive results are being seen in the success of students in these classes.
5. Imbedded Tutoring: imbedded tutors have been placed in several Accounting classes and initial acceptance and performance by students shows promise. Students appear to be more comfortable working with a 'near' peer. Effectiveness of the program will continue to be evaluated.
6. Student Engagement: faculty are making regular (weekly) contact with students to remind them of assignments/activities that are due. Additionally, faculty are implementing late penalties for assignment submitted past due dates.
7. Facilitate faculty intradepartmental discussion of best practices.

Progress on Forward Strategy Initiative(s)

Table 1.11 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>Improve quality of online courses through professional development through instructional design and online techniques.</p> <ul style="list-style-type: none"> a) Identify areas of training needed b) Schedule training sessions for faculty 	Partially Completed, In Process	The department has adopted the Course Quality Rubric to evaluate all courses. Initial training was held for the faculty. Additional training will be scheduled in Fall 2015. CTE is addressing course content preparation for conversion to Canvas	
<p>Implement department guidelines for improving faculty to student communication and responsiveness.</p> <ul style="list-style-type: none"> a) Identify faculty members to develop department guidelines and prepare recommended guidelines b) Present guidelines to faculty and implement 	Partially Completed, In Process	We are discussing the issues surrounding faculty-student communication in our department Meetings and course Quality training sessions. As a start we have focused on effectively using the communication capabilities available in Seaport. We are preparing (training) for conversion to Canvas.	Canvas training is planned for October through December for conversion in Spring 2016.
<p>Implement department guidelines for managing course enrollment (actively identify students participating in class).</p> <ul style="list-style-type: none"> a) Identify faculty members to develop department guidelines and prepare recommended guidelines. b) Present guidelines to faculty and implement in courses. 	Partially Completed, In Process	We have discussed improving and managing course enrollment in our department meetings. Our next step will be to develop guidelines and possibly a quiz that can be used to increase student engagement across the department.	Our initial focus to identifying 'Active' students early in the semester (ie using the LOA completion) and the tools to accurately identify student participation have been implemented.
Submit and gain approval of C-ID numbers for BUSC100 and BUSC110 courses	Completed		State approval has been received.
Create a pathway for VESL students to enroll in classes leading to Business Certificates and Transfer degrees.	In process	Initial discussion with ESL and Student Success have taken place.	
Enhance the Entrepreneurship and Small Business Management program.	Completed	Branding of the Entrepreneurship and Small Business Management Certificate and Degree programs has been completed. Development of an Entrepreneurship in Art and Entrepreneurship in Network Consulting	

		certificates have been submitted to Curriculum for approval. The Accounting for Non-financial Mangers and Entrepreneurs/Business Owners course has been approved.	
Expand Advisory Committee participation and collaboration with Business groups. Integrate Advisory Committees (including VitalLink)	Partially Completed, In Process	<p>The Business department is actively engaged with several Business Groups and Advisory committees working collaboratively to identify the needs of the business community and encourage students to participate in our educational and career programs.</p> <ul style="list-style-type: none"> • Coastline Community College Business and Management Advisory Committee • Vital-Link of Orange County • Small Business Sector and Deputy Sector Navigators. • Garden Grove Chamber of Commerce – Education Committee • Western Association of Food Chains Advisory Committee (WAFC) • Business Entrepreneurship Center (BEC). 	We are reevaluating our programs and events held with Vital-Link to determine their effectiveness.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year	N/A	N/A	Faculty-Business; Faculty- Accounting: (Positions- 2)	Pt Faculty: Business (11); Accounting (9); Economics (5); Management (3)	N/A	N/A
Current year	N/A	N/A	Faculty-Business; Faculty- Accounting: (Positions- 2)	Pt Faculty: Business (13); Accounting (9); Economics (4); Management (3)	N/A	N/A
1 year	N/A	N/A	Current: Faculty- Business; Faculty- Accounting: (Positions- 2) Proposed: 2 additional faculty (Business and Economics)	Pt Faculty: Business (14); Accounting (10); Economics (5); Management (3)	N/A	N/A

Professional Development

Rick Lockwood:

