



2020-21

Annual Program Review

Business

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

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Section 1: Program Planning

Internal Analysis and Program Effectiveness: Accounting

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,849	1,675	1,422	1,205	1,161
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	200.38	185.41	157.88	141.53	133.62
Sections	51	46	42	43	43
Fill Rate	67.7%	66.4%	61.2%	60.7%	58.0%
WSCH/FTEF 595 Efficiency	617	604	569	514	473
FTEF/30	5.7	5.4	4.8	4.7	4.9
Extended Learning Enrollment	207	210	205	114	118

The percentage change in the number of Accounting **enrollments** in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Accounting credit courses showed a moderate decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Accounting courses in 2018-19 showed a minimal difference from 2017-18 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Accounting courses showed a slight decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Accounting courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Accounting courses in 2018-19 showed a slight increase from 2017-18 and a substantial decrease in comparison with the FTEF/30 ratio in 2014-15.

There was a slight increase in the number of Accounting **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	1,849	1,675	1,422	1,205	1,161

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	3.9%	4.5%	4.1%	8.1%	5.1%
Online	92.9%	93.4%	94.2%	90.8%	92.7%
Hybrid	3.2%	2.1%	1.6%	1.1%	2.2%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	58.2%	56.2%	58.1%	58.2%	61.6%
Male	40.9%	41.7%	40.0%	39.3%	37.0%
Unknown	0.9%	2.1%	1.9%	2.5%	1.4%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	5.5%	6.7%	7.8%	5.9%	4.2%
American Indian/AK Native	0.1%	0.2%	0.1%	0.7%	0.3%
Asian	39.3%	34.5%	36.2%	35.7%	36.6%
Hispanic	11.4%	10.6%	11.1%	12.6%	15.2%
Pacific Islander/HI Native	0.4%	0.1%	0.0%	0.5%	0.4%
White	30.5%	34.3%	30.6%	30.5%	27.3%
Multi-Ethnicity	11.3%	12.4%	13.4%	13.7%	14.9%
Other/Unknown	1.5%	1.2%	0.8%	0.4%	1.1%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	5.1%	5.6%	4.9%	6.6%	6.6%
20 to 24	24.8%	26.4%	27.4%	24.6%	23.9%
25 to 29	20.6%	22.8%	20.0%	20.2%	23.0%
30 to 34	14.3%	13.6%	15.0%	14.7%	14.0%
35 to 39	12.1%	9.8%	7.9%	9.5%	11.5%
40 to 49	12.5%	13.1%	13.6%	14.4%	11.4%
50 and Older	10.5%	8.8%	11.0%	10.0%	8.7%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Accounting courses made up 2.0% of all state-funded enrollment for 2018-19. The percentage difference in Accounting course **enrollment** in 2018-19 showed a slight decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Accounting during 2018-19 showed 5.1% of courses were taught **traditional (face-to-face)**, 92.7% were taught **online**, 2.2% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Accounting enrollment consisted of 61.6% **female**, 37.0% **male**, and 1.4% students of **unknown** gender. In 2018-19, Accounting enrollment consisted of 4.2% **African American** students, 0.3% **American Indian/AK Native** students, 36.6% **Asian** students, 15.2% **Hispanic** students, 0.4% **Pacific Islander/HI Native** students, 27.3% **White** students, 14.9% **multi-ethnic** students, and 1.1% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Accounting revealed 6.6% aged **19 or less**, 23.9% aged **20 to 24**, 23.0% aged **25 to 29**, 14.0% aged **30 to 34**, 11.5% aged **35 to 39**, 11.4% aged **40 to 49**, 8.7% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Accounting

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	62.9%	61.7%	60.5%	63.0%	63.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	86.1%	68.0%	83.1%	72.4%	76.3%
Online	61.6%	60.9%	59.1%	62.2%	62.5%
Hybrid	72.4%	82.9%	87.0%	61.5%	65.4%
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	62.8%	62.6%	62.8%	61.5%	64.2%
Male	62.8%	60.9%	57.5%	64.6%	61.6%
Unknown	71.4%	51.4%	55.6%	75.9%	68.8%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	20.6%	24.3%	36.0%	23.9%	24.5%
American Indian/AK Native	100.0%	100.0%	0.0%	37.5%	0.0%
Asian	71.1%	67.7%	66.5%	70.2%	75.3%
Hispanic	53.1%	54.3%	51.9%	57.6%	58.5%
Pacific Islander/HI Native	42.9%	0.0%	-	33.3%	80.0%
White	65.9%	65.6%	63.2%	65.2%	65.6%
Multi-Ethnicity	54.7%	58.7%	60.2%	63.0%	45.7%
Other/Unknown	71.4%	70.0%	54.5%	80.0%	69.2%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	68.1%	59.1%	65.7%	69.6%	63.6%
20 to 24	62.7%	60.6%	63.5%	68.0%	63.5%
25 to 29	62.1%	62.1%	59.6%	58.3%	62.2%
30 to 34	63.0%	64.6%	60.7%	62.1%	59.9%
35 to 39	67.3%	58.0%	56.6%	59.6%	70.1%
40 to 49	57.8%	63.4%	67.5%	66.7%	62.1%
50 and Older	63.0%	62.3%	46.2%	55.4%	63.4%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Accounting courses in 2018-19 showed a minimal difference from 2017-18 and a minimal difference from 2014-15. When comparing the percentage point difference in the Accounting 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) 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 2018-19, the success rate was a substantial increase for **traditional (face-to-**

face) Accounting courses, a minimal difference for **online** courses, a slight increase for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Accounting success rate for 2018-19, the success rate was a minimal difference for **female** students in Accounting courses, a slight decrease for **male** students, and a moderate increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Accounting success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Accounting courses, a substantial decrease for **American Indian/AK Native** students, a substantial increase for **Asian** students, a slight decrease for **Hispanic** students, a substantial increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a substantial decrease for **multi-ethnic** students, and a moderate increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Accounting success rate for 2018-19, the success rate was a minimal difference for students aged **19 or less** in Accounting courses, a minimal difference for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a moderate increase for students aged **35 to 39**, a slight decrease for students aged **40 to 49**, a minimal difference for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	77.5%	78.2%	75.3%	77.2%	76.6%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	94.4%	84.0%	89.8%	85.7%	81.4%
Online	76.6%	77.6%	74.4%	76.5%	76.2%
Hybrid	82.8%	91.4%	91.3%	76.9%	80.8%
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	77.5%	79.6%	77.7%	76.7%	78.2%
Male	77.5%	77.2%	71.9%	77.4%	73.7%
Unknown	71.4%	60.0%	74.1%	86.2%	81.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	55.7%	67.3%	56.8%	63.4%	51.0%
American Indian/AK Native	100.0%	100.0%	100.0%	62.5%	66.7%
Asian	82.5%	79.7%	78.4%	79.8%	82.6%
Hispanic	71.5%	74.9%	72.2%	78.1%	75.0%
Pacific Islander/HI Native	100.0%	0.0%	-	83.3%	80.0%
White	78.3%	82.8%	77.9%	76.4%	78.5%
Multi-Ethnicity	71.4%	70.4%	73.8%	78.2%	67.1%
Other/Unknown	89.3%	75.0%	81.8%	80.0%	76.9%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	82.4%	81.7%	82.9%	74.7%	75.3%
20 to 24	77.4%	75.9%	78.7%	82.5%	74.3%
25 to 29	78.0%	78.5%	69.8%	76.0%	77.2%
30 to 34	76.0%	79.2%	76.6%	76.3%	73.5%
35 to 39	79.8%	76.5%	75.2%	78.1%	79.1%
40 to 49	74.3%	79.6%	79.9%	78.2%	81.1%
50 and Older	77.6%	80.1%	66.0%	67.8%	78.2%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Accounting courses in 2018-19 showed a minimal difference from 2017-18 and a slight decrease from 2014-15. When comparing the percentage point difference in the Accounting 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Accounting **course retention rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Accounting retention rate for 2018-19, the retention rate was a slight increase for **traditional (face-to-face)** Accounting courses, a minimal difference for **online** courses, a slight increase for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Accounting retention rate for 2018-19, the retention rate was a slight increase for **female** students in Accounting courses, a slight decrease for **male** students, and a slight increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Accounting retention rate for 2018-19, the retention rate was a substantial decrease for **African American** students in Accounting courses, a moderate decrease for **American Indian/AK Native** students, a moderate increase for **Asian** students, a slight decrease for **Hispanic** students, a slight increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a minimal difference for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Accounting retention rate for 2018-19, the retention rate was a slight decrease for students aged **19 or less** in Accounting courses, a slight decrease for students aged **20 to 24**, a minimal difference for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	22	38	27	18	23
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	46	42	35	22	23

The percentage change in the number of Accounting degrees awarded in 2018-19 showed a substantial increase from 2017-18 and a slight increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Accounting certificates awarded in 2018-19 showed a slight increase from 2017-18 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Post-Graduation Outcomes

Post Grad Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18
9+ CTE Units	24%	20%	21%	20%	20%
Earned a Livable Wage	61%	65%	68%	73%	Not Available
Median Annual Earnings	\$47,151	\$46,959	\$48,368	\$55,202	Not Available
Number of Students that Transferred	69	69	59	29	Not Available

Internal Analysis and Program Effectiveness: Business

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	4,831	4,560	4,326	4,441	3,953
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	436.66	422.05	395.09	410.10	366.60
Sections	43	45	44	47	48
Fill Rate	86.7%	79.0%	78.7%	76.7%	74.8%
WSCH/FTEF 595 Efficiency	1,428	1,310	1,204	1,160	1,034
FTEF/30	5.1	5.2	5.4	5.8	5.8
Extended Learning Enrollment	1,345	1,236	1,113	858	621

The percentage change in the number of Business **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Business credit courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Business courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Business courses showed a slight decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Business courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Business courses in 2018-19 showed a minimal difference from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Business **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	4,831	4,560	4,326	4,441	3,953

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.1%	0.8%	0.2%	1.1%	0.8%
Online	20.9%	19.2%	21.6%	19.9%	18.2%
Hybrid	0.6%	0.7%	0.4%	0.9%	1.4%
Correspondence (Cable, Telecourse, Other DL)	78.3%	79.3%	77.9%	78.2%	79.6%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	15.2%	15.1%	16.1%	15.1%	14.4%
Male	84.3%	84.3%	82.8%	84.1%	84.4%
Unknown	0.5%	0.5%	1.0%	0.8%	1.2%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	26.5%	27.8%	24.2%	23.2%	20.6%
American Indian/AK Native	1.3%	0.7%	1.1%	1.1%	1.0%
Asian	8.5%	8.5%	9.6%	8.7%	8.4%
Hispanic	22.2%	24.1%	24.1%	26.3%	27.0%
Pacific Islander/HI Native	0.8%	0.7%	0.5%	1.1%	0.8%
White	28.5%	25.8%	27.5%	27.2%	30.1%
Multi-Ethnicity	10.2%	10.4%	10.9%	11.3%	10.8%
Other/Unknown	2.0%	2.1%	2.1%	1.1%	1.4%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	1.8%	2.5%	2.2%	3.2%	2.7%
20 to 24	13.0%	11.7%	10.6%	10.4%	7.5%
25 to 29	18.1%	18.6%	19.4%	18.2%	16.1%
30 to 34	18.9%	18.2%	16.7%	18.5%	17.6%
35 to 39	16.4%	17.2%	17.1%	17.0%	17.7%
40 to 49	21.3%	20.7%	22.5%	20.5%	23.3%
50 and Older	10.4%	11.1%	11.5%	12.3%	14.2%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Business courses made up 6.6% of all state-funded enrollment for 2018-19. The percentage difference in Business course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Business during 2018-19 showed 0.8% of courses were taught **traditional (face-to-face)**, 18.2% were taught **online**, 1.4% were taught in the **hybrid** modality, and 79.6% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Business enrollment consisted of 14.4% **female**, 84.4% **male**, and 1.2% students of **unknown** gender. In 2018-19, Business enrollment consisted of 20.6% **African American** students, 1.0% **American Indian/AK Native** students, 8.4% **Asian** students, 27.0% **Hispanic** students, 0.8% **Pacific Islander/HI Native** students, 30.1% **White** students, 10.8% **multi-ethnic** students, and 1.4% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Business revealed 2.7% aged **19 or less**, 7.5% aged **20 to 24**, 16.1% aged **25 to 29**, 17.6% aged **30 to 34**, 17.7% aged **35 to 39**, 23.3% aged **40 to 49**, 14.2% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Business

