



**2017-2018  
Comprehensive Program Review**

**Business  
(Accounting, Business, Economics, Management, Supply  
Chain Management)**

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# Executive Summary

## Coastline Community College Business Department Overview

The Business Department comprised of the Accounting, Business, Economics, and Management programs are the original programs offered by Coastline Community College. The Logistics and Supply Chain Management program was created in 2009. These programs have grown over the past several years, primarily as a result of the incarcerated class offerings.

Since Fall of 2013, enrollment in Business Department Program courses has been steadily growing.

Program	2015-2016 FTES	Change from 2013-2014 FTES
Accounting	199.3	15.2%
Business	416.5	6.0%
Economics	52.1	4.0%
Management	92.3	-3.9%
Logistics/Supply Chain Management	0.8	0.8%
Total:	761.0	06.9%

It is imperative that we continue to offer courses, certificates and degrees that are relevant to the business environment and that prepare students for the business challenges that are critical in today's (and tomorrow's) businesses. The importance of participating in advisory committees, business associations and state-wide collaborative cannot be overstated. The better we understand the skills needed to be successful in business, the better we can adapt our training to these needs. We must also stay in touch with the students to insure that we are providing them with the best educational experience.

In order to continue to grow, we must also seek to attract students desiring a 4-year degree. The accelerated AA degree (STAR) and the AD-T Business Degree are designed to meet this need. The paradigm of offering a full spectrum of business courses in the hope that students will figure out what they need is outdated. The high cost and the unrealistic expectation that students will spend multiple years obtaining a degree make cohort and accelerated programs an attractive option.

We believe that providing programs that fit the need of our existing part-time students and creating cohort programs for full-time students provides excellent educational opportunities for both. It also positions Coastline's Business Program to become better known and more productive.

Combining all of the lower division business courses (Accounting, Business, Management, Economics, and Logistics/Supply Chain Management) into one department enhances our ability to create cohort programs and insure class availability. This is also important in building a strong identity for Business Department Programs at Coastline Community College. Students recognize the

value of education in terms of preparing themselves for business careers or enhancing their opportunities in their current careers. The any-time/anywhere nature of our Business / Management Programs suit the needs of this student from an educational and lifestyle perspective.

The Business Department includes the following elements:

- Accounting courses and Programs
- Business courses and Programs
- Economics courses and Programs
- Management courses and Programs
- Logistics and Supply Chain Management courses and Programs
- General education courses for Business and non-business students
- AA degrees and an AD-T Business (transfer to CSU)
- STAR program – Business is one of three degree subjects offered
- Incarcerated Student Program—four Business courses offered by telecourse
- Learning 1st, a collaborative, online BS Business transfer agreement with University of Massachusetts for CCC AA-degree recipients
- Military and Contract Education-Business and Management degrees may be achieved through military offerings.

## Economic and Employment Outlook - Orange County

Approximately three fourths of Orange County jobs are concentrated in clusters that reflect key economic drivers for the Orange County economy and industries that are central to workforce development. Understanding employment trends in the clusters has a significant influence on educational, workforce and economic development. In addition, understanding comparative salary trends is vital for education decisions. This information as well as employment growth trends provides an insight into how the County's economy is performing in terms of generating jobs at different levels.

As technology advances, the economy changes and grows along with it, creating new opportunities for innovation, industries and businesses. However, these new technologies and industries are disrupting the old ways of doing business, and with that the old ways of educating a workforce also need to change. Demographic change and the skills gap are longstanding, interconnected issues impacting economic performance. In this evolving environment, tremendous opportunities for innovation within new and traditional industries can propel growth in the future.

This relies heavily on the priorities set by today's leaders, and their willingness to collaborate beyond conventional boundaries. Existing workforce and education strategies have enabled the county to surpass pre-recessionary levels of economic growth and activity, but it is imperative that policy-makers stakeholders continually improve these strategies to ensure viability in the future.

The New Economy is primarily characterized by emerging high-growth industries that use cutting-edge information technology, automation, artificial intelligence, and machine learning to transform traditional processes, which have far-reaching impact on the workforce. There are also barriers and bottlenecks that impede the growth of these industries, as well as the prospects for many other

industries. A critical example is the emergence of the skills gap: an imbalance in supply and demand between skills required by companies and the skills possessed by incoming talent. This translates into a problem whereby employers are unable to find qualified employees to fill open positions. Economic growth will be dictated by how well businesses and educational institutions deal with these changes.

Educational programs must develop initiatives and strategies to create an environment that supports the advancement of growing and diverse populations. Programs which develop technical and soft skills to prepare individuals for the increasingly collaborative/team-based work environments are essential in all industries. Through collaborative initiatives, employers and educational institutions converge toward an understanding of the importance of both technical and soft skills to prepare a skilled and knowledgeable workforce. Continued collaboration between education and business to integrate the growing need for technical skills with soft skills will help maintain and improve a highly-skilled, talented labor pool needed for good-paying, high quality career opportunities.

### Summary of activities addressing current program trends:

All courses in the Business Department (Accounting, Business, Economics, and Supply Chain have been transitioned to Canvas and approved by the Faculty Success Center.

Faculty have collaborated on several courses creating model courses that have been shared.

The department has begun assessing SLOs and will continue to develop a department wide assessment program.

The department consistently reviews classes to identify 'no shows' and 'inactive' students.

As telecourses are converted to the online modality, the student to faculty ratios will be affected. The department is addressing the impact this will have on low enrollment classes which will become increasingly difficult to maintain.

Accounting: Imbedded tutors have been added to several classes focusing on student success.

Business/Management: The department faculty are actively addressing the pending conversion of telecourses to Canvas as the California Department of Corrections establishes an online capability for incarcerated students.

# Section 1: Program Planning:

## Mission Statement

The Mission of Coastline's Business Department is to prepare students with the knowledge and skills necessary for successful careers in the global economy by steadfastly focusing on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.

## Overview

Coastline's Business Department growing and healthy. Programs of study are taught to Coastline's regular students, Military/Contract Education students and to incarcerated students. All modes of instruction are utilized in each program. The Business Department consists of five programs of study: Accounting (ACCT), Business (BUS), Economics (ECON), Management (MSC) and Supply Chain Management (SCM). The combination of these programs provides students with a wide range of skills and opportunities applicable to the success of all organizations.

The Business department educational programs have been created to support skills development and the advancement of a growing and diverse population. The Business programs focus on the development of technical and soft skills which prepare individuals for the increasingly collaborative/team-based work environments are essential in all industries at all levels. They reflect an understanding of the importance of both technical and soft skills in preparing a skilled and knowledgeable workforce. A strong concentration on the integration of both technical skills and soft skills is critical in maintaining and improving a highly-skilled, talented labor pool needed for good-paying, high quality career opportunities.

Many of the occupations with the most number of job openings in Orange County are entry-level positions that do not require significant training or educational backgrounds. Coastline's Business Department believes its goal is to offer Certificates and Associate degree programs to meet this need. Data, based on current employment information, indicates that Orange County currently has 42,490 (2017) current job openings, a large number are in the Business and Professional Services, Logistics and Transportation, and Manufacturing employment clusters. The largest source of openings is in customer service representative positions (3,773 openings); followed by administrative assistants (3,679 openings) and project managers (2,852 openings).

## Internal Analysis: Accounting

### ENROLLMENT AND FTES:

The number of enrollments in Accounting courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Accounting credit courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Accounting courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in Accounting courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **substantial decrease (>= -10.0%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Accounting courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Accounting courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Accounting courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **slightly lower rate (-1.0% to -4.9%)** than the college success average\* (**66.6%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Accounting courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **slightly lower rate (-1.0% to -4.9%)** than the college retention average\* (**83.3%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Accounting in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and showed a **substantial increase (>= 10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Accounting in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the Accounting courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **less than a quarter (1% to 24%)** of the courses offered were **hybrid**, the **majority (75% to 99%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **less than a quarter (1% to 24%)** of the courses were offered in **traditional in-person** setting.

## GENDER

In 2015-16 there **was NOT a disproportional impact** in Accounting course success rates for *female students*; and there **was NOT a disproportional impact** in Accounting course success rates for *male students*.

## AGE GROUPS

In 2015-2016 there **was NOT a disproportional impact** in Accounting course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in Accounting course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in Accounting course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in Accounting course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in Accounting course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Accounting course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in Accounting course success rates for students *50+ years old*.

## RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in Accounting course success rates for *African American* students; there **was NOT a disproportional impact** in Accounting course success rates for *American Indian* students; there **was NOT a disproportional impact** in Accounting course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in Accounting course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Accounting course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in Accounting course success rates for *Multi-race* students; there **was NOT a disproportional impact** in Accounting course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*



## Implications of Change

### Modality:

Students taking Accounting courses continue to prefer the online modality as enrolments (93.4%; 2015/16) have increased steadily for the past 3 years. Clearly students are attracted to the flexibility of the online modality. Hybrid classes after becoming more popular during 2014/15 (2.7%) have decreased in 2015/16 (1.4%). Students taking traditional classes increased slightly in 2015/16 (5.2%) over 2014/15 (4.6%) as students show a strong preference for online courses.

### Demographics:

Over the past 3 years, females have made up the majority of Accounting Students at 58.5-56.3%. Students in the 20-34 year age groups have remained steady at 62.8% of students in the program. The largest changes noted are in the 35-39 year age group (-2.3% points). Changes have occurred in the number of African American students (slight increase to 6.5%); Asian students (decrease to 34.5%); and White students (slight decrease to 34.2%) taking courses in the Accounting program. Other than the changes noted, the Racial/Ethnic makeup of students has remained relatively consistent over the past three years. The Success Rate and Retention Rate for female/male students is almost identical at 62.9/61.2% and 79.8/77.5%, respectively

### Implications:

The Overall Success Rate and Overall Retention Rate for Accounting students has remained stable averaging 63.2% (Success Rate) and 77.5% (Retention Rate) over the past three years. However when based on modality, Traditional classes consistently result in higher Success/Retention Rates. Traditional classes experience a 69.8% Success Rate and 86.0% Retention Rate compared to Hybrid classes (83.3% and 87.5% respectively) and Online classes (61.1% and 77.8%, respectively). This clearly indicates that students that have the structure and support (instructor and tutoring services) do better in Accounting courses.

The age demographics indicate that the majority of Accounting students are older (20-29 years; 49.2% of total students) which is a shift from 2014/15 indicating a strong population of students continuing their education after high school and young adults returning to school for continuing career training.

The college has anticipated an increase in 19-24 year old students as a result of the STAR program but the data indicates this population has remained consistent (29-32%) over the past three years. A renewed emphasis on recruiting High School graduates to the program will be important to building this population.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>1,574</b>	<b>1,857</b>	<b>1,689</b>
FTES	173.0	217.0	199.3
FTEF30	5.1	5.6	5.4
WSCH/FTEF	552	629	601
Sections	39.0	46.0	45.0
Fill Rate	76.1%	72.9%	66.6%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	15	16	29
Certificates	38	41	38
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>1,531</b>	<b>1,796</b>	<b>1,656</b>
<b>GENDER</b>			
Female	58.5%	58.1%	56.3%
Male	40.1%	41.1%	41.5%
Unknown	1.4%	0.8%	2.1%
<b>AGE at TERM</b>			
Less than 19	5.4%	5.0%	5.4%
20 to 24	25.6%	24.4%	26.3%
25 to 29	21.6%	20.9%	22.9%
30 to 34	15.2%	14.3%	13.6%
35 to 39	8.6%	12.2%	9.9%
40 to 49	14.2%	12.7%	13.0%
50 and Older	9.5%	10.5%	8.8%
<b>RACE/ETHNICITY</b>			
African American	5.0%	5.1%	6.5%
American Indian	0.1%	0.1%	0.2%
Asian/Pacific Islander	41.7%	39.9%	34.5%
Hispanic/Latino	17.0%	19.7%	19.9%
2 or More Race	3.9%	2.8%	2.7%
White	30.2%	30.7%	34.2%
Unknown	2.1%	1.8%	1.8%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	1.7%	2.7%	1.4%
Online	87.3%	92.8%	93.4%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	11.0%	4.6%	5.2%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	63.7%	62.8%	61.9%
Course Retention (A-F, P, NP)	76.1%	77.5%	78.4%

\* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,531</b>	<b>1,796</b>	<b>1,649</b>
-Overall Success Rate	63.8%	63.8%	61.9%
-Overall Retention Rate	76.1%	78.0%	78.4%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	896	1,043	929
Male	614	739	685
Unknown	21	14	35

<b><u>Success Rate</u></b>			
- Female	63.8%	63.9%	62.9%
- Male	63.5%	63.5%	61.2%
- Unknown	71.4%	71.4%	51.4%

<b><u>Retention Rate</u></b>			
- Female	77.1%	78.1%	79.8%
- Male	74.6%	77.8%	77.5%
- Unknown	76.2%	71.4%	60.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,531</b>	<b>1,796</b>	<b>1,649</b>
-Overall Success Rate	63.8%	63.8%	61.9%
-Overall Retention Rate	76.1%	78.0%	78.4%

<b>AGE at TERM</b>			
Less than 19	83	89	90
20 to 24	392	439	434
25 to 29	330	375	378
30 to 34	232	257	225
35 to 39	131	219	160
40 to 49	218	228	216
50 and Older	145	189	146

<b>Success Rate</b>			
Less than 19	56.6%	68.5%	60.0%
20 to 24	60.5%	63.8%	60.1%
25 to 29	62.7%	62.1%	63.0%
30 to 34	69.4%	65.0%	64.4%
35 to 39	61.1%	68.0%	59.4%
40 to 49	70.2%	58.8%	63.4%
50 and Older	63.4%	64.0%	62.3%

