



2019-2020
Annual Program Review

Business

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

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Internal Analysis: Accounting

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Accounting Enrollment	1,657	1,422	1,205
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Accounting Resident FTES	196.22	163.05	143.85
Sections	46	42	43
Fill Rate	66.4%	61.2%	60.1%
WSCH/FTEF 595 Efficiency	604	569	514
FTEF/30	5.4	4.8	4.7
Extended Learning Enrollment	209	201	113

The percentage change in the number of Accounting **enrollments** in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Accounting credit courses showed a substantial decrease from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Accounting courses in 2017-18 showed a slight increase from 2016-17 and a moderate decrease from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Accounting courses showed a slight decrease from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Accounting courses in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Accounting courses in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Accounting **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Accounting Enrollment	1,657	1,422	1,205

Modality	2015-16	2016-17	2017-18
Traditional	4.5%	4.1%	8.1%
Online	93.4%	94.2%	90.8%
Hybrid	2.1%	1.6%	1.1%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2015-16	2016-17	2017-18
Female	56.4%	58.1%	58.3%
Male	41.5%	40.0%	39.3%
Unknown	2.1%	1.9%	2.4%

Ethnicity	2015-16	2016-17	2017-18
African American	6.5%	7.8%	5.9%
American Indian/AK Native	0.2%	0.1%	0.7%
Asian	34.7%	36.2%	35.7%
Hispanic	10.6%	11.1%	12.5%
Pacific Islander/HI Native	0.1%	0.0%	0.5%
White	34.4%	30.6%	30.5%
Multi-Ethnicity	12.4%	13.4%	13.8%
Other/Unknown	1.2%	0.8%	0.4%

Age Group	2015-16	2016-17	2017-18
19 or Less	5.6%	4.9%	6.6%
20 to 24	26.3%	27.4%	24.6%
25 to 29	22.8%	20.0%	20.1%
30 to 34	13.6%	15.0%	14.8%
35 to 39	9.8%	7.9%	9.5%
40 to 49	13.0%	13.6%	14.4%
50 and Older	8.9%	11.0%	10.0%

Accounting courses made up 2.0% of all state-funded enrollment for 2017-18. The percentage difference in Accounting course **enrollment** in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Accounting during 2017-18 showed 8.1% of courses were taught **traditional (face-to-face)**, 90.8% were taught **online**, 1.1% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Accounting enrollment consisted of 58.3% **female**, 39.3% **male**, and 2.4% students of **unknown** gender. In 2017-18, Accounting enrollment consisted of 5.9% **African American** students, 0.7% **American Indian/AK Native** students, 35.7% **Asian** students, 12.5% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 30.5% **White** students, 13.8% **multi-ethnic** students, and 0.4% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Accounting revealed 6.6% aged **19 or less**, 24.6% aged **20 to 24**, 20.1% aged **25 to 29**, 14.8% aged **30 to 34**, 9.5% aged **35 to 39**, 14.4% aged **40 to 49**, and 10.0% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Accounting Degrees	38	30	19
College Awarded Certificates	600	602	628
Accounting Certificates	42	37	22

The percentage change in the number of Accounting **degrees** awarded in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from the number of degrees awarded in 2015-16.

The percentage change in the number of Accounting **certificates** awarded in 2017-18 showed a substantial decrease from 2016-17 and showed a substantial decrease in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Accounting

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Accounting Success Rate	61.7%	60.5%	62.9%

Modality	2015-16	2016-17	2017-18
Traditional	68.0%	83.1%	72.4%
Online	60.9%	59.1%	62.0%
Hybrid	82.9%	87.0%	61.5%
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	62.6%	62.8%	61.3%
Male	60.9%	57.5%	64.3%
Unknown	51.4%	55.6%	75.9%

Ethnicity	2015-16	2016-17	2017-18
African American	24.3%	36.0%	23.9%
American Indian/AK Native	100.0%	0.0%	37.5%
Asian	67.7%	66.5%	70.2%
Hispanic	54.3%	51.9%	56.3%
Pacific Islander/HI Native	0.0%	-	33.3%
White	65.6%	63.2%	65.2%
Multi-Ethnicity	58.7%	60.2%	63.0%
Other/Unknown	70.0%	54.5%	80.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	59.1%	65.7%	69.6%
20 to 24	60.6%	63.5%	67.7%
25 to 29	62.1%	59.6%	57.9%
30 to 34	64.6%	60.7%	62.1%
35 to 39	58.0%	56.6%	59.6%
40 to 49	63.4%	67.5%	66.7%
50 and Older	62.3%	46.2%	55.4%

The percentage difference in the **course success rate** in Accounting courses in 2017-18 showed a slight increase from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Accounting 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Accounting **course success rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Accounting success rate for 2017-18, the success rate was moderately higher for **traditional (face-to-face)** Accounting courses, minimally different for **online** courses, slightly lower for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Accounting success rate for 2017-18, the success rate was slightly lower for **female** students in Accounting courses, slightly higher for **male** students, and substantially higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Accounting success rate for 2017-18, the success rate was substantially lower for **African American** students in Accounting courses, substantially lower for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, minimally different for **White** students, minimally different for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Accounting success rate for 2017-18, the success rate was moderately higher for students aged **19 or less** in Accounting courses, slightly higher for students aged **20 to 24**, moderately lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Accounting Retention Rate	78.2%	75.3%	77.2%

Modality	2015-16	2016-17	2017-18
Traditional	84.0%	89.8%	85.7%
Online	77.6%	74.4%	76.5%
Hybrid	91.4%	91.3%	76.9%
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	79.6%	77.7%	76.7%
Male	77.2%	71.9%	77.4%
Unknown	60.0%	74.1%	86.2%

Ethnicity	2015-16	2016-17	2017-18
African American	67.3%	56.8%	63.4%
American Indian/AK Native	100.0%	100.0%	62.5%
Asian	79.7%	78.4%	79.8%
Hispanic	74.9%	72.2%	78.1%
Pacific Islander/HI Native	0.0%	-	83.3%
White	82.8%	77.9%	76.4%
Multi-Ethnicity	70.4%	73.8%	78.2%
Other/Unknown	75.0%	81.8%	80.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	81.7%	82.9%	74.7%
20 to 24	75.9%	78.7%	82.5%
25 to 29	78.5%	69.8%	76.0%
30 to 34	79.2%	76.6%	76.3%
35 to 39	76.5%	75.2%	78.1%
40 to 49	79.6%	79.9%	78.2%
50 and Older	80.1%	66.0%	67.8%

The percentage difference in the **retention rate** in Accounting courses in 2017-18 showed a slight increase from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the Accounting 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Accounting **retention rate** was moderately lower than the **college average** and moderately higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Accounting retention rate for 2017-18, the retention rate was moderately higher for **traditional (face-to-face)** Accounting courses, minimally different for **online** courses, minimally different for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Accounting retention rate for 2017-18, the retention rate was minimally different for **female** students in Accounting courses, minimally different for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Accounting retention rate for 2017-18, the retention rate was substantially lower for **African American** students in Accounting courses, substantially lower for **American Indian/AK Native** students, slightly higher for **Asian** students, minimally different for **Hispanic** students, moderately higher for **Pacific Islander/HI Native** students, minimally different for **White** students, minimally different for **multi-ethnic** students, and slightly higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Accounting retention rate for 2017-18, the retention rate was slightly lower for students aged **19 or less** in Accounting courses, moderately higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, minimally different for students aged **35 to 39**, minimally different for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

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

Data Source: Banner Student Information System

Calculation Categories

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

Market Assessment

Provide a summary of advisory board suggestions and market data

Table Market Data

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

Table Post Grad Data

Accounting	2013-14	2014-15	2015-16
Employed after Leaving Coastline	58%	70%	63%
Earned a Livable Wage	76%	73%	68%
Number of Students that Transferred	260	276	267