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	58.5%	59.3%	62.0%	71.0%	71.8%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	83.3%	70.3%	75.0%	83.0%	78.1%
Online	53.2%	51.2%	59.8%	63.1%	52.7%
Hybrid	41.4%	36.7%	41.2%	71.1%	76.8%
Correspondence (Cable, Telecourse, Other DL)	60.0%	61.3%	62.7%	72.9%	76.1%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	51.0%	54.9%	59.3%	64.5%	59.1%
Male	59.9%	60.2%	62.9%	72.3%	74.2%
Unknown	48.0%	44.0%	38.6%	56.8%	62.5%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	47.0%	48.5%	50.6%	60.5%	62.5%
American Indian/AK Native	45.9%	69.7%	58.3%	68.0%	65.9%
Asian	69.1%	69.1%	69.8%	78.2%	74.1%
Hispanic	59.9%	60.7%	61.4%	69.2%	71.2%
Pacific Islander/HI Native	51.3%	56.7%	78.3%	68.0%	80.6%
White	67.5%	67.6%	71.7%	80.3%	79.6%
Multi-Ethnicity	52.3%	56.7%	59.3%	69.6%	67.4%
Other/Unknown	64.6%	56.4%	50.5%	75.5%	74.1%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	43.5%	56.9%	43.2%	84.4%	74.8%
20 to 24	47.4%	46.2%	57.0%	62.9%	58.1%
25 to 29	53.0%	52.1%	60.9%	67.0%	66.8%
30 to 34	62.7%	59.7%	60.5%	69.9%	70.4%
35 to 39	61.2%	65.8%	65.5%	74.0%	76.8%
40 to 49	64.4%	67.0%	67.6%	73.4%	75.3%
50 and Older	60.4%	61.0%	58.4%	74.2%	75.2%
Unknown	-	-	0.0%	-	-

The percentage difference in the **course success rate** in Business courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Business 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Business **course success rate** was minimal to no difference 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 2018-19, the success rate was a moderate increase for **traditional (face-to-face)** Business

courses, a substantial decrease for **online** courses, a slight increase for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Business success rate for 2018-19, the success rate was a substantial decrease for **female** students in Business courses, a slight increase for **male** students, and a moderate decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Business success rate for 2018-19, the success rate was a moderate decrease for **African American** students in Business courses, a moderate decrease for **American Indian/AK Native** students, a slight increase for **Asian** students, a minimal difference for **Hispanic** students, a moderate increase for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a slight decrease for **multi-ethnic** students, and a slight increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Business success rate for 2018-19, the success rate was a slight increase for students aged **19 or less** in Business courses, a substantial decrease for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	80.8%	85.1%	83.1%	88.0%	88.8%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	100.0%	89.2%	75.0%	85.1%	81.3%
Online	71.9%	76.5%	73.6%	77.3%	68.4%
Hybrid	55.2%	50.0%	94.1%	86.8%	83.9%
Correspondence (Cable, Telecourse, Other DL)	83.3%	87.4%	85.7%	90.7%	93.6%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	71.8%	81.6%	76.5%	78.5%	73.9%
Male	82.4%	85.9%	84.5%	89.8%	91.5%
Unknown	84.0%	68.0%	70.5%	73.0%	81.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	77.8%	83.9%	81.5%	85.6%	89.9%
American Indian/AK Native	77.0%	87.9%	83.3%	88.0%	85.4%
Asian	83.7%	84.3%	86.5%	87.8%	85.8%
Hispanic	83.4%	86.2%	84.1%	87.3%	90.7%
Pacific Islander/HI Native	79.5%	86.7%	87.0%	88.0%	93.5%
White	82.3%	85.9%	85.4%	90.6%	88.8%
Multi-Ethnicity	75.1%	84.5%	77.5%	88.0%	84.5%
Other/Unknown	88.9%	84.0%	72.5%	87.8%	87.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	71.8%	79.3%	71.6%	91.5%	86.9%
20 to 24	75.4%	81.6%	78.7%	84.6%	80.7%
25 to 29	78.8%	82.2%	84.0%	88.4%	87.0%
30 to 34	80.5%	85.4%	81.9%	86.8%	87.8%
35 to 39	82.9%	87.9%	83.2%	89.0%	90.4%
40 to 49	84.3%	87.4%	86.9%	88.8%	91.4%
50 and Older	82.4%	86.1%	81.7%	88.1%	91.1%
Unknown	-	-	100.0%	-	-

The percentage difference in the **course retention rate** in Business courses in 2018-19 showed a minimal difference from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the Business 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Business **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Business retention rate for 2018-19, the retention rate was a moderate decrease for **traditional (face-to-face)** Business courses, a substantial decrease for **online** courses, a slight decrease for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Business retention rate for 2018-19, the retention rate was a substantial decrease for **female** students in Business courses, a slight increase for **male** students, and a moderate decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Business retention rate for 2018-19, the retention rate was a slight increase for **African American** students in Business courses, a slight decrease for **American Indian/AK Native** students, a slight decrease for **Asian** students, a slight increase for **Hispanic** students, a slight increase for **Pacific Islander/HI Native** students, a minimal difference for **White** students, a slight decrease for **multi-ethnic** students, and a slight decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Business retention rate for 2018-19, the retention rate was a slight decrease for students aged **19 or less** in Business courses, a moderate decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	325	403	477	350	395
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	249	254	210	246	285

The percentage change in the number of Business degrees awarded in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Business certificates awarded in 2018-19 showed a substantial increase from 2017-18 and showed a substantial increase in comparison with the number of certificates awarded in 2014-15.

Post-Graduation Outcomes

Post Grad Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18
9+ CTE Units	24%	24%	23%	25%	23%
Earned a Livable Wage	39%	36%	41%	47%	Not Available
Median Annual Earnings	\$62,540	\$59,227	\$57,915	\$62,134	\$64,424
Number of Students that Transferred	36	30	30	25	26

Internal Analysis and Program Effectiveness: Economics

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	600	564	532	492	575
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	53.52	50.78	46.72	44.27	51.69
Sections	16	13	14	14	16
Fill Rate	74.8%	88.3%	77.6%	79.5%	75.9%
WSCH/FTEF 595 Efficiency	888	695	575	561	532
FTEF/30	1.0	1.2	1.4	1.3	1.6
Extended Learning Enrollment	59	55	45	49	67

The percentage change in the number of Economics **enrollments** in 2018-19 showed a substantial increase from 2017-18 and a slight decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Economics credit courses showed a substantial increase from 2017-18 and a slight decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Economics courses in 2018-19 showed a substantial increase from 2017-18 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Economics courses showed a slight decrease from 2017-18 and a slight increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Economics courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Economics courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial increase in the number of Economics **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial increase from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	600	564	532	492	575

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	15.0%	6.2%	7.1%	6.3%	6.8%
Online	85.0%	93.8%	92.9%	93.7%	93.2%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	50.0%	55.5%	52.6%	52.2%	53.4%
Male	47.2%	43.3%	44.9%	45.3%	45.4%
Unknown	2.8%	1.2%	2.4%	2.4%	1.2%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	3.3%	3.2%	4.1%	4.1%	2.8%
American Indian/AK Native	0.0%	0.4%	0.6%	0.0%	0.3%
Asian	43.3%	35.8%	40.6%	36.4%	34.1%
Hispanic	11.3%	12.1%	10.0%	11.8%	13.7%
Pacific Islander/HI Native	0.5%	0.4%	0.0%	0.2%	0.3%
White	29.7%	35.5%	30.1%	32.3%	33.4%
Multi-Ethnicity	9.8%	11.5%	14.3%	14.8%	14.1%
Other/Unknown	2.0%	1.2%	0.4%	0.4%	1.2%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	17.3%	18.3%	16.5%	14.4%	13.6%
20 to 24	44.7%	44.0%	41.7%	43.7%	47.4%
25 to 29	18.2%	15.8%	17.5%	22.0%	20.9%
30 to 34	9.2%	9.8%	11.5%	8.1%	11.5%
35 to 39	4.2%	3.9%	4.7%	6.3%	5.4%
40 to 49	4.7%	5.0%	6.4%	5.1%	4.9%
50 and Older	1.8%	3.4%	1.7%	0.4%	3.3%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Economics courses made up 1.0% of all state-funded enrollment for 2018-19. The percentage difference in Economics course **enrollment** in 2018-19 showed a substantial increase from 2017-18 and a slight decrease from 2014-15. Enrollment in Economics during 2018-19 showed 6.8% of courses were taught **traditional (face-to-face)**, 93.2% 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 2018-19, Economics enrollment consisted of 53.4% **female**, 45.4% **male**, and 1.2% students of **unknown** gender. In 2018-19, Economics enrollment consisted of 2.8% **African American** students, 0.3% **American Indian/AK Native** students, 34.1% **Asian** students, 13.7% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 33.4% **White** students, 14.1% **multi-ethnic** students, and 1.2% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Economics revealed 13.6% aged **19 or less**, 47.4% aged **20 to 24**, 20.9% aged **25 to 29**, 11.5% aged **30 to 34**, 5.4% aged **35 to 39**, 4.9% aged **40 to 49**, 3.3% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Economics

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	69.9%	80.2%	69.9%	68.9%	72.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	84.4%	82.4%	86.8%	87.1%	94.9%
Online	67.4%	80.1%	68.6%	67.7%	70.7%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	68.9%	79.9%	70.7%	70.4%	72.3%
Male	71.0%	80.6%	69.0%	67.3%	72.4%
Unknown	70.6%	85.7%	69.2%	66.7%	71.4%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	40.0%	50.0%	63.6%	40.0%	50.0%
American Indian/AK Native	-	100.0%	33.3%	-	100.0%
Asian	73.7%	82.2%	78.7%	73.2%	77.6%
Hispanic	58.8%	73.1%	52.8%	37.9%	60.8%
Pacific Islander/HI Native	33.3%	100.0%	-	100.0%	100.0%
White	71.9%	85.0%	73.1%	75.5%	77.1%
Multi-Ethnicity	71.2%	73.4%	53.9%	76.7%	64.2%
Other/Unknown	75.0%	85.7%	50.0%	50.0%	57.1%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	76.0%	86.3%	78.4%	77.5%	83.3%
20 to 24	69.0%	78.9%	69.8%	68.8%	70.0%
25 to 29	62.4%	79.8%	59.1%	63.0%	65.8%
30 to 34	68.5%	78.2%	75.4%	65.0%	66.7%
35 to 39	72.0%	81.8%	64.0%	71.0%	80.6%
40 to 49	82.1%	82.1%	73.5%	72.0%	82.1%
50 and Older	81.8%	68.4%	66.7%	100.0%	89.5%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Economics courses in 2018-19 showed a moderate increase from 2017-18 and a slight increase from 2014-15. When comparing the percentage point difference in the Economics 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Economics **course success rate** was minimal to no difference 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 2018-19, the success rate was a substantial increase for **traditional (face-to-face)** Economics courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Economics success rate for 2018-19, the success rate was a minimal difference for **female** students in Economics courses, a minimal difference for **male** students, and a minimal difference for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Economics success rate for 2018-19, the success rate was a substantial decrease for **African American** students in Economics courses, a substantial increase for **American Indian/AK Native** students, a moderate increase for **Asian** students, a substantial decrease for **Hispanic** students, a substantial increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Economics success rate for 2018-19, the success rate was a substantial increase for students aged **19 or less** in Economics courses, a slight decrease for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a moderate decrease for students aged **30 to 34**, a moderate increase for students aged **35 to 39**, a moderate increase for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	80.3%	89.5%	82.1%	83.9%	85.4%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	92.2%	94.1%	92.1%	96.8%	97.4%
Online	78.2%	89.2%	81.4%	83.1%	84.5%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	79.9%	89.1%	83.2%	83.7%	85.3%
Male	81.3%	90.1%	80.8%	84.3%	85.4%
Unknown	70.6%	85.7%	84.6%	83.3%	85.7%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	80.0%	61.1%	77.3%	65.0%	75.0%
American Indian/AK Native	-	100.0%	66.7%	-	100.0%
Asian	82.2%	92.1%	83.8%	89.9%	88.8%
Hispanic	67.6%	82.1%	79.2%	63.8%	81.0%
Pacific Islander/HI Native	33.3%	100.0%	-	100.0%	100.0%
White	82.6%	92.0%	83.8%	87.4%	88.5%
Multi-Ethnicity	79.7%	89.1%	77.6%	83.6%	76.5%
Other/Unknown	91.7%	85.7%	100.0%	50.0%	71.4%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	89.4%	94.1%	88.6%	97.2%	93.6%
20 to 24	78.0%	88.7%	83.8%	83.7%	83.7%
25 to 29	72.5%	89.9%	72.0%	79.6%	84.2%
30 to 34	87.0%	85.5%	80.3%	75.0%	80.3%
35 to 39	76.0%	90.9%	76.0%	80.6%	93.5%
40 to 49	89.3%	89.3%	91.2%	84.0%	82.1%
50 and Older	81.8%	84.2%	77.8%	100.0%	89.5%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Economics courses in 2018-19 showed a slight increase from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the Economics 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Economics **course retention rate** was minimal to no difference than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Economics retention rate for 2018-19, the retention rate was a substantial increase for **traditional (face-to-face)** Economics courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Economics retention rate for 2018-19, the retention rate was a minimal difference for **female** students in Economics courses, a minimal difference for **male** students, and a minimal difference for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Economics retention rate for 2018-19, the retention rate was a substantial decrease for **African American** students in Economics courses, a substantial increase for **American Indian/AK Native** students, a slight increase for **Asian** students, a slight decrease for **Hispanic** students, a substantial increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Economics retention rate for 2018-19, the retention rate was a moderate increase for students aged **19 or less** in Economics courses, a slight decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a moderate decrease for students aged **30 to 34**, a moderate increase for students aged **35 to 39**, a slight decrease for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	17	18	19	13	10
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of Economics degrees awarded in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Economics certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Internal Analysis and Program Effectiveness: Management and Supervision

