

Program Overview	
PR Area	Academic Affairs
PR Program	Business (Accounting, Business Management, Marketing, Office Administration)
Review Type	Academic Affairs
Year	2012
<b>Program Overview Narrative</b> <p>This Program Review covers three Departments within the Division of Business. They are the Departments of Accounting, Management/Marketing, and Office Administration. These Departments offer a wide range of courses within the overall business curriculum. The courses serve the needs of students looking for vocational training—such as in office administration, general business, and bookkeeping—as well as the needs of students seeking academic track coursework leading to college degrees such as in Management, Marketing, and Accounting.</p> <p>In each of the Departments students may pursue Certificates of Completion, Associate degrees, as well as coursework that transfer to four-year colleges and universities toward the Bachelor's degree. Each year, faculty members participate in professional development activities, training, on-going education, and the President's community advisory meeting in order to maintain classes that serve the needs of students and the community at large. As a result, the course offerings contain content that is relevant, academically rigorous, and technologically cutting-edge.</p>	
<b>Status of all active Recommendations</b> <b>Accounting Department:</b> <ul style="list-style-type: none"> <li>All three Departments should seek to replace critical full-time faculty members who have retired recently. They each played important roles in their respective Departments teaching classes that generated high FTES, as well as developing curriculum.  <u>Status:</u> PARTIAL PROGRESS.</li> <li>All three Departments should pursue adding additional course offerings online.  <u>Status:</u> SUSPENDED.</li> <li>Make good use of the President's advisory meeting each year to remain in contact with and responsive to professionals in their respective fields.  <u>Status:</u> COMPLETED.</li> <li>Faculty should continue attending professional development conferences and acquire new training offered on campus as well as through professional organizations and societies.  <u>Status:</u> COMPLETED</li> <li>Continue to be certain that our courses articulate (where appropriate) with comparable courses at local transfer universities.  <u>Status:</u> COMPLETED</li> </ul>	

- Keep current with the latest textbooks and technology offered by the major publishers.

Status: COMPLETED

- Continue offering online classes that meet demand.

Status: SUSPENDED.

- The Departments could capitalize on this trend by offering more online classes and by possibly pursuing podcasting as a mode of course delivery.

Status: SUSPENDED.

- Because the Department rates are below the division and statewide rates, the Department faculty recommends that more Accounting tutors be made available and funded to help the many students with diverse needs as they study this subject.

Status: PARTIAL PROGRESS

- Perhaps a course in Computer Applications in Accounting should be added to the program offerings. (However, this course was developed and offered in the past few semesters and for a variety of reasons was not successful.)

Status: PARTIAL PROGRESS

- The Accounting Department should become involved in learning and writing Student Learning Outcomes (SLOs). Faculty members should employ SLOs at both the course level and the program level.

Status: COMPLETED

- Faculty members who attend local and regional training conferences, or who participate in symposiums hosted by publishers where successful teaching/learning methods are exchanged (often in light of emerging technologies), ought to share more of what they have learned with other faculty. This can be done either in Departmental meetings or as part of the “flex day” program.

Status: COMPLETED

- The Division budget should include:
- More funding for more Accounting tutors - \$5,000 per semester 950 hours at \$10.00 per hour).

Status: PARTIAL PROGRESS

- More hours for the Accounting lab in room Business 10 to be open and staffed - \$5,000 per semester (50 hours at \$10.00 per hour)

Status: PARTIAL PROGRESS

- The Accounting Department should pursue filling a new full-time tenure-track faculty position - \$69,000.

Status: PARTIAL PROGRESS

- The Accounting faculty want to see the program exude quality in personnel, facilities, and course content. In this way, the program will remain strong and attract students for many years to come.

Status: COMPLETED

- The Accounting Department should begin the process of reviewing and updating (if needed) its course outlines of record for all its courses (except for BUS 3, which has been recently reviewed).

Status: COMPLETED

- The Department recommends attempting to articulate BUS 1A and BUS 1B with CSU Fullerton once the course outlines of record have been reviewed and updated.

Status: COMPLETED

**Management and Marketing Departments:** Below are the Management and Marketing recommendations from the 2007 Program Review and the current status of each recommendation.

