

COASTLINE COLLEGE

2018-2019

Annual Program Review

Business

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

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Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Accounting Enrollment	1,868	1,694	1,427
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Accounting Resident FTES	211.46	196.63	163.34
Sections	46	45	39
Fill Rate	68.8%	66.6%	61.9%
WSCH/FTEF 595 Efficiency	617	605	571
FTEF/30	5.7	5.4	4.8
Extended Learning Enrollment	206	212	207

The percentage change in the number of Accounting **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Accounting credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Accounting courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Accounting courses showed a moderate decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Accounting courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Accounting courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the FTEF/30 ratio in 2014-15.

There was a slight decrease in the number of Accounting **Extended Learning enrollments** in 2016-17 from 2015-16 and a minimal difference from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Accounting Enrollment	1,868	1,694	1,427

Modality	2014-15	2015-16	2016-17
Traditional	3.9%	4.5%	4.2%
Online	92.8%	93.4%	94.2%
Hybrid	3.4%	2.1%	1.6%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	58.3%	56.2%	58.2%
Male	40.8%	41.6%	39.9%
Unknown	0.9%	2.2%	1.9%

Ethnicity	2014-15	2015-16	2016-17
African American	5.5%	6.7%	8.0%
American Indian/AK Native	0.1%	0.2%	0.1%
Asian	39.4%	34.5%	36.2%
Hispanic	11.3%	10.5%	11.1%
Pacific Islander/HI Native	0.4%	0.1%	0.0%
White	30.5%	34.1%	30.6%
Multi-Ethnicity	11.3%	12.6%	13.4%
Other/Unknown	1.5%	1.2%	0.8%

Age Group	2014-15	2015-16	2016-17
19 or Less	5.1%	5.5%	4.9%
20 to 24	25.1%	26.3%	27.3%
25 to 29	20.4%	22.9%	20.2%
30 to 34	14.3%	13.6%	15.1%
35 to 39	12.0%	9.7%	7.9%
40 to 49	12.6%	12.9%	13.6%
50 and Older	10.4%	9.0%	11.0%

Accounting courses made up 2.4% of all state-funded enrollment for 2016-17. The percentage difference in Accounting course **enrollment** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. Enrollment in Accounting during 2016-17 showed 4.2% of courses were taught **traditional (face-to-face)**, 94.2% were taught **online**, 1.6% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Accounting enrollment consisted of 58.2% **female**, 39.9% **male**, and 1.9% students of **unknown** gender. In 2016-17, Accounting enrollment consisted of 8.0% **African American** students, 0.1% **American Indian/AK Native** students, 36.2% **Asian** students, 11.1% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 30.6% **White** students, 13.4% **multi-ethnic** students, and 0.8% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Accounting revealed 4.9% aged **19 or less**, 27.3% aged **20 to 24**, 20.2% aged **25 to 29**, 15.1% aged **30 to 34**, 7.9% aged **35 to 39**, 13.6% aged **40 to 49**, and 11.0% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Accounting Degrees	22	38	30
College Awarded Certificates	748	644	602
Accounting Certificates	47	42	37

The percentage change in the number of Accounting **degrees** awarded in 2016-17 showed a substantial decrease from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Accounting **certificates** awarded in 2016-17 showed a substantial decrease from 2015-16 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Accounting Success Rate	62.9%	61.7%	60.5%

Modality	2014-15	2015-16	2016-17
Traditional	86.1%	68.0%	83.1%
Online	61.6%	60.9%	59.1%
Hybrid	72.4%	82.9%	87.0%
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	62.8%	62.6%	62.8%
Male	62.8%	60.9%	57.5%
Unknown	71.4%	51.4%	55.6%

Ethnicity	2014-15	2015-16	2016-17
African American	20.6%	24.3%	36.0%
American Indian/AK Native	100.0%	100.0%	0.0%
Asian	71.1%	67.7%	66.5%
Hispanic	53.1%	54.3%	51.9%
Pacific Islander/HI Native	42.9%	0.0%	-
White	65.9%	65.6%	63.2%
Multi-Ethnicity	54.7%	58.7%	60.2%
Other/Unknown	71.4%	70.0%	54.5%

Age Group	2014-15	2015-16	2016-17
19 or Less	68.1%	59.1%	65.7%
20 to 24	62.7%	60.6%	63.5%
25 to 29	62.1%	62.1%	59.6%
30 to 34	63.0%	64.6%	60.7%
35 to 39	67.3%	58.0%	56.6%
40 to 49	57.8%	63.4%	67.5%
50 and Older	63.0%	62.3%	46.2%

The percentage difference in the **course success rate** in Accounting courses in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Accounting 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Accounting **course success rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Accounting success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Accounting courses, slightly lower for **online** courses, substantially higher for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Accounting success rate for 2016-17, the success rate was slightly higher for **female** students in Accounting courses, slightly lower for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Accounting success rate for 2016-17, the success rate was substantially lower for **African American** students in Accounting courses, substantially lower for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and moderately lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Accounting success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Accounting courses, slightly higher for students aged **20 to 24**, minimally different for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Accounting Retention Rate	77.5%	78.2%	75.3%

Modality	2014-15	2015-16	2016-17
Traditional	94.4%	84.0%	89.8%
Online	76.6%	77.6%	74.4%
Hybrid	82.8%	91.4%	91.3%
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	77.5%	79.6%	77.7%
Male	77.5%	77.2%	71.9%
Unknown	71.4%	60.0%	74.1%

Ethnicity	2014-15	2015-16	2016-17
African American	55.7%	67.3%	56.8%
American Indian/AK Native	100.0%	100.0%	100.0%
Asian	82.5%	79.7%	78.4%
Hispanic	71.5%	74.9%	72.2%
Pacific Islander/HI Native	100.0%	0.0%	-
White	78.3%	82.8%	77.9%
Multi-Ethnicity	71.4%	70.4%	73.8%
Other/Unknown	89.3%	75.0%	81.8%

Age Group	2014-15	2015-16	2016-17
19 or Less	82.4%	81.7%	82.9%
20 to 24	77.4%	75.9%	78.7%
25 to 29	78.0%	78.5%	69.8%
30 to 34	76.0%	79.2%	76.6%
35 to 39	79.8%	76.5%	75.2%
40 to 49	74.3%	79.6%	79.9%
50 and Older	77.6%	80.1%	66.0%

The percentage difference in the **retention rate** in Accounting courses in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Accounting 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Accounting **retention rate** was substantially lower than the **college average** and slightly higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Accounting retention rate for 2016-17, the retention rate was substantially higher for **traditional (face-to-face)** Accounting courses, minimally different for **online** courses, substantially higher for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Accounting retention rate for 2016-17, the retention rate was slightly higher for **female** students in Accounting courses, slightly lower for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Accounting retention rate for 2016-17, the retention rate was substantially lower for **African American** students in Accounting courses, substantially higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, not applicable for **Pacific Islander/NI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and moderately higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Accounting retention rate for 2016-17, the retention rate was moderately higher for students aged **19 or less** in Accounting courses, slightly higher for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, minimally different for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region ⓘ				
	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
Requires a Bachelor's or Higher				
Accountants and Auditors (132011)	18,620	16,555	2,064	↑
Requires Some College, No Degree				
Bookkeeping, Accounting, and Auditing Clerks (433031)	19,949	18,973	976	↑
On-The-Job Training, No College Required				
Brokerage Clerks (434011)	458	472	-14	↓
Payroll and Timekeeping Clerks (433051)	2,744	2,441	302	↑
Tax Preparers (132082)	1,706	1,523	183	↑
Projected Regional Job Openings ⓘ				
	Projected 5 Year Openings (2015-2020)	Projected Average Annual Openings (2015-2020)		
Requires a Bachelor's or Higher				
Accountants and Auditors (132011)	4,128	825		
Requires Some College, No Degree				
Bookkeeping, Accounting, and Auditing Clerks (433031)	1,293	258		
On-The-Job Training, No College Required				
Brokerage Clerks (434011)	73	14		
Payroll and Timekeeping Clerks (433051)	421	84		
Tax Preparers (132082)	320	64		
Median Regional Annual Salary ⓘ				
	Entry Level Salary	Median Salary		
Requires a Bachelor's or Higher				
Accountants and Auditors (132011)	\$45,885	\$68,224		
Requires Some College, No Degree				
Bookkeeping, Accounting, and Auditing Clerks (433031)	\$27,206	\$43,971		
On-The-Job Training, No College Required				
Brokerage Clerks (434011)	\$39,229	\$47,860		
Payroll and Timekeeping Clerks (433051)	\$32,094	\$46,404		
Tax Preparers (132082)	\$31,138	\$48,172		