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	855	1,009	878	1,072	885
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	77.23	91.49	77.68	97.39	80.81
Sections	17	17	17	16	16
Fill Rate	80.9%	79.4%	73.6%	75.9%	66.3%
WSCH/FTEF 595 Efficiency	768	847	739	867	736
FTEF/30	1.7	1.8	1.8	1.9	1.8
Extended Learning Enrollment	1,740	1,644	1,489	1,073	833

The percentage change in the number of Management and Supervision **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a slight increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in Management and Supervision credit courses showed a substantial decrease from 2017-18 and a slight increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Management and Supervision courses in 2018-19 showed a minimal difference from 2017-18 and a moderate decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Management and Supervision courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Management and Supervision courses in 2018-19 showed a substantial decrease from 2017-18 and a slight decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Management and Supervision courses in 2018-19 showed a slight decrease from 2017-18 and a moderate increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Management and Supervision **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	855	1,009	878	1,072	885

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.2%	0.2%	0.2%	0.0%	0.0%
Online	53.5%	45.6%	47.8%	38.0%	34.1%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	46.3%	54.2%	51.9%	62.0%	65.9%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	35.8%	29.0%	32.2%	25.7%	23.6%
Male	63.6%	70.6%	67.3%	73.2%	75.3%
Unknown	0.6%	0.4%	0.5%	1.1%	1.1%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	26.4%	21.5%	21.3%	24.3%	21.0%
American Indian/AK Native	1.2%	2.9%	0.5%	0.7%	0.6%
Asian	10.1%	10.3%	13.0%	9.3%	10.3%
Hispanic	17.4%	20.9%	21.4%	21.6%	24.3%
Pacific Islander/HI Native	0.4%	0.8%	0.3%	0.7%	1.0%
White	29.1%	30.0%	27.8%	29.1%	29.3%
Multi-Ethnicity	13.3%	12.3%	13.6%	12.7%	12.5%
Other/Unknown	2.1%	1.3%	2.2%	1.6%	1.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	1.6%	0.9%	1.0%	2.0%	0.5%
20 to 24	10.2%	11.4%	9.2%	8.5%	6.0%
25 to 29	19.2%	16.9%	19.7%	18.2%	16.0%
30 to 34	17.7%	19.3%	15.7%	18.8%	15.9%
35 to 39	16.3%	17.1%	14.1%	16.9%	22.3%
40 to 49	22.3%	22.2%	23.8%	22.0%	24.1%
50 and Older	12.7%	12.1%	16.4%	13.7%	14.0%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Management & Supervision courses made up 1.5% of all state-funded enrollment for 2018-19. The percentage difference in Management & Supervision course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a slight increase from 2014-15. Enrollment in Management & Supervision during 2018-19 showed 0.0% of courses were taught **traditional (face-to-face)**, 34.1% were taught **online**, 0.0% were taught in the **hybrid** modality, and 65.9% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality. In 2018-19, Management & Supervision enrollment consisted of 23.6% **female**, 75.3% **male**, and 1.1% students of **unknown** gender. In 2018-19, Management & Supervision enrollment consisted of 21.0% **African American** students, 0.6% **American Indian/AK Native** students, 10.3% **Asian** students, 24.3% **Hispanic** students, 1.0% **Pacific Islander/HI Native** students, 29.3% **White** students, 12.5% **multi-ethnic** students, and 1.0% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Management & Supervision revealed 0.5% aged **19 or less**, 6.0% aged **20 to 24**, 16.0% aged **25 to 29**, 15.9% aged **30 to 34**, 22.3% aged **35 to 39**, 24.1% aged **40 to 49**, 14.0% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Management & Supervision

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	60.2%	59.0%	49.4%	57.2%	63.4%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	100.0%	50.0%	100.0%	-	-
Online	56.0%	52.9%	48.8%	53.3%	53.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	64.9%	64.0%	49.8%	59.5%	68.8%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	56.3%	55.8%	46.6%	49.1%	50.2%
Male	62.4%	60.6%	50.8%	60.3%	67.7%
Unknown	75.0%	0.0%	50.0%	41.7%	50.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	49.8%	51.6%	43.2%	42.3%	59.7%
American Indian/AK Native	30.0%	58.6%	50.0%	87.5%	80.0%
Asian	61.6%	53.8%	50.0%	61.0%	75.8%
Hispanic	67.6%	58.4%	41.0%	57.3%	60.0%
Pacific Islander/HI Native	100.0%	62.5%	100.0%	42.9%	66.7%
White	72.2%	66.1%	58.2%	67.3%	70.3%
Multi-Ethnicity	39.3%	59.5%	53.8%	58.1%	49.5%
Other/Unknown	100.0%	61.5%	42.1%	58.8%	55.6%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	50.0%	25.0%	55.6%	28.6%	50.0%
20 to 24	58.1%	60.2%	50.6%	59.3%	45.3%
25 to 29	57.3%	60.8%	51.7%	53.3%	58.5%
30 to 34	62.9%	54.9%	51.8%	61.2%	62.4%
35 to 39	56.6%	60.6%	49.2%	51.9%	63.5%
40 to 49	66.3%	63.2%	49.3%	66.1%	67.6%
50 and Older	57.8%	54.1%	43.8%	51.7%	72.6%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Management & Supervision courses in 2018-19 showed a substantial increase from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the Management & Supervision 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Management & Supervision **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 Management & Supervision success rate for 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Management & Supervision courses, a substantial decrease for **online** courses,

no comparative data for **hybrid courses**, and a moderate increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Management & Supervision success rate for 2018-19, the success rate was a substantial decrease for **female** students in Management & Supervision courses, a slight increase for **male** students, and a substantial decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Management & Supervision success rate for 2018-19, the success rate was a slight decrease for **African American** students in Management & Supervision courses, a substantial increase for **American Indian/AK Native** students, a substantial increase for **Asian** students, a slight decrease for **Hispanic** students, a slight increase for **Pacific Islander/HI Native** students, a moderate increase for **White** students, a substantial decrease for **multi-ethnic** students, and a moderate decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Management & Supervision success rate for 2018-19, the success rate was a substantial decrease for students aged **19 or less** in Management & Supervision courses, a substantial decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a moderate increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	86.4%	84.2%	80.7%	82.8%	86.7%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	100.0%	50.0%	100.0%	-	-
Online	82.5%	80.9%	72.0%	75.4%	74.8%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	90.7%	87.0%	88.6%	87.4%	92.8%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	82.6%	83.4%	73.0%	75.3%	75.6%
Male	88.6%	84.5%	84.4%	85.7%	90.1%
Unknown	75.0%	100.0%	75.0%	66.7%	90.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	85.3%	85.0%	84.9%	83.1%	87.1%
American Indian/AK Native	80.0%	93.1%	75.0%	87.5%	80.0%
Asian	86.0%	79.8%	74.6%	75.0%	91.2%
Hispanic	89.9%	88.0%	83.0%	86.2%	87.4%
Pacific Islander/HI Native	100.0%	87.5%	100.0%	100.0%	88.9%
White	89.5%	81.9%	79.5%	84.0%	86.9%
Multi-Ethnicity	75.0%	85.1%	78.2%	78.7%	80.2%
Other/Unknown	100.0%	69.2%	84.2%	82.4%	88.9%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	92.9%	62.5%	88.9%	81.0%	50.0%
20 to 24	87.2%	88.5%	77.8%	83.5%	75.0%
25 to 29	88.4%	89.2%	82.6%	82.1%	82.4%
30 to 34	82.1%	82.9%	80.3%	82.1%	87.9%
35 to 39	81.6%	82.4%	85.5%	82.9%	89.3%
40 to 49	91.6%	83.0%	79.9%	86.4%	89.2%
50 and Older	84.4%	82.0%	77.1%	78.9%	88.7%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Management & Supervision courses in 2018-19 showed a slight increase from 2017-18 and a minimal difference from 2014-15. When comparing the percentage point difference in the Management & Supervision 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Management & Supervision **course retention rate** was minimal to no difference than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Management & Supervision retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Management & Supervision courses, a substantial decrease for **online** courses, no comparative data for **hybrid courses**, and a moderate increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Management & Supervision retention rate for 2018-19, the retention rate was a substantial decrease for **female** students in Management & Supervision courses, a slight increase for **male** students, and a slight increase for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Management & Supervision retention rate for 2018-19, the retention rate was a minimal difference for **African American** students in Management & Supervision courses, a moderate decrease for **American Indian/AK Native** students, a slight increase for **Asian** students, a minimal difference for **Hispanic** students, a slight increase for **Pacific Islander/HI Native** students, a minimal difference for **White** students, a moderate decrease for **multi-ethnic** students, and a slight increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Management & Supervision retention rate for 2018-19, the retention rate was a substantial decrease for students aged **19 or less** in Management & Supervision courses, a substantial decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight increase for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	407	456	459	371	383
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	160	133	142	134	155

The percentage change in the number of Management & Supervision degrees awarded in 2018-19 showed a slight increase from 2017-18 and a moderate decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of Management & Supervision certificates awarded in 2018-19 showed a substantial increase from 2017-18 and showed a slight decrease in comparison with the number of certificates awarded in 2014-15.

Post-Graduation Outcomes

Post Grad Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18
9+ CTE Units	28%	30%	25%	24%	24%
Earned a Livable Wage	33%	53%	53%	54%	Not Available
Median Annual Earnings	\$28,969	\$41,016	\$37,968	\$39,608	Not Available
Number of Students that Transferred	13	12	Not Available	Not Available	Not Available

Internal Analysis and Program Effectiveness: Supply Management

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	32	9	22	20	17
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	2.93	0.82	2.01	1.85	1.57
Sections	2	1	2	2	2
Fill Rate	61.5%	30.0%	40.0%	36.4%	30.9%
WSCH/FTEF 595 Efficiency	0	0	0	0	0
FTEF/30	0.0	0.0	0.0	0.0	0.0
Extended Learning Enrollment	31	25	17	32	23

The percentage change in the number of Supply Management **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Supply Management credit courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Supply Management courses in 2018-19 showed a minimal difference from 2017-18 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Supply Management courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Supply Management courses in 2018-19 showed no comparative data from 2017-18 and no comparative data from 2014-15.

The percentage change in the **FTEF/30** ratio for Supply Management courses in 2018-19 showed no comparative data from 2017-18 and no comparative data in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Supply Management **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

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%

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	32	9	22	20	17

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	0.0%	0.0%	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	25.0%	66.7%	40.9%	40.0%	41.2%
Male	71.9%	33.3%	59.1%	60.0%	58.8%
Unknown	3.1%	0.0%	0.0%	0.0%	0.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	21.9%	11.1%	18.2%	30.0%	35.3%
American Indian/AK Native	0.0%	0.0%	4.5%	0.0%	0.0%
Asian	15.6%	11.1%	31.8%	20.0%	0.0%
Hispanic	15.6%	11.1%	0.0%	10.0%	17.6%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	5.9%
White	21.9%	44.4%	31.8%	10.0%	35.3%
Multi-Ethnicity	15.6%	22.2%	9.1%	30.0%	5.9%
Other/Unknown	9.4%	0.0%	4.5%	0.0%	0.0%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	0.0%	0.0%	0.0%	0.0%	0.0%
20 to 24	9.4%	0.0%	13.6%	0.0%	5.0%
25 to 29	37.5%	11.1%	9.1%	30.0%	35.3%
30 to 34	3.1%	0.0%	4.5%	30.0%	17.6%
35 to 39	18.8%	22.2%	4.5%	10.0%	0.0%
40 to 49	21.9%	33.3%	22.7%	25.0%	29.4%
50 and Older	9.4%	33.3%	45.5%	5.0%	11.8%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Supply Management courses made up 0.0% of all state-funded enrollment for 2018-19. The percentage difference in Supply Management course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Supply Management during 2018-19 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 2018-19, Supply Management enrollment consisted of 41.2% **female**, 58.8% **male**, and 0.0% students of **unknown** gender. In 2018-19, Supply Management enrollment consisted of 35.3% **African American** students, 0.0% **American Indian/AK Native** students, 0.0% **Asian** students, 17.6% **Hispanic** students, 5.9% **Pacific Islander/HI Native** students, 35.3% **White** students, 5.9% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Supply Management revealed 0.0% aged **19 or less**, 5.0% aged **20 to 24**, 35.3% aged **25 to 29**, 17.6% aged **30 to 34**, 0.0% aged **35 to 39**, 29.4% aged **40 to 49**, 11.8% aged **50 and older**, and 0.0% **unknown**.

