



2016-17

Annual Program Review

Business

(Accounting, Business, Economics, Management &
Supervision, and Supply Management)

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Enrollment and FTES:

The number of enrollments in Accounting courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Accounting credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Accounting courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Accounting courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Accounting courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Accounting courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Accounting courses in 2014-2015 showed **a slight decrease (-1.0 to -4.9)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **moderately higher (5.0% to 10.0%)** than the college average (65.4%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Accounting courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Accounting in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Accounting in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of certificates awarded in 2012-2013.

Modality:

Students taking Accounting courses continue to prefer the online modality as enrolments (92.8%) have increased steadily for the past 3 years. Hybrid classes are becoming more popular as students find a greater need for instructor interaction and flexibility (2.6% of students). Students taking traditional classes have declined significantly in the past 3 years (4.5%), as many are being converted to online or hybrid modalities.

Demographics:

Over the past 3 years, females have made up the majority of Accounting Students at 58.2-58.9%. Students in the 20-34 year age groups have remained steady at slightly below 60% of students in the program. The largest changes noted are in the 35-39 year age group (+3.7% points) and the 40-49 year age group (-2.3% points). Slight changes have occurred in the number of African American students (slight increase to 5.7%); Asian students (slight decrease to 41.1%); and White students (slight increase to 37.8%) taking courses in the Accounting program. Other than the changes noted, the Racial/Ethnic makeup of students has remained relatively constant over the past three years. The Success Rate and Retention Rate for female/male students is almost identical at 62.7/62.9% and 77.5/77.5%, respectively

Implications of Change

The Overall Success Rate and Overall Retention Rate for Accounting students has remained stable averaging 63.5% (Success Rate) and 77.7% (Retention Rate) over the past three years. However when based on modality, Traditional classes consistently result in higher Success/Retention Rates. Traditional classes experience an 87.8% Success Rate and 95.1% Retention Rate compared to Hybrid classes (66.7% and 79.2% respectively) and Online classes (61.5% and 76.6%, respectively). This clearly indicates that students that have the structure and support (instructor and tutoring services) do better in Accounting courses. However, the age demographics indicate that the majority of Accounting students are older (35-39 years) and taking courses in addition to work and family responsibilities.

The college has anticipated an increase in 19-24 year old students as a result of the STAR program but the data indicates a decline of 3.0% (points) over the past three years. Continued focus on recruiting High School graduates to the program will be important to building this population.

Market Assessment

Table 1.1 Market Assessment Data for Accounting

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

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

Orange County's high quality of life, diverse economy, and well-educated workforce has propelled the county to lead the region in growth and prosperity, allowing it to recover from the Great Recession quicker than neighboring counties and peer regions across the nation. However, a growing and persistent skills gap threatens continued success. Even as unemployment rates continue to drop, employers face rising difficulties in filling positions with skilled, educated workers.

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

- From 2014 to 2015 the county added 33,446 residents, which brought the total population to an estimated 3,147,655, a 4.6 percent increase since 2010.
- Median household income of Orange County residents is roughly \$74,163, nearly \$15,000 greater than the California state median income and more than \$20,000 higher than the United States' median.
- Orange County has an estimated 483,970 middle-skill jobs, 31.8 percent of total county employment. These middle-skills jobs are expected to grow by approximately 15 percent, or by 17,678 jobs annually (7,894 new jobs created and 9,757 replacement jobs per year) over the next decade.
- Cluster groups, including International Trade, Information Technology, Creativity and Green Technology, are expected to both support traditional sectors and become major individual sources of employment and income generation. In total, the four cross-cutting clusters accounted for approximately 280,000 jobs across 12 different industry clusters in 2014.

Orange County's economic strength is reflected in its low unemployment rate which consistently runs lower than that of the statewide average. According to the California Employment Development

Department, as of June 2015, Orange County's unemployment rate was at 4.3%; below the state average of 6.2%. Additionally, Orange County created 45,500 jobs in the last year.

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

- Economic & Employment outlook: Strong and growing economy yet employers still are hiring cautiously and are slow to replace terminated employees.
- Industry knowledge and skills – competencies: focus should be placed on the following skills: speaking, relationships, communication, writing, critical thinking.
- Educational barriers: textbook pricing noted as the biggest.
- Certificate Revisions – Consolidations / Reductions: – unanimously agreed that certificates should be consolidated and revised to include newly approved courses such as the ACCT C116.
- Payroll – Ethics: attendees suggested this would be good for the Program, but only after writing a more general Ethics curriculum. Accounting Ethics: ranked highest priority over developing a Payroll course.
- Focus on lowering Textbook pricing: textbooks can typically cost more than the tuition for a course at a community college which can be a significant barrier to Coastline's special student populations such as Economically Disadvantaged and English as a Second Language. By continuing to work with publishers to get the best prices the college continues to remove obstacles for students to complete, persist and transfer.
- A significant portion of the meeting was spent discussing the importance of bringing awareness to students regarding the various business and accounting career opportunities. The following items were suggested.
 - a. Develop a career identification project for students to explore employment options within a business discipline. Such an assignment would include researching realistic aspects of careers such as the commitment to achieve a particular job or level and the average weekly hours such as position requires.
 - b. Prepare a handout showing all various taxes people pay and the purposes they are meant to serve. Such handout could enlighten students understanding of the impact of taxes on their lives and potential career paths, especially accounting ones.
 - c. Create assignments that develop critical thinking skills and not focus on just rote memorization.
 - d. Implement an online career forum with various business leaders serving as moderators and mentors.
 - e. Record brief 5 to 10 minute videos of local business community members that explain their job duties.

Table 1.2 Program Productivity Data for Accounting

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	1,430	1,574	1,857
FTEs	167.3	172.8	213.0
FTEF30	4.2	5.1	5.6
WSCH/FTEF	657	552	629
Sections	27.0	39.0	46.0
Fill Rate	82.1%	76.1%	72.9%
DEGREES AND CERTIFICATES			
Associate Degrees	11	15	16
Certificates	15	38	41
STUDENT DEMOGRAPHICS			
GRADED Enrollment	1,349	1,534	1,819
GENDER			
Female	58.9%	58.6%	58.2%
Male	39.8%	40.0%	41.0%
Unknown	1.3%	1.4%	0.8%
AGE at TERM			
Less than 19	6.3%	5.5%	4.9%
20 to 24	26.0%	25.6%	24.4%
25 to 29	19.5%	21.6%	20.7%
30 to 34	14.5%	15.1%	14.5%
35 to 39	8.4%	8.5%	12.1%
40 to 49	15.1%	14.2%	12.8%
50 and Older	10.2%	9.5%	10.6%
RACE/ETHNICITY			
African American	4.4%	5.7%	5.7%
American Indian	1.7%	1.6%	1.4%
Asian	45.4%	44.3%	41.1%
Hispanic/Latino	8.4%	9.6%	11.3%
Pacific Islander	0.7%	0.4%	0.5%
White	33.7%	36.1%	37.8%
Unknown	5.8%	2.3%	2.1%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	1.7%	2.6%
Online	88.7%	87.3%	92.9%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	11.3%	11.0%	4.5%

Table 1.3 Program Review Data for Accounting by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,349	1,534	1,819
-Overall Success Rate	64.0%	63.7%	62.8%
-Overall Retention Rate	79.5%	76.1%	77.5%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	26	48
Online	1,197	1,339	1,689
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	152	169	82

Success Rate

Cable			
Correspondence			
Hybrid		80.8%	66.7%
Online	63.0%	62.7%	61.5%
Self-Paced			
Telecourse			
Traditional	72.4%	69.2%	87.8%

Retention Rate

Cable			
Correspondence			
Hybrid		92.3%	79.2%
Online	78.5%	75.4%	76.6%
Self-Paced			
Telecourse			
Traditional	86.8%	79.3%	95.1%

Table 1.4 Program Review Data for Accounting by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,349	1,534	1,819
-Overall Success Rate	64.0%	63.7%	62.8%
-Overall Retention Rate	79.5%	76.1%	77.5%
STUDENT DEMOGRAPHICS			
GENDER			
Female	794	899	1,059
Male	537	614	746
Unknown	18	21	14
<u>Success Rate</u>			
- Female	66.4%	63.6%	62.7%
- Male	60.3%	63.5%	62.9%
- Unknown	72.2%	71.4%	71.4%
<u>Retention Rate</u>			
- Female	80.6%	77.2%	77.5%
- Male	78.0%	74.6%	77.5%
- Unknown	72.2%	76.2%	71.4%

Table 1.5 Program Review Data for Accounting by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,349	1,534	1,819
-Overall Success Rate	64.0%	63.7%	62.8%
-Overall Retention Rate	79.5%	76.1%	77.5%

AGE at TERM			
Less than 19	85	85	90
20 to 24	351	392	444
25 to 29	263	331	377
30 to 34	196	232	263
35 to 39	113	131	221
40 to 49	204	218	232
50 and Older	137	145	192