1. The Management/Marketing Department should meet to consider changes that could be implemented to improve the retention rate in the Department. The Management/Marketing Department should also consider changes to implement to improve the success rates for the classes.
2. Status: PARTIAL PROGRESS. Without a full-time instructor the program has suffered and retention results reflect this. There has been no faculty member to provide ownership and make the necessary updates to keep the program current and competitive. With the support of part-time faculty the department added one course, Principles of Retailing Management (Bus 19), which has strengthen the management program and the student success rate show some improvement.
3. The Department should seek to replace critical full-time faculty members who have retired recently. They each played important roles in their respective Departments teaching classes that generated high FTES, as well as developing curriculum.

Status: IN PROGRESS. The Department received approval to hire a full-time management instructor effective fall 2012. The Department was not satisfied with the applicants, and therefore, hired a full-time temporary for the 2012-2013 academic year. The Department is in the process of recruiting to hire a permanent full-time, tenure track management instructor for the 2013-2014 academic year. Additionally, the Department anticipates the retirement of Dr. Olie Hadley within the next few years. The Department will require a replacement to fill that position when appropriate.

4. The Department should pursue adding additional course offerings online.

Status: IN PROGRESS. The Department pursued online instruction for several management and marketing courses, and in some cases, found the retention and success rates were poor.

Therefore, this recommendation was not rigorously pursued as originally planned. Since the initial online courses were executed beginning in 2008, methods for online instruction were revamped and additional technology to deliver these courses in more interactive ways is now available. In many cases recent results of online courses have mirrored the success and retention rates of the same traditional “on-ground” courses. The Department is cautiously proceeding with online instruction when instructors employ interactive methods with significant and regular student contact and the results match or exceed the traditional “on ground” lecture success and retention rates.

5. Make good use of the President’s advisory meeting each year to remain in contact with and responsive to professionals in their respective fields.

Status: NO PROGRESS. Due to the retirement of the only full-time management instructor in 2010, this recommendation has not been pursued.

6. Keep current with the latest textbooks and technology offered by the major publishers.

Status: In some cases, such as Business 28 and Business 20, textbook reviews have been completed by part-time instructors and the Dean. However, a comprehensive review of textbooks throughout the management program has not been in place due to the lack of a full-time instructor.

7. Continue offering online classes that meet demand.

Status: IN PROGRESS. See discussion under recommendation #4.

**Office Administration Department:** Below are the Office Administration recommendations from the 2007 Program Review and the current status of each recommendation.

1. The Department should work with the division dean to resolve continuing issues involving lab assistance for faculty.

Status: PARTIAL PROGRESS. Budget limitations and loss of full-time faculty inhibited expansion of existing lab assistance.

2. The computer equipment in the Keyboarding Center needs to be upgraded so that the use of Windows word-processing software can be taught. The Department should request funding for this purpose from the Academic Technology Committee.

Status: COMPLETED. Although construction delays slowed the addition of new equipment, the move into the MBA building, with all new computer equipment, satisfied this requirement.

3. In cooperation with the CIS Department, the Office Administration Department should continue to review and update its curriculum.

Status: ON GOING. The lack of full-time faculty, along with the resultant loss of continuity, slowed this effort. Given the rapid advance of technology in the marketplace, this recommendation will be on on-going effort.

4. Though problems of Department access to needed audiovisual equipment are being addressed, the Department is nevertheless encouraged to submit a proposal to the Academic Technology Committee for the additional equipment it requires.

Status: PARTIAL PROGRESS. This recommendation has been partially completed.

## Part 1: Review of the past four years

### Research Data Analysis

#### Research Data Analysis Narrative

##### **Accounting and Office Administration Departments:**

The gender ratio has been consistent since 2007 where 45.2% are male and 54.8% are females. Currently in 2010, the ratio is 46.9% are male and 53.0% are female. This reflects the district's population, 49% are male and 51% are female.

The program participation has also been consistent since 2008 through 2010 with annual enrollments at between 5,373/ 5,502/ 5,282 for the respective 3 years. Because of budget restraints, the number of sections offered has decreased during this same period 172/ 161/ 150 for the respective 3 years.

Because of the decrease in the number of sections offered, the fill rate has increased during the same period. The number of seats that are being filled have reach capacity and have at times exceeded capacity. During 2008, the fill rate was at 83.9%, in 2009 the fill rate had increased to 93.4% and during 2010, we were at 100.6%.

Since Fall 2008, the Accounting Department has experienced successive year-over-year contraction in FTES of 3.3% in Fall 2009 and of 1.1% in Fall 2010. This represents an overall decline since Fall 2008 of 4.3%. The contributing factor is Bus 11, Accounting for Small Business, where the FTES declined over 52.2%.