Internal Analysis: Business

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Business Enrollment	4,550	4,324	4,453
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Business Resident FTES	414.82	391.71	406.58
Sections	44	42	45
Fill Rate	79.0%	79.0%	77.2%
WSCH/FTEF 595 Efficiency	1,310	1,204	1,160
FTEF/30	5.2	5.4	5.8
Extended Learning Enrollment	1,244	1,116	863

The percentage change in the number of Business **enrollments** in 2017-18 showed a slight increase from 2016-17 and a slight decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Business credit courses showed a slight increase from 2016-17 and a slight decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Business courses in 2017-18 showed a moderate increase from 2016-17 and a slight increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Business courses showed a slight decrease from 2016-17 and a slight decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Business courses in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Business courses in 2017-18 showed a moderate increase from 2016-17 and a substantial increase in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Business **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Business Enrollment	4,550	4,324	4,453

Modality	2015-16	2016-17	2017-18
Traditional	0.8%	0.2%	1.1%
Online	19.0%	21.5%	19.9%
Hybrid	0.7%	0.4%	0.9%
Correspondence (Cable, Telecourse, Other DL)	79.5%	77.9%	78.2%

Gender	2015-16	2016-17	2017-18
Female	15.0%	16.1%	15.1%
Male	84.4%	82.9%	84.1%
Unknown	0.5%	1.0%	0.8%

Ethnicity	2015-16	2016-17	2017-18
African American	27.8%	24.2%	23.3%
American Indian/AK Native	0.7%	1.1%	1.1%
Asian	8.5%	9.6%	8.7%
Hispanic	24.1%	24.1%	26.3%
Pacific Islander/HI Native	0.7%	0.5%	1.1%
White	25.7%	27.5%	27.2%
Multi-Ethnicity	10.4%	10.9%	11.3%
Other/Unknown	2.1%	2.1%	1.1%

Age Group	2015-16	2016-17	2017-18
19 or Less	2.5%	2.2%	3.2%
20 to 24	11.7%	10.5%	10.4%
25 to 29	18.6%	19.4%	18.2%
30 to 34	18.2%	16.7%	18.5%
35 to 39	17.2%	17.1%	17.0%
40 to 49	20.7%	22.5%	20.5%
50 and Older	11.1%	11.5%	12.4%

Business courses made up 7.2% of all state-funded enrollment for 2017-18. The percentage difference in Business course **enrollment** in 2017-18 showed a slight increase from 2016-17 and a slight decrease from 2015-16. Enrollment in Business during 2017-18 showed 1.1% of courses were taught **traditional (face-to-face)**, 19.9% were taught **online**, 0.9% were taught in the **hybrid** modality, and 78.2% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Business enrollment consisted of 15.1% **female**, 84.1% **male**, and 0.8% students of **unknown** gender. In 2017-18, Business enrollment consisted of 23.3% **African American** students, 1.1% **American Indian/AK Native** students, 8.7% **Asian** students, 26.3% **Hispanic** students, 1.1% **Pacific Islander/HI Native** students, 27.2% **White** students, 11.3% **multi-ethnic** students, and 1.1% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Business revealed 3.2% aged **19 or less**, 10.4% aged **20 to 24**, 18.2% aged **25 to 29**, 18.5% aged **30 to 34**, 17.0% aged **35 to 39**, 20.5% aged **40 to 49**, and 12.4% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Business Degrees	403	477	350
College Awarded Certificates	600	602	628
Business Certificates	254	210	246

The percentage change in the number of Business **degrees** awarded in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from the number of degrees awarded in 2015-16.

The percentage change in the number of Business **certificates** awarded in 2017-18 showed a substantial increase from 2016-17 and showed a slight decrease in comparison with the number of certificates awarded in 2015-16.

Success and Retention Business

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Business Success Rate	59.3%	62.0%	70.0%

Modality	2015-16	2016-17	2017-18
Traditional	70.3%	75.0%	83.0%
Online	51.2%	59.8%	63.1%
Hybrid	36.7%	41.2%	71.1%
Correspondence (Cable, Telecourse, Other DL)	61.3%	62.7%	71.6%

Gender	2015-16	2016-17	2017-18
Female	54.9%	59.3%	64.4%
Male	60.2%	62.9%	71.2%
Unknown	44.0%	38.6%	54.1%

Ethnicity	2015-16	2016-17	2017-18
African American	48.5%	50.6%	59.3%
American Indian/AK Native	69.7%	58.3%	66.0%
Asian	69.1%	69.8%	77.2%
Hispanic	60.7%	61.4%	67.8%
Pacific Islander/HI Native	56.7%	78.3%	68.0%
White	67.6%	71.7%	79.6%
Multi-Ethnicity	56.7%	59.3%	69.0%
Other/Unknown	56.4%	50.5%	73.5%

Age Group	2015-16	2016-17	2017-18
19 or Less	56.9%	43.2%	84.4%
20 to 24	46.2%	57.0%	62.5%
25 to 29	52.1%	60.9%	65.8%
30 to 34	59.7%	60.5%	68.7%
35 to 39	65.8%	65.5%	72.2%
40 to 49	67.0%	67.6%	72.5%
50 and Older	61.0%	58.4%	73.7%

The percentage difference in the **course success rate** in Business courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the Business 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Business **course success rate** was minimally different than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Business success rate for 2017-18, the success rate was substantially higher for **traditional (face-to-face)** Business courses, moderately lower for **online** courses, slightly higher for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Business success rate for 2017-18, the success rate was moderately lower for **female** students in Business courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Business success rate for 2017-18, the success rate was substantially lower for **African American** students in Business courses, slightly lower for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly lower for **Hispanic** students, slightly lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and slightly higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Business success rate for 2017-18, the success rate was substantially higher for students aged **19 or less** in Business courses, moderately lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Business Retention Rate	85.1%	83.1%	88.0%

Modality	2015-16	2016-17	2017-18
Traditional	89.2%	75.0%	85.1%
Online	76.5%	73.6%	77.3%
Hybrid	50.0%	94.1%	86.8%
Correspondence (Cable, Telecourse, Other DL)	87.4%	85.7%	90.7%

Gender	2015-16	2016-17	2017-18
Female	81.6%	76.5%	78.5%
Male	85.9%	84.5%	89.8%
Unknown	68.0%	70.5%	73.0%

Ethnicity	2015-16	2016-17	2017-18
African American	83.9%	81.5%	85.6%
American Indian/AK Native	87.9%	83.3%	88.0%
Asian	84.3%	86.5%	87.8%
Hispanic	86.2%	84.1%	87.3%
Pacific Islander/HI Native	86.7%	87.0%	88.0%
White	85.9%	85.4%	90.6%
Multi-Ethnicity	84.5%	77.5%	88.0%
Other/Unknown	84.0%	72.5%	87.8%

Age Group	2015-16	2016-17	2017-18
19 or Less	79.3%	71.6%	91.5%
20 to 24	81.6%	78.7%	84.6%
25 to 29	82.2%	84.0%	88.4%
30 to 34	85.4%	81.9%	86.8%
35 to 39	87.9%	83.2%	89.0%
40 to 49	87.4%	86.9%	88.8%
50 and Older	86.1%	81.7%	88.1%

The percentage difference in the **retention rate** in Business courses in 2017-18 showed a moderate increase from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the Business 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Business **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Business retention rate for 2017-18, the retention rate was slightly lower for **traditional (face-to-face)** Business courses, substantially lower for **online** courses, slightly lower for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Business retention rate for 2017-18, the retention rate was moderately lower for **female** students in Business courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Business retention rate for 2017-18, the retention rate was slightly lower for **African American** students in Business courses, minimally different for **American Indian/AK Native** students, minimally different for **Asian** students, minimally different for **Hispanic** students, minimally different for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and minimally different for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Business retention rate for 2017-18, the retention rate was slightly higher for students aged **19 or less** in Business courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, minimally different for students aged **40 to 49**, and minimally different for students aged **50 and older**.