Success Rate			
Less than 19	58.8%	55.3%	66.7%
20 to 24	63.0%	60.5%	63.1%
25 to 29	58.9%	62.5%	61.8%
30 to 34	67.3%	69.4%	63.5%
35 to 39	67.3%	61.1%	67.4%
40 to 49	68.6%	70.2%	57.3%
50 and Older	65.7%	63.4%	63.0%

Retention Rate			
Less than 19	81.2%	77.6%	82.2%
20 to 24	78.3%	73.2%	77.5%
25 to 29	73.0%	73.7%	77.7%
30 to 34	82.1%	77.2%	76.0%
35 to 39	85.0%	71.8%	80.1%
40 to 49	80.9%	82.6%	74.1%
50 and Older	83.2%	81.4%	77.6%

Table 1.6 Program Review Data for Accounting by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	1,349	1,534	1,819
-Overall Success Rate	64.0%	63.7%	62.8%
-Overall Retention Rate	79.5%	76.1%	77.5%

RACE/ETHNICITY			
African American	59	88	104
American Indian	23	25	25
Asian	612	679	748
Hispanic/Latino	113	147	206
Pacific Islander	9	6	10
White	455	554	687
Unknown	78	35	39

Success Rate			
African American	35.6%	29.5%	23.1%
American Indian	39.1%	52.0%	40.0%
Asian	69.0%	69.5%	71.0%
Hispanic/Latino	39.8%	55.8%	54.4%
Pacific Islander	66.7%	66.7%	50.0%
White	68.8%	64.1%	63.6%
Unknown	61.5%	71.4%	61.5%

Retention Rate			
African American	67.8%	61.4%	55.8%
American Indian	56.5%	72.0%	56.0%
Asian	82.0%	79.4%	82.2%
Hispanic/Latino	61.9%	68.7%	71.4%
Pacific Islander	88.9%	83.3%	100.0%
White	83.5%	76.7%	77.3%
Unknown	75.6%	74.3%	87.2%

Internal Analysis: Business

Enrollment and FTES:

The number of enrollments in Business courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Business credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Business courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a moderate increase (5.0% to 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Business courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Business courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Business courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Business courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially higher (> 10.0%)** than the college average (65.4%) and was **slightly higher (1.0% to 4.9%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Business courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Business in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Business in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of certificates awarded in 2012-2013.

Modality:

Students taking Business courses continue to prefer the Telecourse modality as enrolments (78.7%) have increased steadily for the past 3 years. Hybrid classes are becoming more popular and will continue to be offered, as students find a greater desire for instructor interaction and flexibility (0.6% of students). Students have historically not taken Traditional classes and as a result these have not been offered.

Demographics:

Over the past 3 years, the percentage of males taking Business courses has increased from 55.6 to 59.9%. Female students represent 51.2% of the current Business student population. Older students (ages 30-49) represent the largest number of students in the program at 56.9%, an increase from 50.6% in 2012-13. African American (27.4%), Hispanic/Latino (22.5%) and White (32.0%) make up the majority (81.9%) of students in the program. Other than the changes noted, the Racial/Ethnic makeup of students has remained relatively constant over the past three years. The Success Rate and Retention Rate for female/male students is 51.2/59.9%, and 71.8/82.5%, respectively. Overall Success and Retention Rates are 58.6% and 80.9%, respectively, but average 62.2% and 82.6% for older students (ages 30 to 50+ years).

Implications of Change

The Overall Success Rate and Overall Retention Rate for Business students has remained stable averaging 57.1% (Success Rate) and 79.6% (Retention Rate) over the past three years. However when based on modality, Telecourses consistently result in higher Success/Retention Rates. Online classes experience a 53.5% Success Rate and 72.1% Retention Rate compared to Telecourses (60.0% and 83.4% respectively). The fact that almost 80% of the students are enrolled in Telecourses and that these courses are primarily focused on incarcerated students presents unique challenges in terms of providing student feedback and support. Age demographics indicate that the majority of Business students are older (30-50+ years) and taking courses to supplement their rehabilitation.

The college has anticipated an increase in 19-24 year old students as a result of the STAR program but the data indicates a decline of 6.2% (points) over the past three years. Continued focus on recruiting High School graduates to the program will be important to building this population.

Market Assessment

Table 1.7 Market Assessment Data for Business/Management

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

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

Orange County's high quality of life, diverse economy, and well-educated workforce has propelled the county to lead the region in growth and prosperity, allowing it to recover from the Great Recession quicker than neighboring counties and peer regions across the nation. However, a growing and persistent skills gap threatens continued success. Even as unemployment rates continue to drop, employers face rising difficulties in filling positions with skilled, educated workers.

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

- From 2014 to 2015 the county added 33,446 residents, which brought the total population to an estimated 3,147,655, a 4.6 percent increase since 2010.
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- Cluster groups, including International Trade, Information Technology, Creativity and Green Technology, are expected to both support traditional sectors and become major individual sources of employment and income generation. In total, the four cross-cutting clusters accounted for approximately 280,000 jobs across 12 different industry clusters in 2014.

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

- Economic & Employment outlook: Strong and growing economy yet employers still are hiring cautiously and are slow to replace terminated employees.
- Industry knowledge and skills – competencies: focus should be placed on the following skills: speaking, relationships, communication, writing, critical thinking.
- Educational barriers: textbook pricing noted as the biggest.
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 - d. Implement an online career forum with various business leaders serving as moderators and mentors.
 - e. Record brief 5 to 10 minute videos of local business community members that explain their job duties.

Table 1.8 Program Productivity Data for Business

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	2,928	4,300	4,821
FTEs	267.5	393.4	440.9
FTEF30	3.7	4.8	5.1
WSCH/FTEF	1,181	1,349	1,429
Sections	36.0	38.0	38.8
Fill Rate	89.9%	86.0%	88.9%
DEGREES AND CERTIFICATES			
Associate Degrees	97	128	150
Certificates	132	140	190
STUDENT DEMOGRAPHICS			
GRADED Enrollment	2,839	4,320	4,807
GENDER			
Female	24.8%	16.4%	15.1%
Male	74.2%	82.4%	84.3%
Unknown	1.0%	1.2%	0.6%
AGE at TERM			
Less than 19	3.5%	2.0%	1.6%
20 to 24	17.2%	13.6%	12.9%
25 to 29	18.5%	19.6%	18.1%
30 to 34	18.4%	18.6%	19.0%
35 to 39	13.3%	14.6%	16.5%
40 to 49	18.3%	20.7%	21.4%
50 and Older	10.7%	10.8%	10.4%
RACE/ETHNICITY			
African American	25.7%	30.7%	27.4%
American Indian	3.1%	2.4%	3.8%
Asian	13.6%	11.3%	10.5%
Hispanic/Latino	18.5%	21.0%	22.6%
Pacific Islander	0.4%	1.2%	1.3%
White	32.4%	30.0%	32.0%
Unknown	6.3%	3.5%	2.4%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.6%
Online	35.0%	21.2%	20.7%
Self-Paced	0.5%	0.1%	0.1%
Telecourse	64.5%	78.7%	78.6%
Traditional	0.0%	0.0%	0.0%

Table 1.9 Program Review Data for Business by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,839	4,320	4,807
-Overall Success Rate	55.4%	57.2%	58.6%
-Overall Retention Rate	79.2%	78.6%	80.9%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	29
Online	994	914	995
Self-Paced	15	6	6
Telecourse	1,830	3,400	3,777
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			41.4%
Online	57.0%	58.5%	53.5%
Self-Paced	60.0%	100.0%	83.3%
Telecourse	54.5%	56.7%	60.0%
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			55.2%
Online	80.0%	77.4%	72.1%
Self-Paced	80.0%	100.0%	100.0%
Telecourse	78.7%	78.9%	83.4%
Traditional			

Table 1.10 Program Review Data for Business by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,839	4,320	4,807
-Overall Success Rate	55.4%	57.2%	58.6%
-Overall Retention Rate	79.2%	78.6%	80.9%
STUDENT DEMOGRAPHICS			
GENDER			
Female	703	710	728
Male	2,107	3,558	4,052
Unknown	29	52	27
<u>Success Rate</u>			
- Female	55.5%	57.2%	51.2%
- Male	55.6%	57.6%	59.9%
- Unknown	44.8%	28.8%	51.9%
<u>Retention Rate</u>			
- Female	80.9%	78.2%	71.8%
- Male	78.6%	78.9%	82.5%
- Unknown	75.9%	65.4%	85.2%

Table 1.11 Program Review Data for Business by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,839	4,320	4,807
-Overall Success Rate	55.4%	57.2%	58.6%
-Overall Retention Rate	79.2%	78.6%	80.9%

AGE at TERM			
Less than 19	98	88	79
20 to 24	489	589	620
25 to 29	526	846	872
30 to 34	523	803	915
35 to 39	378	632	794
40 to 49	520	894	1,029
50 and Older	305	468	498

Success Rate			
Less than 19	34.7%	40.9%	44.3%
20 to 24	48.9%	46.2%	47.3%
25 to 29	50.4%	55.8%	53.0%
30 to 34	59.7%	57.4%	62.7%
35 to 39	65.3%	60.1%	61.1%
40 to 49	59.2%	62.9%	64.7%
50 and Older	55.4%	61.3%	60.2%