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

Section 1: Program Planning: Business

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Business Enrollment	4,833	4,572	4,325
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Business Resident FTES	436.81	414.80	391.62
Sections	39	41	41
Fill Rate	87.2%	79.7%	78.4%
WSCH/FTEF 595 Efficiency	1,428	1,310	1,204
FTEF/30	5.1	5.2	5.4
Extended Learning Enrollment	1,345	1,260	1,128

The percentage change in the number of Business **enrollments** in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Business credit courses showed a moderate decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Business courses in 2016-17 showed a minimal difference from 2015-16 and a slight increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Business courses showed a slight decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Business courses in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Business courses in 2016-17 showed a slight increase from 2015-16 and a moderate increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Business **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Business Enrollment	4,833	4,572	4,325

Modality	2014-15	2015-16	2016-17
Traditional	0.1%	0.8%	0.2%
Online	21.0%	19.2%	21.5%
Hybrid	0.6%	0.7%	0.4%
Correspondence (Cable, Telecourse, Other DL)	78.3%	79.3%	77.9%

Gender	2014-15	2015-16	2016-17
Female	15.1%	15.1%	16.1%
Male	84.3%	84.3%	82.9%
Unknown	0.5%	0.5%	1.0%

Ethnicity	2014-15	2015-16	2016-17
African American	26.5%	27.8%	24.2%
American Indian/AK Native	1.3%	0.7%	1.1%
Asian	8.5%	8.6%	9.6%
Hispanic	22.2%	24.1%	24.1%
Pacific Islander/HI Native	0.8%	0.7%	0.5%
White	28.5%	25.7%	27.5%
Multi-Ethnicity	10.2%	10.3%	10.9%
Other/Unknown	2.0%	2.1%	2.1%

Age Group	2014-15	2015-16	2016-17
19 or Less	1.8%	2.5%	2.2%
20 to 24	13.0%	11.7%	10.5%
25 to 29	18.1%	18.6%	19.4%
30 to 34	18.9%	18.2%	16.7%
35 to 39	16.4%	17.2%	17.1%
40 to 49	21.3%	20.7%	22.5%
50 and Older	10.4%	11.1%	11.5%

Business courses made up 7.2% of all state-funded enrollment for 2016-17. The percentage difference in Business course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Business during 2016-17 showed 0.2% of courses were taught **traditional (face-to-face)**, 21.5% were taught **online**, 0.4% were taught in the **hybrid** modality, and 77.9% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Business enrollment consisted of 16.1% **female**, 82.9% **male**, and 1.0% students of **unknown** gender. In 2016-17, Business enrollment consisted of 24.2% **African American** students, 1.1% **American Indian/AK Native** students, 9.6% **Asian** students, 24.1% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 27.5% **White** students, 10.9% **multi-ethnic** students, and 2.1% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Business revealed 2.2% aged **19 or less**, 10.5% aged **20 to 24**, 19.4% aged **25 to 29**, 16.7% aged **30 to 34**, 17.1% aged **35 to 39**, 22.5% aged **40 to 49**, and 11.5% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Business Degrees	325	403	477
College Awarded Certificates	748	644	602
Business Certificates	249	254	210

The percentage change in the number of Business **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Business **certificates** awarded in 2016-17 showed a substantial decrease from 2015-16 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Business Success Rate	58.5%	59.3%	61.9%

Modality	2014-15	2015-16	2016-17
Traditional	83.3%	70.3%	75.0%
Online	53.2%	51.2%	59.8%
Hybrid	41.4%	36.7%	41.2%
Correspondence (Cable, Telecourse, Other DL)	60.0%	61.3%	62.6%

Gender	2014-15	2015-16	2016-17
Female	51.0%	54.9%	59.3%
Male	59.9%	60.2%	62.7%
Unknown	48.0%	44.0%	38.6%

Ethnicity	2014-15	2015-16	2016-17
African American	47.0%	48.5%	50.3%
American Indian/AK Native	45.9%	69.7%	58.3%
Asian	69.1%	69.1%	69.8%
Hispanic	59.9%	60.7%	61.3%
Pacific Islander/HI Native	51.3%	56.7%	78.3%
White	67.5%	67.6%	71.7%
Multi-Ethnicity	52.3%	56.7%	59.1%
Other/Unknown	64.6%	56.4%	50.5%

Age Group	2014-15	2015-16	2016-17
19 or Less	43.5%	56.9%	43.2%
20 to 24	47.4%	46.2%	56.8%
25 to 29	53.0%	52.1%	60.9%
30 to 34	62.7%	59.7%	60.5%
35 to 39	61.2%	65.8%	65.2%
40 to 49	64.4%	67.0%	67.5%
50 and Older	60.4%	61.0%	58.2%

The percentage difference in the **course success rate** in Business courses in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the Business 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Business **course success rate** was moderately lower than the **college average** and moderately higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Business success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Business courses, slightly lower for **online** courses, substantially lower for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Business success rate for 2016-17, the success rate was slightly lower for **female** students in Business courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Business success rate for 2016-17, the success rate was substantially lower for **African American** students in Business courses, slightly lower for **American Indian/AK Native** students, moderately higher for **Asian** students, minimally different for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Business success rate for 2016-17, the success rate was substantially lower for students aged **19 or less** in Business courses, moderately lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Business Retention Rate	80.8%	85.1%	83.1%

Modality	2014-15	2015-16	2016-17
Traditional	100.0%	89.2%	75.0%
Online	71.9%	76.5%	73.6%
Hybrid	55.2%	50.0%	94.1%
Correspondence (Cable, Telecourse, Other DL)	83.3%	87.4%	85.7%

Gender	2014-15	2015-16	2016-17
Female	71.8%	81.6%	76.5%
Male	82.4%	85.9%	84.5%
Unknown	84.0%	68.0%	70.5%

Ethnicity	2014-15	2015-16	2016-17
African American	77.8%	83.9%	81.5%
American Indian/AK Native	77.0%	87.9%	83.3%
Asian	83.7%	84.3%	86.5%
Hispanic	83.4%	86.2%	84.1%
Pacific Islander/HI Native	79.5%	86.7%	87.0%
White	82.3%	85.9%	85.4%
Multi-Ethnicity	75.1%	84.5%	77.8%
Other/Unknown	88.9%	84.0%	72.5%

Age Group	2014-15	2015-16	2016-17
19 or Less	71.8%	79.3%	71.6%
20 to 24	75.4%	81.6%	78.7%
25 to 29	78.8%	82.2%	84.1%
30 to 34	80.5%	85.4%	81.9%
35 to 39	82.9%	87.9%	83.2%
40 to 49	84.3%	87.4%	86.9%
50 and Older	82.4%	86.1%	81.7%

The percentage difference in the **retention rate** in Business courses in 2016-17 showed a slight decrease from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Business 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Business **retention rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Business retention rate for 2016-17, the retention rate was moderately lower for **traditional (face-to-face)** Business courses, moderately lower for **online** courses, substantially higher for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Business retention rate for 2016-17, the retention rate was moderately lower for **female** students in Business courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Business retention rate for 2016-17, the retention rate was slightly lower for **African American** students in Business courses, minimally different for **American Indian/AK Native** students, slightly higher for **Asian** students, minimally different for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Business retention rate for 2016-17, the retention rate was substantially lower for students aged **19 or less** in Business courses, slightly lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly lower for students aged **30 to 34**, minimally different for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region ⓘ				
	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
Requires a Bachelor's or Higher				
Administrative Services Managers (113011)	5,373	4,674	699	↑
Cost Estimators (131051)	3,071	2,447	624	↑
General and Operations Managers (111021)	29,424	25,821	3,602	↑
Industrial Production Managers (113051)	2,426	2,273	152	↑
Management Analysts (131111)	12,786	11,352	1,433	↑
Managers, All Other (119199)	9,289	8,077	1,211	↑
Sales Managers (112022)	8,156	7,186	969	↑
Projected Regional Job Openings ⓘ				
	Projected 5 Year Openings (2015-2020)		Projected Average Annual Openings (2015-2020)	
Requires a Bachelor's or Higher				
Administrative Services Managers (113011)	734		146	
Cost Estimators (131051)	775		155	
General and Operations Managers (111021)	5,558		1,111	
Industrial Production Managers (113051)	337		67	
Management Analysts (131111)	2,297		459	
Managers, All Other (119199)	1,492		298	
Sales Managers (112022)	1,153		230	
Median Regional Annual Salary ⓘ				
	Entry Level Salary		Median Salary	
Requires a Bachelor's or Higher				
Administrative Services Managers (113011)	\$54,662		\$102,024	
Cost Estimators (131051)	\$36,650		\$62,441	
General and Operations Managers (111021)	\$52,894		\$114,212	
Industrial Production Managers (113051)	\$55,162		\$94,016	
Management Analysts (131111)	\$50,565		\$84,905	
Managers, All Other (119199)	\$49,920		\$78,166	
Sales Managers (112022)	\$49,774		\$112,070	