- Veteran’s Entrepreneurship Training 10/2014
- CCCAOE Conference 10/2014
- OEI – LMS Review/Selection
- CCCAOE Conference 03/2015
- All College Workshop 04/2015
- ITC Online Teaching Conference 05/2015
- WAFC Conference 05/2015
- AB-86 Contextual Training 05/2015
- Summer Institute 07/2015

Kevin Erdkamp:

- Accounting Teachers Conference 05/2015
- Summer Institute 07/2015
- All College Workshop 04/2015
- Great Teachers Seminar 08/2015
- IRS Tax Forum 08/2015
- CPA Continuing Education 02-03/2015
- VITA Certification Training 01/2015

Part-time Faculty attended/participated in the following:

- CCC General Faculty Meeting (All College Meeting)
- Discipline-related meetings and/or workshops
- Technology-related workshops (Seaport Course Quality/Canvas Orientation/Summer Institute)
- Student Learning Outcomes workshops/training
- Membership/participation in Professional Associations
- Professional conference attendance
- Graduate classes/program
- Professional training
- Discipline-related reading
- Technology-related reading

Section 3: Facilities Planning

Facility Assessment

There will be a need for additional on-site classroom space to accommodate the STAR program growth. This will be planned by the STAR Program Coordinators in conjunction with individual sites.

Section 4: Technology Planning

Technology Assessment

QuickBooks annual software update. Required for courses to maintain transferability to 4-year institutions.

Section 5: New Initiatives

Initiative: Conversion of all Business Department courses to the CANVAS LMS by Fall 2016.

Describe how the initiative supports the college mission:

- Canvas has a built-in conferencing feature which allows students and faculty to connect, right inside your course.
- Canvas has a clean and uncluttered look to it which is easier for students to navigate.
- Canvas connects with Facebook, Twitter, LinkedIn and Google Docs - You can set course notifications to go right to Facebook account, phone or email--whatever is easiest.
- Canvas has a better Grades feature. You will find the "dashboard," which features overall grades and stats of all the classes you're taking, right in one spot.
- Canvas allows instructors to engage students in multiple ways such as an integrated email conversation that remains within the system, but also is sent to your preferred email client, audio/video/text feedback comments on student assignments, discussions, and announcements, rubrics with ability to comment on individual indicators or globally, group assignments, live text chats, and customizable notification settings.

What college goal does the initiative align with? [Select one](#)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships |
| <input checked="" type="checkbox"/> Access, Persistence and Retention | <input type="checkbox"/> Culture of planning, evidence and inquiry |
| <input type="checkbox"/> Innovation | <input type="checkbox"/> Growth and efficiency |

What College planning document(s) does the initiative align with? [Select all that apply](#)

- | | |
|--|--|
| <input type="checkbox"/> Educational Master Plan | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Staffing | <input checked="" type="checkbox"/> Technology |

What evidence supports this initiative? [Select all that apply](#)

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Department data will show increases in Persistence, Degrees and Certificates, Success and Retention rates.

Recommended resource(s) needed for initiative achievement:

Conversion training for department chairs, and creation of area mentors will facilitate the course creation. Additional training will be scheduled as needed.

What is the anticipated outcome of completing the initiative?

The anticipated outcome will be a review of individual Course Quality (in conjunction with the FSC and based on the Course Quality Rubric) and a full conversion of Business department courses to the Canvas LMS.

Provide a timeline and timeframe from initiative inception to completion.

Initial training for conversion to Canvas will be conducted October through December of 2015. Initial course conversions will occur in Spring 2016. Full conversion of all Business courses is planned for Fall of 2016.

Annual Program Review Template: Revised 4/13/15 and Approved

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
QuickBooks annual software update	IT install	1,000	Ongoing		SLOs	Student Success	Fall 2015	2
Training and support for Canvas conversion	FSC and Faculty Mentors	2,500	One-time		SLOs	Innovation	Summer 2016	3
Identify training needed to incorporate elements to bring all Business department courses to the Effective level in the Academic Quality Rubric.	Training on technical tools and information requirements to achieve Effective Status for all courses.	7,500	One-time		Success and Retention Rates	Access, Persistence, Retention	Summer 2016	4
Expansion of Advisory Committee participation and collaboration with businesses.	Participation within the Business Community.	3,000	One-time		Market Assessment	Partnerships	Summer 2016	6
Promote Entrepreneurship Certificates	Program marketing materials and promotion.	5,000	One-time		Market Assessment	Student Success (Non-Traditional)	Spring 2016	5