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

Data Source: Banner Student Information System

Calculation Categories

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

Market Assessment

Provide a summary of advisory board suggestions and market data

Table Market Data

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

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

Table Post Grad Data

Business Administration	2013-14	2014-15	2015-16
Employed after Leaving Coastline	14%	16%	21%
Earned a Livable Wage	-	32%	35%
Number of Students that Transferred	113	89	79
Business General	2013-14	2014-15	2015-16
Employed after Leaving Coastline	20%	20%	25%
Earned a Livable Wage	46%	30%	40%
Number of Students that Transferred	192	164	137
Marketing	2013-14	2014-15	2015-16
Employed after Leaving Coastline	17%	14%	18%
Earned a Livable Wage	-	-	-
Number of Students that Transferred	107	84	65

Internal Analysis: Economics

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Economics Enrollment	563	532	492
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Economics Resident FTES	50.96	46.62	44.27
Sections	13	14	14
Fill Rate	88.3%	77.6%	79.5%
WSCH/FTEF 595 Efficiency	695	575	561
FTEF/30	1.2	1.4	1.3
Extended Learning Enrollment	55	45	49

The percentage change in the number of Economics **enrollments** in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Economics credit courses showed a moderate decrease from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Economics courses in 2017-18 showed a minimal difference from 2016-17 and a moderate increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Economics courses showed a slight increase from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Economics courses in 2017-18 showed a slight decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Economics courses in 2017-18 showed a slight decrease from 2016-17 and a moderate increase in comparison with the FTEF/30 ratio in 2015-16.

There was a moderate increase in the number of Economics **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Economics Enrollment	563	532	492

Modality	2015-16	2016-17	2017-18
Traditional	6.2%	7.1%	6.3%
Online	93.8%	92.9%	93.7%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2015-16	2016-17	2017-18
Female	55.6%	52.6%	52.2%
Male	43.2%	44.9%	45.3%
Unknown	1.2%	2.4%	2.4%

Ethnicity	2015-16	2016-17	2017-18
African American	3.2%	4.1%	4.1%
American Indian/AK Native	0.4%	0.6%	0.0%
Asian	35.9%	40.6%	36.4%
Hispanic	11.9%	10.0%	11.8%
Pacific Islander/HI Native	0.4%	0.0%	0.2%
White	35.5%	30.1%	32.3%
Multi-Ethnicity	11.5%	14.3%	14.8%
Other/Unknown	1.2%	0.4%	0.4%

Age Group	2015-16	2016-17	2017-18
19 or Less	18.3%	16.5%	14.4%
20 to 24	43.9%	41.7%	43.7%
25 to 29	15.8%	17.5%	22.0%
30 to 34	9.8%	11.5%	8.1%
35 to 39	3.9%	4.7%	6.3%
40 to 49	5.0%	6.4%	5.1%
50 and Older	3.4%	1.7%	0.4%

Economics courses made up 0.8% of all state-funded enrollment for 2017-18. The percentage difference in Economics course **enrollment** in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Economics during 2017-18 showed 6.3% of courses were taught **traditional (face-to-face)**, 93.7% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Economics enrollment consisted of 52.2% **female**, 45.3% **male**, and 2.4% students of **unknown** gender. In 2017-18, Economics enrollment consisted of 4.1% **African American** students, 0.0% **American Indian/AK Native** students, 36.4% **Asian** students, 11.8% **Hispanic** students, 0.2% **Pacific Islander/HI Native** students, 32.3% **White** students, 14.8% **multi-ethnic** students, and 0.4% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Economics revealed 14.4% aged **19 or less**, 43.7% aged **20 to 24**, 22.0% aged **25 to 29**, 8.1% aged **30 to 34**, 6.3% aged **35 to 39**, 5.1% aged **40 to 49**, and 0.4% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Economics Degrees	18	19	13
College Awarded Certificates	600	602	628
Economics Certificates	0	0	0

The percentage change in the number of Economics **degrees** awarded in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from the number of degrees awarded in 2015-16.

The percentage change in the number of Economics **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Economics

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Economics Success Rate	80.2%	69.9%	68.9%

Modality	2015-16	2016-17	2017-18
Traditional	82.4%	86.8%	87.1%
Online	80.1%	68.6%	67.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	79.9%	70.7%	70.4%
Male	80.6%	69.0%	67.3%
Unknown	85.7%	69.2%	66.7%

Ethnicity	2015-16	2016-17	2017-18
African American	50.0%	63.6%	40.0%
American Indian/AK Native	100.0%	33.3%	-
Asian	82.2%	78.7%	73.2%
Hispanic	73.1%	52.8%	37.9%
Pacific Islander/HI Native	100.0%	-	100.0%
White	85.0%	73.1%	75.5%
Multi-Ethnicity	73.4%	53.9%	76.7%
Other/Unknown	85.7%	50.0%	50.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	86.3%	78.4%	77.5%
20 to 24	78.9%	69.8%	68.8%
25 to 29	79.8%	59.1%	63.0%
30 to 34	78.2%	75.4%	65.0%
35 to 39	81.8%	64.0%	71.0%
40 to 49	82.1%	73.5%	72.0%
50 and Older	68.4%	66.7%	100.0%

The percentage difference in the **course success rate** in Economics courses in 2017-18 showed a substantial decrease from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the Economics 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Economics **course success rate** was slightly lower than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Economics success rate for 2017-18, the success rate was substantially higher for **traditional (face-to-face)** Economics courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Economics success rate for 2017-18, the success rate was slightly higher for **female** students in Economics courses, slightly lower for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Economics success rate for 2017-18, the success rate was substantially lower for **African American** students in Economics courses, not applicable for **American Indian/AK Native** students, slightly higher for **Asian** students, substantially lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately higher for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Economics success rate for 2017-18, the success rate was moderately higher for students aged **19 or less** in Economics courses, minimally different for students aged **20 to 24**, moderately lower for students aged **25 to 29**, slightly lower for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and substantially higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Economics Retention Rate	89.5%	82.1%	83.9%

Modality	2015-16	2016-17	2017-18
Traditional	94.1%	92.1%	96.8%
Online	89.2%	81.4%	83.1%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	89.1%	83.2%	83.7%
Male	90.1%	80.8%	84.3%
Unknown	85.7%	84.6%	83.3%

Ethnicity	2015-16	2016-17	2017-18
African American	61.1%	77.3%	65.0%
American Indian/AK Native	100.0%	66.7%	-
Asian	92.1%	83.8%	89.9%
Hispanic	82.1%	79.2%	63.8%
Pacific Islander/HI Native	100.0%	-	100.0%
White	92.0%	83.8%	87.4%
Multi-Ethnicity	89.1%	77.6%	83.6%
Other/Unknown	85.7%	100.0%	50.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	94.1%	88.6%	97.2%
20 to 24	88.7%	83.8%	83.7%
25 to 29	89.9%	72.0%	79.6%
30 to 34	85.5%	80.3%	75.0%
35 to 39	90.9%	76.0%	80.6%
40 to 49	89.3%	91.2%	84.0%
50 and Older	84.2%	77.8%	100.0%

The percentage difference in the **retention rate** in Economics courses in 2017-18 showed a slight increase from 2016-17 and a moderate decrease from 2015-16. When comparing the percentage point difference in the Economics 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Economics **retention rate** was slightly lower than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Economics retention rate for 2017-18, the retention rate was substantially higher for **traditional (face-to-face)** Economics courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Economics retention rate for 2017-18, the retention rate was minimally different for **female** students in Economics courses, minimally different for **male** students, and minimally different for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Economics retention rate for 2017-18, the retention rate was substantially lower for **African American** students in Economics courses, not applicable for **American Indian/AK Native** students, moderately higher for **Asian** students, substantially lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, minimally different for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Economics retention rate for 2017-18, the retention rate was substantially higher for students aged **19 or less** in Economics courses, minimally different for students aged **20 to 24**, slightly lower for students aged **25 to 29**, moderately lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and substantially higher for students aged **50 and older**.