<b>Retention Rate</b>			
Less than 19	77.1%	82.0%	81.1%
20 to 24	73.2%	77.4%	76.0%
25 to 29	73.6%	78.1%	78.8%
30 to 34	77.2%	77.4%	79.1%
35 to 39	71.8%	80.8%	78.1%
40 to 49	82.6%	74.1%	79.6%
50 and Older	81.4%	78.8%	80.1%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,531</b>	<b>1,796</b>	<b>1,649</b>
-Overall Success Rate	63.8%	63.8%	61.9%
-Overall Retention Rate	76.1%	78.0%	78.4%

RACE/ETHNICITY			
African American	261	354	328
American Indian	638	716	570
Asian	76	91	108
Hispanic/Latino	60	50	44
Pacific Islander	29	31	29
White	465	552	567
Unknown	2	2	3

<u>Success Rate</u>			
African American	55.6%	53.7%	58.2%
American Indian	69.7%	71.9%	68.1%
Asian	27.6%	22.0%	25.0%
Hispanic/Latino	65.0%	60.0%	56.8%
Pacific Islander	72.4%	67.7%	55.2%
White	65.6%	66.5%	65.4%
Unknown	50.0%	100.0%	100.0%

<u>Retention Rate</u>			
African American	69.3%	72.0%	73.8%
American Indian	79.0%	83.1%	80.0%
Asian	59.2%	57.1%	67.6%
Hispanic/Latino	85.0%	72.0%	72.7%
Pacific Islander	75.9%	87.1%	62.1%
White	77.6%	78.4%	82.7%
Unknown	50.0%	100.0%	100.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,531</b>	<b>1,796</b>	<b>1,649</b>
-Overall Success Rate	63.8%	63.8%	61.9%
-Overall Retention Rate	76.1%	78.0%	78.4%

<b>INSTRUCTIONAL MODALITY</b>			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	26	48	24
Online	1,336	1,666	1,539
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	169	82	86

<b><u>Success Rate</u></b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	80.8%	66.7%	83.3%
Online	62.8%	62.5%	61.1%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	69.2%	87.8%	69.8%

<b><u>Retention Rate</u></b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	92.3%	79.2%	87.5%
Online	75.4%	77.1%	77.8%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	79.3%	95.1%	86.0%

## Internal Analysis: Business

### ENROLLMENT AND FTES:

The number of enrollments in **Business** courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the number of enrollments in 2013-2014.

The FTES in **Business** credit courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in **Business** courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the number of sections in 2013-2014.

The fill rate in **Business** courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate decrease (-5.0% to -9.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in **Business** courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in **Business** courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in **Business** courses in 2015-2016 showed a **slight increase (1.0% to 4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **moderately lower rate (-5.0% to -9.9%)** than the college success average\* (**66.6%**) and showed a **slightly higher rate (1.0% to 4.9%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in **Business** courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **slightly higher rate (1.0% to 4.9%)** than the college retention average\* (**83.3%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in **Business** in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and showed a **substantial increase (>= 10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in **Business** in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and showed a **substantial increase (>= 10.0%)** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the **Business** courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **less than a quarter (1% to 24%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, the majority (**75% to**

99%) of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

### **GENDER**

In 2015-16 there **was NOT a disproportional impact** in **Business** course success rates for *female students*; and there **was NOT a disproportional impact** in **Business** course success rates for *male students*.

### **AGE GROUPS**

In 2015-2016 there **was NOT a disproportional impact** in **Business** course success rates for students *less than 20 years old*; there **was a disproportional impact** in **Business** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Business** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Business** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Business** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Business** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Business** course success rates for students *50+ years old*.

### **RACE/ETHNICITY**

In 2015-2016 there **was NOT a disproportional impact** in **Business** course success rates for *African American* students; there **was NOT a disproportional impact** in **Business** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Business** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Business** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Business** course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in **Business** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **Business** course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*



## Implications of Change

### Modality:

Students taking Business courses continue to prefer the Telecourse modality as enrolments (79.5%) have increased over the past 3 years, while online courses have remained constant at 19.0% (2015/16). Hybrid classes are gaining in popularity and will continue to be offered, as students find a greater desire for instructor interaction and flexibility (0.7% of students). Students have historically not taken Traditional classes and as a result these have not been offered except for classes related to the STAR program. During the Academic Year 2015/16, 0.7% of enrolled students took traditional classes.

### Demographics:

Over the past 3 years, the percentage of males taking Business courses averaged 82.4% to 84.5% (2015/16). Female students represent 15.0% of the current Business student population. Older students (ages 25-49) represent the largest number of students in the program at 74.7%, with each 5 year group between 18 and 20%. African American (28.0%), Hispanic/Latino (29.7%) and White (25.8%) make up the majority (83.5%) of students in these programs. Other than the changes noted, the Racial/Ethnic makeup of students has remained relatively constant over the past three years. The Success Rate and Retention Rate for female/male students is 54.9/81.6%, and 60.4/85.8%, respectively. Overall Success and Retention Rates are 59.5% and 85.1%, respectively and averaged 63.5% and 86.7% for older students (ages 30 to 50+ years).

### Implications:

The Overall Success Rate and Overall Retention Rate for Business students has increased from a Success Rate of 57.3% (2013/14) to 59.5% (2015/16); and a Retention Rate of 78.6% (2013/14) to 85.1% (2015/16). However when based on modality, Telecourses consistently result in higher Success/Retention Rates. Online classes experience a 51.2% Success Rate and 76.3% Retention Rate compared to Telecourses (61.6% and 87.5% respectively). The fact that almost 80% of the students are enrolled in Telecourses and that these courses are primarily focused on incarcerated students presents unique challenges in terms of providing student feedback and support. The age demographics indicate that the majority of Business students are older (30-50+ years; 79.5% of total students). They also indicate that the majority of Business students (25-50+ years) and taking courses to supplement their rehabilitation. This is an important component of the Business program making the pending conversion of Telecourses to the Canvas LMS critical in terms of future enrollments.

The college has anticipated an increase in 19-24 year old students as a result of the STAR program but the data indicates a decline of 1.4% (points) over the past three years. A renewed emphasis on recruiting High School graduates to the program will be critical to building this population.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>4,300</b>	<b>4,816</b>	<b>4,551</b>
FTEs	393.0	440.0	416.5
FTEF30	4.8	5.1	5.2
WSCH/FTEF	1,349	1,429	1,309
Sections	38.0	39.3	40.8
Fill Rate	86.0%	88.4%	79.7%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	128	150	186
Certificates	140	190	209
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>4,314</b>	<b>4,764</b>	<b>4,547</b>
<b>GENDER</b>			
Female	16.4%	15.1%	15.0%
Male	82.4%	84.4%	84.5%
Unknown	1.2%	0.5%	0.5%
<b>AGE at TERM</b>			
Less than 19	2.0%	1.6%	2.4%
20 to 24	13.6%	13.0%	11.8%
25 to 29	19.6%	18.0%	18.6%
30 to 34	18.6%	19.1%	18.2%
35 to 39	14.6%	16.5%	17.2%
40 to 49	20.7%	21.4%	20.7%
50 and Older	10.8%	10.4%	11.1%
<b>RACE/ETHNICITY</b>			
African American	29.8%	26.1%	28.0%
American Indian	0.8%	1.3%	0.7%
Asian/Pacific Islander	10.2%	9.2%	9.2%
Hispanic/Latino	26.0%	29.1%	29.7%
2 or More Race	2.5%	3.5%	4.3%
White	27.5%	28.6%	25.8%
Unknown	3.3%	2.3%	2.2%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.6%	0.7%
Online	21.2%	20.6%	19.0%
Self-Paced	0.1%	0.1%	0.1%
Telecourse	78.7%	78.7%	79.5%
Traditional	0.0%	0.0%	0.7%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	57.2%	58.6%	59.5%
Course Retention (A-F, P, NP)	78.6%	80.9%	85.1%

\* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>4,312</b>	<b>4,760</b>	<b>4,531</b>
-Overall Success Rate	57.3%	59.2%	59.5%
-Overall Retention Rate	78.6%	81.2%	85.1%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	707	716	679
Male	3,553	4,019	3,827
Unknown	52	25	25

<b><u>Success Rate</u></b>			
- Female	57.4%	52.1%	54.9%
- Male	57.7%	60.6%	60.4%
- Unknown	28.8%	48.0%	44.0%

<b><u>Retention Rate</u></b>			
- Female	78.1%	72.1%	81.6%
- Male	78.9%	82.8%	85.8%
- Unknown	65.4%	84.0%	68.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>4,312</b>	<b>4,760</b>	<b>4,531</b>
-Overall Success Rate	57.3%	59.2%	59.5%
-Overall Retention Rate	78.6%	81.2%	85.1%

AGE at TERM			
Less than 19	88	78	110
20 to 24	588	616	534
25 to 29	845	858	842
30 to 34	802	910	825
35 to 39	631	785	780
40 to 49	892	1,020	937
50 and Older	466	493	503

<u>Success Rate</u>			
Less than 19	40.9%	44.9%	56.4%
20 to 24	46.3%	47.6%	46.4%
25 to 29	55.9%	54.0%	52.4%
30 to 34	57.5%	63.1%	59.8%
35 to 39	60.2%	61.9%	66.0%
40 to 49	63.0%	65.4%	67.3%
50 and Older	61.6%	61.3%	60.8%

<u>Retention Rate</u>			
Less than 19	76.1%	71.8%	79.1%
20 to 24	75.3%	75.5%	81.5%
25 to 29	77.8%	79.0%	82.2%
30 to 34	78.9%	81.0%	85.3%
35 to 39	79.4%	83.1%	87.8%
40 to 49	80.6%	84.9%	87.5%
50 and Older	79.4%	83.0%	86.1%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>4,312</b>	<b>4,760</b>	<b>4,531</b>
-Overall Success Rate	57.3%	59.2%	59.5%
-Overall Retention Rate	78.6%	81.2%	85.1%

RACE/ETHNICITY			
African American	1,123	1,383	1,350
American Indian	440	439	420
Asian	1,285	1,243	1,256
Hispanic/Latino	111	167	202
Pacific Islander	138	105	104
White	1,182	1,363	1,167
Unknown	33	60	32

**Success Rate**

African American	58.7%	59.4%	60.5%
American Indian	65.0%	68.1%	67.9%
Asian	46.7%	47.7%	48.6%
Hispanic/Latino	51.4%	52.1%	56.9%
Pacific Islander	57.2%	64.8%	53.8%
White	65.2%	67.7%	67.7%
Unknown	54.5%	46.7%	71.9%

**Retention Rate**

African American	79.3%	81.6%	86.1%
American Indian	80.5%	83.1%	84.3%
Asian	75.5%	78.3%	83.8%
Hispanic/Latino	76.6%	77.2%	83.7%
Pacific Islander	79.0%	89.5%	84.6%
White	80.8%	82.7%	85.9%
Unknown	81.8%	76.7%	90.6%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>4,312</b>	<b>4,760</b>	<b>4,531</b>
-Overall Success Rate	57.3%	59.2%	59.5%
-Overall Retention Rate	78.6%	81.2%	85.1%

INSTRUCTIONAL MODALITY			
Cable			
Correspondence			
Hybrid		29	30
Online	913	979	861
Self-Paced	6	6	6
Telecourse	3,393	3,746	3,603
Traditional			31

#### Success Rate

Cable			
Correspondence			
Hybrid		41.4%	36.7%
Online	58.6%	54.3%	51.2%
Self-Paced	100.0%	83.3%	83.3%
Telecourse	56.9%	60.6%	61.6%
Traditional			67.7%

#### Retention Rate

Cable			
Correspondence			
Hybrid		55.2%	50.0%
Online	77.3%	72.0%	76.3%
Self-Paced	100.0%	100.0%	83.3%
Telecourse	78.9%	83.7%	87.5%
Traditional			90.3%

## Internal Analysis: Economics

### ENROLLMENT AND FTES:

The number of enrollments in Economics courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Economics credit courses in 2015-2016 showed a **moderate decrease (-5.0% to -9.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Economics courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and **minimal to no difference** in comparison with the number of sections in 2013-2014.

The fill rate in Economics courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Economics courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Economics courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Economics courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **substantially higher rate (>= 10.0%)** than the college success average\* (**66.6%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Economics courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **moderately higher rate (5.0% to 9.9%)** than the college retention average\* (**83.3%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Economics in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and showed a **substantial increase (>= 10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Economics in 2015-2016 showed **no previous data** from 2014-2015 and showed **no previous data** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the Economics courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, the **majority (75% to 99%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the

courses offered were telecourse, and less than a quarter (1% to 24%) of the courses were offered in traditional in-person setting.

### GENDER

In 2015-16 there was NOT a disproportional impact in Economics course success rates for *female students*; and there was NOT a disproportional impact in Economics course success rates for *male students*.

### AGE GROUPS

In 2015-2016 there was NOT a disproportional impact in Economics course success rates for students *less than 20 years old*; there was NOT a disproportional impact in Economics course success rates for students *20 to 24 years old*; there was NOT a disproportional impact in Economics course success rates for students *25 to 29 years old*; there was NOT a disproportional impact in Economics course success rates for students *30 to 34 years old*; there was NOT a disproportional impact in Economics course success rates for students *35 to 39 years old*; there was NOT a disproportional impact in Economics course success rates for students *40 to 49 years old*; there was NOT a disproportional impact in Economics course success rates for students *50+ years old*.