List and prioritize staffing requests. For full-time positions, include a Coast District approved job description.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
FT Business Faculty (previously approved)		100,000	Ongoing		FTEF30	Student Success	Fall 2016	1
FT Economics Faculty		100,000	Ongoing		FTEF30	Student Success	Fall 2016	1
FT Accounting Faculty		100,000	Ongoing		FTEF30	Student Success	Fall 2016	2

PROFESSIONAL OPPORTUNITY

Position No:

Opening Date:

Closing Date:

Position Description: INSTRUCTOR, BUSINESS

Contract (tenure track), full time, two semester position

Location: Coastline Community College

Start Date: Fall Semester - August 2014

Performance Responsibilities:

1. Instruct courses in Business, Management and Economics including a wide variety of management, marketing, small business management, business communications, international business, economics, and finance classes.
2. Must be able to teach distance learning, onsite, and hybrid courses in all areas of Accounting, including financial, managerial, tax and usage of accounting software.
3. Must be able to teach using current instructional technology.
4. Participate in curriculum development, design, implementation and evaluation to maintain and improve the instructional program.
5. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance and progress; post and maintain scheduled office hours; participate in departmental meetings and college and/or district wide activities and committees as assigned.
6. Teach scheduled classes and perform related duties as assigned, including timely compliance with clerical and administrative responsibilities; comply with district, college and center policies in the performance of duties.
7. Update programs, course outlines, and teaching procedures and strategies as technology and software changes.
8. Communicate, meet, and coordinate with Department Chair in planning and developing curriculum, instructional procedures, and instructional consistency.
9. Work collaboratively and cooperatively with staff and students.
10. Participate in participatory governance on College Committees, Ad Hoc Panels, Constituency Groups and/or Work Groups.
11. Must be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
12. Assignment may include day, evening, hybrid, online and weekend classes at any of the college's learning centers.

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (d):
 - a. Possess the California Community College Teaching Credential for this subject area.
 - b. Possess a Master's degree in business, business management, business administration, accountancy, finance, marketing, or business education from an accredited institution.
 - c. Possess a Bachelor's degree in any of the above and Master's in economics, personnel management, public administration, or JD or LL.B degree or Bachelor's in economics with a business emphasis and Master's in personnel management, public administration, or JD or LL.B degree or the equivalent.
 - d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Equivalency Application in addition to all other required materials.
2. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Desirable Qualifications:

1. At least two years teaching experience in business management, economics, finance, marketing, and small business management at the Community College, or lower division university level.
2. Three years related work experience in business management, economics, finance, marketing, and small business.
3. Ability to teach a variety of business (introduction, human resources, marketing, entrepreneurship/small business and supply chain management), management (introduction, leadership, and communication), economics (microeconomics and macroeconomics) courses.
4. Broad knowledge of business areas, including ability to design curriculum to address a wide range of learning levels from development through honors programs.
5. Demonstrated ability in teaching with the Internet and online instruction.
6. Demonstrated experience in curriculum and program development.
7. The ability to adjust teaching strategies to differing class sizes (30 to 100 students).
8. The ability to communicate clearly both verbally and in writing.
9. Successful teaching experience working with diverse student and staff populations.
10. Strong commitment to quality teaching, motivation of students, student success, and academic excellence. Ability to design alternative learning activities that expand learning outcomes.
11. Understanding of current and emerging instructional delivery technologies and ability to integrate those technologies into the learning process.
12. Professional development activities and campus involvement beyond your faculty assignment or student course work.
13. Demonstrated knowledge and experience in the development and assessment of student learning outcomes.
14. Ability and willingness to interface effectively with members of the business community to ensure that our business programs are up to date and responsive to community needs.

Physical Demands:

- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- A detailed list of physical demands and work environment is on file and will be provided upon request.

Application Requirements:

To be considered for employment you must submit a complete application packet. A complete application packet includes:

- Certificated Application.
- Cover Letter highlighting your qualifications for the desired position (not to exceed one (1) page).
- Current Resume of professional experience, educational background, and teaching experience (list specific courses) (not to exceed a total of four (4) pages).
- A written response (not to exceed three (3) pages) addressing the 'Desired Qualifications' listed above (#1 through #14).
- Application for Equivalency (if applicable).