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

Data Source: Banner Student Information System

Calculation Categories

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

Internal Analysis: Management and Supervision

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Management and Supervision Enrollment	995	878	1,075
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Management and Supervision Resident FTES	91.86	79.15	98.31
Sections	18	19	18
Fill Rate	79.3%	72.7%	75.2%
WSCH/FTEF 595 Efficiency	225	180	0
FTEF/30	0.1	0.1	0.0
Extended Learning Enrollment	1,631	1,492	1,075

The percentage change in the number of Management and Supervision **enrollments** in 2017-18 showed a substantial increase from 2016-17 and a moderate increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Management and Supervision credit courses showed a substantial increase from 2016-17 and a moderate increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Management and Supervision courses in 2017-18 showed a moderate decrease from 2016-17 and a minimal difference from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Management and Supervision courses showed a slight increase from 2016-17 and a moderate decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Management and Supervision courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Management and Supervision courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Management and Supervision **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Management and Supervision Enrollment	995	878	1,075

Modality	2015-16	2016-17	2017-18
Traditional	0.2%	0.2%	0.0%
Online	44.8%	47.8%	37.9%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	55.0%	51.9%	62.1%

Gender	2015-16	2016-17	2017-18
Female	28.4%	32.2%	25.7%
Male	71.2%	67.3%	73.2%
Unknown	0.4%	0.5%	1.1%

Ethnicity	2015-16	2016-17	2017-18
African American	21.4%	21.3%	24.2%
American Indian/AK Native	2.9%	0.5%	0.7%
Asian	10.5%	13.0%	9.3%
Hispanic	21.0%	21.4%	21.7%
Pacific Islander/HI Native	0.8%	0.3%	0.7%
White	29.9%	27.8%	29.1%
Multi-Ethnicity	12.2%	13.6%	12.7%
Other/Unknown	1.3%	2.2%	1.6%

Age Group	2015-16	2016-17	2017-18
19 or Less	0.8%	1.0%	2.0%
20 to 24	11.4%	9.2%	8.5%
25 to 29	16.7%	19.7%	18.2%
30 to 34	19.4%	15.7%	18.7%
35 to 39	17.1%	14.1%	16.9%
40 to 49	22.4%	23.8%	22.0%
50 and Older	12.3%	16.4%	13.8%

Management and Supervision courses made up 1.7% of all state-funded enrollment for 2017-18. The percentage difference in Management and Supervision course **enrollment** in 2017-18 showed a substantial increase from 2016-17 and a moderate increase from 2015-16. Enrollment in Management and Supervision during 2017-18 showed 0.0% of courses were taught **traditional (face-to-face)**, 37.9% were taught **online**, 0.0% were taught in the **hybrid** modality, and 62.1% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Management and Supervision enrollment consisted of 25.7% **female**, 73.2% **male**, and 1.1% students of **unknown** gender. In 2017-18, Management and Supervision enrollment consisted of 24.2% **African American** students, 0.7% **American Indian/AK Native** students, 9.3% **Asian** students, 21.7% **Hispanic** students, 0.7% **Pacific Islander/HI Native** students, 29.1% **White** students, 12.7% **multi-ethnic** students, and 1.6% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Management and Supervision revealed 2.0% aged **19 or less**, 8.5% aged **20 to 24**, 18.2% aged **25 to 29**, 18.7% aged **30 to 34**, 16.9% aged **35 to 39**, 22.0% aged **40 to 49**, and 13.8% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Management and Supervision Degrees	456	459	371
College Awarded Certificates	600	602	628
Management and Supervision Certificates	133	142	134

The percentage change in the number of Management and Supervision **degrees** awarded in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from the number of degrees awarded in 2015-16.

The percentage change in the number of Management and Supervision **certificates** awarded in 2017-18 showed a moderate decrease from 2016-17 and showed minimal difference in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Management and Supervision

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Management and Supervision Success Rate	59.0%	49.3%	54.5%

Modality	2015-16	2016-17	2017-18
Traditional	50.0%	100.0%	-
Online	52.9%	48.8%	53.3%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	64.0%	49.6%	55.2%

Gender	2015-16	2016-17	2017-18
Female	55.8%	46.6%	48.4%
Male	60.6%	50.6%	56.8%
Unknown	0.0%	50.0%	41.7%

Ethnicity	2015-16	2016-17	2017-18
African American	51.6%	43.2%	39.6%
American Indian/AK Native	58.6%	50.0%	75.0%
Asian	53.8%	50.0%	59.0%
Hispanic	58.4%	41.0%	54.3%
Pacific Islander/HI Native	62.5%	100.0%	42.9%
White	66.1%	58.2%	64.4%
Multi-Ethnicity	59.5%	52.9%	55.9%
Other/Unknown	61.5%	42.1%	58.8%

Age Group	2015-16	2016-17	2017-18
19 or Less	25.0%	55.6%	28.6%
20 to 24	60.2%	50.6%	58.2%
25 to 29	60.8%	51.2%	52.3%
30 to 34	54.9%	51.8%	57.2%
35 to 39	60.6%	49.2%	49.7%
40 to 49	63.2%	49.3%	63.6%
50 and Older	54.1%	43.8%	46.3%

The percentage difference in the **course success rate** in Management and Supervision courses in 2017-18 showed a moderate decrease from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the Management and Supervision 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Management and Supervision **course success rate** was substantially lower than the **college average** and slightly lower than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Management and Supervision success rate for 2017-18, the success rate was not applicable for **traditional (face-to-face)** Management and Supervision courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Management and Supervision success rate for 2017-18, the success rate was moderately lower for **female** students in Management and Supervision courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Management and Supervision success rate for 2017-18, the success rate was substantially lower for **African American** students in Management and Supervision courses, substantially higher for **American Indian/AK Native** students, slightly higher for **Asian** students, minimally different for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly higher for **multi-ethnic** students, and slightly higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Management and Supervision success rate for 2017-18, the success rate was substantially lower for students aged **19 or less** in Management and Supervision courses, slightly higher for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Management and Supervision Retention Rate	84.2%	80.7%	82.8%

Modality	2015-16	2016-17	2017-18
Traditional	50.0%	100.0%	-
Online	80.9%	72.0%	75.4%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	87.0%	88.6%	87.4%

Gender	2015-16	2016-17	2017-18
Female	83.4%	73.0%	75.3%
Male	84.5%	84.4%	85.7%
Unknown	100.0%	75.0%	66.7%

Ethnicity	2015-16	2016-17	2017-18
African American	85.0%	84.9%	83.1%
American Indian/AK Native	93.1%	75.0%	87.5%
Asian	79.8%	74.6%	75.0%
Hispanic	88.0%	83.0%	86.2%
Pacific Islander/HI Native	87.5%	100.0%	100.0%
White	81.9%	79.5%	84.0%
Multi-Ethnicity	85.1%	78.2%	78.7%
Other/Unknown	69.2%	84.2%	82.4%

Age Group	2015-16	2016-17	2017-18
19 or Less	62.5%	88.9%	81.0%
20 to 24	88.5%	77.8%	83.5%
25 to 29	89.2%	82.6%	82.1%
30 to 34	82.9%	80.3%	82.1%
35 to 39	82.4%	85.5%	82.9%
40 to 49	83.0%	79.9%	86.4%
50 and Older	82.0%	77.1%	78.9%

The percentage difference in the **retention rate** in Management and Supervision courses in 2017-18 showed a slight increase from 2016-17 and a slight decrease from 2015-16. When comparing the percentage point difference in the Management and Supervision 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Management and Supervision **retention rate** was slightly lower than the **college average** and substantially higher than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Management and Supervision retention rate for 2017-18, the retention rate was not applicable for **traditional (face-to-face)** Management and Supervision courses, moderately lower for **online** courses, not applicable for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Management and Supervision retention rate for 2017-18, the retention rate was moderately lower for **female** students in Management and Supervision courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Management and Supervision retention rate for 2017-18, the retention rate was minimally different for **African American** students in Management and Supervision courses, slightly higher for **American Indian/AK Native** students, moderately lower for **Asian** students, slightly higher for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and minimally different for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Management and Supervision retention rate for 2017-18, the retention rate was slightly lower for students aged **19 or less** in Management and Supervision courses, minimally different for students aged **20 to 24**, minimally different for students aged **25 to 29**, minimally different for students aged **30 to 34**, minimally different for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly lower for students aged **50 and older**.