### RACE/ETHNICITY

In 2015-2016 there was a disproportional impact in Economics course success rates for *African American* students; there was NOT a disproportional impact in Economics course success rates for *American Indian* students; there was NOT a disproportional impact in Economics course success rates for *Asian/Pacific Islander* students; there was NOT a disproportional impact in Economics course success rates for *Hispanic/Latino* students; there was NOT a disproportional impact in Economics course success rates for *White/Non-Hispanic* students; there was NOT a disproportional impact in Economics course success rates for *Multi-race* students; there was NOT a disproportional impact in Economics course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*



## Implications of Change

### Modality:

Students studying Economics have consistently enrolled in Online courses and enrolments (92.2%) have increased steadily for the past 3 years. Traditional course enrolment has declined over the same period to 7.8% (from 15.2% during the previous academic year) as students find a greater desire for the flexibility of Online courses. Traditional classes will continue to be an important part of the Economics program as the need will increase as the STAR program continues to grow.

### Demographics:

Over the past 3 years, the percentage of females and males taking Economics courses has remained fairly consistent at 55.7% and 43.1% respectively, for each gender. Students (ages 20-24) represent the largest group in the program at 45.2%, similar to 45.4% in 2014/15. Asian (35.8%) and White (35.4%) students make up the majority (71.2%) of students in the program. Other than the changes noted, the Racial/Ethnic makeup of students has remained relatively constant over the past three years. The Success Rate and Retention Rate for female/male students is 79.9/89.1%, and 80.6/90.1%, respectively. Overall Success and Retention Rates are 80.2% and 89.5%, respectively, and are consistent over all age groups.

### Implications:

The Overall Success Rate and Overall Retention Rate for Economics students has increased substantially over the past 3 years, averaging 80.2% (Success Rate) and 89.5% (Retention Rate). When based on modality, Traditional and Online courses have similar Success and Retention Rates: Online: 80.3% and 89.6%, respectively; and Traditional: 79.5% and 88.6%, respectively. Of note is that Online Success and Retention Rates have increased significantly from the prior year (11.8% and 10.6%, respectively). This is a direct result of hiring a Full-Time Economics Instructor as well as providing the structure and support (instructor and tutoring services) in Economics courses and is reflective of student commitment in the STAR program or seeking transfer to a four-year institution

The majority of students (77.7%) that make up the under 29 year age group represent those seeking Business degrees through the STAR program or transfer degrees to four-year institutions in other disciplines. The college has anticipated an increase in 19-24 year old students as a result of the STAR program but data indicates that this population has been consistent over the past four years. With the approval of the AD-T Economics degree a new educational pathway will be available to students. A renewed emphasis on recruiting High School graduates and transfer students to these programs will be critical to building this population.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>533</b>	<b>602</b>	<b>565</b>
FTEs	50.0	56.0	52.1
FTEF30	1.2	1.0	1.2
WSCH/FTEF	661	886	695
Sections	12.0	12.0	12.0
Fill Rate	79.1%	86.3%	91.0%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	9	12	18
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>518</b>	<b>592</b>	<b>562</b>
<b>GENDER</b>			
Female	53.9%	50.0%	55.7%
Male	44.6%	47.1%	43.1%
Unknown	1.5%	2.9%	1.2%
<b>AGE at TERM</b>			
Less than 19	11.6%	16.4%	16.5%
20 to 24	46.5%	45.4%	45.2%
25 to 29	18.9%	18.1%	16.0%
30 to 34	10.6%	9.3%	10.0%
35 to 39	5.0%	4.2%	3.9%
40 to 49	5.4%	4.7%	5.0%
50 and Older	1.9%	1.9%	3.4%
<b>RACE/ETHNICITY</b>			
African American	3.1%	3.2%	3.2%
American Indian	0.0%	0.0%	0.4%
Asian/Pacific Islander	40.9%	43.8%	35.8%
Hispanic/Latino	17.4%	18.2%	18.7%
2 or More Race	2.1%	3.2%	4.8%
White	33.2%	29.4%	35.4%
Unknown	3.3%	2.2%	1.7%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	84.4%	84.8%	92.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	15.6%	15.2%	7.8%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	59.4%	69.9%	80.2%
Course Retention (A-F, P, NP)	78.3%	80.3%	89.5%

\* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>518</b>	<b>591</b>	<b>562</b>
-Overall Success Rate	59.7%	70.9%	80.2%
-Overall Retention Rate	78.2%	81.0%	89.5%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	279	296	313
Male	231	278	242
Unknown	8	17	7

<b><u>Success Rate</u></b>			
- Female	58.1%	69.6%	79.9%
- Male	62.8%	72.3%	80.6%
- Unknown	25.0%	70.6%	85.7%

<b><u>Retention Rate</u></b>			
- Female	74.2%	80.4%	89.1%
- Male	83.1%	82.4%	90.1%
- Unknown	75.0%	70.6%	85.7%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>518</b>	<b>591</b>	<b>562</b>
-Overall Success Rate	59.7%	70.9%	80.2%
-Overall Retention Rate	78.2%	81.0%	89.5%

<b>AGE at TERM</b>			
Less than 19	60	97	93
20 to 24	241	268	254
25 to 29	98	107	90
30 to 34	55	55	56
35 to 39	26	25	22
40 to 49	28	28	28
50 and Older	10	11	19

<b>Success Rate</b>			
Less than 19	58.3%	76.3%	86.0%
20 to 24	57.3%	69.8%	79.5%
25 to 29	60.2%	65.4%	78.9%
30 to 34	56.4%	69.1%	78.6%
35 to 39	69.2%	72.0%	81.8%
40 to 49	82.1%	82.1%	82.1%
50 and Older	50.0%	81.8%	68.4%

<b>Retention Rate</b>			
Less than 19	80.0%	88.7%	94.6%
20 to 24	80.1%	79.1%	89.0%
25 to 29	73.5%	74.8%	88.9%
30 to 34	74.5%	87.3%	85.7%
35 to 39	73.1%	76.0%	90.9%
40 to 49	92.9%	89.3%	89.3%
50 and Older	60.0%	81.8%	84.2%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>518</b>	<b>591</b>	<b>562</b>
-Overall Success Rate	59.7%	70.9%	80.2%
-Overall Retention Rate	78.2%	81.0%	89.5%

<b>RACE/ETHNICITY</b>			
African American	90	108	105
American Indian	212	259	201
Asian	16	19	18
Hispanic/Latino	11	19	27
Pacific Islander	17	13	9
White	172	173	200
Unknown	0	0	2

**Success Rate**

African American	58.9%	63.9%	72.4%
American Indian	63.7%	73.7%	82.6%
Asian	37.5%	42.1%	50.0%
Hispanic/Latino	27.3%	68.4%	77.8%
Pacific Islander	47.1%	76.9%	77.8%
White	60.5%	74.0%	85.0%
Unknown	0.0%	0.0%	100.0%

**Retention Rate**

African American	77.8%	73.1%	83.8%
American Indian	79.7%	81.9%	92.5%
Asian	75.0%	84.2%	61.1%
Hispanic/Latino	63.6%	73.7%	92.6%
Pacific Islander	82.4%	92.3%	77.8%
White	77.3%	84.4%	92.0%
Unknown	0.0%	0.0%	100.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>518</b>	<b>591</b>	<b>562</b>
-Overall Success Rate	59.7%	70.9%	80.2%
-Overall Retention Rate	78.2%	81.0%	89.5%

<b>INSTRUCTIONAL MODALITY</b>			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	437	501	518
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	81	90	44

<b>Success Rate</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	57.2%	68.5%	80.3%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	72.8%	84.4%	79.5%

<b>Retention Rate</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	75.5%	79.0%	89.6%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	92.6%	92.2%	88.6%

## Internal Analysis: Management

### ENROLLMENT AND FTES:

The number of enrollments in Management & Supervision courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the number of enrollments in 2013-2014.

The FTES in Management & Supervision credit courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Management & Supervision courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the number of sections in 2013-2014.

The fill rate in Management & Supervision courses in 2015-2016 showed **minimal to no difference** from 2014-2015 and a **slight decrease (-1.0% to -4.9%)** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Management & Supervision courses in 2015-2016 showed a **moderate increase (5.0% to 9.9%)** from 2014-2015 and a **substantial increase (>= 10.0%)** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Management & Supervision courses in 2015-2016 showed a **substantial increase (>= 10.0%)** from 2014-2015 and a **substantial decrease (>= -10.0%)** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Management & Supervision courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **moderate increase (5.0% to 9.9%)** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **moderately lower rate (-5.0% to -9.9%)** than the college success average\* (**66.6%**) and showed a **slightly higher rate (1.0% to 4.9%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Management & Supervision courses in 2015-2016 showed a **slight decrease (-1.0% to -4.9%)** from 2014-2015 and a **slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed **minimal to no rate difference** than the college retention average\* (**83.3%**) and showed a **substantially higher rate (>= 10.0%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Management & Supervision in 2015-2016 showed **no previous data** from 2014-2015 and showed a **substantial decrease (>= -10.0%)** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Management & Supervision in 2015-2016 showed **no previous data** from 2014-2015 and showed a **substantial decrease (>= -10.0%)** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the **Management & Supervision** courses were offered as  **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **close to half (25% to 50%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **more than half (50% to 74%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

### GENDER

In 2015-16 there **was NOT a disproportional impact** in **Management & Supervision** course success rates for *female students*; and there **was NOT a disproportional impact** in **Management & Supervision** course success rates for *male students*.

### AGE GROUPS

In 2015-2016 there **was a disproportional impact** in **Management & Supervision** course success rates for students *less than 20 years old*; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for students *25 to 29 years old*; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for students *30 to 34 years old*; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for students *40 to 49 years old*; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for students *50+ years old*.

### RACE/ETHNICITY

In 2015-2016 there **was NOT a disproportional impact** in **Management & Supervision** course success rates for *African American* students; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for *American Indian* students; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for *Asian/Pacific Islander* students; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for *White/Non-Hispanic* students; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for *Multi-race* students; there **was NOT a disproportional impact** in **Management & Supervision** course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*



## Implications of Change

### Modality:

Students taking Management courses are divided between preferring Online and Telecourse modalities; enrolments (Online: 44.8%; Telecourse: 55.0%) have remained relatively consistent for the past three years. Although these modalities have provided a foundation for the Management programs, Hybrid classes are becoming more popular and will be offered in the future as students find a greater desire for instructor interaction as well as flexibility.

### Demographics:

Over the past three years, the percentage of males taking Management courses has remained constant: 71.4 to 71.2%. Female students have also remained consistent, increasing slightly from 27.5 to 28.4% over the same time period. Students are evenly represented across all age groups and Success (55-63%) and Retention (82-89%) Rates are also consistent with the exception of the under 19 age group.

African American (22.0%), Hispanic/Latino (28.6%) and White (29.6%) make up the majority (80.2%) of students in the program. Other than the changes noted, the Racial/Ethnic makeup of students has remained relatively constant over the past three years. The Success Rate and Retention Rate for female/male students is 56.0/83.3%, and 60.6/84.4%, respectively. Overall Success and Retention Rates are 59.1% and 84.2%, respectively, and are fairly consistent over all age groups.

### Implications:

The Overall Success Rate and Overall Retention Rate for Management students has risen slightly to 59.1% (Success Rate) and 84.2% (Retention Rate) over the past three years. However when based on modality, Telecourses have slightly higher Success/Retention Rates. Online classes experience a 53.0% Success Rate and 80.9% Retention Rate compared to Telecourses (64.0% and 87.0% respectively). Age does not appear to be a significant factor. The fact that 55% of students enrolled in the Management Program are taking Telecourses presents a unique challenge in terms of providing student feedback and support.

Telecourses are primarily provided to the incarcerated population served by the college. Many of these students are enrolled in the Business/Management programs to supplement their rehabilitation. This is an important component of the programs making the pending conversion of Telecourses to the Canvas LMS critical in terms of future enrollments.

The college has anticipated an increase in 19-24 year old students as a result of the STAR program but the data indicates a decline of 1.4% (points) over the past three years. A renewed emphasis on recruiting High School graduates to the program will be critical to building this population.

Academic Year	2013-14	2014-15	2015-16
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<b>CENSUS Enrollment</b>	<b>1,053</b>	<b>854</b>	<b>1,009</b>
FTES	96.0	78.0	92.3
FTEF30	1.6	1.7	1.8
WSCH/FTEF	987	767	847
Sections	15.0	17.3	16.8
Fill Rate	82.3%	80.2%	79.8%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	0	0	0
Certificates	0	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>1,045</b>	<b>844</b>	<b>995</b>
<b>GENDER</b>			
Female	27.5%	35.7%	28.4%
Male	71.4%	63.9%	71.2%
Unknown	1.1%	0.5%	0.4%
<b>AGE at TERM</b>			
Less than 19	1.2%	1.8%	0.8%
20 to 24	13.5%	9.7%	11.3%
25 to 29	19.9%	19.5%	16.5%
30 to 34	19.8%	17.8%	19.7%
35 to 39	15.0%	16.2%	17.1%
40 to 49	19.7%	22.4%	22.4%
50 and Older	10.8%	12.6%	12.3%
<b>RACE/ETHNICITY</b>			
African American	28.4%	26.8%	22.0%
American Indian	1.1%	1.2%	2.9%
Asian/Pacific Islander	10.3%	10.2%	11.4%
Hispanic/Latino	26.9%	26.8%	28.6%
2 or More Race	3.7%	3.6%	4.0%
White	26.4%	29.0%	29.6%
Unknown	3.2%	2.5%	1.7%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	40.7%	53.0%	44.8%
Self-Paced	0.0%	0.2%	0.2%
Telecourse	59.3%	46.8%	55.0%
Traditional	0.0%	0.0%	0.0%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	54.7%	60.4%	59.1%
Course Retention (A-F, P, NP)	80.3%	86.2%	84.2%

\* Note: **GRADED ENROLLMENTS** excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs.