To ensure consistency and fairness to all applicants, please do not submit materials in addition to those requested. Additional materials will not be considered or returned.

Be sure to complete all questions and sections of the application. For questions which may not apply, indicate "n/a" (not applicable). If you do not know an answer, please indicate so, but do not leave any space blank.

All applications will be screened under a process of utmost confidentiality by a committee of representatives from the college community (reference Board Policy 050-1-1). Please note: Possession of the minimum qualifications does not ensure an interview.

Salary: Full-time, two-semester position with a maximum starting range of \$46,037.00 - \$77,564.00 is offered, based on the 2010-2011 Salary Schedule of \$46,037.00 to \$109,761.00. In addition, an annual stipend of \$2,781.00 is offered for possession of an earned doctorate from an accredited institution.

Employee Benefits: The District provides a comprehensive benefit program effective the first calendar day of the month following the first day of regular employment. Dental and vision care plans for employees and dependents, and life insurance and income protection plans for employees are fully paid by the District. A variety of medical plans covering employees and their dependents are available, with the District paying the major portion of the cost.

APPLICATION PROCEDURES: Applications, whether paper or electronic must be received no later than the posted closing date. There are **NO EXCEPTIONS**.

Electronic applications may be completed by visiting www.cccdjobs.com. Once you have completed an electronic application, you may apply to open positions within the Coast Community College District by submitting the application and all other required materials. Required materials differ for each open position and must be complete when submitted for a specific posting. Instructions for completing applications and applying to posted positions are available online or by calling Applicant Processing at (714) 438-4715.

You may request a paper application, by calling (714) 438-4715. Paper applications must be received and time stamped by 5:00pm at the Coast Community College District offices located at 1370 Adams Ave., Costa Mesa, CA 92626. There are **NO EXCEPTIONS**.

All application materials become the property of the Coast Community College District and will **NOT** be copied or returned. Information for TDD users is available by calling (714) 438-4755.

PROFESSIONAL OPPORTUNITY

Position No:
Opening Date:
Closing Date:

Position Description: INSTRUCTOR, ECONOMICS

Contract (tenure track), full-time, two-semester per year, 175 days

Location: Golden West College

Start Date: Fall Semester – August 2013

Performance Responsibilities: Duties may include, but are not limited to, the following:

1. Provide instruction of Economics courses in accordance with established course outlines.
2. Participate in the development and revision of curriculum.
3. Maintain current knowledge in the subject matter areas.
4. Maintain appropriate standards of professional conduct and ethics.
5. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provision of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; post and maintain scheduled office hours; participate in departmental meetings and college and/or district wide activities and committees as assigned.
6. Instruct and assist in the growth and success of a diverse population of students through careful preparation of course materials, effective teaching methodologies and informed critical feedback on assignments and discussions.
7. Assignment may include day, evening, or weekend classes.

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (d):
 - a. Possess the California Community College Teaching Credential for this subject area.
 - b. Possess a Master's degree from an accredited institution in Economics.
 - c. Possess a Bachelor's degree in Economics from an accredited institution AND a Master's degree in Business, Business Administration, Business Management, Business Education, Finance or Political Science from an accredited institution.
 - d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.

Additional Required Qualifications:

2. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Desirable Qualifications:

1. Master's degree or Ph.D. in Economics from an accredited institution with a strong emphasis on general Economics or Economics sub fields with a strong background in Macro & Micro Economics.
2. College or high school level teaching experience in Economics, preferably in a community college setting with a commitment to cover required syllabi toward preparing students for a successful transfer to four-year colleges or universities.
3. Strong commitment to quality teaching, student success, and academic excellence.
4. Evidence of preparation to teach individuals of diverse cultural and academic backgrounds.
5. Understanding of the philosophy and objectives of the community college, including participation in assignments (teaching, committees, co-curricular, etc.) associated with the position.
6. Evidence of current preparation in the discipline (within the last five years).
7. Demonstrated experience or commitment to integrating new technologies into the learning process.
8. Demonstrable Experience in Online Instruction and large lecture delivery.
9. Demonstrable evidence of intellectual curiosity and professional growth, and development.
10. Ability to work collaboratively with colleagues and a variety of students, administrators and other campus groups.
11. Ability to contribute to the concept of a "Learning Campus" with emphasis on "Student Learning Outcomes".
12. In addition to teaching competence in the primary discipline, the successful candidate will also have experience in blending student success strategies, such as: goal setting, time-management, problem solving, study methods, and research skills into their own curriculum. Candidates who have not had such experience will be expected to gain these competencies during their first year, so that they are able to incorporate these strategies in their own courses.
13. Experience in Online Instruction & student support methodologies, such as supplemental course support, Q&A Chat rooms, video supplements, and strategies for large group delivery.