See appendix Datafile, FTES

**Management and Marketing Departments:** The Management and Marketing Departments have maintained consistent enrollment from 2008 through 2010. With the reduction in course offerings the fill rates continue to climb and in some cases reach 100% and above. The following table provides fill rates by day and evening courses and identifies the recent enrollment trends. As demonstrated below, student need for day classes out paces evening courses. This trend is closely monitored and seems to be directly impacted by unemployment rates and the economic downturn.

Fill Rates by Course and Year	Year 1 Fall Semester 2008	Year 2 Fall Semester 2009	Year 3 Fall Semester 2010
<b>Management/Marketing:</b>			
<b>Day Classes</b>			
BUS 14 Marketing	66.66%	100.00%	92.25%
BUS 17 Personal Finance	87.70%	97.78%	84.40%
BUS 20 Business Management	95.55%	86.67%	105.55%
BUS 22 Human Relations in Business	48.88%	82.22%	95.60%
BUS 24 Small Business Management	75.55%	106.67%	88.90%
BUS 25 Introduction to Business		104.45%	102.25%

<b>Evening Classes</b>			
BUS 14 Marketing	62.20%	86.67%	73.30%
BUS 15 Business Mathematics	65.71%	91.43%	74.30%
BUS 16 10-Key Calculating for Business	58.82%		88.90%
BUS 17 Personal Finance	66.66%	108.89%	84.40%
BUS 19 Principles of Retailing Management	82.22%		
BUS 20 Business Management	82.22%	80.00%	84.40%
BUS 21 Personnel Management		84.44%	64.40%
BUS 22 Human Relations in Business	54.44%	75.56%	104.40%
BUS 24 Small Business Management	106.66%		93.30%
BUS 25 Introduction to Business	102.22%	100.00%	82.20%

Among the Management and Marketing courses offered, Marketing (16.6%), Personal Finance (17.6%), Management (14.7%), and Introduction to Business (18.6%) are the core and most are most heavily enrolled courses. Since the CSU transfer degree curriculum has been developed an increase in demand for Introduction to Business (Bus 25) may be expected as well as Office Administration courses (Bus 27, 28, and/or 29).

<b>Management &amp; Marketing Number of Courses Offered 2008 to 2010</b>								
<b>Course</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Total</b>	<b>%</b>
BUS 14 Marketing	2	3	3	3	3	3	17	16.6
BUS 15 Business Math	1	2	1	1	1	1	7	6.8
BUS 17 Personal Finance	4	4	2	3	3	2	18	17.6
BUS 19 Principles Retail Mgmt	0	1	0	0	0	0	1	0.9
BUS 20 Business Mgmt	2	3	2	3	2	3	15	14.7
BUS 21 Personnel Mgmt	0	1	0	1	0	1	3	2.9
BUS 22 Human Relations	2	2	2	2	2	2	12	11.7
BUS 24 Small Bus Mgmt	3	1	2	1	1	2	10	9.8
BUS 25 Intro to Business	3	3	4	3	3	3	19	18.6
Sub-totals for Mgmt./Mktg	<b>17</b>	<b>20</b>	<b>16</b>	<b>17</b>	<b>15</b>	<b>17</b>	<b>102</b>	

## **Curriculum**

### **Curriculum Narrative**

#### **Accounting and Office Administration Departments:**

There has been no course additions during the years assessed. The following courses have been inactivated since the last program review due to continual low enrollments, or changes curriculum requirements:

- Business 16 – 10-Key Calculating for Business
- Business 49abcd – Voice Recognition for Computer Input
- Business 54 – Microsoft Office – Integrated Software Applications
- Business 56abcd – Microsoft Word Certification Preparation

- Business 57abcd – PowerPoint Certification Preparation

The BUS 1A, Financial Accounting and BUS 1B, Managerial Accounting is articulated by an existing agreement with CSU campuses at Long Beach, Dominguez Hills, Los Angeles, and Northridge; with UC campuses at Los Angeles, Riverside, and Santa Barbara; and with Loyola Marymount University. The course outlines have been updated for these 2 classes and are now articulate with CSU Fullerton.

The Business department's timeline to have all the courses reviewed through spring 2016 is on schedule. (6 year course review cycle attached.)

**Management and Marketing Departments:** The Management Department recently added Principles of Retailing Management (Bus 19) to strengthen the program. The international business courses have not been taught recently (Bus 90 – International Aspects, Bus 91 – International Marketing, Bus 92 - Fundamentals of Exporting, Bus 93 – Fundamentals of Importing, and Bus 94- International Trade Logistics). The department previously partnered with The Center for Trade Development. Funding for that program has not been renewed. In addition to losing our partner, the international business courses are difficult to fill. Students who are interested in international business are transfer students, in general. CSULB is well known for their international business program and students interested in this field may consider completing their general education requirements at ECC and transferring to CSULB for their program.