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,045</b>	<b>844</b>	<b>992</b>
-Overall Success Rate	54.9%	60.8%	59.1%
-Overall Retention Rate	80.3%	86.4%	84.2%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	287	301	282
Male	746	539	706
Unknown	12	4	4

<b><u>Success Rate</u></b>			
- Female	50.9%	56.8%	56.0%
- Male	56.3%	62.9%	60.6%
- Unknown	66.7%	75.0%	0.0%

<b><u>Retention Rate</u></b>			
- Female	81.9%	83.1%	83.3%
- Male	79.6%	88.3%	84.4%
- Unknown	83.3%	75.0%	100.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,045</b>	<b>844</b>	<b>992</b>
-Overall Success Rate	54.9%	60.8%	59.1%
-Overall Retention Rate	80.3%	86.4%	84.2%

<b>AGE at TERM</b>			
Less than 19	13	15	8
20 to 24	141	82	112
25 to 29	208	165	164
30 to 34	207	150	195
35 to 39	157	137	169
40 to 49	206	189	222
50 and Older	113	106	122

<b>Success Rate</b>			
Less than 19	0.0%	46.7%	25.0%
20 to 24	43.3%	61.0%	60.7%
25 to 29	52.9%	55.8%	61.0%
30 to 34	57.0%	64.7%	54.9%
35 to 39	62.4%	56.2%	60.4%
40 to 49	64.1%	67.2%	63.5%
50 and Older	48.7%	59.4%	54.1%

<b>Retention Rate</b>			
Less than 19	46.2%	86.7%	62.5%
20 to 24	80.9%	87.8%	89.3%
25 to 29	76.9%	87.9%	88.4%
30 to 34	83.6%	82.7%	83.1%
35 to 39	80.3%	81.0%	82.2%
40 to 49	84.0%	91.5%	82.9%
50 and Older	77.0%	85.8%	82.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,045</b>	<b>844</b>	<b>992</b>
-Overall Success Rate	54.9%	60.8%	59.1%
-Overall Retention Rate	80.3%	86.4%	84.2%

RACE/ETHNICITY			
African American	283	226	284
American Indian	108	86	112
Asian	298	226	217
Hispanic/Latino	39	30	42
Pacific Islander	32	21	14
White	274	245	294
Unknown	11	10	29

**Success Rate**

African American	51.6%	58.8%	59.9%
American Indian	64.8%	65.1%	54.5%
Asian	48.3%	50.4%	50.7%
Hispanic/Latino	41.0%	33.3%	54.8%
Pacific Islander	56.3%	95.2%	57.1%
White	63.5%	72.2%	67.0%
Unknown	54.5%	30.0%	58.6%

**Retention Rate**

African American	77.0%	84.1%	88.4%
American Indian	83.3%	88.4%	79.5%
Asian	82.2%	85.8%	85.3%
Hispanic/Latino	76.9%	73.3%	78.6%
Pacific Islander	84.4%	95.2%	64.3%
White	81.0%	89.4%	82.0%
Unknown	63.6%	80.0%	93.1%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>1,045</b>	<b>844</b>	<b>992</b>
-Overall Success Rate	54.9%	60.8%	59.1%
-Overall Retention Rate	80.3%	86.4%	84.2%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	425	447	445
Self-Paced	0	2	2
Telecourse	620	395	545
Traditional	0	0	0

<u>Success Rate</u>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	48.2%	56.6%	53.0%
Self-Paced	0.0%	100.0%	50.0%
Telecourse	59.5%	65.3%	64.0%
Traditional	0.0%	0.0%	0.0%

<u>Retention Rate</u>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	79.1%	82.8%	80.9%
Self-Paced	0.0%	100.0%	50.0%
Telecourse	81.1%	90.4%	87.0%
Traditional	0.0%	0.0%	0.0%

## Internal Analysis: Supply Chain Management

### ENROLLMENT AND FTES:

The number of enrollments in Supply Management courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and **no previous data** in comparison with the number of enrollments in 2013-2014.

The FTES in Supply Management credit courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and **no previous data** in with in comparison with FTES in 2013-2014.

### EFFICIENCY (NUMBER OF SECTIONS, FILL RATE, FTEF/30, WSCH/FTEF):

The number of sections in Supply Management courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and **no previous data** in comparison with the number of sections in 2013-2014.

The fill rate in Supply Management courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and **no previous data** in comparison with the fill rate in 2013-2014.

The FTEF/30 ratio in Supply Management courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the FTEF/30 ratio in 2013-2014.

The WSCH/FTEF ratio in Supply Management courses in 2015-2016 showed **no previous data** from 2014-2015 and **no previous data** in comparison with the WSCH/FTEF ratio in 2013-2014.

### COURSE SUCCESS RATE:

The course success rate in Supply Management courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and **no previous data** in comparison with the course success rate in 2013-2014. The course success rate from 2015-2016 showed a **substantially lower rate (>= -10.0%)** than the college success average\* (**66.6%**) and showed a **substantially lower rate (>= -10.0%)** than the institutional-set standard\* (**56.6%**) for credit course success.

### TERM RETENTION RATE:

The term retention rate in Supply Management courses in 2015-2016 showed a **substantial decrease (>= -10.0%)** from 2014-2015 and a **substantial decrease (>= -10.0%)** in comparison with the term retention rate in 2013-2014. The term retention rate from 2015-2016 showed a **moderately lower rate (-5.0% to -9.9%)** than the college retention average\* (**83.3%**) and showed a **moderately higher rate (5.0% to 9.9%)** than the institutional-set standard\* term retention (**70.8%**) for credit courses.

### AWARDS (DEGREES AND CERTIFICATES):

The number of degrees in Supply Management in 2015-2016 showed **no previous data** from 2014-2015 and showed **minimal to no difference** in comparison with the number of degrees awarded in 2013-2014.

The number of certificates in Supply Management in 2015-2016 showed **no previous data** from 2014-2015 and showed a **substantial decrease (>= -10.0%)** in comparison with the number of certificates awarded in 2013-2014.

### MODALITY:

In 2015-2016 **none (0%)** of the Supply Management courses were offered as **cable** courses, while **none (0%)** of the courses were offered in **correspondence**, **none (0%)** of the courses offered were **hybrid**, **All (100%)** of the courses offered were **online**, **none (0%)** of the courses offered were **self-paced**, **none (0%)** of the courses offered were **telecourse**, and **none (0%)** of the courses were offered in **traditional in-person** setting.

## GENDER

In 2015-16 there **was NOT a disproportional impact** in Supply Management course success rates for *female students*; and there **was a disproportional impact** in Supply Management course success rates for *male students*.

## AGE GROUPS

In 2015-2016 there **there was no or incomplete data** in Supply Management course success rates for students *less than 20 years old*; there **there was no or incomplete data** in Supply Management course success rates for students *20 to 24 years old*; there **was NOT a disproportional impact** in Supply Management course success rates for students *25 to 29 years old*; there **there was no or incomplete data** in Supply Management course success rates for students *30 to 34 years old*; there **was a disproportional impact** in Supply Management course success rates for students *35 to 39 years old*; there **was NOT a disproportional impact** in Supply Management course success rates for students *40 to 49 years old*; there **was a disproportional impact** in Supply Management course success rates for students *50+ years old*.

## RACE/ETHNICITY

In 2015-2016 there **was a disproportional impact** in Supply Management course success rates for *African American* students; there **there was no or incomplete data** in Supply Management course success rates for *American Indian* students; there **was NOT a disproportional impact** in Supply Management course success rates for *Asian/Pacific Islander* students; there **was a disproportional impact** in Supply Management course success rates for *Hispanic/Latino* students; there **was NOT a disproportional impact** in Supply Management course success rates for *White/Non-Hispanic* students; there **there was no or incomplete data** in Supply Management course success rates for *Multi-race* students; there **there was no or incomplete data** in Supply Management course success rates for students who have *declined to state their race/ethnic identity*.

*Note: Disproportional Impact is calculated via the Proportionality Index Method with an 80% threshold for negative impact. This method is a measure of representational equity of each subgroup to its initial proportionality at the beginning of the term. Proportionality Index Method compares the demographic characteristics of those who successfully completed the course to the demographics characteristics of the same group that enrolled in the course at the beginning of the term. Proportions of less than 80% are flagged as experiencing disproportional impact.*



## Implications of Change

### Modality:

Supply Chain Management courses are only offered in the Online modality. As the program grows Traditional/Hybrid courses will be scheduled. The Online modality provides the foundation for all Supply Chain Management courses offered through both the College and Military/Contract Education.

### Demographics:

Since this a relatively new program, this is the second year we have had data to evaluate the program. During the Academic Year 2014/15 3.0 FTES were enrolled in Supply Chain courses. This dropped to 0.8 FTES for 205/16. Students were concentrated in the 25-29 (37.5%) year old and 35-49 (40.7%) year old age groups in 2014/15 (32 enrolled students). This shifted dramatically to 88.8% in the 35-50+ age group in 2015/16 (9 enrolled students). As in 2014/15 African American, Asian, Hispanic/Latino and White students made up the majority of students in the program during 2015/16. The Racial/Ethnic makeup of students does not appear to be a significant impact on the program. However, given the small number of students in the program makes it difficult to extract useful trends.

### Implications:

The Overall Success Rate and Overall Retention Rate for Supply Chain Management students is 22.2% (Success Rate) and 77.8% (Retention Rate) for 2015-16. The largest impact, given the limited data, appears to be that the program is new and has low enrollment (9 students). As such it is difficult to extract any specific areas to address based on the data.

The Business Department was encouraged with the number of students enrolled in the Supply Chain program and anticipated an increase for the Academic Year 2015/16. We believe that the program will need a significant marketing emphasis to build awareness and enrollments in the program.

Academic Year	2013-14	2014-15	2015-16
<b>CENSUS Enrollment</b>	<b>0</b>	<b>32</b>	<b>9</b>
FTES	0.0	3.0	0.8
FTEF30	0.0	0.0	0.0
WSCH/FTEF	0	0	0
Sections	0.0	1.0	0.5
Fill Rate	0.0	123.1%	66.7%
<b>DEGREES AND CERTIFICATES</b>			
Associate Degrees	1	0	1
Certificates	3	0	0
<b>STUDENT DEMOGRAPHICS</b>			
<b>GRADED Enrollment*</b>	<b>0</b>	<b>32</b>	<b>9</b>
<b>GENDER</b>			
Female	0.0%	25.0%	66.7%
Male	0.0%	71.9%	33.3%
Unknown	0.0%	3.1%	0.0%
<b>AGE at TERM</b>			
Less than 19	0.0%	0.0%	0.0%
20 to 24	0.0%	9.4%	0.0%
25 to 29	0.0%	37.5%	11.1%
30 to 34	0.0%	3.1%	0.0%
35 to 39	0.0%	18.8%	22.2%
40 to 49	0.0%	21.9%	33.3%
50 and Older	0.0%	9.4%	33.3%
<b>RACE/ETHNICITY</b>			
African American	0.0%	21.9%	11.1%
American Indian	0.0%	0.0%	0.0%
Asian/Pacific Islander	0.0%	15.6%	11.1%
Hispanic/Latino	0.0%	21.9%	33.3%
2 or More Race	0.0%	9.4%	0.0%
White	0.0%	21.9%	44.4%
Unknown	0.0%	9.4%	0.0%
<b>INSTRUCTIONAL MODALITY</b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	0.0%	100.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%
<b>SUCCESS &amp; RETENTION</b>			
Course Success (A, B, C, P)	0.0%	34.4%	22.2%
Course Retention (A-F, P, NP)	93.8%	93.0%	77.8%

\* Note: GRADED ENROLLMENTS excludes Zero Unit Lab enrollments since there is only 1 Grade issued across 2 or more CRNs

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>0</b>	<b>32</b>	<b>9</b>
-Overall Success Rate	0.0%	34.4%	22.2%
-Overall Retention Rate	0.0%	65.6%	77.8%

<b>STUDENT DEMOGRAPHICS</b>			
<b>GENDER</b>			
Female	0	8	6
Male	0	23	3
Unknown	0	1	0

<b><u>Success Rate</u></b>			
- Female	0.0%	25.0%	33.3%
- Male	0.0%	39.1%	0.0%
- Unknown	0.0%	0.0%	0.0%

<b><u>Retention Rate</u></b>			
- Female	0.0%	62.5%	83.3%
- Male	0.0%	65.2%	66.7%
- Unknown	0.0%	100.0%	0.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>0</b>	<b>32</b>	<b>9</b>
-Overall Success Rate	0.0%	34.4%	22.2%
-Overall Retention Rate	0.0%	65.6%	77.8%

<b>AGE at TERM</b>			
Less than 19	0	0	0
20 to 24	0	3	0
25 to 29	0	12	1
30 to 34	0	1	0
35 to 39	0	6	2
40 to 49	0	7	3
50 and Older	0	3	3

<b>Success Rate</b>			
Less than 19	0.0%	0.0%	0.0%
20 to 24	0.0%	0.0%	0.0%
25 to 29	0.0%	33.3%	100.0%
30 to 34	0.0%	100.0%	0.0%
35 to 39	0.0%	33.3%	0.0%
40 to 49	0.0%	42.9%	33.3%
50 and Older	0.0%	33.3%	0.0%

<b>Retention Rate</b>			
Less than 19	0.0%	0.0%	0.0%
20 to 24	0.0%	33.3%	0.0%
25 to 29	0.0%	58.3%	100.0%
30 to 34	0.0%	100.0%	0.0%
35 to 39	0.0%	66.7%	100.0%
40 to 49	0.0%	71.4%	66.7%
50 and Older	0.0%	100.0%	66.7%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>0</b>	<b>32</b>	<b>9</b>
-Overall Success Rate	0.0%	34.4%	22.2%
-Overall Retention Rate	0.0%	65.6%	77.8%

RACE/ETHNICITY			
African American	0	7	3
American Indian	0	5	1
Asian	0	7	1
Hispanic/Latino	0	3	0
Pacific Islander	0	3	0
White	0	7	4
Unknown	0	0	0