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

Data Source: Banner Student Information System

Calculation Categories

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

Market Assessment

Provide a summary of advisory board suggestions and market data

Table Market Data

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

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

Table Post Grad Data

Management	2013-14	2014-15	2015-16
Employed after Leaving Coastline	14%	14%	14%
Earned a Livable Wage	39%	52%	52%
Number of Students that Transferred	289	330	211

Internal Analysis: Supply Chain Management

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Supply Chain Management Enrollment	9	22	20
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Supply Chain Management Resident FTES	0.82	2.01	1.85
Sections	1	2	2
Fill Rate	30.0%	40.0%	36.4%
WSCH/FTEF 595 Efficiency	0	0	0
FTEF/30	0.0	0.0	0.0
Extended Learning Enrollment	25	17	31

The percentage change in the number of Supply Chain Management **enrollments** in 2017-18 showed a moderate decrease from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Supply Chain Management credit courses showed a moderate decrease from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Supply Chain Management courses in 2017-18 showed a minimal difference from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Supply Chain Management courses showed a moderate decrease from 2016-17 and a substantial increase in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Supply Chain Management courses in 2017-18 showed no comparative data from 2016-17 and no comparative data from 2015-16.

The percentage change in the **FTEF/30** ratio for Supply Chain Management courses in 2017-18 showed no comparative data from 2016-17 and no comparative data in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial increase in the number of Supply Chain Management **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial increase from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Supply Chain Management Enrollment	9	22	20

Modality	2015-16	2016-17	2017-18
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2015-16	2016-17	2017-18
Female	66.7%	40.9%	40.0%
Male	33.3%	59.1%	60.0%
Unknown	0.0%	0.0%	0.0%

Ethnicity	2015-16	2016-17	2017-18
African American	11.1%	18.2%	30.0%
American Indian/AK Native	0.0%	4.5%	0.0%
Asian	11.1%	31.8%	20.0%
Hispanic	11.1%	0.0%	10.0%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	44.4%	31.8%	10.0%
Multi-Ethnicity	22.2%	9.1%	30.0%
Other/Unknown	0.0%	4.5%	0.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	0.0%	0.0%	0.0%
20 to 24	0.0%	13.6%	0.0%
25 to 29	11.1%	9.1%	30.0%
30 to 34	0.0%	4.5%	30.0%
35 to 39	22.2%	4.5%	10.0%
40 to 49	33.3%	22.7%	25.0%
50 and Older	33.3%	45.5%	5.0%

Supply Chain Management courses made up 0.0% of all state-funded enrollment for 2017-18. The percentage difference in Supply Chain Management course **enrollment** in 2017-18 showed a moderate decrease from 2016-17 and a substantial increase from 2015-16. Enrollment in Supply Chain Management during 2017-18 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Supply Chain Management enrollment consisted of 40.0% **female**, 60.0% **male**, and 0.0% students of **unknown** gender. In 2017-18, Supply Chain Management enrollment consisted of 30.0% **African American** students, 0.0% **American Indian/AK Native** students, 20.0% **Asian** students, 10.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 10.0% **White** students, 30.0% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Supply Chain Management revealed 0.0% aged **19 or less**, 0.0% aged **20 to 24**, 30.0% aged **25 to 29**, 30.0% aged **30 to 34**, 10.0% aged **35 to 39**, 25.0% aged **40 to 49**, and 5.0% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Supply Chain Management Degrees	89	95	87
College Awarded Certificates	600	602	628
Supply Chain Management Certificates	16	11	18

The percentage change in the number of Supply Chain Management **degrees** awarded in 2017-18 showed a moderate decrease from 2016-17 and a slight decrease from the number of degrees awarded in 2015-16.

The percentage change in the number of Supply Chain Management **certificates** awarded in 2017-18 showed a substantial increase from 2016-17 and showed a substantial increase in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Supply Chain Management

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Supply Chain Management Success Rate	22.2%	40.9%	50.0%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	22.2%	40.9%	50.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	33.3%	55.6%	50.0%
Male	0.0%	30.8%	50.0%
Unknown	-	-	-

Ethnicity	2015-16	2016-17	2017-18
African American	0.0%	50.0%	33.3%
American Indian/AK Native	-	0.0%	-
Asian	100.0%	42.9%	75.0%
Hispanic	0.0%	-	0.0%
Pacific Islander/HI Native	-	-	-
White	25.0%	42.9%	100.0%
Multi-Ethnicity	0.0%	0.0%	50.0%
Other/Unknown	-	100.0%	-

Age Group	2015-16	2016-17	2017-18
19 or Less	-	-	-
20 to 24	-	33.3%	-
25 to 29	100.0%	50.0%	16.7%
30 to 34	-	0.0%	83.3%
35 to 39	0.0%	0.0%	50.0%
40 to 49	33.3%	40.0%	60.0%
50 and Older	0.0%	50.0%	0.0%

The percentage difference in the **course success rate** in Supply Chain Management courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. When comparing the percentage point difference in the Supply Chain Management 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Supply Chain Management **course success rate** was substantially lower than the **college average** and moderately lower than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Supply Chain Management success rate for 2017-18, the success rate was not applicable for **traditional (face-to-face)** Supply Chain Management courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Supply Chain Management success rate for 2017-18, the success rate was minimally different for **female** students in Supply Chain Management courses, minimally different for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Supply Chain Management success rate for 2017-18, the success rate was substantially lower for **African American** students in Supply Chain Management courses, not applicable for **American Indian/AK Native** students, substantially higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially higher for **White** students, minimally different for **multi-ethnic** students, and not applicable for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Supply Chain Management success rate for 2017-18, the success rate was not applicable for students aged **19 or less** in Supply Chain Management courses, not applicable for students aged **20 to 24**, substantially lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, minimally different for students aged **35 to 39**, moderately higher for students aged **40 to 49**, and substantially lower for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Supply Chain Management Retention Rate	77.8%	63.6%	60.0%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	77.8%	63.6%	60.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	83.3%	77.8%	62.5%
Male	66.7%	53.8%	58.3%
Unknown	-	-	-

Ethnicity	2015-16	2016-17	2017-18
African American	100.0%	50.0%	33.3%
American Indian/AK Native	-	0.0%	-
Asian	100.0%	71.4%	75.0%
Hispanic	100.0%	-	0.0%
Pacific Islander/HI Native	-	-	-
White	75.0%	71.4%	100.0%
Multi-Ethnicity	50.0%	50.0%	83.3%
Other/Unknown	-	100.0%	-

Age Group	2015-16	2016-17	2017-18
19 or Less	-	-	-
20 to 24	-	33.3%	-
25 to 29	100.0%	100.0%	33.3%
30 to 34	-	100.0%	83.3%
35 to 39	100.0%	100.0%	50.0%
40 to 49	66.7%	40.0%	60.0%
50 and Older	66.7%	70.0%	100.0%

The percentage difference in the **retention rate** in Supply Chain Management courses in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16. When comparing the percentage point difference in the Supply Chain Management 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Supply Chain Management **retention rate** was substantially lower than the **college average** and substantially lower than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Supply Chain Management retention rate for 2017-18, the retention rate was not applicable for **traditional (face-to-face)** Supply Chain Management courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Supply Chain Management retention rate for 2017-18, the retention rate was slightly higher for **female** students in Supply Chain Management courses, slightly lower for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Supply Chain Management retention rate for 2017-18, the retention rate was substantially lower for **African American** students in Supply Chain Management courses, not applicable for **American Indian/AK Native** students, substantially higher for **Asian** students, substantially lower for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially higher for **White** students, substantially higher for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Supply Chain Management retention rate for 2017-18, the retention rate was not applicable for students aged **19 or less** in Supply Chain Management courses, not applicable for students aged **20 to 24**, substantially lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, moderately lower for students aged **35 to 39**, minimally different for students aged **40 to 49**, and substantially higher for students aged **50 and older**.