An area of potential growth is entrepreneurship. The department should review the possibility of expanding on the work initiated by the CIS Department in this area. There seems to be an increase in the number of students who are interested in entrepreneurial opportunities or run family businesses. The department should further study the viability of expanding into the area of entrepreneurial marketing and management. Other management fields to evaluate include logistics and e-commerce. These areas currently demonstrate growth as well.

Although curriculum review for the Management and Marketing courses has been maintained for accreditation, all courses need a complete, through review. As discussed previously, due to the lack of full-time faculty, several courses are dated and stale. Course outlines and textbook reviews should be completed for all courses.

Management and Marketing Course Review					
Course	Last Review	2007-2008	2008-2009	2009-2010	2010-2011
BUS 14 Marketing	2007-2008	X			
BUS 15 Business Mathematics	2007-2008	X			
BUS 17 Personal Finance	2009-2010			X	
BUS 19 Principles of Retailing Mgmt	2007-2008	X			
BUS 20 Business Management	2007-2008	X			
BUS 21 Personnel Management	2007-2008	X			
BUS 22 Human Relations	2007-2008	X			
BUS 24 Small Business Mgmt	2008-2009	X	X		
BUS 25 Introduction to Business	2007-2008	X			
BUS 90 International Aspects	2007-2008	X			
BUS 91 International Marketing	2007-2008	X			
Bus 92 Fundamentals of Exporting	Considering inactivating these courses				
Bus 93 Fundamentals of Importing	2007-2008	X			
Bus 94 International Trade Logistics	2010-2011	X			X

<b>Assessments of Student Learning (SLO)</b>	
<b>Assessment of Student Learning Narrative</b>	
<p><b>Accounting and Office Administration Departments:</b>  Starting in academic year 2011-2012, SLOs will be assessed over a four-year cycle. Currently, the course level SLOs has either been or will have been assessed after calendar year 2014, the completion of the four-year cycle.</p> <p>(SLOs accounting &amp; business attached.)</p> <p>The following course SLOs will be assessed during the Academic Year 2012-2013:</p> <p>Business 27 – Effective English for Business  Business 28 – Written Business Communications  Business 43 – Office Procedures</p> <p><b>Management and Marketing Departments:</b> SLO's are included on course syllabi and assessed over a four-year cycle. By 2014 one full cycle of assessments will be completed and the department should have a base line metric for all management and marketing courses.</p>	
<b>ACCJC Rubric</b>	
<p>The Business programs are at the proficiency level defined in its SLO implementation:</p> <ul style="list-style-type: none"> <li>• SLOs and assessments are in place for all of its courses, as well as at the program level.</li> <li>• Results of assessments have been used to guide the department in improving its courses and program.</li> <li>• There is department-wide dialogue about the results of assessment.</li> <li>• Decision-making is purposefully directed towards improving student learning based on the results of assessment.</li> </ul> <p>Students are aware of these student learning outcomes because they are on course syllabi.</p>	
<b>Facilities and Equipment</b>	
<b>Facilities and Equipment Narrative</b>	
<p><b>Accounting Departments:</b>  Faculty feel that the equipment including computers, projectors, document cameras, DVD players and all other equipment in both lecture rooms and labs must be kept updated and current to run the newest computer programs.</p> <p>An essential person who keeps the technical equipment operating smoothly and well maintained is the Division Computer Lab Specialists, Mr. Dave Murphy. However, when equipment is broken, in need of repair, and out of warranty, there is no staffing to repair the equipment and minimal funding to replace the equipment. In addition, computers in the instructional labs should be replaced and upgraded every three years.</p> <p>Beginning in spring 2013, the business department is scheduled to move into the new Math/Business/Allied Health building. The facility and equipment will be brand new but software will certainly be needed to facilitate training our students on the most current versions available.</p> <p><b>Office Administration Departments:</b></p>	



Technology advances in the marketplace make a requirement for vigilantly maintaining and upgrade equipment including computers, projectors, document cameras, DVD players and all other equipment in lecture rooms and labs. This requirement has been satisfied for the near future due to the move to the MBA building.

An on-going need for the Department is the Division Technology Specialist – even the newest equipment will quickly breakdown given constant heavy use.