**Success Rate**

African American	0.0%	28.6%	0.0%
American Indian	0.0%	40.0%	100.0%
Asian	0.0%	28.6%	0.0%
Hispanic/Latino	0.0%	66.7%	0.0%
Pacific Islander	0.0%	0.0%	0.0%
White	0.0%	42.9%	25.0%
Unknown	0.0%	0.0%	0.0%

**Retention Rate**

African American	0.0%	71.4%	66.7%
American Indian	0.0%	60.0%	100.0%
Asian	0.0%	71.4%	100.0%
Hispanic/Latino	0.0%	66.7%	0.0%
Pacific Islander	0.0%	0.0%	0.0%
White	0.0%	85.7%	75.0%
Unknown	0.0%	0.0%	0.0%

Academic Year	2012-13	2013-14	2014-15
<b>GRADED ENROLLMENT</b>	<b>0</b>	<b>32</b>	<b>9</b>
-Overall Success Rate	0.0%	34.4%	22.2%
-Overall Retention Rate	0.0%	65.6%	77.8%

<b>INSTRUCTIONAL MODALITY</b>			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	0	32	9
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

<b><u>Success Rate</u></b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	0.0%	34.4%	22.2%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

<b><u>Retention Rate</u></b>			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	0.0%	65.6%	77.8%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

# Market Assessment

## Accounting

<b>Total People Employed in the Region</b> ⓘ				
	Current Year (2014)	5 Years Ago (2009)	5 Year Change (2009-2014)	5 Year Trend
<b>Requires a Bachelor's or Higher</b>				
Accountants and Auditors (132011)	17,837	16,297	1,540	↑
<b>Requires Some College, No Degree</b>				
Bookkeeping, Accounting, and Auditing Clerks (433031)	19,546	19,319	226	↑
<b>On-The-Job Training, No College Required</b>				
Brokerage Clerks (434011)	426	484	-59	↓
Payroll and Timekeeping Clerks (433051)	2,558	2,380	177	↑
Tax Preparers (132082)	1,323	1,170	152	↑
<b>Projected Regional Job Openings</b> ⓘ				
	Projected 5 Year Openings (2014-2019)		Projected Average Annual Openings (2014-2019)	
<b>Requires a Bachelor's or Higher</b>				
Accountants and Auditors (132011)	3,954		790	
<b>Requires Some College, No Degree</b>				
Bookkeeping, Accounting, and Auditing Clerks (433031)	1,339		267	
<b>On-The-Job Training, No College Required</b>				
Brokerage Clerks (434011)	76		15	
Payroll and Timekeeping Clerks (433051)	407		81	
Tax Preparers (132082)	253		50	
<b>Median Regional Annual Salary</b> ⓘ				
	Entry Level Salary		Median Salary	
<b>Requires a Bachelor's or Higher</b>				
Accountants and Auditors (132011)	\$44,429		\$66,705	
<b>Requires Some College, No Degree</b>				
Bookkeeping, Accounting, and Auditing Clerks (433031)	\$26,291		\$42,057	
<b>On-The-Job Training, No College Required</b>				
Brokerage Clerks (434011)	\$37,565		\$46,176	
Payroll and Timekeeping Clerks (433051)	\$32,032		\$46,009	
Tax Preparers (132082)	\$30,597		\$48,235	
In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.				

## Business

<b>Total People Employed in the Region</b> ⓘ				
	Current Year (2014)	5 Years Ago (2009)	5 Year Change (2009-2014)	5 Year Trend
<b>Requires a Bachelor's or Higher</b>				
Administrative Services Managers (113011)	5,089	4,628	461	↑
Cost Estimators (131051)	3,125	2,841	284	↑
General and Operations Managers (111021)	28,600	26,368	2,231	↑
Industrial Production Managers (113051)	2,340	2,266	74	↑
Management Analysts (131111)	11,996	11,102	893	↑
Managers, All Other (119199)	9,197	8,238	958	↑
Sales Managers (112022)	8,393	7,744	649	↑
<b>Projected Regional Job Openings</b> ⓘ				
	Projected 5 Year Openings (2014-2019)		Projected Average Annual Openings (2014-2019)	
<b>Requires a Bachelor's or Higher</b>				
Administrative Services Managers (113011)	755		151	
Cost Estimators (131051)	913		182	
General and Operations Managers (111021)	5,754		1,150	
Industrial Production Managers (113051)	343		68	
Management Analysts (131111)	2,264		452	
Managers, All Other (119199)	1,484		296	
Sales Managers (112022)	1,216		243	
<b>Median Regional Annual Salary</b> ⓘ				
	Entry Level Salary		Median Salary	
<b>Requires a Bachelor's or Higher</b>				
Administrative Services Managers (113011)	\$54,662		\$91,416	
Cost Estimators (131051)	\$37,690		\$62,462	
General and Operations Managers (111021)	\$51,106		\$111,092	
Industrial Production Managers (113051)	\$56,930		\$96,824	
Management Analysts (131111)	\$47,445		\$77,979	
Managers, All Other (119199)	\$50,170		\$79,019	
Sales Managers (112022)	\$49,920		\$113,152	

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.



## Economics

<b>Total People Employed in the Region</b> ⓘ				
	Current Year (2014)	5 Years Ago (2009)	5 Year Change (2009-2014)	5 Year Trend
<b>Requires a Bachelor's or Higher</b>				
Economists (193011)	176	149	26	↑
Managers, All Other (119199)	9,197	8,238	958	↑
Survey Researchers (193022)	50	65	-15	↓
<b>Projected Regional Job Openings</b> ⓘ				
	Projected 5 Year Openings (2014-2019)		Projected Average Annual Openings (2014-2019)	
<b>Requires a Bachelor's or Higher</b>				
Economists (193011)	54		10	
Managers, All Other (119199)	1,484		296	
Survey Researchers (193022)	23		4	
<b>Median Regional Annual Salary</b> ⓘ				
	Entry Level Salary		Median Salary	
<b>Requires a Bachelor's or Higher</b>				
Economists (193011)	\$29,141		\$90,417	
Managers, All Other (119199)	\$50,170		\$79,019	
Survey Researchers (193022)	\$40,830		\$72,404	

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

## Management

<b>Total People Employed in the Region</b> ⓘ				
	Current Year (2014)	5 Years Ago (2009)	5 Year Change (2009-2014)	5 Year Trend
<b>Requires a Bachelor's or Higher</b>				
Administrative Services Managers (113011)	5,089	4,628	461	↑
Cost Estimators (131051)	3,125	2,841	284	↑
General and Operations Managers (111021)	28,600	26,368	2,231	↑
Industrial Production Managers (113051)	2,340	2,266	74	↑
Management Analysts (131111)	11,996	11,102	893	↑
Managers, All Other (119199)	9,197	8,238	958	↑
Sales Managers (112022)	8,393	7,744	649	↑
<b>Projected Regional Job Openings</b> ⓘ				
	Projected 5 Year Openings (2014-2019)		Projected Average Annual Openings (2014-2019)	
<b>Requires a Bachelor's or Higher</b>				
Administrative Services Managers (113011)	755		151	
Cost Estimators (131051)	913		182	
General and Operations Managers (111021)	5,754		1,150	
Industrial Production Managers (113051)	343		68	
Management Analysts (131111)	2,264		452	
Managers, All Other (119199)	1,484		296	
Sales Managers (112022)	1,216		243	
<b>Median Regional Annual Salary</b> ⓘ				
	Entry Level Salary		Median Salary	
<b>Requires a Bachelor's or Higher</b>				
Administrative Services Managers (113011)	\$54,662		\$91,416	
Cost Estimators (131051)	\$37,690		\$62,462	
General and Operations Managers (111021)	\$51,106		\$111,092	
Industrial Production Managers (113051)	\$56,930		\$96,824	
Management Analysts (131111)	\$47,445		\$77,979	
Managers, All Other (119199)	\$50,170		\$79,019	
Sales Managers (112022)	\$49,920		\$113,152	
In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.				

## Employment

The skilled, talented pool of workers in Orange County is its most important asset and a major source of competitive advantage, a key role in attracting and retaining businesses. Ensuring that these individuals and the next generation of students is educated and prepared to fill the unique

requirements of specialized industries and occupations needed to drive long-term economic health is a challenge that needs to be addressed by the collaborative efforts of all stakeholders.

Another major issue impacting the employment landscape is the emergence of an imbalance between supply and demand for middle-skills jobs, identified as the “middle-skills gap.” Middle-Skill occupations are defined as positions which do not require a Bachelor’s degree but require training or some level of education above that of a high school diploma. This often means a certification or Associates degree gained through community college or collaborative training programs between employers and educational institutions.

While many of the occupations with the most number of job openings are entry-level positions which do not require significant training or educational backgrounds, the composition of the labor market for entry-level work is moving towards a new reality. Organizations are reporting an inability to find qualified individuals for open positions due to a lack of the right mix of technical and soft skills. This is an issue taken very seriously by many companies; employers are concerned that education and training capacity will continue to prove insufficient in providing a pipeline of qualified candidates, which will continue to limit economic growth and job creation. In order to ensure the county continues to sustain strong employment growth, relevant, up-to-date training and education programs must better prepare jobseekers for the rapidly evolving job market.

Many of the occupations with the most number of job openings in Orange County are entry-level positions that do not require significant training or educational backgrounds. Coastline’s Business Department believes its goal is to offer Certificates and Associate degree programs to meet this need. Data, based on current employment information, indicates that Orange County currently has 42,490 (2017) current job openings, a large number are in the Business and Professional Services, Logistics and Transportation, and Manufacturing employment clusters. The largest source of openings is in customer service representative positions (3,773 openings); followed by administrative assistants (3,679 openings) and project managers (2,852 openings).

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. Areas of discussion/suggestions included:

- Economic & Employment outlook: Strong and growing economy yet employers still are hiring cautiously and are slow to replace terminated employees.
- Industry knowledge and skills – competencies: focus should be placed on the following skills: speaking, relationships, communication, writing, critical thinking.
- Educational barriers: textbook pricing noted as the biggest.
- Certificate Revisions – Consolidations / Reductions: – unanimously agreed that certificates should be consolidated and revised to include newly approved courses such as the ACCT C116.

- Payroll – Ethics: attendees suggested this would be good for the Program, but only after writing a more general Ethics curriculum. Accounting Ethics: ranked highest priority over developing a Payroll course.
- Focus on lowering Textbook pricing: textbooks can typically cost more than the tuition for a course at a community college which can be a significant barrier to Coastline’s special student populations such as Economically Disadvantaged and English as a Second Language. By continuing to work with publishers to get the best prices the college continues to remove obstacles for students to complete, persist and transfer.
- A significant portion of the meeting was spent discussing the importance of bringing awareness to students regarding the various business and accounting career opportunities. The following items were suggested.
  - a. Develop a career identification project for students to explore employment options within a business discipline. Such an assignment would include researching realistic aspects of careers such as the commitment to achieve a particular job or level and the average weekly hours such as position requires.
  - b. Prepare a handout showing all various taxes people pay and the purposes they are meant to serve. Such handout could enlighten students understanding of the impact of taxes on their lives and potential career paths, especially accounting ones.
  - c. Create assignments that develop critical thinking skills and not focus on just rote memorization.
  - d. Implement an online career forum with various business leaders serving as moderators and mentors.
  - e. Record brief 5 to 10 minute videos of local business community members that explain their job duties.

## Student (SLOs) and Program Student Learning Outcome (PSLOs)

- Transition to CANVAS and common assessment – all Business Department courses have been transitioned to Canvas as of Fall 2016.
- SLO refinement – included in Curriculum reviews in Spring 2017
- PSLO refinement - included in Curriculum review in Spring 2017

We have identified SLOs for all courses, tied them to our program outcomes and the institutional outcomes which were approved by the Curriculum Committee in Spring 2017. We are currently assessing SLO evaluation methods in several Canvas courses and will continue to develop a department wide assessment program. This will be coordinated our department meetings.

The Faculty Survey results confirm that SLO's have been incorporated into classes and are being used effectively:

*What steps have you taken to incorporate student learning outcomes (SLOs) into your course?*

I am working with other faculty in my discipline to identify expected SLOs.	13.33%
I have identified expected SLOs.	73.33%
I have updated my course outline(s) to include expected SLOs.	73.33%
I have developed a plan for assessing SLOs.	40.00%
I have assessed students based one expected SLOs.	46.67%

## Curriculum Review

The conversion to Canvas eliminated the SLO evaluation methodology used in Seaport. The department has begun assessing SLOs in Canvas and will continue to develop a department wide assessment program.