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

Section 1: Program Planning: Economics

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Economics Enrollment	603	566	533
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Economics Resident FTES	53.72	50.94	46.61
Sections	12	12	13
Fill Rate	77.5%	91.0%	78.3%
WSCH/FTEF 595 Efficiency	888	695	575
FTEF/30	1.0	1.2	1.4
Extended Learning Enrollment	59	56	46

The percentage change in the number of Economics **enrollments** in 2016-17 showed a moderate decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Economics credit courses showed a moderate decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Economics courses in 2016-17 showed a moderate increase from 2015-16 and a moderate increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Economics courses showed a substantial decrease from 2015-16 and a slight increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Economics courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Economics courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Economics **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Economics Enrollment	603	566	533

Modality	2014-15	2015-16	2016-17
Traditional	14.9%	6.2%	7.1%
Online	85.1%	93.8%	92.9%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	49.8%	55.3%	52.7%
Male	47.4%	43.5%	44.8%
Unknown	2.8%	1.2%	2.4%

Ethnicity	2014-15	2015-16	2016-17
African American	3.3%	3.4%	4.1%
American Indian/AK Native	0.0%	0.4%	0.6%
Asian	43.3%	35.7%	40.5%
Hispanic	11.3%	12.0%	9.9%
Pacific Islander/HI Native	0.7%	0.4%	0.0%
White	29.5%	35.5%	30.2%
Multi-Ethnicity	10.0%	11.5%	14.3%
Other/Unknown	2.0%	1.2%	0.4%

Age Group	2014-15	2015-16	2016-17
19 or Less	17.2%	18.4%	16.5%
20 to 24	44.8%	44.0%	41.7%
25 to 29	18.2%	15.7%	17.4%
30 to 34	9.1%	9.7%	11.4%
35 to 39	4.1%	3.9%	4.9%
40 to 49	4.6%	4.9%	6.4%
50 and Older	1.8%	3.4%	1.7%

Economics courses made up 0.9% of all state-funded enrollment for 2016-17. The percentage difference in Economics course **enrollment** in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. Enrollment in Economics during 2016-17 showed 7.1% of courses were taught **traditional (face-to-face)**, 92.9% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Economics enrollment consisted of 52.7% **female**, 44.8% **male**, and 2.4% students of **unknown** gender. In 2016-17, Economics enrollment consisted of 4.1% **African American** students, 0.6% **American Indian/AK Native** students, 40.5% **Asian** students, 9.9% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 30.2% **White** students, 14.3% **multi-ethnic** students, and 0.4% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Economics revealed 16.5% aged **19 or less**, 41.7% aged **20 to 24**, 17.4% aged **25 to 29**, 11.4% aged **30 to 34**, 4.9% aged **35 to 39**, 6.4% aged **40 to 49**, and 1.7% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Economics Degrees	17	18	19
College Awarded Certificates	748	644	602
Economics Certificates	0	0	0

The percentage change in the number of Economics **degrees** awarded in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Economics **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Economics Success Rate	69.9%	80.2%	69.9%

Modality	2014-15	2015-16	2016-17
Traditional	84.4%	82.4%	86.8%
Online	67.4%	80.1%	68.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	68.9%	79.9%	70.7%
Male	71.0%	80.6%	69.0%
Unknown	70.6%	85.7%	69.2%

Ethnicity	2014-15	2015-16	2016-17
African American	40.0%	50.0%	63.6%
American Indian/AK Native	-	100.0%	33.3%
Asian	73.7%	82.2%	78.7%
Hispanic	58.8%	73.1%	52.8%
Pacific Islander/HI Native	33.3%	100.0%	-
White	71.9%	85.0%	73.1%
Multi-Ethnicity	71.2%	73.4%	53.9%
Other/Unknown	75.0%	85.7%	50.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	76.0%	86.3%	78.4%
20 to 24	69.0%	78.9%	69.8%
25 to 29	62.4%	79.8%	59.1%
30 to 34	68.5%	78.2%	75.4%
35 to 39	72.0%	81.8%	64.0%
40 to 49	82.1%	82.1%	73.5%
50 and Older	81.8%	68.4%	66.7%

The percentage difference in the **course success rate** in Economics courses in 2016-17 showed a substantial decrease from 2015-16 and a minimal difference from 2014-15. When comparing the percentage point difference in the Economics 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Economics **course success rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Economics success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Economics courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Economics success rate for 2016-17, the success rate was minimally different for **female** students in Economics courses, minimally different for **male** students, and minimally different for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Economics success rate for 2016-17, the success rate was moderately lower for **African American** students in Economics courses, substantially lower for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, substantially lower for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Economics success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Economics courses, minimally different for students aged **20 to 24**, substantially lower for students aged **25 to 29**, moderately higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Economics Retention Rate	80.3%	89.5%	82.1%

Modality	2014-15	2015-16	2016-17
Traditional	92.2%	94.1%	92.1%
Online	78.2%	89.2%	81.4%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	79.9%	89.1%	83.2%
Male	81.3%	90.1%	80.8%
Unknown	70.6%	85.7%	84.6%

Ethnicity	2014-15	2015-16	2016-17
African American	80.0%	61.1%	77.3%
American Indian/AK Native	-	100.0%	66.7%
Asian	82.2%	92.1%	83.8%
Hispanic	67.6%	82.1%	79.2%
Pacific Islander/HI Native	33.3%	100.0%	-
White	82.6%	92.0%	83.8%
Multi-Ethnicity	79.7%	89.1%	77.6%
Other/Unknown	91.7%	85.7%	100.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	89.4%	94.1%	88.6%
20 to 24	78.0%	88.7%	83.8%
25 to 29	72.5%	89.9%	72.0%
30 to 34	87.0%	85.5%	80.3%
35 to 39	76.0%	90.9%	76.0%
40 to 49	89.3%	89.3%	91.2%
50 and Older	81.8%	84.2%	77.8%

The percentage difference in the **retention rate** in Economics courses in 2016-17 showed a moderate decrease from 2015-16 and a slight increase from 2014-15. When comparing the percentage point difference in the Economics 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Economics **retention rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Economics retention rate for 2016-17, the retention rate was moderately higher for **traditional (face-to-face)** Economics courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Economics retention rate for 2016-17, the retention rate was slightly higher for **female** students in Economics courses, slightly lower for **male** students, and slightly higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Economics retention rate for 2016-17, the retention rate was slightly lower for **African American** students in Economics courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Economics retention rate for 2016-17, the retention rate was moderately higher for students aged **19 or less** in Economics courses, slightly higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, moderately lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Section 1: Program Planning: Management & Supervision

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Management and Supervision Enrollment	857	1,010	876
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Management and Supervision Resident FTES	77.04	91.86	79.15
Sections	17	17	17
Fill Rate	81.1%	79.8%	74.1%
WSCH/FTEF 595 Efficiency	768	847	739
FTEF/30	1.7	1.8	1.8
Extended Learning Enrollment	1,740	1,655	1,501

The percentage change in the number of Management and Supervision **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a slight increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in Management and Supervision credit courses showed a substantial decrease from 2015-2016 and a slight increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Management and Supervision courses in 2016-17 showed a slight increase from 2015-16 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Management and Supervision courses showed a moderate decrease from 2015-16 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Management and Supervision courses in 2016-17 showed a substantial decrease from 2015-16 and a slight decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Management and Supervision courses in 2016-17 showed a minimal difference from 2015-16 and a moderate increase in comparison with the FTEF/30 ratio in 2014-15.