Retention Rate			
Less than 19	67.3%	76.1%	72.2%
20 to 24	77.7%	75.4%	75.2%
25 to 29	75.3%	77.8%	79.0%
30 to 34	82.0%	79.0%	80.7%
35 to 39	85.2%	79.3%	82.9%
40 to 49	79.8%	80.5%	84.7%
50 and Older	78.7%	79.5%	82.1%

Table 1.12 Program Review Data for Business by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	2,839	4,320	4,807
-Overall Success Rate	55.4%	57.2%	58.6%
-Overall Retention Rate	79.2%	78.6%	80.9%
RACE/ETHNICITY			
African American	729	1,326	1,319
American Indian	87	104	181
Asian	386	487	506
Hispanic/Latino	524	907	1,084
Pacific Islander	12	50	63
White	921	1,295	1,538
Unknown	180	151	116
Success Rate	729	1,326	1,319
African American	48.1%	46.8%	46.6%
American Indian	48.3%	52.9%	49.7%
Asian	58.5%	62.4%	65.4%
Hispanic/Latino	54.8%	59.5%	60.3%
Pacific Islander	33.3%	64.0%	57.1%
White	63.8%	64.8%	66.1%
Unknown	42.2%	53.0%	62.9%
Retention Rate			
African American	78.7%	75.6%	77.5%
American Indian	71.3%	76.9%	72.9%
Asian	79.8%	78.2%	83.2%
Hispanic/Latino	76.7%	79.9%	83.7%
Pacific Islander	83.3%	84.0%	81.0%
White	82.6%	81.0%	81.5%
Unknown	72.8%	76.8%	87.9%

Internal Analysis: Economics

Enrollment and FTES:

The number of enrollments in Economics courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a slight decrease (-1.0 to -4.9)** in comparison with the number of enrollments in 2012-2013.

The FTES in Economics credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a moderate decrease (-5.0% to -10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Economics courses in 2014-2015 showed **minimal to no difference** from 2013-2014 and **minimal to no difference** in comparison with the number of sections in 2012-2013.

The fill rate in Economics courses in 2014-2015 showed **a moderate increase (5.0% to 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Economics courses in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and **a substantial decrease (> -10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Economics courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Economics courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially higher (> 10.0%)** than the college average (65.4%) and was **substantially higher (> 10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Economics courses in 2014-2015 showed **a slight increase (1.0% to 4.9%)** from 2013-2014 and **a slight increase (1.0% to 4.9%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially higher (> 10.0%)** than the college average (82.3%) and was **moderately higher (5.0% to 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Economics in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and showed **a substantial increase (> 10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Economics in 2014-2015 showed **minimal to no difference** from 2013-2014 and showed **minimal to no difference** in comparison with the number of certificates awarded in 2012-2013.

Modality:

Students studying Economics have consistently enrolled in Online courses and enrolments (84.9%) have increased steadily for the past 3 years. Traditional course enrolment has declined over the same period to 15.0% as students find a greater desire for the flexibility of Online courses. Traditional classes will continue to be an important part of the Economics program as the need will increase as the STAR program continues to grow.

Demographics:

Over the past 3 years, the percentage of females and males taking Economics courses has remained fairly consistent at 50% for each gender. Students (ages 20-29) represent the largest group in the program at 60.9%, similar to 59.7% in 2012-13. Asian (44.9%) and White (35.6%) make up the majority (80.5%) of students in the program. Other than the changes noted, the Racial/Ethnic makeup of students has remained relatively constant over the past three years. The Success Rate and Retention Rate for female/male students is 68.9/79.9%, and 71.0/81.3%, respectively. Overall Success and Retention Rates are 69.9% and 80.3%, respectively, and are consistent over all age groups.

Implications of Change

The Overall Success Rate and Overall Retention Rate for Economics students has remained stable averaging 69.9% (Success Rate) and 80.3% (Retention Rate) over the past three years. However when based on modality, Traditional courses consistently result in higher Success/Retention Rates. Traditional course Success (84.4%) and Retention (92.2%) compared to the Online Success Rate (67.4%) and Retention Rate (78.2%). This clearly indicates that students that have the structure and support (instructor and tutoring services) do better in Economics courses and may be reflective of Students in the STAR program or seeking transfer to a four-year institution. However, the age demographics indicate that older students (30+ years) taking courses have significantly higher Success and Retention rates.

The majority of students (80.1%) that make up the under 29 year age group represent those seeking Business degrees through the STAR program or transfer degrees to four-year institutions in other disciplines. Continued focus on recruiting High School graduates to the STAR program and meeting the needs of transfer students will be important in expanding the Economics department.

Market Assessment

Table 1.13 Market Assessment Data for Business/Economics

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

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

Orange County's high quality of life, diverse economy, and well-educated workforce has propelled the county to lead the region in growth and prosperity, allowing it to recover from the Great Recession quicker than neighboring counties and peer regions across the nation. However, a growing and persistent skills gap threatens continued success. Even as unemployment rates continue to drop, employers face rising difficulties in filling positions with skilled, educated workers.

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

- From 2014 to 2015 the county added 33,446 residents, which brought the total population to an estimated 3,147,655, a 4.6 percent increase since 2010.
- Median household income of Orange County residents is roughly \$74,163, nearly \$15,000 greater than the California state median income and more than \$20,000 higher than the United States' median.
- Orange County has an estimated 483,970 middle-skill jobs, 31.8 percent of total county employment. These middle-skills jobs are expected to grow by approximately 15 percent, or by 17,678 jobs annually (7,894 new jobs created and 9,757 replacement jobs per year) over the next decade.
- Cluster groups, including International Trade, Information Technology, Creativity and Green Technology, are expected to both support traditional sectors and become major individual sources of employment and income generation. In total, the four cross-cutting clusters accounted for approximately 280,000 jobs across 12 different industry clusters in 2014.

Orange County's economic strength is reflected in its low unemployment rate which consistently runs lower than that of the statewide average. According to the California Employment Development Department, as of June 2015, Orange County's unemployment rate was at 4.3%; below the state average of 6.2%. Additionally, Orange County created 45,500 jobs in the last year.

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

- Economic & Employment outlook: Strong and growing economy yet employers still are hiring cautiously and are slow to replace terminated employees.
- Industry knowledge and skills – competencies: focus should be placed on the following skills: speaking, relationships, communication, writing, critical thinking.
- Educational barriers: textbook pricing noted as the biggest.
- Certificate Revisions – Consolidations / Reductions: – unanimously agreed that certificates should be consolidated and revised to include newly approved courses such as the ACCT C116.
- Payroll – Ethics: attendees suggested this would be good for the Program, but only after writing a more general Ethics curriculum. Accounting Ethics: ranked highest priority over developing a Payroll course.
- Focus on lowering Textbook pricing: textbooks can typically cost more than the tuition for a course at a community college which can be a significant barrier to Coastline’s special student populations such as Economically Disadvantaged and English as a Second Language. By continuing to work with publishers to get the best prices the college continues to remove obstacles for students to complete, persist and transfer.
- A significant portion of the meeting was spent discussing the importance of bringing awareness to students regarding the various business and accounting career opportunities. The following items were suggested.
 - a. Develop a career identification project for students to explore employment options within a business discipline. Such an assignment would include researching realistic aspects of careers such as the commitment to achieve a particular job or level and the average weekly hours such as position requires.
 - b. Prepare a handout showing all various taxes people pay and the purposes they are meant to serve. Such handout could enlighten students understanding of the impact of taxes on their lives and potential career paths, especially accounting ones.
 - c. Create assignments that develop critical thinking skills and not focus on just rote memorization.
 - d. Implement an online career forum with various business leaders serving as moderators and mentors.
 - e. Record brief 5 to 10 minute videos of local business community members that explain their job duties.