### Curriculum Review

Course	Date Reviewed	Status
Accounting	Last review: 2009 through 2013 09/2017	11 classes not presented to Curriculum; 4 classes to be Suspended. 3 classes: SLOs reviewed, revised and approved by Curriculum.
Business	04/2017	SLOs reviewed, revised and approved by Curriculum
Economics	02/2017	SLOs reviewed, revised and approved by Curriculum
Management	04/2017 and 09/2017	SLOs reviewed, revised and approved by Curriculum
Logistics and Supply Chain Management	04/2017	SLOs reviewed, revised and approved by Curriculum

Current Courses – Curriculum Review

Course and #		Mode	Currently Offered	Offered in Military	Course, Program, Institutional SLOs Reviewed	Curriculum Approval
Introduction to Accounting	ACCT100	Classroom/Online	Yes	Yes	2013	03/2013
Financial Accounting	ACCT101	Classroom/Online	Yes	Yes	2013	03/2013
Managerial Accounting	ACCT102	Classroom/Online	Yes	Yes	2013	05/2013
Individual Taxation	ACCT103	Classroom/Online	Yes	No	2007	09/2007
Business Taxation	ACCT104	Classroom/Online	Yes	No	2007	09/2007
Excel for Accounting	ACCT106	Classroom/Online	Yes	Yes	2007	09/2007
Accounting with QuickBooks	ACCT107	Classroom/Online	Yes	Yes	2017	09/2017
Tax Preparation Using Turbo Tax	ACCT108	Classroom/Online	To be Suspended			
Excel for Accounting 2	ACCT109	Classroom/Online	To be Suspended			
Advanced QuickBooks	ACCT111	Classroom/Online	Yes	No	2017	10/2017
Intermediate Accounting	ACCT112	Classroom/Online	Yes	No	2007	09/2007
Intermediate Accounting 2	ACCT113	Classroom/Online	Yes	No	2007	09/2007
Intermediate Accounting 3	ACCT114	Classroom/Online	Yes	No	2007	09/2007
Accounting for Non-Financial Managers and Entrepreneurs	ACCT116	Classroom/Online	Yes	No	2017	10/2017
Fundamentals of Auditing	ACCT118	Classroom/Online	Yes	No	2009	11/2009
Advanced Accounting	ACCT120	Classroom/Online	Spring Only	No	2010	10/2010
Estate Planning	ACCT124	Classroom/Online	To be Suspended			
Retirement Planning and Employee Benefits	ACCT125	Classroom/Online	To be Suspended			

VITA 1 Tax	ACCT130	Classroom/Online	Yes	No	2013	10/2013
VITA 2 Tax	ACCT131	Classroom/Online	Yes	No	2013	09/2013
Work Based Learning	ACCT281-284	Independent Study	Yes	No	2010	03/2010
Business Mathematics	BUSC007	Classroom/Online	Yes	No	2017	04/2017
Introduction to Business	BUSC100	Online / Telecourse/ Classroom	Yes	Yes	2017	04/2017
Introduction to Project Management	BUSC101	Classroom/Online	Yes	No	2017	04/2017
Advanced Project Management	BUSC102	Classroom/Online	Yes	No	2017	04/2017
Project Management Professional Certification Review	BUSC103	Classroom	Yes	No	2017	04/2017
Business Law / Legal Environment of Business	BUSC110	Classroom/Online	Yes	Yes	2017	04/2017
Legal Aspects of Entrepreneurship	BUSC112	Classroom/Online/ Telecourse	Yes	Yes	2015	04/2015
Personal Financial Planning	BUSC120	Classroom/Online/ Telecourse	Yes	Yes	2017	04/2017
Risk Management for Enterprises and Individuals	BUSC124	Classroom/Online	No	No	2017	04/2017
E-Business: Strategic Thinking and Management	BUSC130	Classroom/Online	Yes	Yes	2017	04/2017
Introduction to Marketing	BUSC150	Classroom/Online/ Telecourse	Yes	No	2017	04/2017
Small Business Finance	BUSC170	Classroom/Online	Yes	Yes	2017	04/2017
Small Business Plan	BUSC180	Classroom/Online	Yes	Yes	2017	04/2017
Investments	BUSC190	Classroom/Online	Yes	Yes	2017	04/2017
E-Commerce/Online Business	BUSC197	Classroom/Online	Yes	No	2017	04/2017

Entrepreneurship and Small Business Operations and Management	BUSC222	Classroom/Online/Telecourse	Yes	Yes	2017	04/2017
Work Based Learning	BUSC281-284	Independent Study	Yes	No	2017	04/2017
Principles of Microeconomics	ECON170	Classroom/Online	Yes	Yes	2017	02/2017
Principles of Macroeconomics	ECON175	Classroom/Online	Yes	Yes	2017	02/2017
Business Organization and Management	MSCC100	Classroom/Online / Telecourse	Yes	Yes	2017	04/2017
Management and Employee Communications	MSCC101	Classroom/Online	Yes	Yes	2017	04/2017
Human Relations	MSCC102	Classroom/Online	Yes	Yes	2017	04/2017
Human Resource Management	MSCC104	Classroom/Online	Yes	Yes	2017	04/2017
Introduction to Leadership	MSCC144	Classroom/Online	Yes	No	2017	04/2017
Personal Leadership	MSCC145	Classroom/Online	Yes	No	2017	04/2017
Organizational Leadership 1	MSCC150	Classroom/Online	No	No	2017	09/2017
Organizational Leadership 2	MSCC151	Classroom/Online	No	No	2017	09/2017
Principles of Supply Chain Management	MSCC171 SCMC101	Classroom/Online	Yes	Yes	2017	04/2017
Supply Chain Operations	MSCC172 SCMC102	Classroom/Online	Yes	Yes	2017	04/2017
Purchasing and Procurement	MSCC174 SCMC104	Classroom/Online	No	No	2017	04/2017
Supply Chain Logistics Management	MSCC176 SCMC204	Classroom/Online	No	No	2017	04/2017
Work Based Learning	MSCC281-284	Independent Study	Yes	No	2017	04/2017

The Department Chairs worked with the other Business Department faculty and the Dean of CTE to update the program curriculum. Each course outline was reviewed for completeness (Course Descriptions, SLOs, Course Content, Assessment Methods and Text) by Department Chairs.



A major concern of the Business Department is the TV Course (Telecourse) Video content relevance to current business practices and instructional techniques. For example, the Video Lessons utilized for the Management course were copyrighted in 1993 and are typically 30 minutes in duration. The text has been revised several times during that time without a corresponding update to the supporting videos. We recommend that current content be incorporated that is relevant to the current text and is consistent with current instructional techniques. We have also learned that the California Department of Corrections is developing the capability of delivering courses to the incarcerated population via Canvas (our Learning Management System). This capability will allow faculty to provide more engaging courses and more meaningful student interaction with less reliance on outdated video lessons.

# SLO Reporting Schedule

The Business Faculty have begun developing assessment tools for the four programs. The methodology includes a multiple choice and essay question exam that address the SLOs which will be administered prior to the end of each course based on an initial and follow-up schedule. Below is a draft of the schedule for the courses to be evaluated during the first review cycle

**BUSINESS DEPT - MASTER**  
**ACCOUNTING**  
**BUSINESS ECONOMICS**  
**MANAGEMENT**  
**LOGISTICS/SUPPLY CHAIN**

**DIRECTIONS**

Please place a 1 in the table to indicate when you will report your first SLO assessment for the corresponding course. Please place a 2 to indicate your SLO reassessment for the corresponding course. At minimum, you must complete and report both a first assessment and reassessment within five years.

Business SLO Reporting Schedule

Course	Title	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
ACCT C100	Introduction to Accounting			1		2					
ACCT C101	Financial Accounting	1		2							
ACCT C102	Managerial Accounting		1		2						
ACCT C103	Individual Taxation										
ACCT C104	Business Taxation										
ACCT C106	Excel for Accounting										
ACCT C107	Accounting with QuickBooks		1		2						
ACCT C108	Tax Return Preparation using TurboTax Software										
ACCT C109	Excel for Accounting 2										
ACCT C111	Advanced QuickBooks										
ACCT C112	Intermediate Accounting 1		1		2						
ACCT C113	Intermediate Accounting 2										
ACCT C114	Intermediate Accounting 3										
ACCT C116	ACCT for Non-Financial Managers, Entrepreneurs, Business Owners										
ACCT C118	Fundamentals of Auditing										
ACCT C120	Advanced Accounting										
ACCT C124	Estate Planning										
ACCT C125	Retirement Planning and Employee Benefits										
ACCT C130	VITA 1 (Volunteer Income Tax Assistance)										
ACCT C131	VITA 2 (Volunteer Income Tax Assistance)										
X ACCT C281	Work Based Learning										
X ACCT C282	Work Based Learning										
X ACCT C283	Work Based Learning										
X ACCT C284	Work Based Learning										
BUS C007	Business Mathematics										
BUS C100	Introduction to Business		1		2		1		2		1
BUS C101	Introduction to Project Management										
BUS C102	Advanced Project Management (PMP)										
BUS C103	Project Management Professional Certification Review										
BUS C110	Business Law/Legal Environment of Business										
BUS C112	Legal Aspects of Entrepreneurship										
BUS C120	Personal Finance		1		2		1		2		1
BUS C124	Risk Management for Enterprises and Individuals										

follow-up schedule. This is the draft of the schedule for the courses to be evaluated during the first review cycle.

Course	Title	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
BUS C130	E-Commerce: Strategic Thinking and Management										
BUS C150	Introduction to Marketing		1				1		2		1
BUS C170	Entrepreneurship and Small Business Finance										
BUS C180	Entrepreneurship and Small Business Plan										
BUS C190	Investments										
BUS C197	E-Commerce/Online Business										
BUS C222	Entrepreneurship and Small Business Operations and Management										
BUS C281	Work Based Learning										
BUS C282	Work Based Learning										
BUS C283	Work Based Learning										
BUS C284	Work Based Learning										
ECON C110	Contemporary Economic Issues and Problems										
ECON C170	Principles of Microeconomics		1		2		1		2		1
ECON C175	Principles of Macroeconomics	1		2		1		2		1	
MS C100	Business Organization and Management		1		2		1		2		1
MS C101	Management and Employee Communication										
MS C102	Human Relations in Business		1		2		1		2		1
MS C104	Human Resource Management										
MS C144	Introduction to Leadership										
MS C145	Personal Leadership										
MS C150	Organizational Leadership 1										
MS C151	Organizational Leadership 2										
MS C171	Principles of Logistics/Supply Chain Management		1		2		1		2		1
MS C172	Logistics/Supply Chain Operations										
MS C174	Purchasing and Procurement										
MS C176	Supply Chain/Logistics Management										
MS C283	Work Based Learning										
MS C284	Work Based Learning										
SM C101	Principles of Logistics/Supply Chain Management										
SM C102	Logistics/Supply Chain Operations										
SM C104	Purchasing and Procurement										
SM C204	Supply Chain/Logistics Management										

## External Compliance

There are no external compliance outside of accreditation that is required.

## Progress on Initiative(s)

### Progress on Forward Strategy Initiatives

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"> <li>a) Identify areas of training needed</li> <li>b) Schedule training sessions for faculty</li> </ul>	Ongoing: Completed for all courses offered as of Fall 2016.	The department has adopted FSC Canvas Course Shell which incorporates all component used to develop the Course Quality Rubric.	Completed for all courses offered for Summer and Fall 2016. The Academic Quality Rubrics (all modalities) have been drafted and will be reviewed and approved by the Academic Senate.
<p>Implement department guidelines for improving faculty to student communication and responsiveness.</p> <ul style="list-style-type: none"> <li>a) Identify faculty members to develop department guidelines and prepare recommended guidelines</li> <li>b) Present guidelines to faculty and implement</li> </ul>	Completed	The Academic Senate has authorized a committee to develop: 'Online Instruction Guidelines for Regular and Substantive Interaction and Regular and Effective Contact' with students. As courses are being developed in Canvas, these guidelines are being incorporated.	Canvas has been completed for all faculty teaching as of Fall 2016.
<p>Implement department guidelines for managing course enrollment (actively identify students participating in class).</p> <ul style="list-style-type: none"> <li>a) Identify faculty members to develop department guidelines and prepare recommended guidelines.</li> <li>b) Present guidelines to faculty and implement in courses.</li> </ul>	Ongoing	The department faculty have discussed improving and managing course enrollment in our department meetings, Faculty are actively reviewing student activity in courses and taking appropriate action as needed.	Early identification of 'no show' and 'Inactive' students has been adopted by all Business Department faculty
Create a pathway for VESL students to enroll in classes leading to Business Certificates and Transfer degrees.	Discontinued		
Expand Advisory Committee participation and collaboration with Business groups. Integrate Advisory Committees feedback (including WAFC and VitalLink)	Ongoing	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	We have reevaluated our Advisory and Outreach programs; future direction will include combined Advisory Meetings and focused (on-site) outreach with local high schools. Events

		<p>participate in our educational and career programs.</p> <ul style="list-style-type: none"> <li>• Coastline Community College Business and Management Advisory Committee</li> <li>• Vital-Link of Orange County. We will participate in Vital-Link Regional Advisory meetings.</li> <li>• Garden Grove Chamber of Commerce – Education Committee</li> <li>• Western Association of Food Chains Advisory Committee (WAFC)</li> </ul>	<p>will be presented by Coastline Staff and Faculty. We will participate in Vital-Link Regional Advisory meetings as well as: Garden Grove Chamber of Commerce – Education Committee and the Western Association of Food Chains Advisory Committee (WAFC).</p>
Conversion of all Business Department courses to the CANVAS LMS by Fall 2016.	Completed		All Business courses have been converted to Canvas.
Submit and gain approval of C-ID numbers for BUSC110 course to be approved for both Business Law and the Legal Environment of Business.	Completed	C-ID Course Outline has been completed and approved by Coastline Curriculum Committee and State.	Coastline has also obtained approval from CSU Fullerton that BUSC110 will be accepted as meeting either the Business Law or Legal Environment of Business requirement.
Complete a feasibility study to develop an incubator for CTE students to gain Work Study and Intern experience. This will include the Business, CIS, Networking, Business Computing and Paralegal Departments.	In-Process	The incubator location has been identified and equipment is being purchased and installed.	Description of operation and goals is being developed.
Review all Course Outlines of Record for active Business Courses including SLOs, text(s), content, and evaluations.	Completed	This project was undertaken to prepare for the department 5-Year review and to investigate the inconsistency between high Success/Retention Rates and low overall SLO attainment.	Accounting Business – 04/17 Economics – 04/17 Management – 04/17 Logistic/Supply Chain - 04/17
Develop an AD-T for Economics; revise Econ 170/175 for curriculum approval in the Telecourse modality.	Complete	This initiative will provide a guaranteed 2-year Economics program to Cal State Universities and prepare students for transfer to UCs. Telecourses will expand degrees offered to incarcerated students.	The Economics AD-T has been developed and submitted for approval.