Physical Demands:

- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- A detailed list of physical demands and work environment is on file and will be provided upon request.

EMPLOYEE BENEFITS: The District provides a comprehensive benefit program effective the first calendar day of the month following the first day of regular employment. Dental and vision care plans for employees and dependents, and life insurance and income protection plans for employees are fully paid by the District. A variety of medical plans covering employees and their dependents are available, with

the District paying the major portion of the cost. Other liberal benefits include, on an annual basis: vacation, 12 days the first year; sick leave, 12 days; holidays, averaging 12 days. Employees participate in both the Public Employees Retirement System and Social Security.

APPLICATION PROCEDURES:

Applications must be received no later than the posted closing date. There are **NO EXCEPTIONS**.

Electronic applications may be completed by visiting www.cccd.edu/employment. Once you have completed an electronic application, you may apply to open positions within the Coast Community College District by submitting the application and all other required materials. Required materials differ for each open position and must be complete when submitted for a specific posting. Instructions for completing applications and applying to posted positions are available online or by calling Applicant Processing at (714) 438-4714.

All application materials become the property of the Coast Community College District and will **NOT** be copied or returned. Information for TDD users is available by calling (714) 438-4755.

APPLICATION REQUIREMENTS:

To be considered for employment you must submit a complete application packet.

A complete application packet, which must be submitted by the deadline date, includes the following items:

- A completed online faculty application form.
- Application for Equivalency, if applicable.
- A current resume of professional experience, educational background, teaching experience (list specific courses), publications, include letters of recommendation, and other pertinent information (not to exceed 10 pages).
- A letter of application (not to exceed two (2) pages addressing the candidate's philosophy in teaching Economics at the college level and addressing how the candidate meets the desirable qualifications as listed above (#1-11).
- A copy of transcripts of ALL college course work must be included with your application. Please highlight the degrees awarded on the transcripts. (Official transcripts or certified copies are not required at this time).
- A copy of degrees and credentials (if applicable).

NOTE: Applicants selected for an interview will be asked to perform a teaching demonstration and will also be required to provide "unofficial" transcripts of ALL undergraduate and graduate course work, with the degrees awarded highlighted on the transcripts. Official transcripts or certified copies are NOT required at this time. PLEASE DO NOT SUBMIT WITH APPLICATION.

To ensure consistency and fairness to all applicants, please do not submit materials in addition to those requested. Additional materials will not be considered or returned. Be sure to complete all questions and sections of the application. For questions which may not apply, indicate "n/a" (not applicable). If you do not know an answer, please indicate so, but do not leave any space blank.

All applications will be screened under a process of utmost confidentiality by a committee of representatives from the college community (reference Board Policy 050-1-1). Please note: Possession of the minimum qualifications does not ensure an interview.

Any documents that you are unable to attach can be faxed to (714) 782-6065. Faxes must clearly indicate the job you are applying to and your name.

Disability Accommodations

If you require accommodations in the Application or Examination Process, please notify Human Resources by calling (714) 438-4714 OR (714) 438-4713.