There was a moderate decrease in the number of Management and Supervision **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Management and Supervision Enrollment	857	1,010	876

Modality	2014-15	2015-16	2016-17
Traditional	0.2%	0.2%	0.2%
Online	53.6%	45.6%	47.7%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	46.2%	54.2%	52.1%

Gender	2014-15	2015-16	2016-17
Female	35.9%	29.1%	32.1%
Male	63.6%	70.5%	67.5%
Unknown	0.5%	0.4%	0.5%

Ethnicity	2014-15	2015-16	2016-17
African American	26.4%	21.6%	21.1%
American Indian/AK Native	1.2%	2.9%	0.5%
Asian	10.2%	10.3%	13.0%
Hispanic	17.4%	20.9%	21.5%
Pacific Islander/HI Native	0.4%	0.8%	0.3%
White	29.2%	30.0%	27.9%
Multi-Ethnicity	13.3%	12.3%	13.6%
Other/Unknown	2.1%	1.3%	2.2%

Age Group	2014-15	2015-16	2016-17
19 or Less	1.6%	0.9%	1.0%
20 to 24	10.2%	11.5%	9.2%
25 to 29	19.4%	16.9%	19.6%
30 to 34	17.7%	19.3%	15.6%
35 to 39	16.1%	17.1%	14.2%
40 to 49	22.3%	22.2%	23.9%
50 and Older	12.7%	12.1%	16.4%

Management and Supervision courses made up 1.5% of all state-funded enrollment for 2016-17. The percentage difference in Management and Supervision course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Management and Supervision during 2016-17 showed 0.2% of courses were taught **traditional (face-to-face)**, 47.7% were taught **online**, 0.0% were taught in the **hybrid** modality, and 52.1% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Management and Supervision enrollment consisted of 32.1% **female**, 67.5% **male**, and 0.5% students of **unknown** gender. In 2016-17, Management and Supervision enrollment consisted of 21.1% **African American** students, 0.5% **American Indian/AK Native** students, 13.0% **Asian** students, 21.5% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 27.9% **White** students, 13.6% **multi-ethnic** students, and 2.2% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Management and Supervision revealed 1.0% aged **19 or less**, 9.2% aged **20 to 24**, 19.6% aged **25 to 29**, 15.6% aged **30 to 34**, 14.2% aged **35 to 39**, 23.9% aged **40 to 49**, and 16.4% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Management and Supervision Degrees	407	456	459
College Awarded Certificates	748	644	602
Management and Supervision Certificates	160	133	142

The percentage change in the number of Management and Supervision **degrees** awarded in 2016-17 showed minimal difference from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Management and Supervision **certificates** awarded in 2016-17 showed a moderate increase from 2015-16 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Management and Supervision Success Rate	60.2%	58.9%	49.3%

Modality	2014-15	2015-16	2016-17
Traditional	100.0%	50.0%	100.0%
Online	56.0%	52.9%	48.8%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	64.9%	63.8%	49.6%

Gender	2014-15	2015-16	2016-17
Female	56.3%	55.8%	46.6%
Male	62.4%	60.5%	50.6%
Unknown	75.0%	0.0%	50.0%

Ethnicity	2014-15	2015-16	2016-17
African American	49.8%	51.6%	43.2%
American Indian/AK Native	30.0%	58.6%	50.0%
Asian	61.6%	53.8%	50.0%
Hispanic	67.6%	57.9%	41.0%
Pacific Islander/HI Native	100.0%	62.5%	100.0%
White	72.2%	66.1%	58.2%
Multi-Ethnicity	39.3%	59.5%	52.9%
Other/Unknown	100.0%	61.5%	42.1%

Age Group	2014-15	2015-16	2016-17
19 or Less	50.0%	25.0%	55.6%
20 to 24	58.1%	60.2%	50.6%
25 to 29	57.3%	60.8%	51.2%
30 to 34	62.9%	54.9%	51.8%
35 to 39	56.6%	60.0%	49.2%
40 to 49	66.3%	63.2%	49.3%
50 and Older	57.8%	54.1%	43.8%

The percentage difference in the **course success rate** in Management and Supervision courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Management and Supervision 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Management and Supervision **course success rate** was substantially lower than the **college average** and moderately lower than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Management and Supervision success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Management and Supervision courses, minimally different for **online** courses, not applicable for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Management and Supervision success rate for 2016-17, the success rate was slightly lower for **female** students in Management and Supervision courses, slightly higher for **male** students, and minimally different for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Management and Supervision success rate for 2016-17, the success rate was moderately lower for **African American** students in Management and Supervision courses, minimally different for **American Indian/AK Native** students, minimally different for **Asian** students, moderately lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, moderately higher for **White** students, slightly higher for **multi-ethnic** students, and moderately lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Management and Supervision success rate for 2016-17, the success rate was moderately higher for students aged **19 or less** in Management and Supervision courses, slightly higher for students aged **20 to 24**, slightly higher for students aged **25 to 29**, slightly higher for students aged **30 to 34**, minimally different for students aged **35 to 39**, minimally different for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Management and Supervision Retention Rate	86.4%	84.2%	80.7%

Modality	2014-15	2015-16	2016-17
Traditional	100.0%	50.0%	100.0%
Online	82.5%	80.9%	72.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	90.7%	87.0%	88.6%

Gender	2014-15	2015-16	2016-17
Female	82.6%	83.4%	73.0%
Male	88.6%	84.5%	84.4%
Unknown	75.0%	100.0%	75.0%

Ethnicity	2014-15	2015-16	2016-17
African American	85.3%	85.0%	84.9%
American Indian/AK Native	80.0%	93.1%	75.0%
Asian	86.0%	79.8%	74.6%
Hispanic	89.9%	88.0%	83.0%
Pacific Islander/HI Native	100.0%	87.5%	100.0%
White	89.5%	81.9%	79.5%
Multi-Ethnicity	75.0%	85.1%	78.2%
Other/Unknown	100.0%	69.2%	84.2%

Age Group	2014-15	2015-16	2016-17
19 or Less	92.9%	62.5%	88.9%
20 to 24	87.2%	88.5%	77.8%
25 to 29	88.4%	89.2%	82.6%
30 to 34	82.1%	82.9%	80.3%
35 to 39	81.6%	82.4%	85.5%
40 to 49	91.6%	83.0%	79.9%
50 and Older	84.4%	82.0%	77.1%

The percentage difference in the **retention rate** in Management and Supervision courses in 2016-17 showed a slight decrease from 2015-16 and a moderate decrease from 2014-15. When comparing the percentage point difference in the Management and Supervision 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Management and Supervision **retention rate** was moderately lower than the **college average** and moderately higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Management and Supervision retention rate for 2016-17, the retention rate was substantially higher for **traditional (face-to-face)** Management and Supervision courses, moderately lower for **online** courses, not applicable for **hybrid courses**, and moderately higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Management and Supervision retention rate for 2016-17, the retention rate was moderately lower for **female** students in Management and Supervision courses, slightly higher for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Management and Supervision retention rate for 2016-17, the retention rate was slightly higher for **African American** students in Management and Supervision courses, moderately lower for **American Indian/AK Native** students, moderately lower for **Asian** students, slightly higher for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly lower for **White** students, slightly lower for **multi-ethnic** students, and slightly higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Management and Supervision retention rate for 2016-17, the retention rate was moderately higher for students aged **19 or less** in Management and Supervision courses, slightly lower for students aged **20 to 24**, slightly higher for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly higher for students aged **35 to 39**, minimally different for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region ¹

	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
Requires a Bachelor's or Higher				
Administrative Services Managers (113011)	5,373	4,674	699	↑
Cost Estimators (131051)	3,071	2,447	624	↑
General and Operations Managers (111021)	29,424	25,821	3,602	↑
Industrial Production Managers (113051)	2,426	2,273	152	↑
Management Analysts (131111)	12,786	11,352	1,433	↑
Managers, All Other (119199)	9,289	8,077	1,211	↑
Sales Managers (112022)	8,156	7,186	969	↑

Projected Regional Job Openings ¹

	Projected 5 Year Openings (2015-2020)	Projected Average Annual Openings (2015-2020)
Requires a Bachelor's or Higher		
Administrative Services Managers (113011)	734	146
Cost Estimators (131051)	775	155
General and Operations Managers (111021)	5,558	1,111
Industrial Production Managers (113051)	337	67
Management Analysts (131111)	2,297	459
Managers, All Other (119199)	1,492	298
Sales Managers (112022)	1,153	230

Median Regional Annual Salary ¹

	Entry Level Salary	Median Salary
Requires a Bachelor's or Higher		
Administrative Services Managers (113011)	\$54,662	\$102,024
Cost Estimators (131051)	\$36,650	\$62,441
General and Operations Managers (111021)	\$52,894	\$114,212
Industrial Production Managers (113051)	\$55,162	\$94,016
Management Analysts (131111)	\$50,565	\$84,905
Managers, All Other (119199)	\$49,920	\$78,166
Sales Managers (112022)	\$49,774	\$112,070

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

Section 1: Program Planning: Supply Chain Management

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Supply Chain Management Enrollment	32	9	22
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Supply Chain Management Resident FTES	2.93	0.82	2.01
Sections	1	1	1
Fill Rate	75.3%	66.7%	65.0%
WSCH/FTEF 595 Efficiency	-	-	-
FTEF/30	0.0	0.0	0.0
Extended Learning Enrollment	31	25	17

The percentage change in the number of Supply Chain Management **enrollments** in 2016-17 showed a substantial increase from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Supply Chain Management credit courses showed a substantial increase from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Supply Chain Management courses in 2016-17 showed a substantial increase from 2015-16 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Supply Chain Management courses showed a slight decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Supply Chain Management courses in 2016-17 showed no comparative data from 2015-16 and no comparative data from 2014-15.