In addition to hardware, a constant evaluation of updated and new software is required for all computer labs. These software upgrades and additions are required to facilitate student training.

### **Technology and Software**

#### **Technology and Software Narrative**

Faculty feel the technology and software in the lecture rooms and computer labs are adequate. Added benefit for faculty and students is to develop a portal where documents can be shared between both.

### **Staffing**

#### **Staffing Narrative**

##### **Accounting Departments:**

During the (current) spring 2011 semester the Accounting Department employed five full-time and three part-time instructors.

Of the five current full-time accounting instructors, one of them was hired last year. Of the remaining four faculties three are within 1 – 3 years of planned retirement.

With possibly three full time instructors retiring in the near future and both the University of California and the California State University systems cutting back on the number of incoming freshman that they will accept, and sharply increasing the tuition to those who do enroll. The department is anticipating a strong demand and increased enrollments by those students who would normally have enrolled through either of the state's two four year systems.

See appendix Staffing

**Management and Marketing Departments:** As previously mentioned, with a retirement of the sole full-time management instructor in 2010 the management courses have been taught for the past few years exclusively by various adjunct faculty. The Department received approval to hire a full-time management instructor effective fall 2012. The Department was not satisfied with the applicants, and therefore, hired a full-time temporary for the 2012-2013 academic year. The department has begun recruiting to hire a permanent full-time, tenure track management instructor for the 2013-2014 academic year. Additionally, the Department anticipates the retirement of Dr. Olie Hadley within the next few years. The Department will require a replacement to fill that instructor position when appropriate. Within the next few years and as the economy and state budget situation improves, we optimistically anticipate the need to add sections back to the Management and Marketing Programs. An additional full-time instructor may be necessary. The department should also establish a deeper pool of adjunct faculty.

##### **Office Administration Departments:**

Office Administration suffered from the loss of faculty and the inability to replace those losses due to budget restrictions. There were no full-time faculty in the Office Administration department by the Spring of the 2010-2011 Academic Year. This loss of faculty resulted in a loss of program continuity and strategic planning. One full-time faculty member came onboard beginning of the 2012-2013 Academic Year. The marketplace for Office Administration students is growing. The US Bureau of Labor Statistics forecasts a job

growth in the field to expand faster than an average pace. Additional faculty is needed to enliven the Office Administration program and to develop a continuity of courses.

### **Career and Technology Education (CTE)**

**How strong is the current occupational demand for the program?**

**Accounting Departments:**

From the California's Employment Development Department, there is a consistent growth (projected between 2010 thru 2020) in accounting related occupations. The projected growth are as follows: credit analysts (31.7%), loan officers (30.7%), personal financial analyst (29.9%), financial analysts (24.3%), credit counselors (21.4%) and accountants and auditors (15.8%). Each field requires an understanding in accounting and each field is projected to have a double digit increase in employment opportunity for the next 10 years.

**Management and Marketing Departments:** Demand is very strong. Approximately half of the students in the marketing and management programs are CTE students.

**Office Administration Departments:**

From the California's Employment Development Department, there is a consistent growth (projected between 2010 thru 2020) in office administration related occupations. The projected growth are as follows: training and development specialists (31.9%), business operations specialists (20.5%) and business operations specialists (13.6%).

In addition, from the Business CTE projections for 2007 thru 2016. The report expects 8 specific areas for growth.. The greatest growth areas are: gaming supervisors (47.2%), first-line supervisors/managers of personal service workers (19.2%) and general managers (11.3%).

See appendix Business CTE and EDD Employment Projections

**What is the district's current need for the program?**

**Accounting and Office Administration Departments:**

Coming off a prolong recession, the anticipated demand for the programs is expected to be high. The current economic growth rate has been slow but improvements to the historical rates will increase the demand.

**Management and Marketing Departments:** The Marketing and Management programs provide job training as well as support transfer students. Relative to CTE, Business Management encompasses a wide range of areas and is attractive to students with various career interests and life-stages such as: small business owners, front line employees and support staff for large corporations (especially in the aerospace/defense and air travel industries), veterans returning from service, retail workers, and service industry workers. Marketing is more specialized and CTE students in this program may include cosmetology students interested in developing their business, design students who want to market their work, for example. Student need for management and marketing classes and enrollment are strong despite reductions over the recent years and lack of full-time faculty to maintain cohesive, fresh programs

**What is the state's current need for the program?**

See above on district's current needs

**Management and Marketing Departments:** El Camino College serves a diverse student population who resides in and works in our local community. Many of the students utilize public transportation or ride-share to attend classes. Therefore, close proximity to the campus is important. Without ECC Management and Marketing Programs, the next closest community college would be too far away to serve many students in this area (Torrance, Lawndale, Beach Cities, Compton, Hawthorne, El Segundo, and Inglewood).