Success and Retention: Supply Management

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	34.4%	22.2%	40.9%	50.0%	23.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	34.4%	22.2%	40.9%	50.0%	23.5%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	25.0%	33.3%	55.6%	50.0%	0.0%
Male	39.1%	0.0%	30.8%	50.0%	40.0%
Unknown	0.0%	-	-	-	-

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	28.6%	0.0%	50.0%	33.3%	33.3%
American Indian/AK Native	-	-	0.0%	-	-
Asian	40.0%	100.0%	42.9%	75.0%	-
Hispanic	40.0%	0.0%	-	0.0%	33.3%
Pacific Islander/HI Native	-	-	-	-	0.0%
White	42.9%	25.0%	42.9%	100.0%	16.7%
Multi-Ethnicity	40.0%	0.0%	0.0%	50.0%	0.0%
Other/Unknown	0.0%	-	100.0%	-	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	-	-	-	-	-
20 to 24	0.0%	-	33.3%	-	0.0%
25 to 29	33.3%	100.0%	50.0%	16.7%	0.0%
30 to 34	100.0%	-	0.0%	83.3%	0.0%
35 to 39	33.3%	0.0%	0.0%	50.0%	-
40 to 49	42.9%	33.3%	40.0%	60.0%	40.0%
50 and Older	33.3%	0.0%	50.0%	0.0%	100.0%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Supply Management courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Supply Management 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Supply Management **course success 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 Management success rate for 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Supply Management courses, a minimal difference for **online** courses, no comparative data for

hybrid courses, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Supply Management success rate for 2018-19, the success rate was a substantial decrease for **female** students in Supply Management courses, a substantial increase for **male** students, and no comparative data for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Supply Management success rate for 2018-19, the success rate was a moderate increase for **African American** students in Supply Management courses, no comparative data for **American Indian/AK Native** students, no comparative data for **Asian** students, a moderate increase for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a moderate decrease for **White** students, a substantial decrease for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Supply Management success rate for 2018-19, the success rate was no comparative data for students aged **19 or less** in Supply Management courses, a substantial decrease for students aged **20 to 24**, a substantial decrease for students aged **25 to 29**, a substantial decrease for students aged **30 to 34**, no comparative data for students aged **35 to 39**, a substantial increase for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	65.6%	77.8%	63.6%	60.0%	76.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	-	-	-	-	-
Online	65.6%	77.8%	63.6%	60.0%	76.5%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	62.5%	83.3%	77.8%	62.5%	100.0%
Male	65.2%	66.7%	53.8%	58.3%	60.0%
Unknown	100.0%	-	-	-	-

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	71.4%	100.0%	50.0%	33.3%	83.3%
American Indian/AK Native	-	-	0.0%	-	-
Asian	60.0%	100.0%	71.4%	75.0%	-
Hispanic	80.0%	100.0%	-	0.0%	100.0%
Pacific Islander/HI Native	-	-	-	-	0.0%
White	85.7%	75.0%	71.4%	100.0%	66.7%
Multi-Ethnicity	60.0%	50.0%	50.0%	83.3%	100.0%
Other/Unknown	0.0%	-	100.0%	-	-

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	-	-	-	-	-
20 to 24	33.3%	-	33.3%	-	100.0%
25 to 29	58.3%	100.0%	100.0%	33.3%	50.0%
30 to 34	100.0%	-	100.0%	83.3%	100.0%
35 to 39	66.7%	100.0%	100.0%	50.0%	-
40 to 49	71.4%	66.7%	40.0%	60.0%	80.0%
50 and Older	100.0%	66.7%	70.0%	100.0%	100.0%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Supply Management courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Supply Management 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Supply Management **course retention rate** was moderately lower than the **college average** and slightly higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Supply Management retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Supply Management courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Supply Management retention rate for 2018-19, the retention rate was a substantial increase for **female** students in Supply Management courses, a substantial decrease for **male** students, and no comparative data for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Supply Management retention rate for 2018-19, the retention rate was a moderate increase for **African American** students in Supply Management courses, no comparative data for **American Indian/AK Native** students, no comparative data for **Asian** students, a substantial increase for **Hispanic** students, a substantial decrease for **Pacific Islander/HI Native** students, a moderate decrease for **White** students, a substantial increase for **multi-ethnic** students, and no comparative data for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Supply Management retention rate for 2018-19, the retention rate was no comparative data for students aged **19 or less** in Supply Management courses, a substantial increase for students aged **20 to 24**, a substantial decrease for students aged **25 to 29**, a substantial increase for students aged **30 to 34**, no comparative data for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Program Awards

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	58	89	95	87	108
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	19	16	11	18	13

The percentage change in the number of Supply Management degrees awarded in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Supply Management certificates awarded in 2018-19 showed a substantial decrease from 2017-18 and showed a substantial decrease in comparison with the number of certificates awarded in 2014-15.

Post-Graduation Outcomes

Post Grad Outcomes	2013-14	2014-15	2015-16	2016-17	2017-18
9+ CTE Units	< 10	< 10	< 10	< 10	< 10
Earned a Livable Wage	< 10	< 10	< 10	< 10	Not Available
Median Annual Earnings	< 10	< 10	< 10	< 10	Not Available
Number of Students that Transferred	< 10	< 10	< 10	< 10	Not Available

Equity

Upon review of enrollment data it is clear that enrollment in business programs is much higher for males (84%) than females (14%). This can be attributed to the large population of incarcerated males that we serve. By modality, online courses in business and economics saw both lower retention and success rates than our correspondence, traditional, and hybrid offerings.

Additional equity gaps are evident in lower enrollment, retention, and success rates of African American and Hispanic students. In addition, it was found that the age group 20-24 had lower success rates than other age groups, while their enrollments were highest. Continued improvements in distance student support as well as enhanced online course content and instructor interaction is intended to improve these equity and access gaps in the future. In addition, equity-focused student programs such as Umoja and the International Resource Center are continuing to address and improve these gaps.

Achievement

There are several programs which have demonstrated improvements in outcomes and degree attainment for students. Specifically noted were increases in degrees and certificates for Business, Management and Supervision, and Supply Management. Although Economics saw a decrease in degrees awarded, it is anticipated that the creation and advertisement of the AA-T offering will increase students in this major.

Overall, we are experiencing slight improvements in student success and retention rates, specifically in online offerings and in comparison to college standards. This is likely due to the addition of three full-time faculty positions in the Business and Economics programs within the last four years. Improvements and updates to Canvas course shells may also contribute to this trend.

Program Efficiency

Fill rates and enrollments across most programs have seen a slight decrease in the past year. This may be due to a strong economy and low unemployment rate. Anticipated enrollment in the correspondence business courses is expected to drop next year as our offerings have been cut in the prison systems. In addition, it should be noted that the impacts on enrollment during and after the COVID-19 era are still unknown. Since Coastline is a strong leader in online education, it would be logical to anticipate that students will gravitate towards the College when seeking online classes or fully online degrees. It is also anticipated that we may see an economic recession shortly. Historically such recessions have seen an increase in college enrollment.

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

Course SLOs are assessed according to the SLO Schedule. Please see Appendix A for SLO Schedule and SLO assessments by course. SLO assessments and results are discussed amongst faculty at most monthly department meetings. Within the last year nearly one dozen SLO assessments were created according to department guidelines and with input from the SLO Coordinators. It has been discussed in department meetings that SLO results will continue to be reported and monitored for comparison and improvement purposes.

For the Business, Management and Supervision, Supply Chain, and Economics programs SLO's are assessed via a "master" SLO quiz which includes multiple choice and short response questions. All SLO assessments can be found in the Business Faculty Resource Hub:

https://coastdistrict.instructure.com/courses/48298/modules#module_190903

SLO attainment is measured using a rubric and reported to the SLO cloud. All courses reported had the majority of outcomes successfully demonstrated by students. SLO data can be found at:

<https://public.tableau.com/profile/aeronzentner#!/vizhome/SLOAssessmentResults/SLOAssessmentResults> Notable student attainment and deficiencies, as well as improvement plans can be found below by course:

Bus 100:

The vast majority of students performed well on SLO quiz questions which assessed SLO 1 (Articulate the benefits and costs of ethical behavior and social responsibility) and SLO 2 (Defend the Marketing Concept and its relationship to customer satisfaction). Students struggled to consistently and successfully answer the SLO quiz questions for SLO 3: Interpret financial information and explain how securities are used to finance an organization. Improvement plans include:

1. In the current course, the chapters related to finance and accounting are placed at the very end of the text/course (M15 and M16). We consequently have less time to explore and review these topics to ensure deep learning. In the new OER course currently being developed, this content will be moved to earlier in the course (M11 and M12). This will give us more time to explore and assess knowledge in this critical area of business. This course is slated to go live in the fall.
2. There are 4 questions related to this SLO. It is recommended that one of the questions should be re-written or replaced. Venture capital, while exciting and interesting, does not play a significant role in the operations of most businesses. Erin Thomas will be assessing the SLO Quiz as part of this course re-write for OER.

Bus 101:

Most students successfully demonstrated their understanding of SLO 3: Articulate and apply methods to develop project schedule, construct network diagrams and identify critical paths. Continued updating of course assignments and feedback may increase outcomes.

Bus 110:

The vast majority of students successfully met expectations of the course SLOs. SLO 1 was the lowest performing. It is thought that since this objective was covered the first 8 chapters in the textbook, students may have forgotten the concepts by the time the SLO quiz was given. In the future it may serve us well to review the topics later in the semester.

Bus 120:

Many students performed well on these SLOs. Originally writing assignments were used to assess SLO attainment. In doing so, it was learned that this method of assessment is not necessarily the best way to assess SLO attainment as students have varying writing skills and a misunderstanding of the prompt could lead to a poor score on the assessment, even if the knowledge was attained. We expect much cleaner results with the structured SLO quiz implemented in 2020.

Econ 170:

Many students performed well on the SLO assessment. The objective that needs the most attention to improvement in the future is focused on student understanding of the term “marginal” as it relates to decision making. In order to improve future outcomes, additional attention will be spent in discussions and modules by requiring students to explain the concept in their own words after being introduced to the topic in the reading and content videos.

Econ 175:

Over 70% of students demonstrated attainment of outcomes for SLO 1 and 2. The lowest performing questions required students to provide a written explanation of impacts a change in input price would have on equilibrium price and quantity. In order to improve this outcome, additional written questions will be posed in discussion forums and other assignments.

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

For the Accounting program, SLOs for select courses are assessed via a “master” SLO quiz which includes multiple choice and short response questions. All SLO assessments can be found in the Business Faculty Resource Hub: https://coastdistrict.instructure.com/courses/48298/modules#module_190903

Acct 100:

All learning objectives were met or partially met in the Spring 2020 semester for extended learning. Approximately 70% of students in the Fall 2019 semester demonstrated attainment of all SLO outcomes. Not all courses were during this time were measured with a standard SLO quiz. A master course is being created in the Fall 2020 students which should improve learning outcomes in all courses.

Acct 101:

Over 89% of students demonstrated attainment of outcomes for SLO 1 and 2. Less than 5% did not meet attainment of outcomes for each SLO. While these numbers are deemed excellent, we will continue to look for ways to improve the outcomes for the 5% of students that did not meet them.

Acct 106:

This course saw a sizeable improvement from Fall 2019 to Spring 2020 in both the met and partially met categories for both SLOs. Accounting Department Chair is scheduled to meet Instructor in the Fall 2020 semester to evaluate this course. During this evaluation, SLO assessments will be examined and discussed with instructor teaching this course.

Acct 107:

SLO assessments were conducted in the Spring 2019 & 2020 semesters. At least 96% of students met demonstrated attainment of outcomes for both SLOs each semester. Accounting Department Chair will meet with the instructor of record for this course in the Fall 2020 semester to see if any information can be gleaned to help other instructors attain the same success rates for their courses.

Aggregate Business Program Student Learning Outcomes (PSLOs), 2015-2016 through 2018-2019

Business PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Accumulate, record, and interpret financial data.	222	69.8%	26.1%	2.7%	1.4%
Analyze and recommend effective business decisions/solutions using a systematic, evaluative, and information-based approach.	221	69.7%	25.8%	3.2%	1.4%
Demonstrate proficiency in the use of computerized accounting software.	222	54.5%	33.3%	6.8%	5.4%
Demonstrate understanding of accounting and business terminology.	219	57.1%	37.4%	3.7%	1.8%
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.	221	77.8%	19.4%	2.3%	0.5%
Effectively communicate solutions to business problems using appropriate language and tools	221	71.1%	26.7%	1.4%	0.9%

through demonstrating an understanding of business terms and concepts.					
Prepare accurate reports for decision making and regulatory compliance.	220	71.3%	24.1%	4.1%	0.5%
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.	220	56.4%	33.2%	7.7%	2.7%

The aggregate post-graduation survey results show that the majority of graduates of the Business Program were able and confident or somewhat confident in demonstrating the PSLOs. Graduates indicated that their ability and confidence in developing and exhibiting high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today’s multicultural, team-oriented, rapidly-changing global environment was highest. In contrast, confidence and ability was lowest in demonstrating proficiency in the use of computerized accounting software.