Table 1.14 Program Productivity Data for Economics

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	630	533	602
FTEs	59.0	49.6	56.1
FTEF30	1.4	1.2	1.0
WSCH/FTEF	716	661	886
Sections	12.0	12.0	12.0
Fill Rate	78.3%	79.1%	86.3%
DEGREES AND CERTIFICATES			
Associate Degrees	4	9	12
Certificates	0	0	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	613	520	599
GENDER			
Female	49.6%	54.0%	49.9%
Male	49.1%	44.4%	47.2%
Unknown	1.3%	1.5%	2.8%
AGE at TERM			
Less than 19	17.8%	11.5%	16.2%
20 to 24	41.8%	46.7%	45.2%
25 to 29	17.9%	18.8%	18.7%
30 to 34	10.0%	10.6%	9.2%
35 to 39	4.7%	5.0%	4.2%
40 to 49	5.9%	5.4%	4.7%
50 and Older	2.0%	1.9%	1.8%
RACE/ETHNICITY			
African American	3.6%	3.3%	4.0%
American Indian	2.4%	1.0%	1.2%
Asian	44.2%	42.3%	44.9%
Hispanic/Latino	8.5%	10.0%	11.4%
Pacific Islander	0.7%	0.6%	0.8%
White	31.6%	39.4%	35.6%
Unknown	9.0%	3.5%	2.2%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	5.1%	0.0%	0.0%
Online	75.0%	84.4%	85.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	19.9%	15.6%	15.0%

Table 1.15 Program Review Data for Economics by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	613	520	599
-Overall Success Rate	60.2%	59.4%	69.9%
-Overall Retention Rate	79.1%	78.3%	80.3%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	31	0	0
Online	460	439	509
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	122	81	90

Success Rate

Cable			
Correspondence			
Hybrid	83.9%		
Online	54.3%	56.9%	67.4%
Self-Paced			
Telecourse			
Traditional	76.2%	72.8%	84.4%

Retention Rate

Cable			
Correspondence			
Hybrid	90.3%	0.0%	0.0%
Online	75.2%	75.6%	78.2%
Self-Paced			
Telecourse			
Traditional	91.0%	92.6%	92.2%

Table 1.16 Program Review Data for Economics by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	613	520	599
-Overall Success Rate	60.2%	59.4%	69.9%
-Overall Retention Rate	79.1%	78.3%	80.3%
STUDENT DEMOGRAPHICS			
GENDER			
Female	304	281	299
Male	301	231	283
Unknown	8	8	17
<u>Success Rate</u>			
- Female	58.2%	57.7%	68.9%
- Male	61.8%	62.8%	71.0%
- Unknown	75.0%	25.0%	70.6%
<u>Retention Rate</u>			
- Female	80.3%	74.4%	79.9%
- Male	78.1%	83.1%	81.3%
- Unknown	75.0%	75.0%	70.6%

Table 1.17 Program Review Data for Economics by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	613	520	599
-Overall Success Rate	60.2%	59.4%	69.9%
-Overall Retention Rate	79.1%	78.3%	80.3%
AGE at TERM			
Less than 19	109	60	97
20 to 24	256	243	271
25 to 29	110	98	112
30 to 34	61	55	55
35 to 39	29	26	25
40 to 49	36	28	28
50 and Older	12	10	11
<u>Success Rate</u>			
Less than 19	73.4%	58.3%	76.3%
20 to 24	59.4%	56.8%	69.0%
25 to 29	50.0%	60.2%	62.5%
30 to 34	62.3%	56.4%	69.1%
35 to 39	51.7%	69.2%	72.0%
40 to 49	63.9%	82.1%	82.1%
50 and Older	50.0%	50.0%	81.8%
<u>Retention Rate</u>			
Less than 19	86.2%	80.0%	88.7%
20 to 24	80.5%	80.2%	78.6%
25 to 29	72.7%	73.5%	72.3%
30 to 34	77.0%	74.5%	87.3%
35 to 39	72.4%	73.1%	76.0%
40 to 49	80.6%	92.9%	89.3%
50 and Older	66.7%	60.0%	81.8%

Table 1.18 Program Review Data for Economics by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	613	520	599
-Overall Success Rate	60.2%	59.4%	69.9%
-Overall Retention Rate	79.1%	78.3%	80.3%

RACE/ETHNICITY			
African American	22	17	24
American Indian	15	5	7
Asian	271	220	269
Hispanic/Latino	52	52	68
Pacific Islander	4	3	5
White	194	205	213
Unknown	55	18	13

Success Rate			
African American	31.8%	41.2%	41.7%
American Indian	53.3%	0.0%	42.9%
Asian	65.3%	62.7%	72.9%
Hispanic/Latino	46.2%	42.3%	60.3%
Pacific Islander	50.0%	66.7%	60.0%
White	58.2%	64.4%	73.2%
Unknown	69.1%	44.4%	76.9%

Retention Rate			
African American	63.6%	76.5%	75.0%
American Indian	80.0%	20.0%	57.1%
Asian	80.4%	80.0%	81.8%
Hispanic/Latino	76.9%	75.0%	69.1%
Pacific Islander	75.0%	100.0%	60.0%
White	78.9%	78.5%	83.1%
Unknown	81.8%	77.8%	92.3%

Internal Analysis: Management

Enrollment and FTES:

The number of enrollments in Management & Supervision courses in 2014-2015 showed a **substantial decrease (> -10.0%)** from 2013-2014 and a **moderate increase (5.0% to 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Management & Supervision credit courses in 2014-2015 showed a **substantial decrease (> -10.0%)** from 2013-2014 and a **moderate increase (5.0% to 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Management & Supervision courses in 2014-2015 showed a **substantial increase (> 10.0%)** from 2013-2014 and a **substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Management & Supervision courses in 2014-2015 showed a **slight decrease (-1.0 to -4.9)** from 2013-2014 and a **moderate decrease (-5.0% to -10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Management & Supervision courses in 2014-2015 showed a **moderate increase (5.0% to 10.0%)** from 2013-2014 and a **substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Management & Supervision courses in 2014-2015 showed a **substantial decrease (> -10.0%)** from 2013-2014 and a **moderate decrease (-5.0% to -10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Management & Supervision courses in 2014-2015 showed a **moderate increase (5.0% to 10.0%)** from 2013-2014 and a **substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially lower (>-10.0%)** than the college average (65.4%) and was **slightly higher (1.0% to 4.9%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Management & Supervision courses in 2014-2015 showed a **moderate increase (5.0% to 10.0%)** from 2013-2014 and a **moderate increase (5.0% to 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially lower (>-10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Management & Supervision in 2014-2015 showed a **substantial decrease (> -10.0%)** from 2013-2014 and showed a **substantial decrease (> -10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Management & Supervision in 2014-2015 showed a **substantial decrease (> -10.0%)** from 2013-2014 and showed a **substantial decrease (> -10.0%)** in comparison with the number of certificates awarded in 2012-2013.

Modality:

Students taking Management courses are divided between preferring Online and Telecourse modalities; enrolments (Online: 53.4%; Telecourse: 46.6%) have remained relatively constant for the past 3 years. Although these modalities have provided a foundation for the Management programs, Hybrid classes are becoming more popular and will be offered in the future as students find a greater desire for instructor interaction as well as flexibility.

Demographics:

Over the past 3 years, the percentage of males taking Management courses has increased from 61.2 to 64.0%. Female students have decreased slightly from 38.7 to 36.0% over the same time period. Students are evenly represented across all age groups and Success and Retention Rates are also consistent with the exception of the under 19 age group.

African American (27.8%), Hispanic/Latino (18.4%) and White (33.8%) make up the majority (80.0%) of students in the program. Other than the changes noted, the Racial/Ethnic makeup of students has remained relatively constant over the past three years. The Success Rate and Retention Rate for female/male students is 56.3/82.6%, and 62.7/88.4%, respectively. Overall Success and Retention Rates are 60.4% and 86.2%, respectively, and are fairly consistent over all age groups.

Implications of Change

The Overall Success Rate and Overall Retention Rate for Management students has risen slightly to 60.4% (Success Rate) and 86.2% (Retention Rate) over the past three years. However when based on modality, Telecourses have slightly higher Success/Retention Rates. Online classes experience a 56.0% Success Rate and 82.5% Retention Rate compared to Telecourses (65.3% and 90.4% respectively). Age does not appear to be a significant factor. The fact that students are enrolled in Online courses and Telecourses in equal numbers presents unique challenges in terms of providing student feedback and support.

The college has anticipated an increase in 19-24 year old students as a result of the STAR program but the data indicates a decline of 5.1% (points) over the past three years. Continued focus on recruiting High School graduates to the program will be important to building this population.

Market Assessment

Table 1.19 Market Assessment Data for Management

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

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

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

- Economic & Employment outlook: Strong and growing economy yet employers still are hiring cautiously and are slow to replace terminated employees.
- Industry knowledge and skills – competencies: focus should be placed on the following skills: speaking, relationships, communication, writing, critical thinking.
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- Certificate Revisions – Consolidations / Reductions: – unanimously agreed that certificates should be consolidated and revised to include newly approved courses such as the ACCT C116.
- Payroll – Ethics: attendees suggested this would be good for the Program, but only after writing a more general Ethics curriculum. Accounting Ethics: ranked highest priority over developing a Payroll course.
- Focus on lowering Textbook pricing: textbooks can typically cost more than the tuition for a course at a community college which can be a significant barrier to Coastline's special student populations such as Economically Disadvantaged and English as a Second Language. By continuing to work with publishers to get the best prices the college continues to remove obstacles for students to complete, persist and transfer.
- A significant portion of the meeting was spent discussing the importance of bringing awareness to students regarding the various business and accounting career opportunities. The following items were suggested.
 - a. Develop a career identification project for students to explore employment options within a business discipline. Such an assignment would include researching realistic aspects of careers such as the commitment to achieve a particular job or level and the average weekly hours such as position requires.
 - b. Prepare a handout showing all various taxes people pay and the purposes they are meant to serve. Such handout could enlighten students understanding of the impact of taxes on their lives and potential career paths, especially accounting ones.
 - c. Create assignments that develop critical thinking skills and not focus on just rote memorization.
 - d. Implement an online career forum with various business leaders serving as moderators and mentors.
 - e. Record brief 5 to 10 minute videos of local business community members that explain their job duties.