**How does the program address needs that are not met by other similar programs in the area?**

**Accounting and Office Administration Departments:**

El Camino covers a geographical area that are not targeted by other similar programs at other community colleges. The program provides a service to the local communities to meet their demands.

**Management and Marketing Departments:** There are no similar programs that serve students in this same geographical area.

**Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of our graduates?**

No student survey conducted

**Management and Marketing Departments:** Student surveys were not conducted for this review. A student survey will be administered when a full-time faculty member is in place

**What are the completion success and employment rates for the students?**

**Accounting Departments:**

The data reveal that for each of the three years, the Accounting success rates have been below the division rates. This could be due in part to the academic nature of Accounting, representing as it does, a body of knowledge that is grounded on theory, concepts, and a set of evolving principles. The typical community student is sometimes unprepared to acquire new theoretical and conceptual knowledge because of its abstract nature and the analytical reasoning required. As a result, the success rate in Accounting classes in the past has been traditionally low. A review of that data would verify this point. Thus, the Department believes that the conceptual nature of the subject as well as the academic rigor it requires results in the success rates noted.

Nevertheless, the success rate has also remained relatively stable overall. It has changed by no more than 5.5 percentage points within the last 3 years (representing a change of no greater than 15% since 2006). Without additional historical data, these changes can only be understood as representing merely random fluctuations and thus are considered to be “normal” and very consistent.

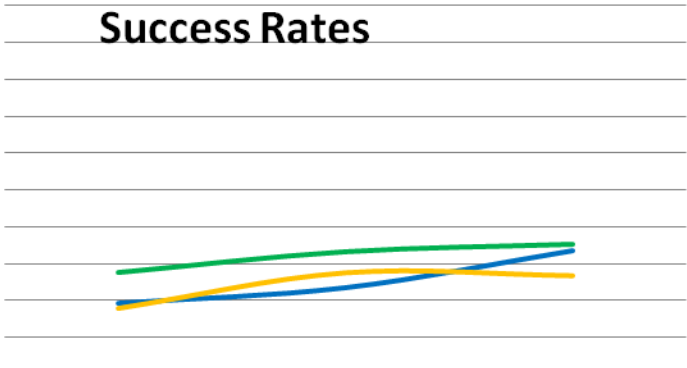
Because the Department rates are below the division and statewide rates, the Department faculty recommends that more Accounting tutors be made available and funded to help the many students with diverse needs as they study this subject.

There are no data on the employment rates for the students.

**Management and Marketing Departments:** The success rate of the Marketing and Management Department improves 7.1% within the three year span and nearly meets the College’s success rate by 2010. The success rate of the Marketing and Management Department exceeds the Division’s success rate by 2010.

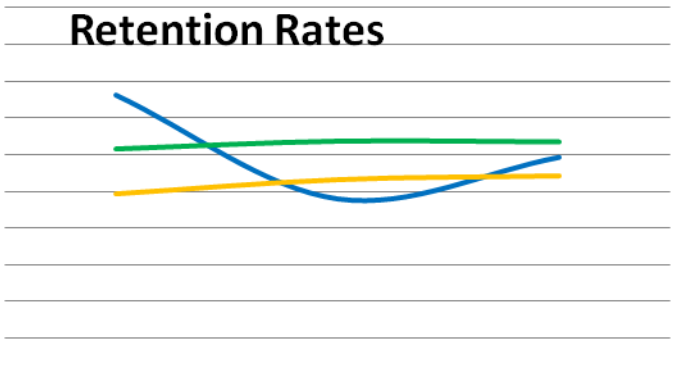
The average retention rate for Marketing and Management lecture courses is 77.3% and the retention rate of individual courses range from 67.7% to 91.2%. The average retention rate declined 8.5% within the three year span but is improving after a significant drop in 2009. Addressing the faculty/staffing issue is expected to improve the retention rate. Note: The California Community College Chancellor’s Office defines success rate as all students who were enrolled at the census date, even if students eventually withdrew or were dropped. For the purpose of this analysis and to compare our program to other colleges of the state this definition was also used to determine success rate.