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

Data Source: Banner Student Information System

Calculation Categories

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

Market Assessment

Provide a summary of advisory board suggestions and market data

Table Market Data

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

Table Post Grad Data

No data available

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

Summarize SLOs, PSLO findings, dialog, and Include SLO and PSLO data if available

2017-2018 Business Program Student Learning Outcomes (PSLOs)

Business PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Accumulate, record, and interpret financial data.	60	75.0%	21.7%	3.3%	0.0%
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	60	70.0%	26.7%	3.3%	0.0%
Demonstrate proficiency in the use of computerized accounting software.	60	58.3%	35.0%	5.0%	1.7%
Demonstrate understanding of accounting and business terminology.	58	58.6%	36.2%	5.2%	0.0%
Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly-changing global environment.	59	78.0%	20.3%	1.7%	0.0%
Effectively communicate solutions to business problems using appropriate language and tools through demonstrating an understanding of business terms and concepts.	59	76.3%	23.7%	0.0%	0.0%
Prepare accurate reports for decision making and regulatory compliance.	59	72.9%	27.1%	0.0%	0.0%
Use economic concepts including scarcity, opportunity cost, supply and demand, etc. to analyze markets, evaluate fluctuations, and determine the impact on individual and global economic decisions.	59	55.9%	37.3%	6.8%	0.0%

The 2017-2018 post-graduate survey found that the majority of graduates of the Business Program were able and confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence to effectively communicate solutions to business problems using appropriate language and tools through demonstrating an understanding of business terms and concepts was highest. In contrast, graduates indicated having a lower ability and confidence in using economic concepts including scarcity, opportunity cost, supply and demand, etc. to analyze markets, evaluate fluctuations, and determine the impact on individual and global economic decisions.

SLO data can be found

<https://public.tableau.com/profile/aeronzentner#!/vizhome/SLOAssessmentResults/SLOAssessmentResults>

The Business Department developed a 5-year plan to review SLOs for all active courses beginning in Fall 2017. Based on the SLO plan developed, the following classes were scheduled for SLO review in 2017-2018: ACCT101, ACCT102, ACCT107, BUSC100, BUSC120, BUSC150, ECON170, ECON175, MSC100, MSC102, MSC171. As a department, we decided to move to use of a separate SLO quiz related to course SLOs and objectives. After several issues confirming the use of separate exams and access to results

evaluation, we acknowledged that our original date for SLO exam completion was unrealistic and rescheduled the exam reviews. SLO reporting to date includes classes that have had SLO reviews (ECON170/175; BUSC100 and MSC100). We have developed a plan to be on-track with our course reviews by 2018-2019. This includes piloting several additional classes (ACCT101; BUSC120; BUSC150; MSC102; SMC101; SMC102). After evaluating the pilot results, every effort will be made to become current with the SLO Reporting Schedule (Exhibit 1).

PSLO data can be found at

<https://public.tableau.com/profile/aeronzentner#!/vizhome/ProgramStudentLearningOutcomes/ProgramStudentLearningOutcomes>

Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions.

Curriculum Review

Course	Title	Term Reviewed	Status
ACCT C100	Introduction to Accounting	09/2018	
ACCT C101	Financial Accounting	09/2018	
ACCT C102	Managerial Accounting	09/2018	
ACCT C103	Individual Taxation	09/2018	
ACCT C104	Business Taxation	10/2018	
ACCT C106	Excel for Accounting	09/2018	
ACCT C107	Accounting with QuickBooks	09/2017	
ACCT C108	Tax Return Preparation using TurboTax Software	08/2008	
ACCT C109	Excel for Accounting 2	10/2017	
ACCT C111	Advanced QuickBooks	10/2017	
ACCT C112	Intermediate Accounting 1	09/2018	
ACCT C113	Intermediate Accounting 2	10/2018	
ACCT C114	Intermediate Accounting 3	10/2018	
ACCT C116	ACCT for Non-Financial Managers, Entrepreneurs, Business Owners	10/2017	
ACCT C118	Fundamentals of Auditing	09/2018	
ACCT C120	Advanced Accounting	09/2018	
ACCT C124	Estate Planning		Sus
ACCT C125	Retirement Planning and Employee Benefits		Sus
ACCT C130	VITA 1 (Volunteer Income Tax Assistance)	10/2013	
ACCT C131	VITA 2 (Volunteer Income Tax Assistance)	10/2013	
ACCT C281	Work Based Learning	03/2010	
ACCT C282	Work Based Learning	03/2010	
ACCT C283	Work Based Learning	03/2010	
ACCT C284	Work Based Learning	03/2010	
BUS C007	Business Mathematics	04/2017	
BUS C100	Introduction to Business	04/2017	
BUS C101	Introduction to Project Management	04/2017	
BUS C102	Advanced Project Management (PMP)	04/2017	
BUS C103	Project Management Professional Certification Review	04/2017	

BUS C110	Business Law/Legal Environment of Business	04/2017	
BUS C112	Legal Aspects of Entrepreneurship	04/2015	
BUS C120	Personal Finance	04/2017	
BUS C124	Risk Management for Enterprises and Individuals	04/2017	
BUS C130	E-Commerce: Strategic Thinking and Management	04/2017	
BUS C150	Introduction to Marketing	04/2017	
BUS C170	Entrepreneurship and Small Business Finance	04/2017	
BUS C180	Entrepreneurship and Small Business Plan	04/2017	
BUS C190	Investments	04/2017	
BUS C197	E-Commerce/Online Business	04/2017	
BUS C222	Entrepreneurship and Small Business Operations and Management	04/2017	
BUS C281	Work Based Learning	04/2017	
BUS C282	Work Based Learning	04/2017	
BUS C283	Work Based Learning	04/2017	
BUS C284	Work Based Learning	04/2017	
ECON C110	Contemporary Economic Issues and Problems	04/2017	
ECON C170	Principles of Microeconomics	04/2017	
ECON C175	Principles of Macroeconomics	04/2017	
MS C100	Business Organization and Management	04/2017	
MS C101	Management and Employee Communication	04/2017	
MS C102	Human Relations in Business	04/2017	
MS C104	Human Resource Management	04/2017	
MS C144	Introduction to Leadership	04/2017	
MS C144	Introduction to Leadership	04/2017	
MS C145	Personal Leadership	04/2017	
MS C150	Organizational Leadership 1	09/2017	
MS C151	Organizational Leadership 2	09/2017	
MS C171	Principles of Logistics/Supply Chain Management	04/2017	
MS C171	Principles of Supply Chain Management	04/2017	
MS C172	Logistics/Supply Chain Operations	04/2017	
MS C172	Supply Chain Operations	04/2017	
MS C174	Purchasing and Procurement	04/2017	
MS C176	Supply Chain/Logistics Management	04/2017	
MS C176	Supply Chain Logistics Management	04/2017	
MS C283	Work Based Learning	04/2017	
MS C284	Work Based Learning	04/2017	
SM C101	Principles of Logistics/Supply Chain Management	04/2017	
SM C101	Principles of Supply Chain Management	04/2017	
SM C102	Logistics/Supply Chain Operations	04/2017	
SM C102	Supply Chain Operations	04/2017	
SM C104	Purchasing and Procurement	04/2017	
SM C204	Supply Chain/Logistics Management	04/2017	
SM C204	Supply Chain Logistics Management	04/2017	

A major concern of the Business Department is the TV Course (Telecourse) Video content relevance to current business practices and instructional techniques. For example, the Video Lessons utilized for the Management course were copyrighted in 1993 and are typically 30 minutes in duration. The text has been revised several times during that time without a corresponding update to the supporting videos. We recommend that current content be incorporated that is relevant to the current text and is consistent with current instructional techniques. We have also learned that the

California Department of Corrections is developing the capability of delivering courses to the incarcerated population via Canvas (our Learning Management System). This capability will allow faculty to provide more engaging courses and more meaningful student interaction with less reliance on outdated video lessons.

