

Annual report submitted to the Program Review Committee on _____

Signature of Department Chair/Lead Faculty Member: _____

Signature of Dean/Director/Administrator _____

Data and Analysis: Program Data for Career & Technical Education: **Business**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	3,148	2,886	2,700	3,068	4,703
FTEs:	309	284	269	292	432
FTEF30:	4.5	5.1	5.0	4.7	5.6
WSCH/FTEF:	1,133	920	881	1,010	1,265
Fill Rates:	80.7%	76.5%	82.0%	89.8%	85.6%
SUCCESS AND RETENTION DATA					
Success Rate:	52.7%	57.2%	57.4%	52.8%	54.5%
Retention Rate:	81.9%	87.7%	88.6%	79.7%	79.8%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	84	112	69	105	109
F-to-S Persistence:	11%	25%	16%	24%	27%
DEGREES AND CERTIFICATES					
Certificates:	52	79	92	122	141
Associate Degrees:	70	59	70	95	122

Data Term Definitions available on last page of this report template.

Program Data Analysis

The strong growth of FTES (2011-2014) and the level of need for trained business professionals in the community as shown by Orange County's accelerated job creation and economic growth (a declining unemployment rate below 5% and robust hiring in the professional and business services, health care, tourism and entrepreneurial sectors) supports the need for additional Faculty. New and replacement jobs in the region are expected to continue to grow through 2020. The department has expanded course offerings with one FT and a large number of PT faculty but it is becoming increasingly difficult to adapt to the increased need for classes to meet our growing FTES. Similarly our WSCH/FTES (productivity) and FTEF show a consistent need and ability to support our request for additional faculty. We are adding one FT Business/Management Faculty to the Business Department this year but the overall growth in the entire Department (Accounting, Business, Management and Economics) and expansion of cohorts and programs requires the addition of an additional FT Faculty to the department (Economics discipline). *(Box will expand as needed)*

Curriculum Data -- Use data from the previous academic year (*Provide Numbers below*)

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:	0	2	0	0	19
Certificates 18 units or greater:	2	0	0	0	10
Certificates less than 18 units:	0	0	0	0	3
Degrees: (AA, AS or AA-T, AS-T, AD-T)	1	0	0	0	12

Curriculum Data Analysis

Courses: Business 100 – Introduction to Business and Business 110 – Legal Environment of Business were revised to match the C-ID Standards. Planning to revise BUSC110 to meet the C-ID Business Law Requirement.

Certificates: No change this year; planning three new Entrepreneurial Certificates (<18 units) and one stackable Entrepreneurial Certificate (=>18 units).

Degrees: AD-T Business was approved by the State Chancellor’s Office.

(Box will explain as needed)

Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)*

Review the SLOs printouts for the previous semester's achievement for your department(s).

Go to <http://seaport.coastline.edu/studentlearningoutcomes.cfm>

Select:

- A. Coastline
- B. Statistical Reports by Term (previous semester)
- C. Click Submit
- D. Then select: Term
- E. SLO Level: (select Program)
- F. Select your discipline
- G. For Select Course Number (select "All")
- H. Wait 3-7 seconds for it to load

From the "Course Number" column, Count the total number of courses that collected PSLOs; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	27
From the "Fully Achieved" column, Count the total number of courses that met PSLOs at 80% or higher; ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	10
Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	37.0%

Discussions what can be done to improve the Percent of courses that meet PSLOs

Our initial focus has been on insuring that students are actively engaged in the program courses. We are more actively insuring that LOAs are completed by the Census Date and that students are actively participating in/completing assignments at t eh Midterm and Drop Dates for courses.

We have developed a Business Writing Workbook for student to assist in developing their Business Writing skills. The workbook was introduced to the faculty at the Fall 2014 All-College meeting and will be fully implemented in the Fall 2015.

(Box will explain as needed)

Progress on 5-year Goals from most recent Program Review.