## Success Rates



	2008	2009	2010
Mktg/Mgmt	59.7	61.8	66.8
Division	58.9	63.8	63.4
College	63.8	66.6	67.6

## Retention Rates



	2008	2009	2010
Mktg/Mgmt	88.1	73.9	79.6
Division	74.7	76.6	77.1
College	80.7	81.8	81.7

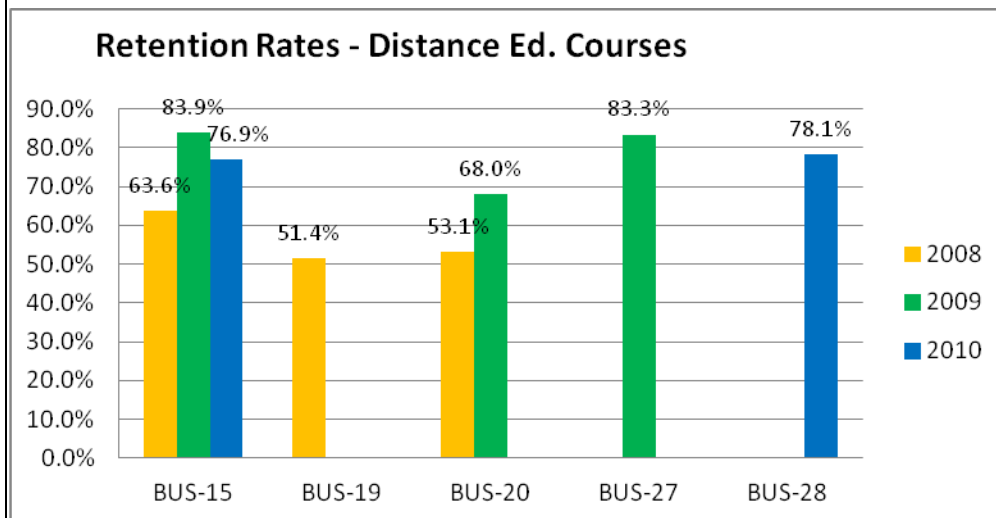
Marketing and Management Grade Distribution 2008 – 2010 Fall Semesters