Supplemental Questions:

1. Have you taught eight (8) or more semesters for the Coast Community College District?
2. Have you taught a minimum of four (4) semesters for the Coast Community College District in the last three (3) years in the discipline for which you are applying?
3. If you answered yes to any of the above questions, what was your start date and teaching locations? (Coastline College, Golden West College, and Orange Coast College) Respond with N/A if this does not apply to you.
4. How have you demonstrated a commitment to the California Community College mission and students?
5. What is your demonstrable experience with Student Learning Outcomes and Student Learning Outcome Assessments?
6. Outline examples of your commitment to quality teaching, motivation of students, student success, and academic excellence.
7. Outline your breadth of knowledge of academic, occupational and/or student services area and ability to design curriculum and learning activities to address a wide range of learning levels and learning styles.
8. Assess and cite examples of your experience of working with diverse population of students and staff.
9. Explain your understanding and cite examples of your working knowledge of current and emerging instructional delivery technologies and ability to integrate those technologies into the learning process.
10. Explain your current and past involvement in professional development activities and campus/community service involvement.

Program level SLOs statistics during CCC Intersession/Spring 2015 for Accounting

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Accumulate, record, and interpret financial data.	P	ACCT-C100	49.38 %	16.05 %	34.57 %
Accumulate, record, and interpret financial data.	P	ACCT-C101	82.30 %	7.96 %	9.73 %
Accumulate, record, and interpret financial data.	P	ACCT-C102	76.92 %	17.95 %	5.13 %
Accumulate, record, and interpret financial data.	P	ACCT-C103	69.23 %	0.00 %	30.77 %
Accumulate, record, and interpret financial data.	P	ACCT-C104	81.48 %	7.41 %	11.11 %
Accumulate, record, and interpret financial data.	P	ACCT-C106	55.07 %	17.39 %	27.54 %
Accumulate, record, and interpret financial data.	P	ACCT-C107	78.00 %	8.00 %	14.00 %
Accumulate, record, and interpret financial data.	P	ACCT-C111	58.33 %	8.33 %	33.33 %
Accumulate, record, and interpret financial data.	P	ACCT-C112	58.06 %	22.58 %	19.35 %
Accumulate, record, and interpret financial data.	P	ACCT-C113	66.67 %	4.17 %	29.17 %
Accumulate, record, and interpret financial data.	P	ACCT-C120	100.00 %	0.00 %	0.00 %
Accumulate, record, and interpret financial data.	P	ACCT-C130	100.00 %	0.00 %	0.00 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	ACCT-C101	84.07 %	5.31 %	10.62 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C100	50.62 %	16.05 %	33.33 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C101	83.19 %	5.31 %	11.50 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C102	79.49 %	15.38 %	5.13 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C103	88.46 %	0.00 %	11.54 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C104	81.48 %	7.41 %	11.11 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C106	72.46 %	10.14 %	17.39 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C107	90.00 %	0.00 %	10.00 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C111	58.33 %	8.33 %	33.33 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C112	58.06 %	22.58 %	19.35 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C113	66.67 %	4.17 %	29.17 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C120	87.50 %	12.50 %	0.00 %
Demonstrate proficiency in the use of computerized accounting software.	P	ACCT-C130	100.00 %	0.00 %	0.00 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C100	50.62 %	14.81 %	34.57 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C101	82.30 %	7.08 %	10.62 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C102	56.41 %	28.21 %	15.38 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C103	80.77 %	7.69 %	11.54 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C104	77.78 %	18.52 %	3.70 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C106	65.22 %	15.94 %	18.84 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C107	86.00 %	4.00 %	10.00 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C111	58.33 %	8.33 %	33.33 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C112	58.06 %	22.58 %	19.35 %

Program level SLOs statistics during CCC Intersession/Spring 2015 for Accounting

Demonstrate understanding of accounting and business terminology.	P	ACCT-C113	66.67 %	4.17 %	29.17 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C120	100.00 %	0.00 %	0.00 %
Demonstrate understanding of accounting and business terminology.	P	ACCT-C130	100.00 %	0.00 %	0.00 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C100	50.62 %	14.81 %	34.57 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C101	86.73 %	3.54 %	9.73 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C102	82.05 %	10.26 %	7.69 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C103	73.08 %	0.00 %	26.92 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C104	81.48 %	7.41 %	11.11 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C106	56.52 %	18.84 %	24.64 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C107	80.00 %	6.00 %	14.00 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C111	58.33 %	8.33 %	33.33 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C112	58.06 %	22.58 %	19.35 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C113	66.67 %	4.17 %	29.17 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C120	87.50 %	12.50 %	0.00 %
Prepare accurate reports for decision making and regulatory compliance.	P	ACCT-C130	100.00 %	0.00 %	0.00 %