Goal	100% Complete	Partially Complete	Not Started	Abandoned Provide Reason	Comments <i>(If completed; What were the outcomes?)</i>
	Mark One for each 5 year Goal				
Improve quality of online courses through professional development through instructional design and online techniques. a) Identify areas of training needed b) Schedule training sessions for faculty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The department has adopted the Course Quality Rubric to evaluate all courses. Initial training was held for the faculty in Spring 2014. Additional training will be scheduled in Spring 2015. Additionally the CTE will be addressing preparing course content for conversion to a new LMS.
Implement department guidelines for improving faculty to student communication and responsiveness. a) Identify faculty members to develop department guidelines and prepare recommended guidelines b) Present guidelines to faculty and implement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We are discussing the issues surrounding faculty-student communication in our department Meetings and course Quality training sessions. As a start we have focused on effectively using the communication capabilities available in Seaport but we are now awaiting the decision of which LMS the District will adopt to begin training on the new technology and techniques.
Implement department guidelines for managing course enrollment (actively identify students participating in class). a) Identify faculty members to develop department guidelines and prepare recommended guidelines b) Present guidelines to faculty and implement in courses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We have discussed improving and managing course enrollment in our department meetings. Our initial focus to identifying 'Active" students early in the semester (ie using the LOA completion) and the tools to accurately identify student participation have been implemented. Our next step will be to develop guidelines and possibly a quiz that can be used to increase student engagement across the department.

Introduce/promote the combined Business Department (Accounting, Business, Management, and Economics) within the college.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Submit and gain state approval for the AD-T Business degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Submit and gain approval of C-ID numbers for BUSC100 and BUSC110 courses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	BUSC110 has been approved; BUSC100 was resubmitted and is awaiting approval.
Enhance the Entrepreneurship and Small Business Management program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Branding of the Entrepreneurship and Small Business Management Certificate and Degree programs has been completed. We have recently obtained approval for 2 grants to develop an Entrepreneurship in Art and entrepreneurship in Network Consulting certificates. We are also developing an Accounting for Non-financial Mangers and Entrepreneurs/Business Owners course.
Develop and Promote Financial Planning Certificate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Specialized financial planning courses and the Financial Planning Certificate have been developed and approved.

Create a pathway for VESL students to enroll in classes leading to Business Certificates and Transfer degrees.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Recent changes in the ESL course requirements are being incorporated into the program. Once completed a pathway into Business Certificates will be addressed.
Expand Advisory Committee participation and collaboration with Business groups. Integrate Advisory Committees (including VitalLink)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Business department is actively engaged with several Business Groups and Advisory committees working collaboratively to identify the needs of the business community and encourage students to participate in our educational and career programs. <ul style="list-style-type: none"> Coastline Community College Business and Management Advisory Committee Vital-Link of Orange County Small Business Sector and Deputy Sector Navigators. Garden Grove Chamber of Commerce – Education Committee Western Association of Food Chains Advisory Committee (WAFC) Business Entrepreneurship Center (BEC)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Action Plan and Resource Request Based on Annual Data

Action	Institutional planning goals*	How action will improve student learning	Type of Resource	Resource needs, if any	Department priority**	Approximate cost	Potential Funding Source
			Equipment				
			Facilities				
Hire an additional FT faculty for Economics	Student Success (Learning and Retention)		Personnel	To meet increase in courses needed to meet growth in FTES in Department	1	\$100,000/year	General Fund
			Software				
			Supplies				
			Technology				
Identify training needed to incorporate elements to bring all Business and Management courses to the Effective level in the Academic Quality Rubric.	Student Success (learning and retention)	Include additional learning activities to enhance student engagement	Training	Training on technical tools needed to achieve Effective status	2	TBD	CTE Grant

Coastline Community College
Annual Institutional Planning Report

Career & Technical Education: **Business**

Reporting & Planning Years:

Reporting for 2014 & Planning for 2015

Inter department task force to address student communication and enrollment management.	Student Success (learning and retention)	More personalized student experience	Other		1	0	
Expansion of Advisory Committee participation and collaboration with businesses.	Program Relevance	Insure educational relevance to in-demand careers.	Other	Meetings and collaboration.	2	\$2,500	CTE Grant
Develop/Promote Entrepreneurship Certificates	Student Completion	New high wage career potential.	Other	Marketing and promotional.	2	\$11,000	DSN Grant

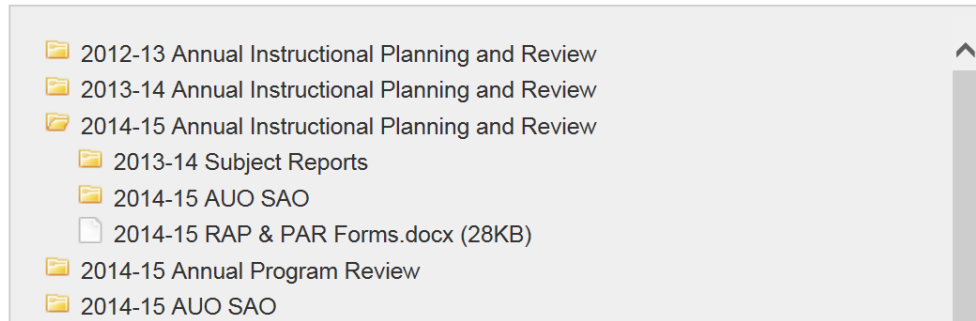
*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

**Prioritize the program's resource needs with 1 being the most important and subsequent numbers being less urgent.

The RESOURCE ALLOCATION PROPOSAL & the PRIORITIZATION ALLOCATION RUBRIC form can be found at the link below.

<http://www.coastline.edu/about/research-planning/>

Research and Planning Documents



A screenshot of a file explorer window titled "Research and Planning Documents". The window contains a list of files and folders. The items are as follows:

- 2012-13 Annual Instructional Planning and Review
- 2013-14 Annual Instructional Planning and Review
- 2014-15 Annual Instructional Planning and Review
 - 2013-14 Subject Reports
 - 2014-15 AUO SAO
- 2014-15 RAP & PAR Forms.docx (28KB)
- 2014-15 Annual Program Review
- 2014-15 AUO SAO

GLOSSARY OF DATA TERMS

Enrolled (Census): The official enrollment count based on attendance at the 20% point in 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 AAM 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. 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.

Fill Rate: A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

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 in Subject 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.

F-to-S Persistence Rate as 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.

Certificates: Number of certificates conferred per year.

Degrees: Number of Associate degrees conferred per year.

Annual report submitted to the Program Review Committee on _____

Signature of Department Chair/Lead Faculty Member: _____

Signature of Dean/Director/Administrator _____

Data and Analysis: Program Data for Career & Technical Education: **Management & Supervision**

Year	2009-10	2010-11	2011-12	2012-13	2013-14
ENROLLED AT CENSUS	601	593	689	863	1,173
FTEs:	59	59	72	81	106
FTEF30:	1.3	1.4	1.5	1.6	1.9
WSCH/FTEF:	778	693	787	825	936
Fill Rates:	68.9%	77.1%	96.8%	88.3%	82.4%
SUCCESS AND RETENTION DATA					
Success Rate:	69.6%	63.6%	64.3%	54.0%	51.9%
Retention Rate:	85.7%	90.2%	89.4%	80.5%	82.3%
FALL TO SPRING PERSISTENCE WITHIN SUBJECT					
Fall-to-Spring in Subject:	8	5	10	8	12
F-to-S Persistence:	4%	3%	6%	5%	8%
DEGREES AND CERTIFICATES					
Certificates:	4	4	15	19	14
Associate Degrees:	2	1	6	7	10

Data Term Definitions available on last page of this report template.