Table 1.20 Program Productivity Data for Management

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	808	1,053	854
FTEs	73.6	96.3	78.1
FTEF30	1.4	1.6	1.7
WSCH/FTEF	842	987	767
Sections	13.0	15.0	17.3
Fill Rate	88.3%	82.3%	80.2%
DEGREES AND CERTIFICATES			
Associate Degrees	7	10	0
Certificates	19	14	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	771	1,050	849
GENDER			
Female	38.3%	27.5%	35.8%
Male	60.6%	71.3%	63.7%
Unknown	1.2%	1.1%	0.5%
AGE at TERM			
Less than 19	2.7%	1.2%	1.8%
20 to 24	13.7%	13.4%	9.7%
25 to 29	19.1%	19.8%	19.4%
30 to 34	16.1%	19.9%	17.8%
35 to 39	12.7%	15.1%	16.1%
40 to 49	23.5%	19.7%	22.4%
50 and Older	12.2%	10.8%	12.8%
RACE/ETHNICITY			
African American	19.7%	29.7%	27.7%
American Indian	2.1%	3.6%	3.2%
Asian	17.6%	12.0%	13.0%
Hispanic/Latino	18.0%	20.1%	18.4%
Pacific Islander	0.4%	1.3%	1.4%
White	37.5%	30.0%	33.8%
Unknown	4.7%	3.2%	2.6%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	62.1%	40.8%	53.2%
Self-Paced	0.0%	0.0%	0.2%
Telecourse	37.9%	59.2%	46.5%
Traditional	0.0%	0.0%	0.0%

Table 1.21 Program Review Data for Management & Supervision by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	771	1,050	849
-Overall Success Rate	55.6%	54.7%	60.4%
-Overall Retention Rate	80.3%	80.3%	86.2%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	479	428	452
Self-Paced	0	0	2
Telecourse	292	622	395
Traditional	0	0	0

Success Rate

Cable			
Correspondence			
Hybrid			
Online	51.6%	47.9%	56.0%
Self-Paced			100.0%
Telecourse	62.3%	59.3%	65.3%
Traditional			

Retention Rate

Cable			
Correspondence			
Hybrid			
Online	79.1%	79.0%	82.5%
Self-Paced			100.0%
Telecourse	82.2%	81.2%	90.4%
Traditional			

Table 1.22 Program Review Data for Management by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	771	1,050	849
-Overall Success Rate	55.6%	54.7%	60.4%
-Overall Retention Rate	80.3%	80.3%	86.2%
STUDENT DEMOGRAPHICS			
GENDER			
Female	295	289	304
Male	467	749	541
Unknown	9	12	4
<u>Success Rate</u>			
- Female	50.8%	50.5%	56.3%
- Male	59.5%	56.1%	62.7%
- Unknown	11.1%	66.7%	75.0%
<u>Retention Rate</u>			
- Female	79.7%	81.7%	82.6%
- Male	81.2%	79.7%	88.4%
- Unknown	55.6%	83.3%	75.0%

Table 1.23 Program Review Data for Management & Supervision by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	771	1,050	849
-Overall Success Rate	55.6%	54.7%	60.4%
-Overall Retention Rate	80.3%	80.3%	86.2%

AGE at TERM			
Less than 19	21	13	15
20 to 24	106	141	82
25 to 29	147	208	165
30 to 34	124	209	151
35 to 39	98	159	137
40 to 49	181	207	190
50 and Older	94	113	109

Success Rate			
Less than 19	42.9%	0.0%	46.7%
20 to 24	55.7%	43.3%	61.0%
25 to 29	47.6%	52.9%	55.8%
30 to 34	59.7%	56.5%	64.2%
35 to 39	58.2%	61.6%	56.2%
40 to 49	54.1%	63.8%	66.8%
50 and Older	66.0%	48.7%	57.8%

Retention Rate			
Less than 19	90.5%	46.2%	86.7%
20 to 24	80.2%	80.9%	87.8%
25 to 29	74.1%	76.9%	87.9%
30 to 34	79.0%	83.7%	82.8%
35 to 39	84.7%	79.9%	81.0%
40 to 49	81.8%	84.1%	91.6%
50 and Older	81.9%	77.0%	84.4%

Table 1.24 Program Review Data for Management & Supervision by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	771	1,050	849
-Overall Success Rate	55.6%	54.7%	60.4%
-Overall Retention Rate	80.3%	80.3%	86.2%

RACE/ETHNICITY			
African American	152	312	235
American Indian	16	38	27
Asian	136	126	110
Hispanic/Latino	139	211	156
Pacific Islander	3	14	12
White	289	315	287
Unknown	36	34	22

Success Rate	152	312	235
African American	44.7%	46.2%	49.8%
American Indian	56.3%	44.7%	40.7%
Asian	60.3%	60.3%	54.5%
Hispanic/Latino	59.7%	54.0%	64.1%
Pacific Islander	0.0%	64.3%	41.7%
White	58.5%	61.9%	69.7%
Unknown	50.0%	55.9%	90.9%

Retention Rate			
African American	82.2%	82.4%	84.3%
American Indian	56.3%	71.1%	77.8%
Asian	77.2%	81.0%	86.4%
Hispanic/Latino	76.3%	74.9%	87.8%
Pacific Islander	0.0%	85.7%	83.3%
White	83.4%	81.9%	87.1%
Unknown	91.7%	85.3%	95.5%

Internal Analysis: Supply Management

Enrollment and FTES:

The number of enrollments in Supply Management courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of enrollments in 2012-2013.

The FTES in Supply Management credit courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in with in comparison with FTES in 2012-2013.

Efficiency (Number of Sections, Fill Rate, FTEF/30, WSCH/FTEF):

The number of sections in Supply Management courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the number of sections in 2012-2013.

The fill rate in Supply Management courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the fill rate in 2012-2013.

The FTEF/30 ratio in Supply Management courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the FTEF/30 ratio in 2012-2013.

The WSCH/FTEF ratio in Supply Management courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the WSCH/FTEF ratio in 2012-2013.

Couse Success Rate:

The course success rate in Supply Management courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the course success rate in 2012-2013. The course success rate from 2014-2015 was **substantially lower (>-10.0%)** than the college average (65.4%) and was **substantially lower (>-10.0%)** than the institutional-set standard for course success (55.4%).

Term Retention Rate:

The term retention rate in Supply Management courses in 2014-2015 showed **a substantial increase (> 10.0%)** from 2013-2014 and **a substantial increase (> 10.0%)** in comparison with the term retention rate in 2012-2013. The term retention from 2014-2015 was **substantially lower (>-10.0%)** than the college average (82.3%) and was **substantially higher (> 10.0%)** than the institutional-set standard of term retention (70.3%).

Awards (Degrees and Certificates):

The number of degrees in Supply Management in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and showed **a substantial decrease (> -10.0%)** in comparison with the number of degrees awarded in 2012-2013.

The number of certificates in Supply Management in 2014-2015 showed **a substantial decrease (> -10.0%)** from 2013-2014 and showed **a substantial decrease (> -10.0%)** in comparison with the number of certificates awarded in 2012-2013.

Modality:

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

Demographics:

Since this a relatively new program, this is the first year (2014-15) we have had sufficient data to evaluate. Currently, the percentage of males taking Supply Chain Management courses is 71.9% compared to female students at 25.0%. Students appear to be concentrated into to age groups: 25-29 years old, 37.5% and 35-49 years old, 40.7%. This may be representative of younger students enrolling in the College program and older students enrolling in the Military/Contract Education program.

African American (25.0%), Asian (18.8%), Hispanic/Latino (15.6%) and White (25.0%) make up the majority (84.4%) of students in the program. Other than the percentages noted, the Racial/Ethnic makeup of students (less than 6.3%) does not appear to be a significant impact on the program. The Success Rate and Retention Rate for female/male students is 25.0/62.5%, and 39.1/65.2%, respectively. Overall Success and Retention Rates are 34.4% and 65.6%, respectively, and are fairly consistent over all age groups.

Implications of Change

The Overall Success Rate and Overall Retention Rate for Supply Chain Management students is 34.4% (Success Rate) and 65.6% (Retention Rate) for 2014-15. The largest impact, given the limited data, appears to be that the program is new and has low enrollment (32 students). As such it is difficult to extract any specific areas to address based on the data. Age does not appear to be a significant factor as Success and Completion Rates are consistent across all ages with the exception of the 30-49 age group (ave: 58.6/79.4%) which may be due to students being older military members.

Market Assessment

Orange County must continue to support International Trade, one of its key economic growth and job creation drivers. The county's accessibility to major ports, robust manufacturing base, and well connected and thriving business community should encourage expansion of its international trade market, particularly with top trading partners.

Orange County's geography provides it with distinct advantages in International Trade: proximity to the ports of Long Beach and Los Angeles, a well-connected freeway and road system for fleet transportation, rail lines providing national trade linkages, proximity to international and domestic airports such as John Wayne Airport and LAX, and a large and growing multicultural presence. Along with Orange County's existing manufacturing base (computer software, electronics and transportation equipment), these factors create opportunities for international trade, which directly and indirectly account for over 202,000 jobs in Orange County. Additionally, sectors tied to International Trade are growing much faster than other sectors, which illustrates their importance as drivers of the Orange County economy. The county continues to build a foundation for further growth by cultivating trade relationships with growing economies like China, Japan, South Korea, Mexico, and Canada.