## Program Planning and Communication Strategies

The primary communication strategies for the Business Department include:

- Relocation of all F/T Business Department Faculty to a common office area to facilitate collaboration.
- Monthly department meetings including F/T and P/T faculty.
- Department representation at the All College Meeting.
- Include all faculty in the Business Department Advisory Meeting.
- Tenure committees are in process for two of the four F/T faculty members.

## Student and Faculty Survey Overview

Student Survey Overview:

Community College Students (non-telecourse) Demographics:

- Age: 18-30 (25.0%); 31-45 (38.75%); 46-60 (30.0%)
- Gender: predominantly female (65.4%)
- Ethnicity: African-American: (13.0%); White/Non-Hispanic (41.6%); Hispanic/Mexican/Latino (16.9%); Vietnamese (14.3%); Other Asian (10.4%)
- Primary language: English (89.8%); Vietnamese (7.7%)
- Highest level of education: HS diploma or GED (57.5%); AA degree (22.5%); Bachelor's degree (13.8%)
- Employment status: Employed full-time (46.8%); Not employed (31.7%)

Survey Summary:

- Primarily taking Online classes (84.5%) and Onsite classes (15.5%)
- Studying: Accounting (55.2%); Business (64.6%); Economics (33.3%); Management (24.0%)
- Most students are unaware of the VITA program (76.0%) but would like to participate (14.6%)
- The majority of students are taking classes to:
  - Satisfy AA degree requirements (87.8%)
  - Satisfy transfer requirements (87.2%)
  - Earn a Certificate (78.6%)
  - Prepare for a job (62.1%)
- When asked if the courses/programs meet expectations, 93.4% indicated that expectations were met. The high number of students indicating that expectations are

being met does not mean they do not see room for improvement. A number of comments indicated:

- A desire for more communication and feedback from instructors
- Would like to see certifications incorporated into courses/programs
- For 58.5% of students this is their 1<sup>st</sup> or 2<sup>nd</sup> class in Business at Coastline
- 24.1% of students have dropped a business class before finishing, primarily due to:
  - Personal hardship or health (self or family member)
  - Underestimated the time required
- Suggestions that would encourage students and ultimately their success included:
  - Better/more timely communication and feedback
  - Provide (more) extra credit
  - Free Tutoring
  - Use standard grading structure
- Students expressed their interest in the following areas of emphasis:
  - Accounting (62.5%)
  - Business (86.3%)
  - Economics (48.3%)
  - Management 73.8%)
- Student level of satisfaction (Very Satisfied/Satisfied) was strong in all categories:
  - Quality of instruction (91.5%)
  - Variety of Classes (88.9%)
  - Relevance to needs (89.1%)
  - Relevance of material/exams (93.8%)
  - Clarity and comprehensiveness of instruction and assignments (88.8%)
  - Extend to which needs are met (80.4%)
  - Canvas conversion (80.5%)
- Areas for improvement noted by students included:
  - Improve interaction
  - Timely responses to student inquiries
  - Improved technology support
  - Offer more and classes addressing current technology (ie eCommerce, web design, etc)
  - Sensitivity to student time commitments (ie work)
- In terms of the effectiveness and satisfaction with the Distance Learning modality, most students are Very Satisfied /Satisfied with the program:
  - Quality of instruction (94.1%)
  - Interaction with the instructor and class (82+ %)
  - Instructor responsiveness (80.4%)
  - Assignment feedback (86.0%)
  - Technology reliability (86.0%)

- Positive experiences related by students include:
  - The instructors are outstanding. They show that they care about their students and encourage students to learn and grow.
  - Online classes are enjoyable and work with my schedule.
  - The instructors actually make comments on posts within the class and promote each of the students connecting respectfully.
  - The online discussions with classmates/professors.
  - Instructors that genuinely care about their students to do well in the class.
  - I love being able to go to school from home. It has been easy to take the classes and if I have questions, my instructors have normally been very helpful and eager to help.
- Suggestions for improvement provided by students included:
  - Improve student interaction (ie office hours, use Zoom)
  - Provide detailed Syllabus
  - All exams should be given online
  - More on-site classes (evenings)
  - Hosted lectures

#### Telecourse Student Demographics:

- Age: 18-30 (30.4%); 31-45 (48.9%); 46-60 (19.3%)
- Gender: predominantly male (94.8%)
- Ethnicity: African-American: (21.1%); White/Non-Hispanic (35.4%); Hispanic/Mexican/Latino (32.2%)
- Primary language: English (95.8%)
- Highest level of education: HS diploma or GED: 87.1%); AA degree (10%)

#### Survey Summary:

The majority of students indicated that they are taking Business telecourses to:

- Satisfy AA degree requirements (67%)
- Earn a Certificate (50%)
- Enhance job skills (49%)
- Personal interest (49%)
- When asked if the courses/programs meet expectations, 97.2% indicated that expectations were met. The high number of students indicating that expectations are being met does not mean they do not see room for improvement. A number of comments indicated:



- A desire for more communication and feedback from instructors (converting telecourses to the online modality will provide a greater level of student/faculty interaction).
- Not all assignments are returned to students (see above)
- That materials are out of date (videos)
- Most students have/are taking 2 or more classes (62.7%); a large number of Business classes were identified as well as many general education courses. Very few students have withdrawn from a class (17.5%); usually due to technical problems or materials availability. When asked about what could be improved to help in successful completion, comments included:
  - Instructor interaction and feedback.
  - Availability of course materials.
  - Extra credit in all courses.
  - Improve midterm and final reviews.
  - Tutoring availability
- Most students studying business are concentrating in: Accounting, Business Administration, and Economics.
- Despite the issues inherent in delivering telecourses, most student were Very Satisfied/Satisfied with:
  - Quality of instruction (96%)
  - Variety of Classes (63%)
  - Relevance to needs (93%)
  - Relevance of material/exams (97%)
  - Clarity and comprehensiveness of instruction and assignments (96%)
  - Extend to which needs are met (90%)
- Areas for improvement noted by students included:
  - Improve interaction
  - Improved technology support
  - Offer more classes
  - Lack of tutors
  - Timely responses to student inquiries
- In terms of the effectiveness and satisfaction with the Distance Learning modality, most students are Very Satisfied /Satisfied with the program:
  - Quality of instruction (96%)
  - Interaction with the instructor and class (85+ %)
  - Instructor response (83%)
  - Feedback (79%)

Faculty Survey Overview:

- Most faculty in the department teach at the Garden Grove Center (31.25%), Newport Beach (12.5%), Online (68.75%) or Telecourses (31.25%)
- Of the 16 respondents, 18.75% teach Accounting courses, 75.0% teach Business Classes, 6.25% teach Economics courses, 25.0% teach Management courses and 6.25% teach Supply Chain Management courses.
- All respondents were Very Satisfied or Satisfied in the following areas:
  - Up to date curriculum
  - Variety of classes
  - Appropriateness of deliver modes and class relevance to students
  - Extent to which faculty meet the needs of culturally diverse and non-traditional students
  - Overall program quality and personal teaching success
  - Adequacy of instructional facilities and equipment
  - Administrative and clerical support (Department and Distance Learning)
  - Faculty Success Center support but noted were recommendations for workshops related to rubrics, SLOs, accessibility, and video.
- There is a strong preference of 16 and 8 week courses in both Online and Telecourse modalities
- The methods used by the majority of faculty to measure SLO achievement include: Participation (93.3%); Objective exams (100%); written assignments (99.9%); Essay exams (57.1%); Projects (86.6%); Case Studies (57.1%); and Skill Demonstration (71.4%). All respondents indicated they use rubrics for grading assignments. Clearly a broad range of measurement tools are being utilized to address the various learning styles of students.
- Faculty department goal recommendations are consistent with the Business Department Advisory Committee recommendations.

## Section 2: Human Capital Planning

The Business Department currently consists of three full-time instructor and twenty-one part-time instructors (one F/T Instructor will be added in Fall 2017). Other than the full-time instructor most faculty are currently teaching one class. This is due to our hiring of two full-time instructors.

### Staffing

#### Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2016-17	Dean of CTE	N/A	Current: Faculty- Business; Faculty-Accounting; Faculty-Economics (Positions- 3) Approved to hire: 1 additional faculty (Business)	Pt Faculty: Business (14); Accounting (10); Economics (4); Management (3 )	N/A	N/A
Current year 2017-18	Dean of CTE	N/A	Current: Faculty- Business (2); Faculty-Accounting (1); Faculty-Economics (1); (Positions- 4)	Pt Faculty: Business (11); Accounting (10); Economics (0); Management (2 )	N/A	N/A
1 year 2018-19	Dean of CTE	N/A	Current: Faculty- Business (2); Faculty-Accounting (1); Faculty-Economics (1) (Positions- 5) Proposed to hire: 1 additional faculty (Business)	Pt Faculty: Business (11); Accounting (10); Economics (0); Management (2 )	N/A	N/A
2 years 2019-2020	Dean of CTE	N/A	Current: Faculty- Business (3); Faculty-Accounting (1); Faculty-Economics (1) (Positions- 5) Proposed to hire: 1 additional faculty (Accounting)	Pt Faculty: Business (11); Accounting (10); Economics (0); Management (2 )	N/A	N/A
3 years 2020-2021	Dean of CTE	N/A	Current: Faculty- Business (3); Faculty-Accounting (2); Faculty-Economics (1) (Positions- 6)	Pt Faculty: Business (11); Accounting (10); Economics (0); Management (2 )	N/A	N/A

Staffing for the Business Department (Accounting, Business, Economics, Management and Supply Chain Management) continues to be low for one to the largest departments in the college (two Business/Management faculty; one Accounting faculty and one Economics faculty). Continued growth and improvement of the department dictates that additional full-time faculty be brought into the department. This has been recognized by the college and we have recently hired an Economics (Fall 2016) and Business faculty (Fall 2017). An additional Business Faculty

will be requested for Fall 2018 and an Accounting faculty will be requested for Fall 2019. This is based on strong FTES (Business/Management: 509.6; Accounting: 199.3), Sections (Business/Management: 57.6; Accounting: 45) and Fill Rates (Business and Management: 79.8; Accounting 66.6) as well as demand for sections. Additionally, continued growth of faculty to support the AD-T (Star Cohort Program) in Business will be required to successfully in prepare students for transfer and career advancement.

## Professional Development

We recognize the need to enhance/improve the quality of online courses through professional development through instructional design and online techniques. This will be accomplished utilizing a combination of attending relevant training at the Summer Institute each year as well as identifying and scheduling targeted training needs of the Business Department Faculty.

### Professional Development

Name (Title)	Professional Development	Percentage of Faculty Participating	Outcome
Faculty	CCC General Faculty Meeting	78.57%	The department consistently reviews classes to identify 'no shows' and 'inactive' students.
"	Discipline-related meetings and/or workshops	64.29%	Faculty have collaborated on several courses creating model courses that have been shared.
"	Technology-related workshops	71.43%	Faculty have collaborated on several courses creating model courses that have been shared.
"	Other technology-related workshops	71.43%	
"	Student learning outcomes workshops/training	14.29%	The department has begun assessing SLOs and will continue to develop a department wide assessment program.
"	Other workshops	35.71%	
"	Membership in professional associations	78.57%	
"	Professional conferences	64.29%	Tips to engage students: Active assignments, build supportive relationships, belief in themselves, involve students in learning, provide guidance feedback, timely feedback, individual/regular comments for activities.
"	Graduate classes/program	7.14%	
"	Other classes	7.14%	
"	Professional training	42.86%	
"	Discipline-related reading	64.29%	

“	Technology-related reading	50.00%	
“	CANVAS On-Line Training	85.71%	All courses in the Business Department (Accounting, Business, Economics, and Supply Chain) have been transitioned to Canvas and approved by the Faculty Success Center.

### Forward Strategy

The Business Department in working with the Professional Development Institute and the Faculty Success Center will promote, coordinate, recommend, and support the creation and delivery of professional development needed by faculty to excel in teaching their courses. Ensure that all Business courses are at least at the level of “effective” on the Academic Senate Academic Quality Rubric. We will also provide information related to leadership programs that increase the effectiveness of the department and faculty.

## Section 3: Facilities Planning

### Facility Assessment

The Business department is currently based at the Garden Grove Learning Center and conducts classes at the Newport Beach Center. As faculty are added (two new full-time instructors were hired in Fall 2016 and Fall 2017 and the anticipated hiring of additional Business and Accounting instructors in Fall 2018 and Fall 2019), additional Faculty Office space will be required as the existing offices will not accommodate these newly hired faculty.

Classes offered are primarily online and via telecourse formats; several classes have been offered onsite and in hybrid formats at the Garden Grove and Newport Beach Learning Centers. We are actively working with the Instructional and Student Services departments to promote and expand the STAR program over the next few years. As the STAR program continues add cohorts at both Garden Grove and Newport Beach, additional on-site classroom facilities will be required.

### Forward Strategy

The Business Department Chairs will work closely with the CTE Dean to insure that there is sufficient office space for faculty and that their technology needs are met.

## Section 4: Technology Planning

### Technology Assessment

Coastline has recently completed a computer refresh, replacing office computers and providing and personal computer for each faculty member. This affected the full-time faculty as of Spring 2016. With the addition of two new faculty (Economics and Business), two additional office and personal computers (with required software) will be required by Fall 2017. Additional office and personal computers (with required software) will be required for additional faculty planned for 2018 and 2019.

For our Accounting onsite courses we have an ongoing need for dedicated accounting software specific to the needs of accounting students. This includes a QuickBooks annual software update which is required for courses to maintain transferability to 4-year institutions. This software will also need to be available in the Garden Grove and Newport Beach Student Success Centers (for faculty and tutors and in student labs).

### Forward Strategy

The Business Department Chairs will work closely with the CTE Dean to insure that there is sufficient office space for faculty and that their technology needs are met.