The percentage change in the **FTEF/30** ratio for Supply Chain Management courses in 2016-17 showed no comparative data from 2015-16 and no comparative data in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Supply Chain Management **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Supply Chain Management Enrollment	32	9	22

Modality	2014-15	2015-16	2016-17
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	25.0%	66.7%	40.9%
Male	71.9%	33.3%	59.1%
Unknown	3.1%	0.0%	0.0%

Ethnicity	2014-15	2015-16	2016-17
African American	21.9%	11.1%	18.2%
American Indian/AK Native	0.0%	0.0%	4.5%
Asian	15.6%	11.1%	31.8%
Hispanic	15.6%	11.1%	0.0%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	21.9%	44.4%	31.8%
Multi-Ethnicity	15.6%	22.2%	9.1%
Other/Unknown	9.4%	0.0%	4.5%

Age Group	2014-15	2015-16	2016-17
19 or Less	0.0%	0.0%	0.0%
20 to 24	9.4%	0.0%	13.6%
25 to 29	37.5%	11.1%	9.1%
30 to 34	3.1%	0.0%	4.5%
35 to 39	18.8%	22.2%	4.5%
40 to 49	21.9%	33.3%	22.7%
50 and Older	9.4%	33.3%	45.5%

Supply Chain Management courses made up 0.0% of all state-funded enrollment for 2016-17. The percentage difference in Supply Chain Management course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in Supply Chain Management during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Supply Chain Management enrollment consisted of 40.9% **female**, 59.1% **male**, and 0.0% students of **unknown** gender. In 2016-17, Supply Chain Management enrollment consisted of 18.2% **African American** students, 4.5% **American Indian/AK Native** students, 31.8% **Asian** students, 0.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 31.8% **White** students, 9.1% **multi-ethnic** students, and 4.5% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Supply Chain Management revealed 0.0% aged **19 or less**, 13.6% aged **20 to 24**, 9.1% aged **25 to 29**, 4.5% aged **30 to 34**, 4.5% aged **35 to 39**, 22.7% aged **40 to 49**, and 45.5% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Supply Chain Management Degrees	58	89	94
College Awarded Certificates	748	644	602
Supply Chain Management Certificates	19	16	11

The percentage change in the number of Supply Chain Management **degrees** awarded in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Supply Chain Management **certificates** awarded in 2016-17 showed a substantial decrease from 2015-16 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Supply Chain Management Success Rate	34.4%	22.2%	40.9%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	34.4%	22.2%	40.9%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	25.0%	33.3%	55.6%
Male	39.1%	0.0%	30.8%
Unknown	0.0%	-	-

Ethnicity	2014-15	2015-16	2016-17
African American	28.6%	0.0%	50.0%
American Indian/AK Native	-	-	0.0%
Asian	40.0%	100.0%	42.9%
Hispanic	40.0%	0.0%	-
Pacific Islander/HI Native	-	-	-
White	42.9%	25.0%	42.9%
Multi-Ethnicity	40.0%	0.0%	0.0%
Other/Unknown	0.0%	-	100.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	-	-	-
20 to 24	0.0%	-	33.3%
25 to 29	33.3%	100.0%	50.0%
30 to 34	100.0%	-	0.0%
35 to 39	33.3%	0.0%	0.0%
40 to 49	42.9%	33.3%	40.0%
50 and Older	33.3%	0.0%	50.0%

The percentage difference in the **course success rate** in Supply Chain Management courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Supply Chain Management 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Supply Chain Management **course success rate** was substantially lower than the **college average** and substantially lower than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Supply Chain Management success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Supply Chain Management courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Supply Chain Management success rate for 2016-17, the success rate was substantially higher for **female** students in Supply Chain Management courses, substantially lower for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Supply Chain Management success rate for 2016-17, the success rate was moderately higher for **African American** students in Supply Chain Management courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, not applicable for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, slightly higher for **White** students, substantially lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Supply Chain Management success rate for 2016-17, the success rate was not applicable for students aged **19 or less** in Supply Chain Management courses, moderately lower for students aged **20 to 24**, moderately higher for students aged **25 to 29**, substantially lower for students aged **30 to 34**, substantially lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Supply Chain Management Retention Rate	65.6%	77.8%	63.6%

Modality	2014-15	2015-16	2016-17
Traditional	-	-	-
Online	65.6%	77.8%	63.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	62.5%	83.3%	77.8%
Male	65.2%	66.7%	53.8%
Unknown	100.0%	-	-

Ethnicity	2014-15	2015-16	2016-17
African American	71.4%	100.0%	50.0%
American Indian/AK Native	-	-	0.0%
Asian	60.0%	100.0%	71.4%
Hispanic	80.0%	100.0%	-
Pacific Islander/HI Native	-	-	-
White	85.7%	75.0%	71.4%
Multi-Ethnicity	60.0%	50.0%	50.0%
Other/Unknown	0.0%	-	100.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	-	-	-
20 to 24	33.3%	-	33.3%
25 to 29	58.3%	100.0%	100.0%
30 to 34	100.0%	-	100.0%
35 to 39	66.7%	100.0%	100.0%
40 to 49	71.4%	66.7%	40.0%
50 and Older	100.0%	66.7%	70.0%

The percentage difference in the **retention rate** in Supply Chain Management courses in 2016-17 showed a substantial decrease from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Supply Chain Management 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Supply Chain Management **retention rate** was substantially lower than the **college average** and moderately lower than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Supply Chain Management retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Supply Chain Management courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Supply Chain Management retention rate for 2016-17, the retention rate was substantially higher for **female** students in Supply Chain Management courses, moderately lower for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Supply Chain Management retention rate for 2016-17, the retention rate was substantially lower for **African American** students in Supply Chain Management courses, substantially lower for **American Indian/AK Native** students, moderately higher for **Asian** students, not applicable for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, moderately higher for **White** students, substantially lower for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Supply Chain Management retention rate for 2016-17, the retention rate was not applicable for students aged **19 or less** in Supply Chain Management courses, substantially lower for students aged **20 to 24**, substantially higher for students aged **25 to 29**, substantially higher for students aged **30 to 34**, substantially higher for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Market Assessment

Total People Employed in the Region ⁱ				
	Current Year (2015)	5 Years Ago (2010)	5 Year Change (2010-2015)	5 Year Trend
Requires a Bachelor's or Higher				
Logisticians (131081)	1,675	1,517	157	↑
On-The-Job Training, No College Required				
Cargo and Freight Agents (435011)	959	705	253	↑
First-line Supervisors of Transportation and Material Moving Machine and Vehicle Operators (531031)	1,377	1,298	79	↑
Production, Planning, and Expediting Clerks (435061)	4,874	4,370	503	↑
Transportation, Storage, and Distribution Managers (113071)	1,357	1,227	130	↑
Projected Regional Job Openings ⁱ				
	Projected 5 Year Openings (2015-2020)		Projected Average Annual Openings (2015-2020)	
Requires a Bachelor's or Higher				
Logisticians (131081)	167		33	
On-The-Job Training, No College Required				
Cargo and Freight Agents (435011)	268		53	
First-line Supervisors of Transportation and Material Moving Machine and Vehicle Operators (531031)	250		50	
Production, Planning, and Expediting Clerks (435061)	722		144	
Transportation, Storage, and Distribution Managers (113071)	168		33	
Median Regional Annual Salary ⁱ				
	Entry Level Salary		Median Salary	
Requires a Bachelor's or Higher				
Logisticians (131081)	\$46,030		\$79,601	
On-The-Job Training, No College Required				
Cargo and Freight Agents (435011)	\$27,061		\$41,849	
First-line Supervisors of Transportation and Material Moving Machine and Vehicle Operators (531031)	\$32,094		\$56,700	
Production, Planning, and Expediting Clerks (435061)	\$31,096		\$49,795	
Transportation, Storage, and Distribution Managers (113071)	\$46,384		\$79,102	
In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.				