Average Salaries for International Trade Positions – Orange County

2012	\$78,148
2013	\$76,584
2014	\$77,758
2015 (est)	\$78,924
2016 (est)	\$80,108

Orange County's high quality of life, diverse economy, and well-educated workforce has propelled the county to lead the region in growth and prosperity, allowing it to recover from the Great Recession quicker than neighboring counties and peer regions across the nation. However, a growing and persistent skills gap threatens continued success. Even as unemployment rates continue to drop, employers face rising difficulties in filling positions with skilled, educated workers.

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

- From 2014 to 2015 the county added 33,446 residents, which brought the total population to an estimated 3,147,655, a 4.6 percent increase since 2010.
- Median household income of Orange County residents is roughly \$74,163, nearly \$15,000 greater than the California state median income and more than \$20,000 higher than the United States' median.
- Orange County has an estimated 483,970 middle-skill jobs, 31.8 percent of total county employment. These middle-skills jobs are expected to grow by approximately 15 percent, or by 17,678 jobs annually (7,894 new jobs created and 9,757 replacement jobs per year) over the next decade.

- Cluster groups, including International Trade, Information Technology, Creativity and Green Technology, are expected to both support traditional sectors and become major individual sources of employment and income generation. In total, the four cross-cutting clusters accounted for approximately 280,000 jobs across 12 different industry clusters in 2014.

Orange County's economic strength is reflected in its low unemployment rate which consistently runs lower than that of the statewide average. According to the California Employment Development Department, as of June 2015, Orange County's unemployment rate was at 4.3%; below the state average of 6.2%. Additionally, Orange County created 45,500 jobs in the last year.

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

- Economic & Employment outlook: Strong and growing economy yet employers still are hiring cautiously and are slow to replace terminated employees.
- Industry knowledge and skills – competencies: focus should be placed on the following skills: speaking, relationships, communication, writing, critical thinking.
- Educational barriers: textbook pricing noted as the biggest.
- Certificate Revisions – Consolidations / Reductions: – unanimously agreed that certificates should be consolidated and revised to include newly approved courses such as the ACCT C116.
- Payroll – Ethics: attendees suggested this would be good for the Program, but only after writing a more general Ethics curriculum. Accounting Ethics: ranked highest priority over developing a Payroll course.
- Focus on lowering Textbook pricing: textbooks can typically cost more than the tuition for a course at a community college which can be a significant barrier to Coastline's special student populations such as Economically Disadvantaged and English as a Second Language. By continuing to work with publishers to get the best prices the college continues to remove obstacles for students to complete, persist and transfer.
- A significant portion of the meeting was spent discussing the importance of bringing awareness to students regarding the various business and accounting career opportunities. The following items were suggested.
 - a. Develop a career identification project for students to explore employment options within a business discipline. Such an assignment would include researching realistic aspects of careers such as the commitment to achieve a particular job or level and the average weekly hours such as position requires.
 - b. Prepare a handout showing all various taxes people pay and the purposes they are meant to serve. Such handout could enlighten students understanding of the impact of taxes on their lives and potential career paths, especially accounting ones.

- c. Create assignments that develop critical thinking skills and not focus on just rote memorization.
- d. Implement an online career forum with various business leaders serving as moderators and mentors.
- e. Record brief 5 to 10 minute videos of local business community members that explain their job duties.

Table 1.25 Program Productivity Data for Supply Management

Academic Year	2012-13	2013-14	2014-15
CENSUS Enrollment	0	0	32
FTES	0.0	0.0	2.9
FTEF30	0.0	0.0	0.0
WSCH/FTEF			
Sections	0.0	0.0	1.0
Fill Rate	0.0%	0.0%	123.1%
DEGREES AND CERTIFICATES			
Associate Degrees	4	1	0
Certificates	7	3	0
STUDENT DEMOGRAPHICS			
GRADED Enrollment	0	0	32
GENDER			
Female			25.0%
Male			71.9%
Unknown			3.1%
AGE at TERM			
Less than 19	0.0%	0.0%	0.0%
20 to 24	0.0%	0.0%	9.4%
25 to 29	0.0%	0.0%	37.5%
30 to 34	0.0%	0.0%	3.1%
35 to 39	0.0%	0.0%	18.8%
40 to 49	0.0%	0.0%	21.9%
50 and Older	0.0%	0.0%	9.4%
RACE/ETHNICITY			
African American	0.0%	0.0%	25.0%
American Indian	0.0%	0.0%	6.3%
Asian	0.0%	0.0%	18.8%
Hispanic/Latino	0.0%	0.0%	15.6%
Pacific Islander	0.0%	0.0%	0.0%
White	0.0%	0.0%	25.0%
Unknown	0.0%	0.0%	9.4%
INSTRUCTIONAL MODALITY			
Cable	0.0%	0.0%	0.0%
Correspondence	0.0%	0.0%	0.0%
Hybrid	0.0%	0.0%	0.0%
Online	0.0%	0.0%	100.0%
Self-Paced	0.0%	0.0%	0.0%
Telecourse	0.0%	0.0%	0.0%
Traditional	0.0%	0.0%	0.0%

Table 1.26 Program Review Data for Supply Management by Modality

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	32
-Overall Success Rate			34.4%
-Overall Retention Rate			65.6%

INSTRUCTIONAL MODALITY			
Cable	0	0	0
Correspondence	0	0	0
Hybrid	0	0	0
Online	0	0	32
Self-Paced	0	0	0
Telecourse	0	0	0
Traditional	0	0	0

Success Rate

Cable	
Correspondence	
Hybrid	
Online	34.4%
Self-Paced	
Telecourse	
Traditional	

Retention Rate

Cable	
Correspondence	
Hybrid	
Online	65.6%
Self-Paced	
Telecourse	
Traditional	

Table 1.27 Program Review Data for Supply Management by Gender

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	32
-Overall Success Rate			34.4%
-Overall Retention Rate			65.6%
STUDENT DEMOGRAPHICS			
GENDER			
Female	0	0	8
Male	0	0	23
Unknown	0	0	1
<u>Success Rate</u>			
- Female			25.0%
- Male			39.1%
- Unknown			0.0%
<u>Retention Rate</u>			
- Female			62.5%
- Male			65.2%
- Unknown			100.0%

Table 1.28 Program Review Data for Supply Management by Age Group

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	32
-Overall Success Rate			34.4%
-Overall Retention Rate			65.6%

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

Success Rate

Less than 19	0.0%
20 to 24	0.0%
25 to 29	33.3%
30 to 34	100.0%
35 to 39	33.3%
40 to 49	42.9%
50 and Older	33.3%

Retention Rate

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

Table 1.29 Program Review Data for Supply Management by Ethnicity

Academic Year	2012-13	2013-14	2014-15
GRADED ENROLLMENT	0	0	32
-Overall Success Rate			34.4%
-Overall Retention Rate			65.6%
RACE/ETHNICITY			
African American	0	0	8
American Indian	0	0	2
Asian	0	0	6
Hispanic/Latino	0	0	5
Pacific Islander	0	0	0
White	0	0	8
Unknown	0	0	3
Success Rate			8
African American			37.5%
American Indian			50.0%
Asian			33.3%
Hispanic/Latino			40.0%
Pacific Islander			0.0%
White			37.5%
Unknown			0.0%
Retention Rate			
African American			75.0%
American Indian			50.0%
Asian			66.7%
Hispanic/Latino			80.0%
Pacific Islander			0.0%
White			75.0%
Unknown			0.0%

Program Student Learning Outcome(s)

Business (Accounting, Business, Economics and Management)

SLOs for the Business Department were generally met:

Accounting

	Course	Program	Institutional
SLOs were met well	X		
SLOs were partially met		X	X
SLOs were met poorly			

Business

	Course	Program	Institutional
SLOs were met well			
SLOs were partially met	X	X	X
SLOs were met poorly			

Economics

	Course	Program	Institutional
SLOs were met well			
SLOs were partially met			
SLOs were met poorly	X	X	X

Management

	Course	Program	Institutional
SLOs were met well			
SLOs were partially met	X	X	X
SLOs were met poorly			

Primary areas addressed in faculty meeting:

1. Student Participation: the faculty continue to aggressively encourage students to complete Letters of Agreement prior to the Census Date. Students who do not complete LOA are being dropped as No Shows (at the Census Date). This is being handled differently in Tele Courses (due to logistical issues), but students are being dropped during Week 4-6. This approach has shown significant progress as the number of students not completing the LOA has dropped significantly as have No Show drops.
2. Business Writing: students have a particularly difficult time writing at college level. This may be partially due to the fact that we do not have pre-requisites for Business classes. However, in conjunction with the Student Success Center we have developed a Business Writing Workbook to help students with writing mechanics and the development of Business reports. The Business

Writing Workbook has been incorporated into most classes with positive results in the quality of student papers/projects.