## Section 5: New Initiatives

New Goals to address over the next five years

New Initiative	2016-17	2017-18	2018-19	2019-20	2020-21
Increase Program Marketing (update/create brochures; enhance external contacts)	X	X	X	X	X
Implement department SLO evaluation process	X	X			
Convert Telecourses to Online delivery through Canvas		X			
Develop and offer an IRS Enrolled Agent Certificate program (including preparation for the EA IRS exam)	X	X			
Hire new Business Faculty			X		
Hire new Accounting Faculty				X	

### Initiatives

#### 1. Initiative:

Hire ONE full-time teacher (Business) who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2018.

Hire ONE full-time teacher (Accounting) who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2019.

#### Describe how the initiative supports the college mission:

Hiring a new full-time faculty member would support the following aspects of the mission: providing accessible, flexible, education that leads to the attainment of associate degrees and transfers.

#### What college goal does the initiative support?

Select one

Student Success, Completion, and Achievement

Instructional and Programmatic Excellence

Access and Student Support

Student Retention and Persistence

Culture of Evidence, Planning, Innovation, and Change

Partnerships and Community Engagement

Fiscal Stewardship, Scalability, and Sustainability

#### What Educational Master Plan objective does the initiative support? Select all that apply

Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.

Provide universal access to student service and support programs.

Strengthen post-Coastline outcomes (e.g., transfer, job placement).

Explore and enter new fields of study (e.g., new programs, bachelor's degrees).

Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.

Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).



Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**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.**

Staffing for the Business Department (Accounting, Business, Economics, Management and Supply Chain Management) continues to be low for one to the largest departments in the college (two Business/Management faculty; one Accounting faculty and one Economics faculty). Continued growth and improvement of the department dictates that additional full-time faculty be brought into the department. This has been recognized by the college and we have recently hired an Economics (Fall 2016) and Business faculty (Fall 2017). An additional Business Faculty will be requested for Fall 2018 and an Accounting faculty will be requested for Fall 2019. This is based on strong FTES (Business/Management: 509.6; Accounting: 199.3), Sections (Business/Management: 57.6; Accounting: 45) and Fill Rates (Business and Management: 79.8; Accounting 66.6) as well as demand for sections. Additionally, continued growth of faculty to support the AD-T (Star Cohort Program) in Business will be required to successfully in prepare students for transfer and career advancement.

**Recommended resource(s) needed for initiative achievement:**

College General Fund

**What is the anticipated outcome of completing the initiative?**

Better student success and SLO outcomes, and innovative student support

**Provide a timeline and timeframe from initiative inception to completion.**

An additional Business Faculty will be requested for Fall 2018 and an Accounting faculty will be requested for Fall 2019.

## 2. Initiative:

Develop an IRS Enrolled Agent certificate program. This certificate program will prepare students to take the IRS Enrolled Agent exam which covers individual and business taxes. Enrolled Agents are tax advisors who are federally authorized tax practitioners empowered by the U.S. Department of the Treasury. Enrolled Agents represent taxpayers before the Internal Revenue Service (IRS) for tax issues including audits, collections and appeals.

### Describe how the initiative supports the college mission:

Developing an IRS Enrolled Agent Certificate would support the following aspects of the mission: creation of innovative programs that provide accessible, flexible educational opportunities for students. Specific initiatives are identified below.

### What college goal does the initiative support?

Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

### What Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

### 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.

This certificate is intended to lead to certification as an IS Enrolled Agent with unrestricted rights as to which taxpayers they can represent, what types of tax matters they can handle, and which IRS offices they can represent clients before. There is an increasing need for EAs across the nation and this career can be both satisfying and lucrative.

### Recommended resource(s) needed for initiative achievement:

Perkins

### What is the anticipated outcome of completing the initiative?

Better student success and SLO outcomes, and post-Coastline outcomes.

### Provide a timeline and timeframe from initiative inception to completion.

The Enrolled Agent Certificate will be developed and submitted for approval during the Academic Year 2017/18 and will be offered in the Fall of 2018.

## Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Implement department SLO evaluation process	Perkins	\$4,000	One time		College research and FTES comparison	Student Success, Completion, and Achievement; Student Retention and Persistence	Spring 2018	1
Increase Program Marketing (update/create brochures; enhance external contacts)	Perkins	\$10,000	One time		College research and FTES comparison	Student Retention and Persistence	Fall 2018	2
Convert Telecourses to Online delivery through Canvas	Perkins	TBD	One time		College research and FTES comparison	Student Success, Completion, and Achievement; Student Retention and Persistence	Fall 2019	3
Develop Enrolled Agent Certificate	Perkins	\$5,000	One time		College research and post-Coastline outcomes	Student Success, Completion, and Achievement; Student Retention and Persistence	Fall 2018	4

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
Hire new Business Faculty	Human Resources	\$100,000	Ongoing		College research and FTES comparisons	Student Success, Completion, and Achievement; Student Retention and Persistence	Fall 2018	1
Hire new Accounting Faculty	Human Resources	\$100,000	Ongoing		College research and FTES comparisons	Student Success, Completion, and Achievement; Student Retention and Persistence	Fall 2019	2

#### Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative



COAST COMMUNITY COLLEGE DISTRICT  
invites applications for the position of:

## Instructor, Business

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**SALARY:** \$3,970.00 - \$9,465.00 Monthly  
\$47,640.00 - \$113,580.00 Annually

**OPENING DATE:**

**CLOSING DATE:**

**DEFINITION:**

**Performance Responsibilities:**

1. Provide instruction of Business courses in accordance with established course outlines.
2. Must be able to teach distance learning, onsite, and hybrid courses in all areas of Business. Assignments may include day, evening, hybrid, online and weekend classes at any of the college's learning centers.
3. Must be able to teach using current instructional technology. Update programs, course outlines, and teaching procedures and strategies as technology and software changes.
4. Participate in curriculum development, design, implementation and evaluation to maintain and improve the instructional program.
5. Maintain current knowledge in the subject matter areas.
6. Maintain appropriate standards of professional conduct and ethics.
7. 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.
8. Work collaboratively and cooperatively with staff and students.
9. Participate in participatory governance on College Committees, Ad Hoc Panels, Constituency Groups and/or Work Groups.
10. 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.

**QUALIFICATIONS:**

**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. Or, 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. Master's degree or Ph.D. in Business from an accredited institution with a strong emphasis on general Business.
2. Two years teaching experience in business at the Community College, or lower division university level with a commitment to cover required syllabi toward preparing students for a successful transfer to four-year colleges or universities.
3. Three years related work experience in business.
4. Strong commitment to quality teaching, motivation of students, student success, and academic excellence. Ability to design curriculum to address a wide range of learning levels and alternative learning activities that expand learning outcomes.
5. Understanding of current and emerging instructional delivery technologies and ability to integrate those technologies into the learning process.
6. Evidence of continuing preparation in the discipline (within the last five years).
7. Demonstrable experience in onsite, distance and online instruction and the ability to adjust teaching strategies to differing class sizes (30 – 100 students).
8. Demonstrable evidence of intellectual curiosity and professional growth, and development.
9. Ability to contribute to the concept of a "Learning Campus" with emphasis on "Student Learning Outcomes".
10. Ability and willingness to interface effectively with members of the business community to ensure that our Business program is up to date and responsive to community needs.

### CONDITIONS OF EMPLOYMENT:

For a full-time, two-semester position a maximum starting range of \$47,640 to \$81,222 is offered, based on the 2015-2016 salary schedule of \$47,640 to \$113,580. In addition, an annual stipend of \$2,878 is offered for possession of an earned doctorate from an accredited institution. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

- Regular attendance is considered an essential job function; the inability to meet attendance requirements may preclude the employee from retaining employment.
- The person holding this position is considered a mandated reporter under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in Coast Community College District policies, procedures, and Title IX. (Reference: BP/AP 5910 )
- The Coast Community College District celebrates all forms of diversity and is deeply committed to fostering an inclusive environment within which students, staff, administrators, and faculty thrive. Individuals interested in advancing the District's strategic diversity goals are strongly encouraged to apply. Reasonable accommodations will be provided for qualified applicants with disabilities who self-disclose.

*The deadline to apply is 11:59 p.m., May, 20 2016. Application materials must be electronically submitted on-line at <http://www.cccd.edu/employment>. Incomplete applications and application materials submitted by mail will not be considered.*

### ADDITIONAL INFORMATION:

#### 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](http://www.cccd.edu/employment). 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 includes:

1. A complete Certificated Employment Application.
2. Cover Letter highlighting your qualifications for the desired position (not to exceed one page).
3. Current Resume of professional experience, educational background, and teaching experience (list specific courses) (not to exceed a total of four (4) pages).
4. A written response (not to exceed three (3) pages addressing the 'Desired Qualifications' listed above (#s 1 through 10).
4. Answers to Supplemental Questions.
5. Application for Equivalency, if applicable.

**NOTE:** Candidates selected for an interview will be required to participate in a teaching demonstration.

Be sure to complete all questions and sections of the application even if your cover letter or CV/Resume already address those questions. 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.

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.

All applications will be screened under a process of utmost confidentiality by a committee of representatives from the college community. 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 or emailed to [jobs@mail.cccd.edu](mailto:jobs@mail.cccd.edu). Faxes and emails 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.

**PHYSICAL DEMANDS AND WORK ENVIRONMENT:**

- 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.

**Coast Community College District is an Equal Opportunity Employer**

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Coast Colleges is an Equal Opportunity Employer

APPLICATIONS MAY BE FILED ONLINE AT:  
<http://www.cccd.edu>

1370 Adams Avenue  
Costa Mesa, CA 92626  
714-438-4714

[jobs@ccd.edu](mailto:jobs@ccd.edu)

Position #10-C-17  
INSTRUCTOR, BUSINESS  
SB

**Instructor, Business Supplemental Questionnaire**

- \* 1. Have you taught eight (8) or more semesters for the Coast Community College District? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)  
 Yes  No
  
- \* 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? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)  
 Yes  No

\* 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. Are you applying for equivalency? (An application for equivalency is required if you do not possess the minimum qualifications for this discipline.)

No. I am not applying for equivalency. I already possess the minimum qualifications for this discipline area.

Yes. I have attached the application for equivalency.

\* Required Question



## PROFESSIONAL OPPORTUNITY

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Position No:

Opening Date:

Closing Date:

**Position Description:** INSTRUCTOR, ACCOUNTING  
Contract (tenure track), full-time, two-semesters per year, 175 days

**Location:** Coastline Community College

**Start Date:** Fall Semester – August 20xx

**Performance Responsibilities:** Duties may include, but are not limited to, the following: Accounting Instructor in the Business, Career and Technical Education Department.

1. 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.
2. Must be able to teach using current instructional technology.
3. Participate in curriculum development, design, implementation and evaluation to maintain and improve the instructional program and develop/assess Student Learning Outcomes.
4. 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/division meetings and college and/or district wide activities and committees as assigned.
5. Teach courses that support the college's outreach, enrollment, transfer and vocational goals (e.g. service learning, online courses, honors courses and weekend courses).
6. Update programs, course outlines, and teaching procedures and strategies as technology and software changes.
7. Communicate, meet, and coordinate with Department Chair in planning and developing curriculum, instructional procedures, and instructional consistency.
8. Must be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
9. Assignment may include onsite (day, evening and/or weekend), and hybrid or distance learning 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 accountancy or business administration with accounting concentration.
  - c. Possess a Bachelor's degree in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND a Master's degree in business, business administration, business education, taxation or finance 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.
  
2. Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

### **Desirable Qualifications:**

1. At least two years teaching experience in accounting or finance at the community college or lower division university level.
2. At least three years full-time, professional accounting industry experience.
3. Broad knowledge of accounting area, including ability to design curriculum to address a wide range of learning levels from development through honors programs.
4. Ability to teach Financial Accounting, Managerial Accounting, and at least three of the following courses: Accounting Information Systems, Federal Income Tax, Accounting with QuickBooks, Intermediate Accounting, Cost Accounting, Auditing, and Governmental Accounting.
5. Professional certification in an area of accounting, such as Certified Public Accountant or Certified Management Accountant.
6. Experience with current accounting software programs (e.g. QuickBooks, Peachtree, MAS 90, and Great Plains).
7. Strong commitment to quality teaching, motivation of students, student success, and academic excellence.
8. Ability to design alternative learning activities that expand learning outcomes.
9. Understanding of current and emerging instructional delivery technologies and ability to integrate those technologies into the learning process.
10. Professional development activities and campus involvement beyond your faculty assignment or student course work.
11. Ability to work with a diverse population of students and staff.
12. Ability to be flexible, innovative, and caring.
13. A person who is ethical and enthusiastic.

### **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:**

In addition to the certificated application, you will be required to attach and/or copy and paste a cover letter, resume, and copies of transcripts to your application. Please have required documents ready before applying. (Required)

(Character limit per attachment - 2MB, up to 5 attachments per application.)

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

- Certificated Application.
- A current resume of professional experience, educational background, and teaching experience (list specific courses) (not to exceed a total of four (4) pages).
- Cover letter (not to exceed 1 page) highlighting your qualifications.
- A written response (not to exceed five pages) addressing "Desirable Qualifications" listed above (#1-#11 only).
- 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](http://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.

# Data Glossary

**Enrolled (Census):** The official enrollment count based on attendance at the census point of the course.

**FTES:** Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

**FTEF30:** A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

**WSCH/FTEF (595):** A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

**Success Rate:** The number of passing grades (A, B, C, P) compared to all valid grades awarded.

**Retention Rate:** The number of retention grades (A, B, C, P, D, F, NP, I\*) compared to all valid grades awarded.

**Fall-to-Spring Persistence:** The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

**F2S Percent:** The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.

# Checklist

## Program Planning

- Internal Analysis
- PSLO Assessment
- Progress on Forward Strategies

## Human Capital Planning

- Staffing
- Professional Development

## Facility Planning

- Progress on Forward Strategies

## Technology Planning

- Progress on Forward Strategies