Curriculum Review/Development

Course	Date Reviewed	Status
Accounting courses	Spring/Fall 2019	Review curriculum and develop needed courses for Enrolled Agent certificate. to be submitted to Curriculum Spring 2019.
Business Associates degree and Certificate of Achievement	Fall 2019	Revised to include integrate International Business and Economics courses. To be submitted to Curriculum Spring 2019.
Supply Chain Management Program – CSCPM Certification	Spring 2019	The courses will be developed and submitted for approval during the Academic Year 2019/20 and will be offered in the Fall of 2020.
Project Management Certificate of Accomplishment – CAPM Certification	Spring 2020	Development/enhancement of courses with an emphasis on meeting the PMI Certified Associate in Project Management (CAPM) requirements. The courses will be developed and submitted for approval during the Academic Year 2019/20 and will be offered in the Fall of 2020. New program brochure developed.
International Business	Spring 2020	Development of a course with an emphasis on International Business. The course will be developed and submitted for approval during the Academic Year 2019/20 and will be offered by the Fall of 2020.
Contemporary Economic Issues and Policy	Spring 2019	Provides an introduction to the basic tools and concepts of economic analysis with an emphasis of applying economic theory to current issues and policy.

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
Hire ONE full-time teacher (Business) who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2018. Hire ONE full-time teacher (Accounting) who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2019.	Completed	Hiring occurring in 2018-19 and the position will begin fall 2019.	The faculty member is teaching classes and will be focusing on new program initiatives
Develop an IRS Enrolled Agent certificate program. This certificate program will prepare students to take the IRS Enrolled Agent exam which covers individual and business taxes. Enrolled Agents are tax advisors who are federally authorized tax practitioners empowered by the U.S. Department of the Treasury. Enrolled Agents represent taxpayers before the Internal Revenue Service (IRS) for tax issues including audits, collections and appeals.	In-progress	Research has been conducted	To be continued during 2019/20. See Initiatives.
Create Economics (ADT) Associates Degree for Transfer.	Completed		Students have been enrolling in the program and in 2018-19 the program had 10 graduates
International Business: Course development and integration of a Global perspective in the Business curriculum.	In-progress	Initial research and identification of alternatives have been conducted	

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

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

Program Planning and Communication Strategies

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

Implications of Change

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

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

Goals and objectives for the Business Department include:

- Determine the best approach to include technology-driven processes for analyzing data and presenting actionable information to make informed **business** decisions by integrating these skills in the business curriculum.
- Collaborate with Career Services to identify intern opportunities for students.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2018-19	N/A	0	5	28	0	0
Current year 2019-20	N/A	0	5	28	0	0
1 year 2020-21	N/A	0	6	30	0	0
2 years 2021-22	N/A	0	6	35	0	0
3 years 2022-23	N/A	0	6	35	0	0

In 2018-19, based on data and external trends, the program added a new full-time business faculty member. This faculty member will be responsible for curriculum development primarily in International Business and Supply Chain Management.

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

There is an expected growth within the Business Department as telecourses with large enrollments are transitioned to online. It is anticipated that our current telecourses, Business (5) courses with enrollments capped at 305 students and Management (1) course capped at 305 students, will be converted to online courses with enrollment caps at 110 students. This will require the addition of (2) two part-time instructors for each class representing an increase of (7-8) part-time faculty.

Following the College's Enrollment Management Plan the business program is expected to grow, therefore in order to meet the demand and support the expansion of the Business (Accounting, Business, Economics, International/Supply Chain) program there is a need to add 35 number of part-time and 6 full-time faculty by 2023.

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome
Abraham Adhanom	<p>NBEA - National Business Educators Convention</p> <p>IIBA - International Institute of Business Analysis</p> <p>Clute Institute International Conference (18/19)</p>	<p>Emphasis on business education technology skills for teaching excellence: presentation skills, video-audio production, data analysis and research and development applications.</p> <p>Business Analysis (BA) professionals and industry leaders to discuss the state of profession, employment outlook and professional development.</p> <p>Emphasis on cross-disciplinary exchange of thoughts, ideas and innovation through a variety of teaching methods and perspectives</p>
Kevin Erdkamp	<p>Summer Institute</p> <p>Volunteer Income Tax Certification</p> <p>EEO Certification Training</p> <p>Technology Resources to Enhance Teaching</p>	<p>Faculty, classified professionals, and management sessions to improve skills, outcomes for our students, and enhance our pedagogy.</p> <p>Orientation training for 2018 taxes and certification (Site Coordinator, Intake, Volunteer Standards of Conduct, Advanced Tax Prep) with IRS to teach courses and be Site Coordinator for Volunteer Income Tax Assistance Site.</p> <p>Training for hiring committee participation.</p> <p>Course in researching the latest technology in different course delivery methods (i.e. online, hybrid, face to face.)</p>
Rick Lockwood	<p>Canvas InstructureCon (2018) and ITC eLearning (2019)</p> <p>CCCAOE</p> <p>Western Association of Food Chains Conference</p>	<p>Latest developments in pedagogical innovation related to online education.</p> <p>Provides leadership development opportunity from the faculty perspective. Partner directly with leaders in the education arena and collaborate with your peers to tackle the issues you face in your own area.</p> <p>Discussed best practices to attract and maintain student participation in Retail Management Programs and creation of student cohorts with retail partners.</p>

Name (Title)	Professional Development	Outcome
Stacey Smith	<p>NETA (National Economics Teaching Association Conference) Conference.</p> <p>CCCAOE</p> <p>SLO Coordinator</p>	<p>Sessions by creative economics instructors and talks by top economists and thought leaders. Provides leadership development opportunity from the faculty perspective. Partner directly with leaders in the education arena and collaborate with your peers to tackle the issues you face in your own area.</p> <p>Conducted SLO training for department faculty and is leading the Business Department implementation.</p>
Erin Thomas	<p>NASBITE - National Association of Small Business International Trade Educators</p> <p>Certified Global Business Professional Training</p> <p>Western Association of Food Chains Conference</p>	<p>Provides access to Supply Chain curricula that we could integrate into our SCM/logistics/IB courses as well as collaborations with SCM educators and professionals.</p> <p>Preparation for Supply Chain Certification. The existing Supply Chain Management program will be reviewed and new content developed to meet the CSCMP Supply Chain Management Certification requirements.</p> <p>Discussed best practices to attract and maintain student participation in Retail Management Programs and creation of student cohorts with retail partners.</p>

Section 3: Facilities Planning

Facility Assessment

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

As we grow the number of full-time Business Faculty, additional office space will be needed. At a minimum, one additional office will be needed by 2021.

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Section 4: Technology Planning

Technology Assessment

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

Section 5: New Initiatives

Initiative: Accounting Certification Program – CTEC/EA Program.

Describe how the initiative supports the college mission:

The Tax Preparer profession features stability, flexibility, and high earning potential. Students proficient in math, highly organized, pay attention to detail, and enjoy working people will find this career interesting and challenging. The end result will be growth in the number of program certificates, credentialed preparers and improved career readiness in a growth industry.

What college goal does the initiative support? Select one

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

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

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

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

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

Recommended resource(s) needed for initiative achievement:

College General Fund

What is the anticipated outcome of completing the initiative?