3. Business Writing: Tutors are now available to assist students experiencing difficulty with writing assignments and are available through the Student Success Center. Faculty were encouraged to insure that students are aware of the availability of this tutoring service.
4. Tutoring: tutoring services specific to Accounting courses/students have been developed and offered at the Student Success Center as well as providing imbedded tutors in classes. Positive results are being reported by the faculty.
5. Imbedded Tutoring: imbedded tutors have been placed in several Accounting classes and initial acceptance and performance by students has had a positive impact. Additional imbedded tutors are being included in Personal Finance. Other courses are being considered as the effectiveness of the program continues to show positive results.
6. Student Engagement: faculty are making regular (weekly) contact with students related to instruction in their courses and to remind them of assignments/activities. Additionally, faculty are imposing penalties for not adhering to due dates to insure students complete assignments in a timely manner.
7. Discussion about Failed to Achieve results in several courses prompted a discussion of stated SLOs the distribution of SLOs in courses. Faculty agreed to review the SLOs and provide updates if warranted and to revisit/revise SLO/Assignment distributions were appropriate.
8. Facilitate faculty intradepartmental discussion of best practices.

Progress on Forward Strategy Initiative(s)

Table 1.29 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>Improve quality of online courses through professional development through instructional design and online techniques.</p> <p>a) Identify areas of training needed</p> <p>b) Schedule training sessions for faculty</p>	Ongoing: Completed for all on line courses offered for Summer and Fall 2016.	The department has adopted the Course Quality Rubric which is used to evaluate all courses. The Academic Senate has authorized a committee to develop: 'Academic Quality Rubrics' for all course modalities.	Completed for all online courses offered for Summer and Fall 2016. The Academic Quality Rubrics (all modalities) have been drafted and will be reviewed and approved by the Academic Senate in Fall 2016.
<p>Implement department guidelines for improving faculty to student communication and responsiveness.</p> <p>a) Identify faculty members to develop department guidelines and prepare recommended guidelines</p> <p>b) Present guidelines to faculty and implement</p>	Completed	The Academic Senate has authorized a committee to develop: 'Online Instruction Guidelines for Regular and Substantive Interaction and Regular and Effective Contact' with students. As courses are being developed in Canvas, these guidelines are being incorporated.	Canvas has been completed for all faculty teaching in the Summer 2016 and Fall 2016 semesters.
<p>Implement department guidelines for managing course enrollment (actively identify students participating in class).</p> <p>a) Identify faculty members to develop department guidelines and prepare recommended guidelines.</p> <p>b) Present guidelines to faculty and implement in courses.</p>	Ongoing	The department faculty have discussed improving and managing course enrollment in our department meetings, Faculty are actively reviewing student activity in courses and taking appropriate action as needed.	Early identification of 'Inactive' students prior to the Census Date and the Final Date to Drop with a W.
Create a pathway for VESL students to enroll in classes leading to Business Certificates and Transfer degrees.	In process	Continued discussions with ESL and Student Success are taking place.	Change in focus to address student preparation and support for college level courses.
Expand Advisory Committee participation and collaboration with Business groups. Integrate Advisory Committees (including WAFC and VitalLink)	Ongoing	<p>The Business department is actively engaged with several Business Groups and Advisory committees working collaboratively to identify the needs of the business community and encourage students to participate in our educational and career programs.</p> <ul style="list-style-type: none"> Coastline Community College Business and 	We have reevaluated our Advisory and Outreach programs; future direction will include combined Advisory Meetings and focused (on-site) outreach with local high schools. Events will be presented by Coastline Staff and

		<p>Management Advisory Committee</p> <ul style="list-style-type: none"> • Vital-Link of Orange County. We will participate in Vital-Link Regional Advisory meetings. • 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). 	<p>Faculty. We will participate in Vital-Link Regional Advisory meetings as well as: Garden Grove Chamber of Commerce – Education Committee and the Western Association of Food Chains Advisory Committee (WAFC).</p>
Conversion of all Business Department courses to the CANVAS LMS by Fall 2016.	Completed		All Business courses have been converted to Canvas.
New Initiatives:			
Submit and gain approval of C-ID numbers for BUSC110 course to be approved for both Business Law and the Legal Environment of Business.	In-Process	C-ID Course Outline has been completed and approved by Coastline Curriculum Committee.	Submitted for State approval
Complete a feasibility study to develop an incubator for CTE students to gain Work Study and Intern experience. This will include the Business, CIS, Networking, Business Computing and Paralegal Departments.	In-Process	Initial meetings with departments being conducted.	Description of overall concept and goals is being developed.
Review all Course Outlines of Record for active Business Courses including SLOs, text(s), content, and evaluations.	In-Process	This project is being undertaken to prepare for the department 5-Year review and to investigate the inconsistency between high Success/Retention Rates and low overall SLO attainment.	A plan to include all faculty in this initiative is being develop.
Develop an AD-T for Economics; revise Econ 170/175 for curriculum approval in the Telecourse modality.	In-Process	This initiative will provide a guaranteed 2-year Economics program to Cal State Universities and prepare students for transfer to UCs. Telecourses will expand degrees offered to incarcerated students.	Will be addressed by the new Economics faculty hired for Fall 2016.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	Dean of CTE	N/A	Faculty-Business; Faculty-Accounting: (Positions- 2)	Pt Faculty: Business (13); Accounting (9); Economics (4); Management (3)	N/A	N/A
Current year 2015-2016	Dean of CTE	N/A	Current: Faculty-Business; Faculty-Accounting: (Positions- 2) Approved to hire: 2 additional faculty (Business and Economics)	Pt Faculty: Business (14); Accounting (10); Economics (4); Management (3)	N/A	N/A
1 year 2016-2017	Dean of CTE	N/A	Faculty-Business; Faculty-Accounting; Faculty-Economics (Positions- 4)	Pt Faculty: Business (14); Accounting (10); Economics (2); Management (3)	N/A	N/A
2 years 2017-2018	Dean of CTE	N/A	Faculty-Business; Faculty-Accounting; Faculty-Economics (Positions- 4); Proposed 1 additional faculty (Accounting)	Pt Faculty: Business (14); Accounting (7); Economics (2); Management (3)	N/A	N/A
3 years 2018-2019	Dean of CTE	N/A	Faculty-Business; Faculty-Accounting; Faculty-Economics (Positions- 5)	Pt Faculty: Business (14); Accounting (7); Economics (2); Management (3)	N/A	N/A

Staffing for the Business Department (Accounting, Business, Economics, and Management has been low for one to the largest departments in the college (one Business/Management faculty and one Accounting faculty). Continued growth and improvement of the department dictates that additional full-time faculty are brought into the department. This has been recognized by the college and we are in the process of hiring an Economics and Business faculty for Fall 2016. An additional Accounting faculty member will be requested for Fall 2017, based on strong LHEs (73.2) and Demand (number of sections has been growing each semester). The continued growth of the AD-T (Star Cohort Program) in Business has been highly successful in preparing students for transfer and career advancement and department growth.

Professional Development

The Business Department encourages all instructors to participate in a broad range of professional development activities. Faculty are expected to keep current with the developments within their respective disciplines and have a solid understanding and use of technologies employed at Coastline. While the department largely relies on the individual faculty to pursue professional development, Department Chairs take an active role in identifying conference opportunities and encouraging participation in college and district training.

Rick Lockwood:

- CCCAOE Conference - Fall 2015/Spring 2016
- All College Workshop - Spring 2016
- ITC Online Teaching Conference - Spring 2016
- WAFC Conference – Spring 2016
- Perkins Core Indicator Workshop – Spring 2016
- Summer Institute – 2016
- FSC / Online Teaching Certification – Fall 2015/Spring 2016

Kevin Erdkamp:

- Perkins Core Indicator Workshop – Spring 2016
- Summer Institute – 2016
- FSC / Online Teaching Certification – Fall 2015/Spring 2016
- Great Teachers Seminar in Santa Barbara – Fall 2015.
- IRS Nationwide Tax Forum in San Diego – Fall 2015.
- Hosted and spoke at IRS VITA Orientation at Garden Grove Campus – Fall 2015
- Spoke to Honors Business Fraternity regarding careers in accounting – Fall 2015.
- Taught Volunteer Income Tax Assistance courses for United Way Volunteers – Fall 2015/Spring 2016.
- Certified on Basic and Advanced Volunteer Income Tax Assistance Exams. Allowed me to be Site Coordinator for Coastline's VITA program - Spring 2016
- Taught Financial Literacy classes to Anaheim Access High & Middle School students – Spring 2016.

Part-time Faculty attended/participated in the following:

- FSC / Online Teaching Certification – Fall 2015/Spring 2016
- CCC General Faculty Meeting (All College Meeting)
- Discipline-related meetings and/or workshops
- Technology-related workshops (Seaport Course Quality/Canvas Orientation/Summer Institute)
- Student Learning Outcomes workshops/training
- Membership/participation in Professional Associations
- Professional conference attendance
- Graduate classes/program
- Professional training
- Discipline-related reading
- Technology-related reading

Section 3: Facilities Planning

Facility Assessment

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

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

Section 4: Technology Planning

Technology Assessment

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

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

Section 5: New Initiatives

Initiative: Complete a feasibility study to develop an incubator for CTE students to gain Work Study and Intern experience. This will include the Business, CIS, Networking, Business Computing and Paralegal Departments.