The Business Advisory Board discussion focused in several areas:

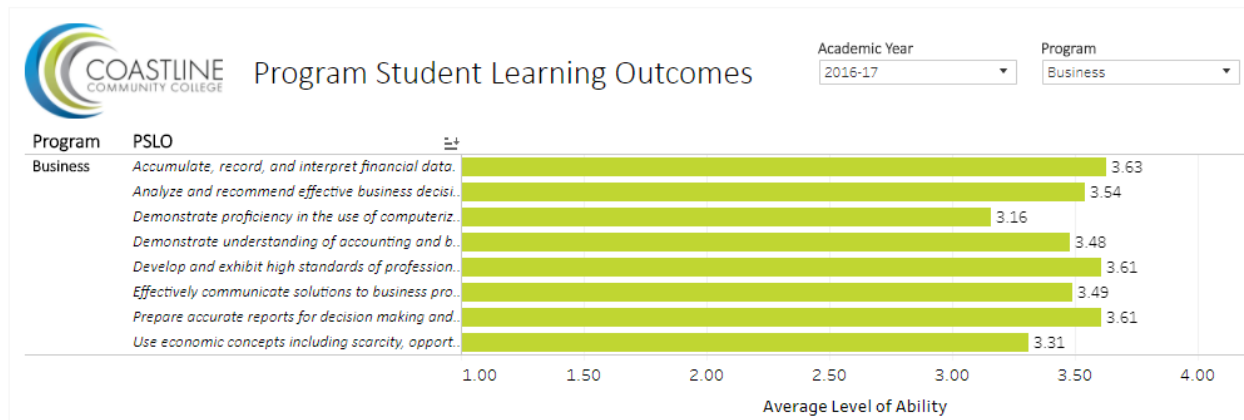
- Working with the Career Center to identify internships with local businesses and actively place students.
- Develop an International Business certificate/degree.
- Collaborate with CIS to develop (and cross list) Business Analytics courses and integrate these skills into the business curriculum.

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

2016-2017 Business Program Student Learning Outcomes (PSLOs)

Business PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Accumulate, record, and interpret financial data.	51	72.6%	19.6%	5.9%	2.0%
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	50	68.0%	22.0%	6.0%	4.0%
Demonstrate proficiency in the use of computerized accounting software.	51	51.0%	25.5%	11.8%	11.8%
Demonstrate understanding of accounting and business terminology.	50	62.0%	28.0%	6.0%	4.0%
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	51	66.7%	29.4%	2.0%	2.0%
Effectively communicate solutions to business problems using appropriate language and tools through demonstrating an understanding of business terms and concepts.	51	56.9%	37.3%	3.9%	2.0%
Prepare accurate reports for decision making and regulatory compliance.	51	68.6%	25.5%	3.9%	2.0%
Use economic concepts including scarcity, opportunity cost, supply and demand, etc. to analyze markets, evaluate fluctuations, and determine the impact on individual and global economic decisions.	51	52.9%	35.3%	2.0%	9.8%

The 2016-2017 post-graduate survey found that the majority of graduates of the Business Program were able and confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence to accumulate, record, and interpret financial data was highest. In contrast, graduates indicated having a lower ability and confidence in demonstrating proficiency in the use of computerized accounting software.



The Business Department developed a 5-year plan to review SLOs for all active courses beginning in Fall 2017. Based on the SLO plan developed, the following classes were scheduled for SLO review in 2017-2018: ACCT101, ACCT102, ACCT107, BUSC100, BUSC120, BUSC150, ECON170, ECON175, MSC100, MSC102, MSC171. Originally, we planned to relate existing Canvas assignments to SLOs and report using the Canvas tools while examining use of a separate SLO quiz related to course SLOs and objectives. As a department, we decided to move to use of a separate SLO quiz related to course SLOs and objectives. After several issues confirming the use of separate exams and access to results evaluation, we acknowledged that our original date for SLO exam completion was unrealistic and rescheduled the exam reviews. SLO reporting for 2017-18 will be based on the classes that have had SLO reviews (ECON170/175 and MSC100). We have developed a plan to be on-track with our course reviews by 2018-2019.

Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Date Reviewed	Status
Accounting courses	Summer 2018	To be submitted to Curriculum Fall 2108, including courses to be deleted and
Business Certificate of Achievement	Summer 2018	Revised to include integrate Project Management courses. To be submitted to Curriculum Fall 2018
Management Certificate of Achievement	Summer 2018	Revised to include integrate Project Management courses. To be submitted to Curriculum Fall 2018
Project Management Certificate of Accomplishment	Summer 2018	Original Project Management certificate has been redesigned to be stackable and integrate with the Business and Management Certificates of Achievement and prepare students to take the Certified Assistant Project Management certification exam.
Economics AD-T	Spring 2018	To be submitted to Curriculum and State for approval in Fall 2018.

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>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.</p> <p>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.</p>	Completed	Hiring occurring in 2017-18 and the position will begin fall 2018.	The faculty member is teaching classes and will be focusing on new program initiatives
<p>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.</p>	In-progress	Research has been conducted	

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Complete the curriculum review for Accounting courses.	Addressed	All courses reviewed and will be submitted for review in fall
Explore new fields of study (e.g. international business, business analytics).	Addressed	Hired anew full-time faculty member to scale international business program
Assess the demand to increase the number of in-person and hybrid courses.	Addressed	Used data to meet the demand as outlined in the college survey on face-to-face demand. Courses by subject are being offered
Explore adaptations of telecourses to online for incarcerated students	Ongoing	Working on MS 100 Course to online for a prison environment to meet RSI without discussion

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty to discuss programmatic-level planning, SLO/PSLO data, institutional performance data, and curriculum and programmatic development.

The Business department faculty offices are located in an open cubicle arrangement in a common area at the Garden Grove Center which facilitates frequent open communication and collaboration on a consistent basis. Additionally, the Business department meets monthly (4th Tuesday) and at the All College meeting and on Flex Days during each semester to discuss goals and objectives, SLOs, curriculum and course quality.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

The department is actively addressing several areas related to student success and course quality. These include:

- Creation of common course exams related to course SLOs and objectives to measure SLO attainment on a more consistent basis.
- Adoption of Department RSI guidelines. Dept Chairs will be meeting with all Business Faculty prior to Fall 18 to discuss minimum and preferred RSI activities.
- Expand Business Tutoring and Imbedded Tutors in Business classes.
- Adoption of Proctorio for all online exams across all business courses.

Goals and objectives for the Business Department include:

- Collaborate with CIS to develop Business Analytics course(s) and integrate these skills in the business curriculum.
- Collaborate with Career Services to identify intern opportunities for students.
- Evaluation of offering the Business AD-T Degree with all Business courses being held in 8-week sessions.

- Redesigning certificates to be comprised of (shorter term/fewer class) stackable certificates and where possible include industry certification preparation.
- Convert current telecourses to online (Canvas) that include adequate RSI while not requiring Discussions for incarcerated students.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	Position Title (# of positions)	0	4	28	0	0
Current year 2018-19	Position Title (# of positions)	0	5	25	0	0
1 year 2019-20	Position Title (# of positions)	0	6	30	0	0
2 years 2020-21	Position Title (# of positions)	0	6	35	0	0
3 years 2021-22	Position Title (# of positions)	0	6	35	0	0

In 2017-18, based on data and external trends, the program added a new full-time business faculty member. This faculty member will be responsible for curriculum development primarily in International Business and Supply Chain Management.

Due to the projected job growth in Accounting related fields, the Business Department feels that the addition of a Full-Time Accounting Faculty is needed to maintain and grow current FTEs and Fill Rates. The primary focus of the new faculty member will be to provide entry level job skills training as well as transition programs leading to advanced training.

There is an expected growth within the Business Department as telecourses with large enrollments are transitioned to online. It is anticipated that our current telecourses, Business (5) courses with enrollments capped at 340 students and Management (1) course capped at 340 students, will be converted to online courses with enrollment caps at 110 students. This will require the addition of (2) two part-time instructors for each class representing an increase of (10) part-time faculty.

Following the College's Enrollment Management Plan the business program is expected to grow, therefore in order to meet the demand and support the expansion of the Business (Accounting, Business, Economics, International/Supply Chain) program there is a need to add 35 number of part-time and 6 full-time faculty by 2022.

Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Abraham Adhanom	Project Management Professional Certification training ICE House Training Workshop Certified Global Business Professional Training	PMP Certification ELI Certified Facilitator Preparation for CGBP certification
Kevin Erdkamp	Teachers of Accounting of Two Year Conferences Seminars, Austin Texas Online Teaching Conference Anaheim Marriott Volunteer Income Tax Certification	Teaching strategies, starting the Enrolled Agent program, new integrating Analytics into courses. RSI, ADA, @ One courses and assistance available, creating an un-conference, networking, Canvas tricks. Tax training and certification with IRS to teach courses and be Site Coordinator for Volunteer Income Tax Assistance Site.
Rick Lockwood	Canvas InstructureCon (2017) and ITC eLearning (2018) DEVLearn (2017) Western Association of Food Chains Conference	Latest developments in pedagogical innovation related to online education. Use of Learning Technologies to support Learning and development. Discussed best practices to attract and maintain student participation in Retail Management Programs and creation of student cohorts with retail partners.
Stacey Smith	NETA (National Economics Teaching Association Conference) Conference. Accessibility training through the Online Education Initiative. Proctorio Training.	Sessions by creative economics instructors and talks by top economists and thought leaders. OEI approved economics course and OEI presenter. Conducted Proctorio training for college faculty and lead Business Department conversion.

Section 3: Facilities Planning

Facility Assessment

The Business Department is planning to collaborate with CIS to develop course(s) to provide training in business appropriate analytical tools. This will require additional computer lab space to accommodate students using Business Analytics in their courses. This should include sufficient work stations for 28-32 students.

As we grow the number of full-time Business Faculty, additional office space will be needed. At a minimum, one additional office will be needed by 2020.

Section 4: Technology Planning

Technology Assessment

As the Business faculty integrates Business Analytics into the curriculum, student will need access to computers and appropriate Business Analytics Software. Lab space was identified above. In addition, 28-30 computers with Microsoft Office and the Business Analytics software being taught in the CIS classes will be needed.

Section 5: New Initiatives

Initiative: Create Economics (ADT) Associates Degree for Transfer.

Describe how the initiative supports the college mission:

The new program will increase student access to Economics pathways leading to an Associate of Arts, Economics degree, transfers and career opportunities.

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 degree program is intended to provide a pathway to transfer to a 4-year institution for completion of a Bachelor Degree in Economics or related field of study. Students completing this degree will be prepared for a career in a business related field requiring skill in economics.

Recommended resource(s) needed for initiative achievement:

College General Fund

What is the anticipated outcome of completing the initiative?

Improved student success and SLO outcomes, and innovative student support.

Provide a timeline and timeframe from initiative inception to completion.

The AD-T Economics degree will be developed and submitted for approval during the Academic Year 2018/19 and will be offered in the Fall of 2019.

Initiative: International Business: (OER) Course development and integration of a Global perspective in the Business curriculum.

Describe how the initiative supports the college mission:

The new program will improve access and flexibility of educational and career opportunities to diverse student populations. The end result will be growth in the number of associates degrees, certificates, transfers to 4-year institutions and improved career readiness in a growth industry.

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 program aligns with our institutional SLOs, specifically, developing an understanding and appreciation for cultural and global diversity. Students completing this degree will be prepared for a career in the growing global market.

Recommended resource(s) needed for initiative achievement:

College General Fund

What is the anticipated outcome of completing the initiative?

Improved student success and SLO outcomes, and innovative student support.

Provide a timeline and timeframe from initiative inception to completion.

The International Business program will include development of an OER course with an emphasis on International Business. The course will be developed and submitted for approval during the Academic Year 2018/19 and will be offered in the Spring of 2020.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. 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
Scale the Accounting program	F/T Accounting faculty	100,000	on-going	n/a	Internal/external research	Student Retention and Persistence	2019	1
Create Economics (ADT) Associates Degree for Transfer.	Business Faculty	0	one-time	n/a	External research	Student Success, Completion, and Achievement	2019	2
International Business: (OER) Course development and integration of a Global perspective in the Business curriculum.	Business Faculty	0	one-time	n/a	Internal/external research	Student Success, Completion, and Achievement	2020	3

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

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.

COAST COMMUNITY COLLEGE DISTRICT
invites applications for the position of:

Instructor, Business, Career and Technical Education

SALARY: \$4,209.92 - \$10,036.83 Monthly
\$50,519.00 - \$120,442.00 Annually

OPENING DATE: 03/21/18

CLOSING DATE: 04/19/18 11:59 PM

DEFINITION:

POSITION BACKGROUND:

Coastline Community College (CCC) is seeking a full-time, equity-minded, tenure track faculty member in Business commencing with the 2018 fall semester. The primary teaching assignment involves all areas of Business. This assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The assignment may be day, evening, weekend, online, hybrid, or off campus and is subject to change as needed. The ideal candidate for this position embraces the overall mission of Coastline Community College and the Coast Community College District, with a clear, focused commitment to supporting individualized student and employee goals through the work of Business.

The Business Department at Coastline Community College prepares students for transfer to four year university programs. Students who have completed the Business program at CCC have successfully transferred to numerous state and private four-year institutions.

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. Teach scheduled classes and perform related duties as assigned, including timely compliance with clerical and administrative responsibilities; comply with district, college and center policies in the performance of duties.
9. Communicate, meet, and coordinate with Department Chair in planning and developing curriculum, instructional procedures, and instructional consistency.
10. Work collaboratively and cooperatively with staff and students.
11. Participate in participatory governance on College Committees, Ad Hoc Panels, Constituency Groups and/or Work Groups.
12. 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 AND PHYSICAL DEMANDS:

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (e):
 - a. Possess the California Community College Teaching Credential for this subject area.
 - b. Possess a Master's degree in business, business management, business administration, accountancy, finance, marketing, or business education from an accredited institution.
 - c. Possess a Bachelor's degree in any of the above **AND** Master's in economics, personnel management, public administration, or JD or LL.B degree
 - d. Bachelor's in economics with a business emphasis **AND** Master's in personnel management, public administration, or JD or LL.B degree
 - e. 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 (located at www.cccd.edu/employment) 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.

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (e):
 - a. Possess the California Community College Teaching Credential for this subject area.
 - b. Possess a Master's degree in business, business management, business administration, accountancy, finance, marketing, or business education from an accredited institution.
 - c. Possess a Bachelor's degree in any of the above **AND** Master's in economics, personnel management, public administration, or JD or LL.B degree

- d. Bachelor's in economics with a business emphasis **AND** Master's in personnel management, public administration, or JD or LL.B degree
- e. 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 (located at www.cccd.edu/employment) 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. Possess a Doctorate in Business from an accredited institution with a strong emphasis on general Business.
2. Two years teaching experience in business at the College level, including Community College or University level.
3. Three years related work experience in business.
4. Demonstrable evidence in teaching and developing entrepreneurship/small business courses and acting as an advisor for student entrepreneurial activities/competitions.
5. 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.
6. Understanding of current and emerging instructional delivery technologies and ability to integrate those technologies into the learning process.
7. Evidence of continuing preparation in the discipline (within the last five years).
8. Demonstrable experience in onsite, distance and online instruction and the ability to adjust teaching strategies to differing class sizes (30 – 100 students).
9. Demonstrable evidence of intellectual curiosity and professional growth, and development.
10. Ability to contribute to the concept of a "Learning Community" with emphasis on "Student Learning Outcomes".
11. 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 \$50,519 to \$86,130 is offered, based on the 2017-2018 salary schedule of \$50,519 to \$120,442. In addition, an annual stipend of \$2,946 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.

****Application and required materials must be electronically submitted on-line at <http://www.cccd.edu/employment> by the indicated closing date. Incomplete applications and application materials submitted by mail will not be considered.***

Physical Abilities

- Requires the ability to function in a classroom and/or office environment performing work of primarily a sedentary nature with some requirement to move to about the classroom, campus and off-campus locales. Requires the ability to use hearing and speech to make presentations to groups and carry on conversations over the phone and in person. Requires speaking skills to communicate with staff and students in on-on-one and small group settings, on the phone, and to distinguish sound prompts from various types of equipment. Requires near visual acuity to read printed materials and computer screens. Requires sufficient hand/arm/finger dexterity to retrieve work materials, operate a personal computer keyboard, and operate standard office equipment. Requires the ability to lift and/or move up to 25 pounds.

Working Conditions

Work is performed indoors where minimal safety considerations exist.

ADDITIONAL INFORMATION:

ATTENTION: Before applying, please be sure to review the Coast Colleges District Board Policy regarding Nepotism ([BP 7310](#)) to check if your application may be impacted. If you have any questions, please contact HR Recruitment at 714-438-4714 or 714-438-4716.