Curriculum Review

BUS C118, Introduction to International Business, was added as a course offering in Spring 2020. Program and certificate name changes were made to clarify learning objectives and better describe the course offerings: “Management and Supervision: Supervision and Management” is now simply referred to as “Supervision.” “Management and Supervision: Management” is now called “Management.” Discussions with the Department Chair, full-time faculty, and counseling teams are currently taking place in order to aim to better align our curriculum, certificates, and programs with the Coastline Pathways initiatives. Updates to curriculum for several business courses is expected to be completed by next year.

A concern of the Business Department is now reduced offerings of correspondence courses in the prisons, as only BUS C110 and BUS C120 are now able to be taught (beginning Fall 2020). This will negatively impact funding, enrollment numbers, and degrees/certificates awarded as a department. Another area of potential improvement for correspondence comes with updating out-of-date video content and assessments. Such courses need to be updated with additional assessment content in order to preserve the integrity of exams, assignments, and course grades. It is recommended that correspondence instructors continue to update and create course content at least biannually. Additionally, we’ve 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. We will continue to research how to best create and format these courses for delivery in the prisons.

Accounting courses ACCT 281-284 have not been offered due to low enrollments in the past several years. Students wishing to take these courses, can take the equivalent Business course of the same number and substitute the Accounting course if they work in accounting so they may complete their certificate or degree. Accounting Department will review SLO’s in 2021 in the below noted courses and make any necessary changes.

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	Sus
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	Review 2021
ACCT C131	VITA 2 (Volunteer Income Tax Assistance)	10/2013	Review 2021
ACCT C281	Work Based Learning	03/2010	Review 2021
ACCT C282	Work Based Learning	03/2010	Review 2021
ACCT C283	Work Based Learning	03/2010	Review 2021
ACCT C284	Work Based Learning	03/2010	Review 2021
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 118	Introduction to International Business	02/2020	
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	Economic Issues and Problems	12/2019	
ECON C170	Principles of Microeconomics	12/2019	
ECON C175	Principles of Macroeconomics	12/2019	
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	

External Analysis: Market Assessment

Provide a summary of advisory board suggestions and Labor and LMI market data.

<https://www.bls.gov/>

<https://www.labormarketinfo.edd.ca.gov/>

According to our annual Business Advisory Board meetings, one of the largest skill gaps employers noted in new employees was critical thinking, communication, and the ability to work with Microsoft Excel. The department is making a continued effort to incorporate these skills into our course offerings. Special attention is being minded to emerging labor market growth trends by means of monitoring projections and hosting the annual Advisory Board meetings. See Appendix B for past Advisory Board Minutes, and below for employment outlook.

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.

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2016 Employment	Annual Job Openings (1)
113011	Administrative Services Managers	41,600	4,010
412011	Cashiers	404,100	75,110
533031	Driver/Sales Workers	44,400	5,150
431011	First-Line Sup/Mgrs of Office and Administrative Support Workers	176,100	18,600
411011	First-Line Supervisors/Managers of Retail Sales Workers	152,400	16,630
111021	General and Operations Managers	267,900	25,860
131111	Management Analysts	127,500	13,060
119199	Managers, All Other	105,400	8,820
412031	Retail Salespersons	452,300	65,170
112022	Sales Managers	73,200	7,100
413099	Sales Representatives, Services, All Other	127,500	18,130
119151	Social and Community Service Managers	18,000	1,990
435081	Stock Clerks and Order Fillers	237,200	33,170
113071	Transportation, Storage, and Distribution Managers	16,900	1,600
	Total	2,244,500	294,400

Occupations with the Most Job Openings

Standard Occupational Classification	Occupational Title	Total Job Openings	Median Hourly Wage	Median Annual Wage
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	84,680	\$11.43	\$23,771
41-2011	Cashiers	68,050	\$11.42	\$23,750
39-9021	Personal Care Aides	65,210	\$11.59	\$24,121
35-3031	Waiters and Waitresses	64,960	\$12.07	\$25,088
41-2031	Retail Salespersons	64,720	\$12.03	\$25,031
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	42,920	\$12.70	\$26,403
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	37,420	\$12.96	\$26,950
43-9061	Office Clerks, General	34,140	\$16.01	\$33,308
43-4051	Customer Service Representatives	33,110	\$18.11	\$37,668
43-5081	Stock Clerks and Order Fillers	30,630	\$12.40	\$25,784

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>Hire ONE full-time teacher (Business) who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2018.</p> <p>Hire ONE full-time teacher (Accounting) who has online teaching experience, in time to be ready to take FSC training courses, develop telecourse handbooks, and be ready to teach in fall 2019.</p>	Partially Completed	<p>Full-Time Business Instructor was hired.</p> <p>Full Time Accounting Faculty is still seeking approval. Fall 2019 FT Accounting Instructor position was prioritized as 4th. But budget cuts due to Covid-19 has decimated near term hiring hopes. However, this remains a high priority for the Accounting Department.</p>	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	A detailed assessment has been conducted and a separate proposal has been written. It is available for review.	Coastline's award-winning VITA tax program has provided opportunities for transfer and employment. Developing an EA program will expand professional skills to prepare students for a career in tax and accounting fields straight from Coastline.
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.	Completed		Course has been created and was offered for the first time in Spring 2020.
Supply Chain Management Program - CSCPM Program.	In-progress	A partnership between Coastline and the Council of Supply Chain Management Professionals (CSCMP) has been established that will ultimately lead to	

		certification prep content being incorporated into MS171, Introduction to Supply Chain Principles.	
Project Management - CAPM Program.	In-progress	Research is being conducted in regard to making Coastline a Registered Education Provider (REP) for the CAPM (Certified Associate in Project Management) and the PMP (Project Management Professional) certification programs. Coastline may need to apply for designation and dedicate resources including classrooms and computer lab(s) for workshops and the software applications needed for the program.	
Develop OER Bus 100 Course	(New)	Master Canvas course shell currently being developed with the help of a PE (Professional Expert).	Expected release of zero-cost Bus 100 is Fall 2020.
Explore Creation of International Business Certificate	(New)	Research being conducted regarding creating an International Business certificate. Existing BUS 118 would be a core course in addition to other offerings in the department, along with an international language requirement.	Such a certificate would expose more students to the cultural assessments used in the course to evaluate global business opportunities, and could be woven into an AA degree.
Explore Creation of Business Economics Certificate	(New)	Research being conducted around creating a Business Economics certificate which would complement the Business Admin and/or Economics degree programs.	This certificate would better tie the Business and Economics disciplines and complete degree offerings.
Create Master Courses in Accounting Department	(New)	One master course has already been created (ACCT C116). Four more are scheduled for Fall 2020.	Fulfill O.E.I. Initiatives
High School Outreach by Accounting Department	In Progress	Accounting Department began outreach at a local high school within the Coast College District.	Expand potential student base and align curriculum with local high schools.
Course Outline of Record changes to consider additional students such as not for credit.	(New)		

Investigate necessary design changes caused by Covid-19 to courses such as VITA 131	(New)	VITA 131 was stopped mid-semester in Spring 2020 due to Covid-19.	Certain courses such as the VITA practicum ACCT 131 are not practical in current state which. An essential course and service to the community will be allowed to continue.
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Response to Program and Department Review Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Complete the curriculum review for Accounting courses.	Addressed	Completed in 2018
Explore new fields of study (e.g. international business, business analytics).	Addressed	Hired a new 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. At this time hybrid and in-person courses will not be offered Fall 2020 are a result of social distancing measures in response to COVID-19.
Explore adaptations of telecourses to online for incarcerated students	Ongoing	Faculty prepared to create Canvas courses to be offered in the prison systems once given direction from Administration and DOC.

Program Planning and Communication Strategies

Faculty in the Business/Accounting/Economics Departments meet monthly as set in a schedule provided by the Department Chair at the start of the academic school year. Meetings have taken place in person and Zoom is also utilized to reach faculty who cannot make it to campus. Agendas and meeting minutes are produced for each meeting and are posted to the Faculty Resource Hub for convenience and records purposes:

<https://coastdistrict.instructure.com/courses/48298>

These regular meetings provide a time to discuss the items noted above, collaborate, and plan. In addition to monthly meetings, faculty are in close contact regularly through email. During monthly meetings and through email, communications surrounding school and department policies, SLO assessments, performance data, and general housekeeping consistently take place.

Acct: Talk about communication patterns

In addition to the above monthly meetings, Accounting Department holds ad-hoc meetings in person, via Zoom, and by telephone with its faculty as needed to discuss accounting specific issues and projects. Summary emails may be sent to attendees following such meetings, but no minutes are typically prepared.

Coastline Pathways

Describe the program's involvement in Coastline Pathways over the past year.

Erin Thomas has represented the department during the 2019-2020 school year by serving on the Guided Pathways Steering Committee. Both Erin and Stacey Smith have served on specialized workgroups during this time which brings the opportunity to include their insight and expertise in school-wide decision making.

In addition, the Business Department has worked closely with Counseling and the Articulation Officer to create program maps for several of our degree programs. This resource provides students with a clear path to graduation and is intended to increase completion rates. The Department is continuing to work with Counseling and Curriculum to make program revisions that will better align with Guided Pathways initiatives and better serve students.

Implications of Change

Summarize the findings from the program analysis and outline areas of opportunity for change.

Due to new social/physical distancing regulations, plans need to be in place to convert all previously on-site and hybrid courses to fully online modes of delivery. As all department faculty are experts in online teaching, making this transition does not require additional training. Faculty are planning to continue live lectures and office hours via Zoom for the Fall 2020 semester after beginning to do so in Spring 2020.

As the Department of Corrections is exploring the possibility of offering online courses in the prison systems, it is the Business Department's responsibility to be ready to submit sample courses as requested by Administration. Faculty are ready and willing to produce these courses in Canvas which will cater to the student population and include strong levels of RSI while minding the restrictions and limitations of the prison environment.

The Guided Pathways initiative is bound to bring about certain changes to all Coastline programs in regard to organization and procedures. The Department will continue to work with Guided Pathways coordinators and leads to ensure our programs are in alignment with these initiatives.

Section 2: Human Capital Planning

Staffing

Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year					
Current year				Classified staff have been utilized in helping with accessibility requirements.	PE hired to assist in the creation of OER Bus 100 course.
1 year		Accounting Faculty Position deemed critical for continued growth of accounting department		Classified staff may be requested to assist faculty in producing accessible content.	PE may be requested to continue development of OER courses.
2 years			If we have the option of offering online courses in the prison system, more part time faculty will be required due to RSI modifications.		
3 years			See above.		

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.

The above describes anticipated staffing needs for the next few years. Classified staff are able to assist faculty with smaller projects and provide help with creating accessible content. Professional experts may be sought after to continue the department's goals of increasing the number of OER courses available. Additional part time instructors may need to be hired if Coastline is able to begin teaching online in the prison systems due to the required amount of RSI. Our current correspondence courses of 300+ students to one faculty member is not possible for the online mode of delivery.

Professional Development

Professional Development

Name (Title)	Professional Development	Outcome
Stacey Smith	<p>Completed various PD training courses and programs through Coastline including Program Power Hour, De-Escalation Training, Foresight Thinking Training, Portfolium Training, and Starfish Training</p> <p>Completed Data Coaching Training course</p> <p>Attended CCCAOE Conference</p> <p>Served on Perkins Advisory Board</p> <p>Served as Department Chair</p> <p>Served on Academic Senate, Scholarship, Flex, and Facilities Committees. Served on the Financial Literacy GP Workgroup.</p>	<p>Improved data analysis and decision-making skills to better serve Department and anticipate trends. Kept up to date on newest student support programs and initiatives. Maintained network of business and educational partners to continually seek information on workforce development in order to keep program offerings current. Represent Coastline in District decision-making. Oversaw Business and Economics faculty and programs to ensure high academic standards are being met.</p>
Erin Thomas	<p>Participated in the First Year Faculty Academy</p> <p>Attended CSCMP Conference</p> <p>Served on Guided Pathways Steering Committee</p> <p>Served on Perkins Advisory Board</p> <p>Formed partnership between Coastline and the Council of Supply Chain Management Professionals (CSCMP)</p>	<p>Improved existing knowledge of a wide variety of pedagogical, administrative, technical and institutional topics. Met and built relationships with industry partners and businesses, as well as others in career education in our region. Formed a partnership between Coastline and the Council of Supply Chain Management Professionals (CSCMP) that will ultimately lead to certification prep content being incorporated into MS171.</p>
Abraham Adhanom	<p>Attended NBEA (National Business Educators Association) Conference</p>	<p>Participated in several workshops and training seminars ranging from teaching and learning effectiveness and instructional technologies. Attainment of new skills will be used to improve teaching and student outcomes.</p>
Kevin Erdkamp	<p>Completed Faculty Tenure Review training</p>	<p>Allowed to serve as Chair of one of two Tenure Review committees served on.</p>

	<p>Completed Full EEOC Training</p> <p>Accounting Department Chair</p> <p>Volunteer Income Tax Assistance Certification</p> <p>Various PD such as Zoom and accessibility training</p>	<p>Collaborated with sister college which strengthened rapport between accounting departments.</p> <p>Oversaw Accounting faculty and programs to ensure high academic standards are being met.</p> <p>Orientation training for 2019 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>Added live lectures to online courses via Zoom and recorded them which have improved success rates.</p>

For the 2020-2021 academic school year the below professional development opportunities were requested by faculty in order to continue improving teaching techniques and fostering business and educational partnerships:

- Stacey Smith- NETA (National Economics Teaching Association) Conference
- Erin Thomas- CSCMP Conference
- Abraham Adhanom- NBEA conferences and training workshops relating to Project Management and Business analytics.
- Kevin Erdkamp – TACTYC – Virtually

Section 3: Facilities Planning

Facility Assessment

As fill rates for our on-site courses have been improving over the past year, new classroom furniture will be required soon. The current permanent table setup in our classrooms causes crowding and an uncomfortable environment for students. Mobile furniture would lend itself well to our classrooms in promoting a more collaborative workspace for student groupwork, etc.