Describe how the initiative supports the college mission:

Increase student success, retention, and persistence through real-world/hand-on experience. Strengthen post-Coastline outcomes (e.g., transfer, job placement).

What college goal does the initiative align with?

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

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative?

- 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.

Improved student Success and Retention and certificate and degree attainment.

Recommended resource(s) needed for initiative achievement:

Perkins funds will be used to provide stipends for participating faculty and needed equipment.

What is the anticipated outcome of completing the initiative?

Increase student success, retention, and persistence through real-world/hand-on experience. Strengthen post-Coastline outcomes by exploring and experiencing career options.

Provide a timeline and timeframe from initiative inception to completion.

This initiative will begin in the Fall 2016 semester and be completed by Fall 2017.

Initiative: Review all Course Outlines of Record for active Business Courses including SLOs, text(s), content, and evaluations.

Describe how the initiative supports the college mission:

Reevaluation of the Business department courses based on current business environment needs will insure continued growth and efficiency of our programs as well as insuring students develop needed competencies for a successful career.

What college goal does the initiative align with?

- 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 College planning document(s) does the initiative align with?

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative?

- 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.

Improved SLO attainment and student Success and Retention.

Recommended resource(s) needed for initiative achievement:

Perkins funds will be used to provide stipends for participating faculty.

What is the anticipated outcome of completing the initiative?

Business certificates and degrees more closely aligned with competencies needed in the current business environment.

Provide a timeline and timeframe from initiative inception to completion.

This initiative will begin in the Fall 2016 semester and be completed by Fall 2017.

Initiative: Develop an AD-T for Economics; revise Econ 170/175 for curriculum approval in the Telecourse modality.

Describe how the initiative supports the college mission:

Increase student access, success, retention, and persistence with emphasis in distance education.

What college goal does the initiative align with?

- 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 College planning document(s) does the initiative align with?

- Educational Master Plan
- Facilities
- Staffing
- Technology

What evidence supports this initiative?

- 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.

Increased FTES and Economics AD-T enrollments and completions.

Recommended resource(s) needed for initiative achievement:

This initiative is dependent on successful hiring of a FT Economics faculty.

What is the anticipated outcome of completing the initiative?

Increased FTES and Economics A-DT enrollments and completions resulting in a sustained Economics program.

Provide a timeline and timeframe from initiative inception to completion.

This initiative will begin in the Fall 2016 semester and be completed by Fall 2017.

Section 6: Prioritization

List and prioritize resource requests

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Work Study / Intern program (feasibility)	Stipends for faculty	10,000	Perkins	No	PSLOs	PSLOs; Internal Research	CTE Department Chairs
Review Business Department Courses (Course Outlines of Record)	Stipends for faculty	2,500	Perkins	No	PSLOs	Internal Research	CTE faculty
Economics AD-T /Telecourse modality	none	0	n/a	No	Internal Research	Internal Research	Economics Faculty

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

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Hire FT Business Faculty	General Fund (approved but not hired at this time)	100,000	General	No	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence	Business Dept. Chair; Fall 2016
Approval for additional Accounting Faculty	General Fund	100,000	General	No	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence	Business/Accounting Dept. Chairs; Fall 2017



**COAST COMMUNITY COLLEGE DISTRICT
invites applications for the position of:**

Instructor, Business

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

OPENING DATE: 05/02/16

CLOSING DATE: 05/31/16 11:59 PM

DEFINITION:

Performance Responsibilities:

1. Provide instruction of Business courses in accordance with established course outlines.
2. Must be able to teach distance learning, onsite, and hybrid courses in all areas of Business. Assignments may include day, evening, hybrid, online and weekend classes at any of the college's learning centers.
3. Must be able to teach using current instructional technology. Update programs, course outlines, and teaching procedures and strategies as technology and software changes.
4. Participate in curriculum development, design, implementation and evaluation to maintain and improve the instructional program.
5. Maintain current knowledge in the subject matter areas.
6. Maintain appropriate standards of professional conduct and ethics.
7. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance and progress; post and maintain scheduled office hours; participate in departmental meetings and college and/or district wide activities and committees as assigned.
8. Work collaboratively and cooperatively with staff and students.
9. Participate in participatory governance on College Committees, Ad Hoc Panels, Constituency Groups and/or Work Groups.
10. Instruct and assist in the growth and success of a diverse population of students through careful preparation of course materials, effective teaching methodologies and informed critical feedback on assignments and discussions.

QUALIFICATIONS:

Minimum Qualifications:

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

- d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Equivalency Application in addition to all other required materials.

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

Desirable Qualifications:

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

CONDITIONS OF EMPLOYMENT:

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

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

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

ADDITIONAL INFORMATION:

APPLICATION PROCEDURES:

Applications must be received no later than the posted closing date. There are NO EXCEPTIONS. Electronic applications may be completed by visiting www.cccd.edu/employment. Required materials differ for each open position and must be complete when submitted for a specific posting. Instructions for completing applications and applying to posted positions are available online or by calling Applicant Processing at (714) 438-4714. All application materials become the property of the Coast Community College District and will NOT be copied or returned. Information for TDD users is available by calling (714) 438-4755.

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

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

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

Be sure to complete all questions and sections of the application even if your cover letter or CV/Resume already address those questions. For questions which may not apply, indicate "n/a" (not applicable). If you do not know an answer, please indicate so, but do not leave any space blank.

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

All applications will be screened under a process of utmost confidentiality by a committee of representatives from the college community. Please note: Possession of the minimum qualifications does not ensure an interview. Any documents that you are unable to attach can be faxed to (714) 782-6065 or emailed to jobs@mail.cccd.edu. Faxes and emails must clearly indicate the job you are applying to and your name.

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

PHYSICAL DEMANDS AND WORK ENVIRONMENT:

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

Coast Community College District is an Equal Opportunity Employer

Coast Colleges is an Equal Opportunity Employer

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

Position #10-C-17
INSTRUCTOR, BUSINESS
SB

1370
Costa
714-438-4714

Adams
Mesa, CA

Avenue
92626

jobs@ccd.edu

Instructor, Business Supplemental Questionnaire

- * 1. Have you taught eight (8) or more semesters for the Coast Community College District? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)
Yes No
- * 2. Have you taught a minimum of four (4) semesters for the Coast Community College District in the last three (3) years in the discipline for which you are applying? (Per the Agreement between CCA - CTA/NEA and the Coast Community College District)
Yes No
- * 3. If you answered yes to any of the above questions, what was your start date and teaching locations? (Coastline College, Golden West College, and Orange Coast College) Respond with N/A if this does not apply to you.
- 4. Are you applying for equivalency? (An application for equivalency is required if you do not possess the minimum qualifications for this discipline.)
No. I am not applying for equivalency. I already possess the minimum qualifications for this discipline area.
Yes. I have attached the application for equivalency.
- * Required Question



1370 Adams Avenue, Costa Mesa, CA 92626

Orange Coast College
Golden West College
Coastline Community College

PROFESSIONAL OPPORTUNITY

Position No: 1-C-12
Opening Date: March 28, 2011
Closing Date: April 25, 2011
Time: 5:00 p.m.

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

Location: Coastline Community College

Start Date: Fall Semester – August 2011

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

1. Must be able to teach distance learning, onsite, and hybrid courses in all areas of Accounting, including financial, managerial, tax and usage of accounting software.
2. Must be able to teach using current instructional technology.
3. Participate in curriculum development, design, implementation and evaluation to maintain and improve the instructional program and develop/assess Student Learning Outcomes.
4. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: Teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; post and maintain scheduled office hours; participate in departmental/division meetings and college and/or district wide activities and committees as assigned.

5. Teach courses that support the college's outreach, enrollment, transfer and vocational goals (e.g. service learning, online courses, honors courses and weekend courses).
6. Update programs, course outlines, and teaching procedures and strategies as technology and software changes.
7. Communicate, meet, and coordinate with Department Chair in planning and developing curriculum, instructional procedures, and instructional consistency.
8. Must be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
9. Assignment may include onsite (day, evening and/or weekend), and hybrid or distance learning classes.

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (d):
 - a. Possess the California Community College Teaching Credential for this subject area.
 - b. Possess a Master's degree from an accredited institution in accountancy or business administration with accounting concentration.
 - c. Possess a Bachelor's degree in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND a Master's degree in business, business administration, business education, taxation or finance from an accredited institution.
 - d. Or, possess a combination of education and experience that is at least the equivalent to the above. Candidates making an application on the basis of equivalency must submit an Application for Equivalency in addition to all other required materials.

INSTRUCTOR, ACCOUNTNG, #1-C-12

Minimum Qualifications: (Continued)

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

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

Desirable Qualifications:

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

Physical Demands:

- The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- The work environment characteristics are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- A detailed list of physical demands and work environment is on file and will be provided upon request.

Application Requirements:

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

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

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

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

INSTRUCTOR, ACCOUNTING, #1-C-12

Application Requirements: (Continued)

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

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

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

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

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

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

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

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

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