Program Data Analysis

The strong growth of FTES (2011-2014) and the level of need for trained business professionals in the community as shown by Orange County's accelerated job creation and economic growth (a declining unemployment rate below 5% and robust hiring in the professional and business services, health care, tourism and entrepreneurial sectors) supports the need for additional Faculty. New and replacement jobs in the region are expected to continue to grow through 2020. The department has expanded course offerings with one FT and a large number of PT faculty but it is becoming increasingly difficult to adapt to the increased need for classes to meet our growing FTES. Similarly our WSCH/FTES (productivity) and FTEF show a consistent need and ability to support our request for additional faculty. We are adding one FT Business/Management Faculty to the Business Department this year but the overall growth in the entire Department (Accounting, Business, Management and Economics) and expansion of cohorts and programs requires the addition of an additional FT Faculty to the department (Economics discipline). *(Box will expand as needed)*

Curriculum Data -- Use data from the previous academic year (*Provide Numbers below*)

	Additions	Revisions	Suspensions	Retirements	Current Total
Courses:	0	0	0	0	14
Certificates 18 units or greater:	0	1	0	0	4
Certificates less than 18 units:	0	0	0	0	1
Degrees: (AA, AS or AA-T, AS-T)	0	0	0	0	4

Curriculum Data Analysis

Courses: No activity

Certificates: Revision to include the Certificate in Management

Degrees: The AD-T Business prepares students for transfer to a CSU (Bs Business program) with an emphasis in Mngement.

(Box will explain as needed)

Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)*

Review the SLOs printouts for the previous semester’s achievement for your department(s).

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Divide the number that met PSLOs by the total number of courses to get the % OF COURSES THAT MET PSLOs; (Fully Achieved / All Courses) ENTER THAT NUMBER IN THE BOX TO THE RIGHT:	8.3%

Discussions what can be done to improve the Percent of courses that meet PSLOs

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Action Plan and Resource Request Based on Annual Data

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Coastline Community College
Annual Institutional Planning Report

Career & Technical Education: Management & Supervision

Reporting & Planning Years: **Reporting for 2014 & Planning for 2015**

Inter department task force to address student communication and enrollment management.	Student Success (learning and retention).	More personalized student experience	Other		1	0	
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Develop/Promote Entrepreneurship Certificates	Student Completion	New high wage career potential.	Other	Marketing and promotional.	2	\$11,000	DSN Grant

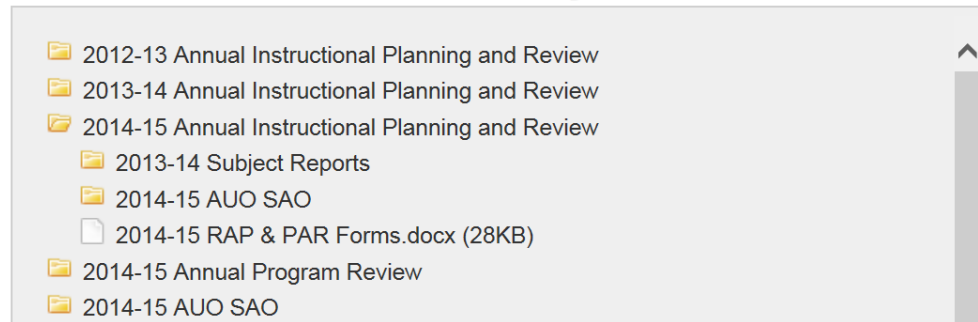
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<http://www.coastline.edu/about/research-planning/>

Research and Planning Documents



A screenshot of a file directory listing research and planning documents. The list includes folders for annual instructional planning and review for the years 2012-13, 2013-14, and 2014-15. It also includes sub-folders for subject reports and AUO SAOs for 2013-14 and 2014-15. A document titled '2014-15 RAP & PAR Forms.docx (28KB)' is also listed. A vertical scrollbar is visible on the right side of the list.

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