The addition of standing desktops in the faculty offices are also requested to promote physical wellbeing and improved productivity.

Section 4: Technology Planning

Technology Assessment

To better serve our students in the remote/online capacity, additional technology may be needed such as tablets for faculty to conduct live Zoom lectures with the use of smart pens, etc. If it is decided that we should pursue the PM Certification partnership with PMI, we will need a computer lab (approximately 24 stations) and server platforms to configure Microsoft Project workstations, as well as server hardware for MS Project.

Section 5: Ongoing/New Initiatives

BUS MS ECON Initiative 1: Develop OER (zero-cost textbook) Bus 100 course.

Describe how the initiative supports the college mission:

Developing an open source Intro to Business course will save Coastline students thousands of dollars each semester and will promote equity for lower-income students. It may also bring in additional students to the program since OER is designated in the course schedule.

What college goal does the initiative support?

X Reduce all student equity gaps regarding access and achievement (Equity)

X Increase student completion and achievement outcomes (Achievement)

Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)

X Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This initiative will provide more access to students since the textbook will be zero cost. Additionally it is anticipated course completion and success may improve.

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.

Studies show a major reason that students drop courses is because of the high costs of textbooks.

Recommended resource(s) needed for initiative achievement:

Faculty support through a Professional Expert.

What is the anticipated outcome of completing the initiative?

Increase enrollment, course completion rates, and improve access.

Provide a timeline and timeframe from initiative inception to completion.

This project began in Fall 2019 with research and planning. The majority of work will be completed in Spring 2020 with a projected launch date of Fall 2020.

BUS MS ECON Initiative 2: Explore creation of an International Business certificate.

Describe how the initiative supports the college mission:

This will produce more certificates for the school and may be completed as part of a pathway to a Business AA or AS-T degree.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- X Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This certificate could be included as a pathway to a Business AA or AS-T degree by providing students with a certificate while completing degree requirements simultaneously.

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.

Course study in international business is increasing in demand. This initiative could promote interest and increased completion rates in our programs. This initiative was also approved by the Coastline Business Advisory Board following our annual meeting on 4/24/2020 (see Appendix B).

Recommended resource(s) needed for initiative achievement:

We are still in the exploratory phase for this initiative, however a need for part-time faculty help or a PE may be necessary.

What is the anticipated outcome of completing the initiative?

An additional certificate in the Business Department will be offered.

Provide a timeline and timeframe from initiative inception to completion.

Research and planning will continue over the next year and feasibility of creating the program will be readdressed in 2020-2021.

BUS MS ECON Initiative 3: Explore creation of Business Economics certificate.

Describe how the initiative supports the college mission:

This will produce more certificates for the school and may be completed as part of a pathway to a Business or Economics AA or AS-T degree.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- X Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This certificate could be included as a pathway to a Business or Economics AA or AS-T degree by providing students with a certificate while completing degree requirements simultaneously.

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.

Completion of a certificate as a pathway to a degree option may increase student completion rates. This initiative was also approved by the Coastline Business Advisory Board following our annual meeting on 4/24/2020 (see Appendix B).

Recommended resource(s) needed for initiative achievement:

We are still in the exploratory phase for this initiative, however a need for part-time faculty help or a PE may be necessary.

What is the anticipated outcome of completing the initiative?

The Economics Department would have its first certificate option and may draw additional students to the major. It will also provide a bridge for students between the business and economics fields.

Provide a timeline and timeframe from initiative inception to completion.

Research and planning will continue over the next year and feasibility of creating the program will be readdressed in 2020-2021.

ACCT Initiative 1: Hire a Full Time Accounting Faculty.

Describe how the initiative supports the college mission:

Two key elements in Coastline’s Mission Statement are career advancement and transfer. Successful completion of two gate-keeper accounting courses are essential for both elements. Additional partnerships with the business community can also be developed.

What college goal does the initiative support? (New Vision 2025 goals to be added)

What college goal does the initiative support?

- X Reduce all student equity gaps regarding access and achievement (Equity)
- X Increase student completion and achievement outcomes (Achievement)
- X Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- X Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

This initiative will provide more faculty access to students by doubling its full-time faculty.

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.

Internal and external data prove that college students are more successful with higher percentages of full-time faculty compared to adjunct instructors.

Recommended resource(s) needed for initiative achievement:

Hiring committee to be formed.

What is the anticipated outcome of completing the initiative?

Increase in enrollments, higher course completion rates, and improve access.

Provide a timeline and timeframe from initiative inception to completion.

This initiative has been planned for several years. The majority of work will be completed in Spring 2021 semester (assuming fall 2020 approval via Faculty Senate Prioritization) with a projected launch date of Fall 2021 or 2022.

Initiative 2: Create Master Courses in Accounting Department.

Describe how the initiative supports the college mission:

High quality master courses will help students obtain employment opportunities quicker. All courses on this initiative do not require a degree for students to gain employment or advance their career in accounting and taxation.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

Workforce readiness is at the forefront of the educational landscape changes at Coastline. These courses fill this void that many non CE courses cannot.

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.

Bookkeepers and income tax preparers are in demand in every economic scenario. Recent governmental funding will only heighten this need for professional assistance in these areas. This initiative may also promote interest and increased completion rates in our accounting program certificates. This initiative was also approved by the Coastline Business Advisory Board following our annual meeting on 4/24/2020 (see Appendix B).

Recommended resource(s) needed for initiative achievement:

Non instructional assignments

What is the anticipated outcome of completing the initiative?

Additional non-credit courses can be developed after these master courses are created.

Provide a timeline and timeframe from initiative inception to completion.

Fall 2020 Semester.

ACCT Initiative 3: 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 without earning any degree. 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?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

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:

Non-Instructional Assignments

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. Certain existing courses will be modified and submitted for approval during the Academic Year 2020/21 and will be offered in the Fall of 2021. Additional courses will be developed and submitted for approval during the Academic Year 2020/21 and will be offered in the Fall of 2022.

ACCT Initiative 4: Continue and Expand Accounting Department High School Outreach.

Describe how the initiative supports the college mission:

This will produce higher enrollments for all Coastline courses.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- X Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

Entering the path is the most crucial step. High School Outreach not only creates a larger funnel of students that can enter the community college system, but this outreach helps these students to decide their course of study as they begin their college career at Coastline.

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.

Internal data at Coastline showed that 9 high school students began college courses from limited outreach at just one high school accounting course in the Spring 2019 semester.

Recommended resource(s) needed for initiative achievement:

Part-time faculty and outreach materials

What is the anticipated outcome of completing the initiative?

Higher enrollments in business and accounting courses. Higher completion rates of required accounting courses in the business program. Alignment of Introduction to Accounting and QuickBooks courses due to partnerships with high school teachers.

Provide a timeline and timeframe from initiative inception to completion.

Research, planning, alignment of courses and outreach will continue over the next year. Results will be evaluated in Summer 2021.

ACCT Initiative 5 & 6: C.O.R. Revisions and Course Design Changes due to Covid-19

Describe how the initiative supports the college mission:

Addressing the needs of diverse students require continual modifications to courses as more is learned. Covid-19 brought new challenges that made some course such ACCT C131 VITA II inoperable. Not only have our VITA courses provided practical experience for students, but they have also returned millions of dollars to our community through income tax preparation.

What college goal does the initiative support?

- Reduce all student equity gaps regarding access and achievement (Equity)
- Increase student completion and achievement outcomes (Achievement)
- Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
- Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?

Coastline accounting programs such as QuickBooks and VITA have brought innovation to Coastline which has accelerated student success in areas such as transfer and employment. Students can obtain quick employment earning a living wage after only a few accounting courses. This too can help these special populations stay in school while still having sustainable income for themselves and their families.

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.

Coastline's Career Education Department has been tracking student success stories that prove our accounting program is positively changing lives of its students.

Recommended resource(s) needed for initiative achievement:

Part-time faculty are essential.

What is the anticipated outcome of completing the initiative?

Higher employment rates of our students which will help their financial stability and overall wellness

Provide a timeline and timeframe from initiative inception to completion.

Evaluation in fall 2020. Changes to commence late fall 2020 and complete Spring 2021.

Section 6: Prioritization

List and prioritize initiative requests.

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Develop OER (zero-cost textbook) Bus 100 course.	PE assistance	4,000	One-Time	No	Internal Research	Equity; Achievement; Innovation & Effectiveness	2021	1
Explore creation of an International Business certificate.	Non-instructional Assignments	3,500	One-Time	No	External Research	Achievement	2022	2
Explore creation of Business Economics certificate.	Non-instructional Assignments	3,500	One-Time	No	External Research	Achievement	2022	3
Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	Complete By	Priority
Hire Full Time Accounting Faculty Member	General Fund	100,000	Ongoing	No	External Research	Equity; Achievement; Engagement; Innovation & Effectiveness	2021	1
Create Master Courses	Non-instructional Assignments	3,500	One-Time	No	External Research	Achievement; Innovation & Effectiveness	2021	2
CTEC & EA certificates	Non-instructional Assignments	3,500	One-Time	No	External Research	Achievement; Innovation & Effectiveness	2021	3
High School Outreach	Marketing and outreach materials	2,000	Ongoing	No	Internal Research	Engagement	2022	4
C.O.R. Revisions & Course Design Changes	No-cost	0	One-Time	No	Internal Research	Innovation & Effectiveness	2021	5

Prioritization Glossary

Initiative: Provide a short description of the plan

Resource(s): Describe the resource(s) needed to support the completion of the initiative

Est. Cost: Estimated financial cost of the resource(s)

Funding Type: Specify if the resource request is one-time or ongoing

Health, Safety Compliance: Specify if the request relates to health or safety compliance issue(s)

Evidence: Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)

College Goal: Specify what College goal the initiative aligns with

Complete 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.