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

Provide a timeline and timeframe from initiative inception to completion.

The Accounting Certification Program – CTEC/EA program will include development/enhancement of courses with an emphasis on Tax Preparation. The courses will be developed and submitted for approval during the Academic Year 2019/20 and will be offered in the Fall of 2020.

Initiative: Supply Chain Management Program - CSCPM Program.

Describe how the initiative supports the college mission:

The existing Supply Chain Management program will be reviewed and new content developed to meet the CSCMP Supply Chain Management Certification requirements. The end result will be growth in the number of program certificates, credentialed professionals and improved career opportunities in a growth industry.

What college goal does the initiative support? Select one

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

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

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

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

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

Recommended resource(s) needed for initiative achievement:

College General Fund

What is the anticipated outcome of completing the initiative?

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

Provide a timeline and timeframe from initiative inception to completion.

The Supply Chain Management Program – CSCPM program will include development/enhancement of courses with an emphasis on Supply Chain Management. The courses will be developed and submitted for approval during the Academic Year 2019/20 and will be offered in the Fall of 2020.

Initiative: Project Management - CAPM Program.

Describe how the initiative supports the college mission:

The existing Project Management program will be reviewed and new content developed to meet the PMI Certified Associate in Project Management (CAPM) requirements. The end result will be growth in the number of program certificates, credentialed professionals and improved career opportunities in a growth industry.

What college goal does the initiative support? Select one

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

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

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

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

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

Recommended resource(s) needed for initiative achievement:

College General Fund

What is the anticipated outcome of completing the initiative?

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

Provide a timeline and timeframe from initiative inception to completion.

The Project Management - CAPM Program will include development/enhancement of courses with an emphasis on meeting the PMI Certified Associate in Project Management (CAPM) requirements.. The courses will be developed and submitted for approval during the Academic Year 2019/20 and will be offered in the Fall of 2020.

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

Describe how the initiative supports the college mission:

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

What college goal does the initiative support? Select one

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

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

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

What evidence supports this initiative? Select all that apply

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

Describe how the evidence supports this initiative.

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

Recommended resource(s) needed for initiative achievement:

College General Fund

What is the anticipated outcome of completing the initiative?

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

Provide a timeline and timeframe from initiative inception to completion.

The International Business program will include development of a course with an emphasis on International Business. The course will be developed and submitted for approval during the Academic Year 2019/20 and will be offered by the Fall of 2020.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Resource(s)	Initiative	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Accounting Certification Program – CTEC/EA	Full-time Account Faculty	2500	one-time	n/a	Internal/external research	Student Success, Completion, and Achievement	2021	2
Supply Chain Management Program -CSCPM Certification	Non-Instructional Assignment	2500	one-time	n/a	Internal/external research	Student Success, Completion, and Achievement	2020	3
Project Management Program - CAPM	Non-Instructional Assignment	1500	one-time	n/a	Internal/external research	Student Success, Completion, and Achievement	2020	4
International Business Course	Non-Instructional Assignment	1500	one-time	n/a	Internal/external research	Student Success, Completion, and Achievement	2020	5
Business Intelligence – Course Integration	Non-Instructional Assignment	2000	one-time	n/a	Internal/external research	Student Success, Completion, and Achievement	2021	6
Computer lab space to accommodate students using Business Analytics in their courses; require work stations for 28-32 students.	Business Intelligence Lab	TBD	one-time	n/a	Internal/external research	Student Success, Completion, and Achievement	2022	7

Prioritization Glossary

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

Data Glossary

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

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

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

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

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

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

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

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

Exhibits

**Business Department SLO Evaluation
Schedule**

Program	Subject	Course	Title	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Business	Accounting	ACCT C100	Introduction to Accounting			1		2		1		2		1
Business	Accounting	ACCT C101	Financial Accounting	1		2		1		2		1		2
Business	Accounting	ACCT C102	Managerial Accounting		1		2		1		2		1	
Business	Accounting	ACCT C103	Individual Taxation							1		2		1
Business	Accounting	ACCT C104	Business Taxation								1		2	
Business	Accounting	ACCT C106	Excel for Accounting							1		2		1
Business	Accounting	ACCT C107	Accounting with QuickBooks		1		2		1		2		1	
Business	Accounting	ACCT C108	Tax Return Preparation using TurboTax Software	Class not Scheduled										
Business	Accounting	ACCT C109	Excel for Accounting 2	Class not Scheduled										
Business	Accounting	ACCT C111	Advanced QuickBooks								1		2	
Business	Accounting	ACCT C112	Intermediate Accounting 1			1		2		1		2		1
Business	Accounting	ACCT C113	Intermediate Accounting 2							1		2		1
Business	Accounting	ACCT C114	Intermediate Accounting 3								1		2	
Business	Accounting	ACCT C116	ACCT for Non-Financial Managers, Entrepreneurs, Business Owners						1		2		1	
Business	Accounting	ACCT C118	Fundamentals of Auditing								1		2	
Business	Accounting	ACCT C120	Advanced Accounting							1		2		1
Business	Accounting	ACCT C124	Estate Planning	Class not Scheduled										
Business	Accounting	ACCT C125	Retirement Planning and Employee Benefits	Class not Scheduled										
Business	Accounting	ACCT C130	VITA 1 (Volunteer Income Tax Assistance)							1		2		1
Business	Accounting	ACCT C131	VITA 2 (Volunteer Income Tax Assistance)							1		2		1

Business	Management & Supervision	MS C284	Work Based Learning							1		2		1
Business	Supply Management	SM C101	Principles of Logistics/Supply Chain Management		1		2		1		2		1	
Business	Supply Management	SM C102	Logistics/Supply Chain Operations					1		2		1		2
Business	Supply Management	SM C104	Purchasing and Procurement	Class not Scheduled										
Business	Supply Management	SM C204	Supply Chain/Logistics Management	Class not Scheduled										

'1' indicates the first SLO assessment.

'2' indicates the reassessment for the corresponding course.



1370 Adams Avenue, Costa Mesa, CA 92626

Orange Coast College

Golden West College

Coastline Community College

PROFESSIONAL OPPORTUNITY

Position No:

Opening Date:

Closing Date:

Position Description: **INSTRUCTOR, ACCOUNTING**

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

Location: **Coastline Community College**

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

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

1. Must be able to teach distance learning, onsite, and hybrid courses in all areas of Accounting, including financial, managerial, tax and usage of accounting software.
2. Must be able to teach using current instructional technology.
3. Participate in curriculum development, design, implementation and evaluation to maintain and improve the instructional program and develop/assess Student Learning Outcomes.

4. Fulfill the professional responsibilities of a full-time faculty member including, but not limited to the following: Teach all scheduled classes unless excused under provisions of Board Policy; follow the department course outlines; keep accurate records of student enrollment, attendance, and progress; post and maintain scheduled office hours; participate in departmental/division meetings and college and/or district wide activities and committees as assigned.
5. Teach courses that support the college's outreach, enrollment, transfer and vocational goals (e.g. service learning, online courses, honors courses and weekend courses).
6. Update programs, course outlines, and teaching procedures and strategies as technology and software changes.
7. Communicate, meet, and coordinate with Department Chair in planning and developing curriculum, instructional procedures, and instructional consistency.
8. Must be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
9. Assignment may include onsite (day, evening and/or weekend), and hybrid or distance learning classes.

Minimum Qualifications:

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

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

Desirable Qualifications:

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

Physical Demands:

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

Application Requirements:

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

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

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

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

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

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

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

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

Employee Benefits: The District provides a comprehensive benefit program effective the first calendar day of the month following the first day of regular employment. Dental and vision care plans for employees and dependents, and life insurance and income protection plans for

employees are fully paid by the District. A variety of medical plans covering employees and their dependents are available, with the District paying the major portion of the cost.

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

Electronic applications may be completed by visiting www.cccdjobs.com. 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.