Program level SLOs statistics during CCC Intersession/Spring 2015 for Business

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	BUS-C100	61.16 %	9.76 %	29.08 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	BUS-C102	76.47 %	17.65 %	5.88 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	BUS-C150	45.11 %	40.98 %	13.91 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	BUS-C180	59.09 %	13.64 %	27.27 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	BUS-C190	55.56 %	11.11 %	33.33 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	BUS-C197	69.23 %	7.69 %	23.08 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	BUS-C222	58.12 %	19.86 %	22.02 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	BUS-C284	83.33 %	0.00 %	16.67 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	BUS-C100	65.34 %	12.15 %	22.51 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	BUS-C102	70.59 %	23.53 %	5.88 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	BUS-C110	19.06 %	10.26 %	70.67 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	BUS-C120	46.80 %	25.93 %	27.27 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	BUS-C150	44.74 %	41.35 %	13.91 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	BUS-C180	63.64 %	9.09 %	27.27 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	BUS-C197	69.23 %	30.77 %	0.00 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	BUS-C222	60.65 %	18.05 %	21.30 %

Program level SLOs statistics during CCC Intersession/Spring 2015 for Business

Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C100	51.79 %	17.73 %	30.48 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C102	70.59 %	23.53 %	5.88 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C110	19.06 %	10.26 %	70.67 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C120	47.47 %	25.25 %	27.27 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C150	43.23 %	40.23 %	16.54 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C180	63.64 %	9.09 %	27.27 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C190	61.11 %	0.00 %	38.89 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C197	84.62 %	15.38 %	0.00 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C222	57.04 %	18.05 %	24.91 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	BUS-C284	83.33 %	0.00 %	16.67 %

Program level SLOs statistics during CCC Intersession/Spring 2015 for Economics

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Apply the economic problem of scarcity and how it relates to choice, opportunity cost, and marginal decision making for individuals and society.	P	ECON-C170	21.62 %	4.73 %	73.65 %
Apply the economic problem of scarcity and how it relates to choice, opportunity cost, and marginal decision making for individuals and society.	P	ECON-C175	79.59 %	2.04 %	18.37 %
Quantitatively analyze economic activity of individuals, firms, and the public sector.	P	ECON-C170	16.89 %	6.08 %	77.03 %
Quantitatively analyze economic activity of individuals, firms, and the public sector.	P	ECON-C175	65.31 %	0.00 %	34.69 %
Use economic concepts including scarcity, opportunity cost, supply and demand, etc. to analyze markets, evaluate fluctuations, and determine the impact on individual and global economic decisions.	P	ECON-C170	18.92 %	6.08 %	75.00 %
Use economic concepts including scarcity, opportunity cost, supply and demand, etc. to analyze markets, evaluate fluctuations, and determine the impact on individual and global economic decisions.	P	ECON-C175	87.76 %	4.08 %	8.16 %
Use supply and demand models to analyze markets, evaluate fluctuations, and determine changes in prices.	P	ECON-C170	15.54 %	11.49 %	72.97 %
Use supply and demand models to analyze markets, evaluate fluctuations, and determine changes in prices.	P	ECON-C175	73.47 %	0.00 %	26.53 %

Program level SLOs statistics during CCC Intersession/Spring 2015 for Management & Supervision

SLO Text	SLO Level	Course Number	Fully Achieved	Partially Achieved	Failed to Achieve
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	MS-C100	38.18 %	34.55 %	27.27 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	MS-C102	53.57 %	14.29 %	32.14 %
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	P	MS-C104	70.00 %	3.33 %	26.67 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	MS-C100	32.73 %	42.42 %	24.85 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	MS-C101	70.37 %	0.00 %	29.63 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	MS-C102	57.14 %	17.86 %	25.00 %
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	P	MS-C104	66.67 %	0.00 %	33.33 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	MS-C100	23.64 %	49.09 %	27.27 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	MS-C101	77.78 %	0.00 %	22.22 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	MS-C102	53.57 %	14.29 %	32.14 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	MS-C104	70.00 %	6.67 %	23.33 %
Effectively communicate solutions to business problems using appropriate language and tools and demonstrating understanding of business terms and concepts.	P	MS-C145	38.46 %	0.00 %	61.54 %