Appendices

Appendix A- SLO Assessment Schedule

Program	Subject	Course	Title	Fall 2019	Spring 2020	
Business	Accounting	ACCT C100	Introduction to Accounting	R		
		ACCT C101	Financial Accounting			
		ACCT C102	Managerial Accounting			
		ACCT C103	Individual Taxation		A	
		ACCT C104	Business Taxation			
		ACCT C106	Excel for Accounting		A	
		ACCT C107	Accounting with QuickBooks			
		ACCT C111	Advanced QuickBooks			
		ACCT C112	Intermediate Accounting 1			
		ACCT C113	Intermediate Accounting 2		A	
		ACCT C114	Intermediate Accounting 3			
		ACCT C116	ACCT for Non-Financial Managers, Entrepreneurs, Business Own..	A		
		ACCT C118	Fundamentals of Auditing			
		ACCT C120	Advanced Accounting		A	
		ACCT C130	VITA 1 (Volunteer Income Tax Assistance)		A	
		ACCT C131	VITA 2 (Volunteer Income Tax Assistance)		A	
		ACCT C281	Work Based Learning			
		ACCT C282	Work Based Learning			
		ACCT C283	Work Based Learning			
		ACCT C284	Work Based Learning			
		Business	BUS C007	Business Mathematics		
			BUS C100	Introduction to Business		R
			BUS C101	Introduction to Project Management	A	
			BUS C102	Advanced Project Management (PMP)		A
	BUS C103		Project Management Professional Certification Review			
	BUS C110		Business Law/Legal Environment of Business	A		
	BUS C112		Legal Aspects of Entrepreneurship		A	
	BUS C120		Personal Finance		A	
	BUS C124		Risk Management for Enterprises and Individuals	A		
	BUS C130		E-Commerce: Strategic Thinking and Management	A		
	BUS C150		Introduction to Marketing		A	
	BUS C170		Entrepreneurship and Small Business Finance		A	
	BUS C180		Entrepreneurship and Small Business Plan	A		
	BUS C190		Investments		A	
	BUS C197		E-Commerce/Online Business	A		
	BUS C222		Entrepreneurship and Small Business Operatons and Manageme..		A	
BUS C281	Work Based Learning					
BUS C282	Work Based Learning					
BUS C283	Work Based Learning					
BUS C284	Work Based Learning			A		
Economics	ECON C110	Contemporary Economic Issues and Problems				
	ECON C170	Principles of Microeconomics		A		
	ECON C175	Principles of Macroeconomics	A			
Management & Supervision	MS C100	Business Organization and Management		A		
	MS C101	Management and Employee Communication		A		
	MS C102	Human Relations in Business		A		
	MS C104	Human Resource Management	A			
	MS C144	Introduction to Leadership		A		
	MS C145	Personal Leadership				
	MS C150	Organizational Leadership 1				
	MS C151	Organizational Leadership 2				
	MS C171	Principles of Logistics/Supply Chain Management		A		
	MS C172	Logistics/Supply Chain Operations		A		
	MS C174	Purchasing and Procurement				
	MS C176	Supply Chain/Logistics Management				
	MS C283	Work Based Learning				
	MS C284	Work Based Learning		A		
Supply Management	SM C101	Principles of Logistics/Supply Chain Management		A		
	SM C102	Logistics/Supply Chain Operations		A		
	SM C104	Purchasing and Procurement				
	SM C204	Supply Chain/Logistics Management				

Source: <https://public.tableau.com/profile/aeronzentner#!/vizhome/shared/MWW9DXF3Y>

Appendix B- Advisory Board Meeting Minutes

2020 Business and Accounting Advisory Committee Meeting

April 24, 2020, 9:00am – 10:30 AM

1. Welcome/Purpose of Advisory Committee

Stacey Smith: Pretty much every year after these meetings we write up our minutes and take a look at things that we can change or implement into our programs. We learn about new skills that we should try to be working into our classes. So, all this feedback really helps us and our end goal to better prepare students to enter the workforce. This information is also reflected in our annual program review and we use it when we're applying for grant money and using grant funding. So again, all of this information, it's not just a one-day thing, even though it's a one-day meeting. We really consider this feedback throughout the whole year. So, we do appreciate you being here and helping us out with that.

2. Introductions

- Stacey Smith – Business Department Chair, Coastline
- Kevin Erdkamp – Accounting Department Chair, Coastline
- Abraham Adhanom, CPMP – Full-Time Faculty, Coastline
- Erin Thomas – Full-Time Faculty, Coastline
- David Juranich – Supply Chain, Panasonic national operations.

- Nancy Jones – Dean, CTE, Coastline
- Don Isbell – CTE Director, Santa Ana Unified School District
- Chuck Henry – Project Manager, Construction and Part-Time Faculty, Coastline
- Erin Johnston, CPA - Controller at Boardriders: Quicksilver, Billabong, and Roxy.
- Dr. Gene Lowther – Aerospace industry (35 years) and Part-Time Faculty, Coastline
- Merry Kim – Associate Dean, CTE, Coastline
- Lisa Smith Jones, CPA – CPA firm and Part-Time Faculty, Coastline
- Humza – Coastline graduate employed at CPA firm
- Anna Isbell – Instructional Associate, Coastline
- Jeanne Oelstrom – Part-Time Faculty, Coastline
- Travis Tibbets – Supply Chain Manager, General Atomics and Part-Time Faculty, Coastline
- Dr. Cathleen Greiner – Regional Director, Employer Engagement, Business and Entrepreneurship
- Nick Ruzzi – Instructor, La Quinta High School
- Margie Snow – Real Estate Appraiser, Entrepreneur and Small-Business owner, Part-Time Faculty, Coastline
- Jaime Gonzalez, Regional Director, Advanced Transportation and Logistics, GWC, small business owner

3. Status of Coastline's Business and Accounting Departments

Stacey Smith: We can't really start talking about the status of our programs in our school without talking about the COVID-19 impact. Coastline was in a special position, especially compared to other schools, since we were mostly online before this all happened. Our ability to quickly transition to fully online was pretty seamless. We also had the advantage in that most of our faculty had already been trained on our Learning Management System. We're comfortable with it as are our students. So, since we had a lot of online students, when moving the onsite students to the online modes of learning, they adapted really well. I think it's pretty safe to say that, compared to other schools Coastline had an easier transition to

moving from on-site to online learning. All of our instructors in our department that previously had onsite classes have been using Zoom to keep up our normal schedule. We lecture on Zoom and have our office hours that way. So, I think our strategy so far has been to keep students on their normal schedule. For example, if we have Monday night lectures, we still lecture on Monday night through Zoom. We've had pretty good retention numbers from students, which I think a lot of other schools can't say. They've had a lot of drops. So, even though it's been a little uncertain, I'm really pleased with how we've transitioned so far. We do know that all of our summer classes coming up will be online only, and there won't be any face to face. Moving forward, looking to fall, we're not 100% sure yet how that's going to look, but we are prepared to offer everything online. I'm probably also doing our synchronous lectures like we're doing right now. That's the plan. So, you know, the next few weeks and months will tell us a little bit more about that.

As far as enrollments. they've been slightly down the past year or two. Typically, when the economy is doing really well, we see a drop of enrollments. So, with this new economy, they have now. We may be able to anticipate some increased enrollments - that typically happens in recessions, so we're going to be keeping our eye on that.

There are some other changes to the school in general for next year. Our funding is going to be reduced by quite a bit, which is going to impact the number of sections we're able to offer. They put out another new budget allocation model. We didn't really come out on top of so, unfortunately we're losing some funding and that will reflect in our full schedule being a bit less than it has previously, but hopefully that'll pick up.

I'm not sure how many of you know this, but we typically have three main student populations. We have our general population courses, which are state-funded, our online students and our onsite students. Then we have our military, which is different funding and it's actually an income generating program. And lastly we have our incarcerated courses, which we offer through the presents and unfortunately they have kind of changed their vision and what they want to see as far as course offerings and they're more interested in transfer degrees only. For our department, our program, we don't have an associate degree to transfer in business. As of now, so we're required to cut some of our courses we're offering. So, for fall we're offering two classes as opposed to our normal six. So that is unfortunate for the students.

Nancy Jones: I need to correct something there. We do have ADT, it's just the incarcerated program at the state is focusing on three degrees and business is not one of them. So that's why it's being cut.

Stacey Smith: Thank you for that correction. Also, we're

Kevin: Kevin here, I will just briefly update you on Accounting. Pretty much a lot of the things follow what Stacy already said, we are going to have to cut courses. Summer enrollments for me from the accounting perspective appear to be very strong. We have one our financial accounting class already has 40 students in it. My managerial already has 20 students. And I think we've only been active little over a week. So I see strong enrollments in the courses that we do have. And yeah, it's unfortunate the times that we have the least amount of money are the times that we need it the most.

As Hamza mentioned a little bit earlier, he's furloughed as of today. And so that's been a real eye-opening experience for me that this this pandemic has hit all industries, not just certain ones.

I am starting to get inquiries about a CPA program and so I'm advising students on why they necessarily should pick a CPA and I really want to get \ feedback first before I haven't go down that path.

We had started some discussions on prior to this pandemic hitting about QuickBooks, and possibly cutting a beginning QuickBooks into a two unit course and we've had some discussions about making it into two one-unit courses, possibly one to be on the desktop version one to be on the online version. We're also trying to kind of have that dovetail into some non-credit courses as well, and so that was another reason.

4. Labor market outlook in the age of COVID-19 (Dr. Cathleen Greiner)

- [Workforce and Labor Market Updates](#)
- [Business and Entrepreneurship Sector Summary](#)

5. Skills gaps from employer perspective

Stacey Smith: Based on what Kathleen talked about and your experience over the past year or two; I want to ask for your input about current skills gaps that you're seeing from an employer perspective. What skills are most lacking? What can we do to help our students prepare?

David Juranich: I think, if anything, it's that good times don't last forever, and neither do the bad times. And I think some encouragement to students right now is the fact that yes, it's down, however, we go through these dips. This might be the first time you've been through this or maybe the second time, but we will come out of it and you need to be prepared. So, it's kind of just getting the skills. Be ready and also when things are good, be prepared when things have a downturn as well. The best description I heard recently was you teach the students how to take off, but they don't learn have a land. And, that really is kind of on their own. Maybe a lot of it's going to be really their own determination and really what they learn along the way. Learn how to think how to process and then obviously I always stress networking.

Lisa Smith Jones: I just want to play off of that, since I'm seeing this now from basically hand-holding all of my entrepreneurs. Students need to have an entrepreneurial mindset. I think most of our students and I'll say most of the entrepreneurs, I'm dealing with her in Orange County had good times. They were singularly focused on one path, whether it was education to get the degree because that yields success. One mindset of, like, what's the business model. I think students need to see themselves as a jack of all trades, people who are very adaptable who say, Okay, I've run into a brick wall today, I need to pivot. How can I pivot my existing business model? And, they have that sort of entrepreneurial hustle, and they feel a responsibility. This is how I approach my clients as well - ok I have the responsibility not to become overwhelmed by the set of circumstances. It's my responsibility to hustle and figure out how I drive that train through a very narrow space and the ones that I'm finding are really adapting, changing, open minded, are the ones that have that sense of adaptability and self-initiation. I have accountability. I've got to save this business, how can I do it. I'm finding a lot of my students, depending on their age group have that built in mentality, probably because we've all gone through these multiple periods of downturns. But to the degree that we could really instill that in our students that like this is temporary, self-hustle, self-initiate - you know, you might have to work in a grocery store for six months and that's okay, just stay focused and try - is important.

Erin Johnston: Definitely Excel - always the ability to understand and work with data so I know accounts were trained in the debits and credits, but then you have to apply it to these large data sets. So that's something that I always like to see. And then I would echo the jack-of-all- trades that these situations make push you out of your normal job. So, I'm usually doing debits and credits and now

I'm going vendor by vendor who are we paying-who aren't we paying, and it's not necessarily something that I was explicitly trained for. So, you have to put on your business hat. What functions as our business? Do what's critical. Now what could wait? I don't know how you integrate that in the classroom environment but that's something that we're seeing at the moment.

David Juranich: I'm kind of an advocate as far as I think a lot of students end up in their major because they don't know what else to do. And I think supply chain - we try to push that back to the community colleges, even down to the high school level, as far as operations and supply chain is a huge employment sector. It would be nice to see students, rather than going into general business at least focus into some type of operations in supply chain because I when I used to get general business applications - it's like, what do you do with them? You know, I'm sorry, but we don't have any general manager positions available right now. And if they do end up changing majors. It might take them another semester. So again, advocating looking at, you know, if you're an accountant, great. And my undergrads in accounting. However, if you don't know what to do, then, you know, consider operations. And I just want to add on to the communications. What I'm finding I'm taking my MBA through Texas A&M and every class stresses the APA format. And, you know, usually when I got my undergrad, every class was a little different. Somebody was MLA some was APA. Having one common reporting format and sticking with it and forcing students to learn how to use citations and in a proper format and recording is very important.

Jaime Gonzalez: So briefly, I'm in conversation with the independent shop owners, I sit on a statewide committee for independent shop owners in California and am very well connected with the Orange County chapter of 122 dealerships in Orange County. The conversation when the economic recovery does begin, is not so much to focus on the middle skill but entry level skills. Get the company, the economy, back up and going again. There's going to be a lot of opportunities for internships/work-based learning. We're in conversation right now with all the dealerships in Orange County to see how we can develop an official internship program, to get students with entry-level-skills started in the workplace. So, the conversation is, to get it back up and going again they're going to have to start from scratch at some point. It will start from scratch, because it's not going to be a matter of calling back your employees who you furloughed or let go. Because obviously, a lot of them were upset that they were let go to begin with, so it's not going to be a matter of just picking up the phone and saying, Hey, come back to work. That employee may have hard feelings or may have already found employment somewhere else.

Erin Johnston: Yeah, so actually accounting ended up being a really good place to be because we're all working from home. So that has really saved a lot of our jobs and we're also more critical in this moment than other. Accounting has been pretty versatile now person by person, it is it is hard to work from home. We have a lot of working parents who are trying to figure out working full time and being a full-time caretaker and doing their kids distance learning. So those are our bigger challenges right now. But we because we're a global company, we had collaboration tools in place already - Microsoft Teams. So, that made it a lot easier to transition to working remotely because we were already familiar with the tools.

Kevin: So those skill sets like the Microsoft Teams, we should maybe be looking at incorporating some of those at a smaller level lessons into our into our curriculum, maybe?