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

1. A complete Coast Community College District **Online Employment Application**
2. **Current resume** of professional experience, educational background, and teaching experience (list specific courses), not to exceed a total of four (4) pages (as a separate attachment - PDF recommended)
3. A single-page cover letter highlighting your qualifications for the desired position (as a separate attachment - PDF recommended)

4. **Answers to all Supplemental Questions** (please provide clear and thorough responses as they will be carefully evaluated to determine the most qualified candidate(s) to be invited for an interview; please do not paste your resume or put "see resume" or leave blank).
5. **Application for Equivalency, if applicable.** Candidates who are applying with minimum qualifications on the basis of equivalency must submit a completed Application for Equivalency Form (which can be downloaded at www.cccd.edu/employment) with supporting documentation, in addition to all other required materials (upload as a separate attachment - PDF recommended).
6. Please do not attach additional application materials--they will not be reviewed or returned.

Submission of all required application information and materials is the responsibility of the applicant.

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

APPLICATION PROCEDURES:

Applications must be received no later than the posted closing date. There are **NO EXCEPTIONS**. Electronic applications may be completed by visiting www.cccd.edu/employment. Once you have completed an electronic application, you may apply to open positions within the Coast Community College District by submitting the application and all other required materials. Required materials differ for each open position and must be complete when submitted for a specific posting. Instructions for completing applications and applying to posted positions are available online or by calling Applicant Processing at (714) 438-4714.

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

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

Be sure to complete all questions and sections of the application even if your cover letter or CV/Resume already addresses 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. All applications will be screened under a process of utmost confidentiality by a committee of representatives from the college community.

Disability Accommodations: Individuals who need reasonable accommodations in accordance with ADA should notify the Human Resources Office for assistance or call 714.438.4714 or 714.438.4716.

SELECTION PROCEDURES:

1. All online applications and required materials received by the deadline date will be screened to determine which applicant(s) meet(s) the minimum qualifications as stated in the job announcement. Please note: Possession of the minimum qualifications does not ensure an interview.
2. Applicants who meet the required qualifications and who are also deemed to possess the highest degree of desirable qualifications will be invited to discuss their qualifications in an interview with the College/District. Therefore, it is highly recommended that applicants submit clear, detailed responses to all supplemental questions in order to demonstrate his/her qualifications as related to the position.
3. If any travel is required for an applicant to participate in-person during the interview process, this will be done so at the candidate's own expense.
4. During the campus visit, each candidate will be interviewed and may be asked to conduct a short teaching demonstration/presentation on a previously announced topic as well as participate in a writing exercise and/or hands-on practical.
5. The search committee will rate the candidate's responses to the interview questions, the demonstration/presentation, and the applicable writing exercises and/or hands-on practical.
6. Based on this rating, a number of candidates will be recommended to move forward and will be invited to the campus for a second level interview.
7. The campus President will make the final recommendation for employment to the Board of Trustees.
8. The successful candidate will be offered the position and placed on the current salary schedule based on their experience.
9. The start date will be determined by the Dean of the Division/Department depending on the needs of the campus and the conditions of employment as posted in the job announcement/recruitment.

EMPLOYMENT INFORMATION:

- To be considered in the initial committee review, all materials requested in this vacancy notice must be received no later than the filing deadline. Submission of all application materials is the responsibility of the applicant.
- The District does not contact nor employ outside agencies or headhunters to assist us in the recruitment process for our vacant positions.
- Applicants wishing to apply for more than one position must submit separate application materials for each desired position.
- During the interview process, consideration will be given to factors in addition to education and experience, including but not limited to: professional development, ability to work with others, and commitment to meet student needs.
- Applicants who are eliminated from consideration will be notified by email. All applicants are requested to provide an email address in their online application.
- Candidates should not expect official notification of the status of their candidacy until the Board of Trustees has acted upon the College's recommendation for employment.

- The District reserves the right to contact the current or most recent employer and to investigate past employment records of applicants selected for interviews.
- The District reserves the right to extend the deadline, re-advertise the position or delay filling this position based on the needs of the District and the student population we serve.
- The College does not return materials submitted in the application for a position. (Copies of original supporting documents are acceptable).
- Official transcripts will be requested by Human Resources during the 'new hire' process.

The Coast Community College District is a multi-college district that includes [Coastline Community College](#), [Golden West College](#), and [Orange Coast College](#). The three colleges offer programs in transfer, general education, occupational/technical education, community services and student support services. Coastline, Golden West and Orange Coast Colleges enroll more than 60,000 students each year in more than 300 degree and certificate programs.

Since its founding in 1947, the Coast Community College District has enjoyed a reputation as one of the leading community college districts in the United States. Governed by a locally elected Board of Trustees, the Coast Community College District plays an important role in the community by responding to needs of a changing and increasingly diverse population.

Coast Community College District is an Equal Opportunity Employer

The Coast Community College District is committed to employing qualified administrators/managers, faculty, and staff members who are dedicated to student learning and success. The Board recognizes that diversity in the academic environment fosters awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates. The District does not discriminate unlawfully in providing educational or employment opportunities to any person on the basis of race, color, sex, gender identity, gender expression, religion, age, national origin, ancestry, sexual orientation, marital status, medical condition, physical or mental disability, military or veteran status, or genetic information.

Coast Colleges is an Equal Opportunity Employer

APPLICATIONS	MAY	BE	FILED	ONLINE	AT:	Position #2-C-19
http://www.cccd.edu						INSTRUCTOR, BUSINESS, CAREER AND TECHNICAL EDUCATION LH
1370 Costa 714-438-4714 714-438-4716	Adams Mesa,		CA		Avenue 92626	
jobs@ccd.edu						

Instructor, Business, Career and Technical Education Supplemental Questionnaire

- * 1. I understand that a COMPLETE application packet is required for consideration. A complete application packet includes: 1.A complete Coast Community College District Online Employment Application 2.Current resume of professional experience, educational background, and teaching experience (list specific courses), not to exceed a total of four (4) pages (as a separate attachment - PDF recommended) 3.A single-page cover letter highlighting your qualifications for the desired position (as a separate attachment - PDF recommended) 4.Answers to all Supplemental Questions (clear and detailed responses required for evaluation purposes) 5.Application for Equivalency, if applicable. Candidates making application on the basis of equivalency must submit an Application for Equivalency form (located at www.cccd.edu/employment) in addition to all other required materials 6.Please do not attach additional application materials--they will not be reviewed or returned.
- Yes No
- * 2. Are you applying for equivalency? (A completed Application for Equivalency Form with supporting documentation MUST BE ATTACHED if you do not possess the minimum qualifications for this discipline as listed in the job posting. The Equivalency Application Form can be downloaded at www.cccd.edu/employment.)
- No, I am not applying for equivalency because I already possess the minimum qualifications for this discipline area as listed in the job posting.
- No, I am not applying for equivalency because I was already granted equivalency in this discipline area by Coastline College, Golden West College and/or Orange Coast College.
- Yes, I have ATTACHED my completed Application for Equivalency Form (downloadable at www.cccd.edu/employment) with supporting documentation included, for review.
- * 3. If you were previously granted equivalency in this discipline area by a CCCD college, please specify: (1) the discipline, (2) from which college(s) equivalency was granted, and (3) when equivalency was granted. (Please type "N/A" if this question does not apply to you.)
- * 4. Have you earned a doctorate in any of the fields listed on the minimum qualifications for this position?
- Yes No
- * 5. Please describe how your formal education from an accredited institution includes a strong emphasis on general Business.
- * 6. Do you have two years teaching experience in Business at a college level, including community college or university level? If so, please elaborate.

- * 7. Describe three years of related work experience in business.

- * 8. Does your experience include demonstrable evidence in teaching and developing entrepreneurship/small business courses and acting as an advisor for student entrepreneurial activities/competitions/ Please explain.

- * 9. How would you describe your commitment to quality teaching, motivation of students, student success, and academic excellence? Include your experience and ability to design curriculum to address a wide range of learning levels and alternative learning activities that expand learning outcomes.

- * 10. Explain your understanding of current and emerging instructional delivery technologies and ability to integrate those technologies into the learning process.

- * 11. Provide a description of your continuing preparation in the discipline (within the last five years).

- * 12. Describe your verifiable experience in onsite, distance and online instruction and the ability to adjust teaching strategies to differing class sizes (30 – 100 students).

- * 13. Provide an explanation that demonstrates evidence of your intellectual curiosity and professional growth, and development.

- * 14. Describe your ability to contribute to the concept of a "Learning Community" with emphasis on "Student Learning Outcomes."

- * 15. Explain your interactions and ideas in interfacing effectively with members of the business community to ensure that our Business program is up to date and responsive to community needs.

- * Required Question