Erin Johnston: Yes, Microsoft Teams is neat because you can do your video conferencing, share files easily, chat. It has a lot of neat functionality, but it's an expensive tool. So, I think that your smaller

companies won't have it but just the concept of how do we collaborate remotely? How do we share screen? I think any tool that does that is probably useful.

Kevin: Thank you. Humza, can you share your perspective from your first year and now bring furloughed. Can you add some commentary and thoughts on that?

Humza: So I see the job market is crazy. I have friends who have cancelled job opportunities and reduction in hours in general. There is really nothing to do about it.

6. Suggestions/Opportunities for Coastline's Business and Accounting Departments

Stacey Smith: With just a few minutes left, something that we also include as part of these advisory meetings is to get employer and partner and board member sign off for approval for new certificates or programs that we're looking at. For next year we are looking at creating an international business certificate, as well as the possibility of adding a business economics certificate. The purpose of both of those would just be to expand our certificate offerings and also provide a pathway to our Transfer degrees so they would be able to complete these certificates, while also getting credits for their transfer degrees. And then of course just expand cultural awareness and knowledge. So, in addition to those two, we are also looking at expanding our Project Management Program, a bit. So, if anyone has any feedback or you think that would be helpful. We like to get approval or sign off before making those changes for next year. So, if anyone is able to speak to that, that'd be great.

Kevin: To add to that, with regard to a QuickBooks course - if you feel that splitting that into two one-year courses, one being online and one being desktop. Do you have any thoughts on that? If we could get an email from you – it doesn't have to be in this session.

Please see [survey results](#) for additional details.

7. Closing remarks

Thank you for time and input. It is appreciated!

2020 Business and Accounting Advisory Committee Meeting

Coastline Community College, Garden Grove Campus
12901 Euclid Street, Garden Grove, CA 92840
May 3, 2019 8:30am - 10:00am

1. Welcome Meeting Start: 8:35am Finish: 10:13am
2. Opening Remarks: Rick Lockwood, Department Chair and Merry Kim, Assoc. Dean
 - a. Rick Lockwood discussed how the department has changed in the last 10 years and how the input of the participating companies helps our faculty to improve class structure to be tailored to what companies are looking for in today's changing business environment.
 - b. Merry Kim, discussed briefly how it is crucial for us to get input from our industry partners that are joining us today.
3. Introductions and Advisory Committee Members:
 - a. Rick Lockwood – Coastline Faculty, Business Dept. Chair
 - b. Stacey Smith – Coastline Faculty, Economics
 - c. Denise Stanley – CSUF Faculty/Econ Dept Undergrad Curr. Chair

- d. Abraham Adhanom – Coastline Faculty, Business
- e. Steve Krull – Coastline Faculty
- f. Merry Kim – Coastline, Associate Dean CTE
- g. David Juranich – Council of Supply Chain Management Professionals (CSCMP)
- h. Don Isbell – Coastline Faculty
- i. Kevin Erdkamp – Coastline Faculty, Accounting/Dept. Chair
- j. Cathleen Greiner – CCCO/WEDD, deputy sector navigator work for community college Workforce and economic development division
- k. Erin Johnson – Boardriders (Quicksilver)
- l. Victoria Perry – Capital Group American Funds Senior Business Analyst and project manager, worked with Abraham at Concordia
- m. Erin Thomas – Coastline Faculty
- n. Jesse Blanco – Coastline Alumni/CSULB
- o. Betty Kaiser – Costco/graduate CC /sundry buyer LA regional
- p. Joyce Foss – CSUF Faculty
- q. Lisa Smith-Jones – Coastline Faculty, Accounting, VITA, QuickBooks (ZOOM participant)
- r. Peggy Bilbruck – Coastline Faculty, Business (ZOOM participant)

4. Job Experience Skills for Students:

Discussion

i. **Cathleen Greiner** discussed students are looking for jobs with no experience right out of college, so the goal is to get them into internship programs and so school and businesses can work together giving students what they need to join the workforce and be successful. She uses data from the OC Business Council Economic Indicators Report to create a resource guide where faculty can know what's currently happening. In regards to entrepreneurship, things are rapidly changing in the economy, so she's trying to gather material for students to understand what reports on economic growth in these areas mean. She is working to keep students updated in our changing economy figuring out what skills students need to be employable She is working on end of program/course pitches and idea competitions through Strong Workforce Grants. She is pleased to offer access to current economic reports showing employability skills within economic sectors and how the community colleges contribute to different areas in those fields of business studies. This summer, Cathleen will be doing a one-week immersion experiences/regional workshops focusing on Cybersecurity, veterans and women returning to the workplace. These programs will bring together content experts focusing on employability with the goal of putting employers and students together. She discussed how there are over 11,000 jobs are available in Cybersecurity. The programs implemented are designed to help with communication and leadership collaboration so students will have what they need to succeed in obtaining jobs once finished with college.

ii. **Rick Lockwood** is helping students by understanding what's going on in the industry from the employer perspective. The input received helps students and faculty with regards to what the economic and employment outlooks today. He sees the correlation between a healthy economy and low enrollment in our college programs.

5. Supply Chain

Discussion

i. **David Juranich** discussed how LA is still the leader for supply chain and logistics industries having many opportunities. The struggle is getting students connected with businesses and giving students the experience they need to make them viable to employers. When asked about long-range opportunities he explained that since northern areas are clogging up with too many

incoming goods, Long Beach and LA are struggling to handle the growth that's happening. He mentioned new technology for shipping goods more efficiently to businesses to keep up with shortages of trucks and rail cars. Talks within the industries about possibilities of expansion within the railroads/truck lanes and other transportation methods (Uber) are underway to improve efficiency to move goods. The future goals for students are to get them more involved in opportunities that are currently available. He also mentioned the importance of customs broker overview courses offered during 4-6-week programs that would help students with taking their certification tests and gain knowledge for employment skills. At CSUF, retired Toyota executives come in and teach internships/programs to students at a low cost that prove to be very beneficial to both parties involved. The VP of Toyota worked with CSUF students and developed an internship course that saved the company \$500,000 in the first year (article was written in OC Register, July 2018).

6. Importance of Data Analysis:

Discussion

- i. **Erin Johnson** discussed how important it is to get data analysis to optimize a company's business when relocating your company. Managing duties was a weakness that needs improvement. She feels students coming into the workforce aren't being advised much on this topic. She feels they need to be taught how to look for ways to gain expertise to maximize cash flow.
- ii. **Female #2** said that no one in her company is trained to do the proper paperwork required to get it through transition periods making it difficult for employers.
- iii. **Female #3** mentioned the Global Business Professional Certification Program which has four tracks.

7. Industry Knowledge and Certification

Discussion

- i. **Rick Lockwood** voiced his concerns on how low the Emery (?) Test pass rate is (approx. 2%). This test is advised by the Treasury Dept. to do background checks (industry certification) and demonstrates skills and capabilities of individuals. The concern of CCC Faculty is, how do we help students pass the certification exams/give them the skills necessary to pass these certification exams? Rick asked the community professionals what kind of value do they place on individuals with certifications and does this help them decide when hiring individuals.
- ii. **Betty Kaiser** said yes, she is on the hiring committee and it helps if they can demonstrate skills or give examples of their core knowledge in those areas. Hiring managers have potential employees discuss their experiences with team projects and how they will handle difficult problems/clients. Having some customer service experience in the classrooms helps those with no prior work experience.
- iii. **Male participant** said he agrees having the certification is necessary, but the student needs to give examples letting the interviewer know they have skills that sets them apart from others (ex. I led the team on XYZ project and my experience in dealing with this was....).
- iv. **Abraham Adhanom** discussed International nationally recognized certificate programs at CCC and how faculty is doing their best to align certificate programs with industry recognized programs. He also explains how this is critical for students to be up to industry standards.
- v. **Male #2** explained he is hearing throughout the industry that finance and information systems majors need more in-depth computer-based data analytics training. Data Analytics is an area that is lacking in understanding how to communicate necessary information to company executives. This is an area that should be discussed with students helping them obtain greater advantages at employability skills.

8. Certificate Programs versus Badges (in regards to hiring employees):

Discussion

- i. **Rick L.** discussed QuickBooks certificate programs (10-12 different types), and what's the worth of CCC's certificates versus those certificates from nationally recognized programs. He asked the employer representative from Costco and Quicksilver the importance and validity of these certificates in terms of what employers are looking for from our students once they complete our/or other programs. The participants said yes, they would prefer to see certificated programs from recognized institutions. Badging systems recognize a set of skills but employers are unsure of the validity of these badges saying they had not heard of these badges. They expressed these badges could be obtained by anyone and therefore unsure of how valid they would be.
- ii. **Kevin** talked about the new trend of digital badges. He mentioned courses in data analytics which after complete you simply can post the initials of this badge next to your name. Ex. You can add these to your profile on LinkedIn as a tool used to make your resume look better. Microsoft issues badges that you take after training courses that are specific to certain areas and you wouldn't be able to obtain these badges from any other company. He felt badges from valid and specific companies, like MS, would carry more weight with employers. Ernst and Young also has badges. Talked about how maybe somehow these badges could somehow be formalized so they didn't look like anyone could get them easily.
- iii. **Female** discussed how she didn't feel there was much credit to the badges versus seeing a full concentration on the transcript like the certification programs.
- iv. **Rick** stressed the problem with the credibility of these badges is that they seem to be popping up everywhere of wondering how properly trained are the people are getting these badges. He would like to find a way to somehow get them standardized and therefore recognized through CCC where they would show up on a student's transcript.
- v. **Abraham** expressed students need to be able to demonstrate the skills and knowledge needed by employers to do what's expected from these programs. Integrate career and competency aspects into the classrooms.
- vi. **Male** talked about how hiring managers should be asking questions in terms of background information and testing their skills more in-depth so they know it's not just all talk and nothing to show them in terms of what skills they actually possess. The future employee should be able to describe to the interviewer what he did during the certification program in specific detail when getting hired.
- vii. **Rick** explained CCC is wanting to be able to clarify that their program is worth its weight in terms of what it says students are trained for and that they actually have the skills to do.

9. Competencies:

Discussion

- i. **Rick** reiterating the purpose of today's meeting is to discuss with the community members the following competencies and decide if are they appropriate in today's business world or is there something missing we need to be going over in more into detail with students?
 - a. How do we convert to competency-based courses?
 - b. What are they looking for?
 - c. What is important in your industry or in general that you're looking for when you're hiring?
 - d. In a fast-paced world right now, how do we keep up and manage the changes. Employees also need to be resourceful when there are constraints and things change quickly.
 - e. Being process-focused. Employees need to be more involved with being team players instead of being independent thinkers in order to make processes move smoothly.

- f. Students need to be able to deal with customers and customer service issues that can arise by teaching students how to deal with problems and with people who aren't happy with products/services.
- g. Social media and online reviews have changed a lot in the way customers are dealing with complaints and putting companies down because customer service wasn't dealt with properly within the company. Student's need to be taught how to think from the customers perspective and articulate customer needs.
- h. Environmental impact is changing from the types of packaging companies are using as well as changes to transportation methods. Consumers need to be satisfied and work with employers.
- i. What resources do students use to think through decisions as a team not just as an individual and as a client?
- j. Can you manage expectations of key stakeholders? Do you know who they are? Do you know the objectives of this project? Addressing the issue of change management being a huge problem today.
- k. Data analytics and how associates are able to think from a process mindset and how can we automate. Companies are moving towards robotic processes.
- l. Communication is another big issue. Employees/students aren't able to properly speak and or write. Communication is becoming more informal. They are not able to properly format memos, emails etc. Faculty discussed required writing projects in their classes with hopes of helping with this problem.
- m. Excel is necessary in the workforce and employers would like an advanced excel class. Accounting faculty has business computing Excel but CCC doesn't require Excel. CCC Faculty will discuss and consider implementing more Excel understanding the need for its valuable as a program that students need for employability reasons. Faculty is trying to implement more assignments using Excel.
- n. Students need for more understanding of data. They understand debits and credits but not data.
 - ii. **Kevin** mentioned how it is difficult to get classes added to the list of existing required classes, but will try to include data analytics into more programs/classes. They currently have AD-T Assoc. Degree for transfer approved by the state (5 courses required).

10. Current Coastline Courses/Programs:

Discussion

- i. **Erin** International business course elective course.
- ii. **Kevin** VITA program voluntary income tax assistance, So Cal Tax Education council CTEC, IRS term revenue service recognized program (program name?), and short term classes for students to become paid tax preparers in the state of CA without earning 4 year degree.
- iii. **Abraham** Project Mgmt. Cert. Program. Process of concept development to product initiation through the planning and execution and eventually monitor controlling then handing this over to the customer. Found approx. 120,000 project management jobs available. Huge need for project management in medical and many other industries. PMT Project Management Professional Certification Exam is extremely hard. CAPM certification is easier entry level Certified Associate in Project Management is where CCC focuses on getting students to pass. Project Libre(?) and Microsoft project mentioned.

11. Closing Remarks

Appendix C-ACCOUNTING INSTRUCTOR JOB ANNOUNCEMENT



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.