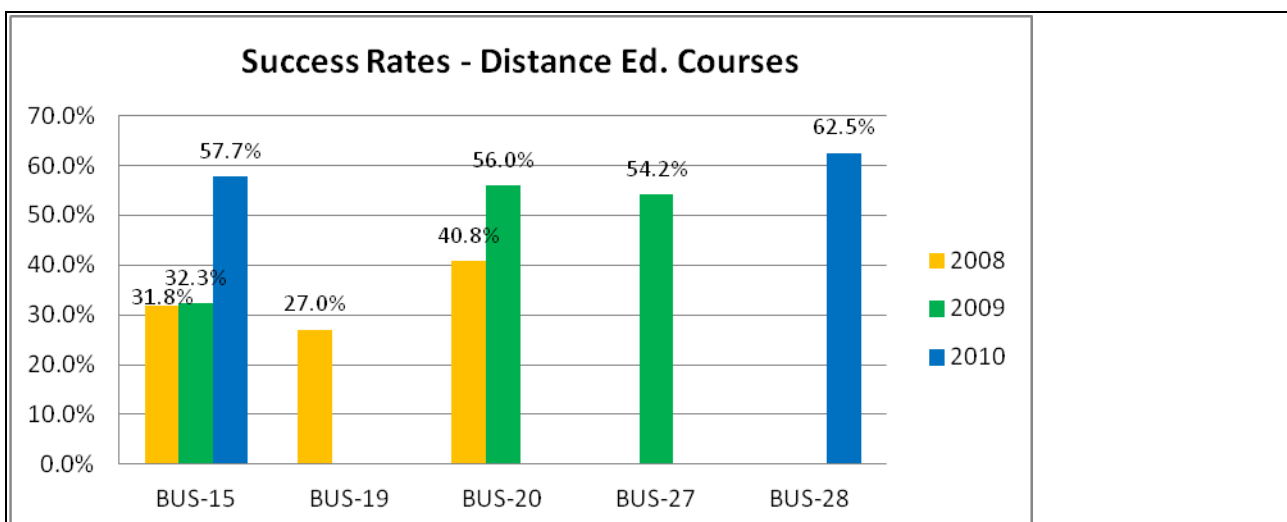
2008-2010 Fall Semesters														
COURSE	A	B	C	P	D	F	NP	Inc P	Inc NP	DR	W	Total Grades	Success Rate	Retention Rate
Method: Lecture														
BUS-12	2	12	3	-	1	3	-	-	-	1	9	31	54.8%	67.7%
	6.5%	38.7%	9.7%	0.0%	3.2%	9.7%	0.0%	0.0%	0.0%	3.2%	29.0%			
BUS-14	191	18	12	-	5	3	-	-	-	21	73	323	68.4%	70.9%
	59.1%	5.6%	3.7%	0.0%	1.5%	0.9%	0.0%	0.0%	0.0%	6.5%	22.6%			
BUS-16	10	9	11	-	5	5	-	-	-	1	7	48	62.5%	83.3%
	20.8%	18.8%	22.9%	0.0%	10.4%	10.4%	0.0%	0.0%	0.0%	2.1%	14.6%			
BUS-17	77	43	26	-	18	42	-	-	1	15	39	261	55.9%	79.3%
	29.5%	16.5%	10.0%	0.0%	6.9%	16.1%	0.0%	0.0%	0.4%	5.7%	14.9%			
BUS-20	86	54	31	-	6	19	-	-	-	12	51	259	66.0%	75.7%
	33.2%	20.8%	12.0%	0.0%	2.3%	7.3%	0.0%	0.0%	0.0%	4.6%	19.7%			
BUS-21	22	18	6	-	1	3	-	-	-	6	11	67	68.7%	74.6%
	32.8%	26.9%	9.0%	0.0%	1.5%	4.5%	0.0%	0.0%	0.0%	9.0%	16.4%			
BUS-22	90	41	20	-	6	15	-	-	1	10	25	208	72.6%	83.2%
	43.3%	19.7%	9.6%	0.0%	2.9%	7.2%	0.0%	0.0%	0.5%	4.8%	12.0%			
BUS-24	95	9	5	-	-	2	-	-	-	18	29	158	69.0%	70.3%
	60.1%	5.7%	3.2%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	11.4%	18.4%			
BUS-25	32	83	134	-	31	26	-	-	-	11	89	406	61.3%	75.4%
	7.9%	20.4%	33.0%	0.0%	7.6%	6.4%	0.0%	0.0%	0.0%	2.7%	21.9%			
BUS-27	16	6	2	-	-	7	-	-	-	-	3	34	70.6%	91.2%
	47.1%	17.6%	5.9%	0.0%	0.0%	20.6%	0.0%	0.0%	0.0%	0.0%	8.8%			
BUS-28	34	13	3	-	2	10	-	-	-	1	10	73	68.5%	84.9%
	46.6%	17.8%	4.1%	0.0%	2.7%	13.7%	0.0%	0.0%	0.0%	1.4%	13.7%			
BUS-29	82	28	8	-	3	25	-	-	-	9	10	165	71.5%	88.5%
	49.7%	17.0%	4.8%	0.0%	1.8%	15.2%	0.0%	0.0%	0.0%	5.5%	6.1%			
Lecture Totals	737	334	261	-	78	160	-	-	2	105	356	2,033	65.5%	77.3%
	36.3%	16.4%	12.8%	0.0%	3.8%	7.9%	0.0%	0.0%	0.1%	5.2%	17.5%			
Course Totals	807	396	285	-	85	228	-	-	3	163	401	2,368	62.8%	76.2%
(Lecture & Dist. Ed.)	34.1%	16.7%	12.0%	0.0%	3.6%	9.6%	0.0%	0.0%	0.1%	6.9%	16.9%			

In addition to the lecture totals, the Marketing and Management Program offered several of the courses via distance education which was consistent with the 2007 Program Review. Initially, the retention and success rates were rather disappointing as students were unfamiliar with online learning and lacked the self-discipline and commitment required to succeed. Also, instruction methods and technologies available to incorporate into the virtual classroom were somewhat limited and these obstacles resulted in poor performance as compared to traditional lecture environment.

COURSE	A	B	C	P	D	F	NP	Inc P	Inc NP	DR	W	Total Grades	Success Rate	Retention Rate
<b>Method: Distance Education</b>														
BUS-15	11	16	5	-	3	25	-	-	-	6	13	79	40.5%	75.9%
	13.9%	20.3%	6.3%	0.0%	3.8%	31.6%	0.0%	0.0%	0.0%	7.6%	16.5%			
BUS-17	27	14	6	-	3	14	-	-	1	11	13	89	52.8%	73.0%
	30.3%	15.7%	6.7%	0.0%	3.4%	15.7%	0.0%	0.0%	1.1%	12.4%	14.6%			
BUS-19	3	7	-	-	-	9	-	-	-	17	1	37	27.0%	51.4%
	8.1%	18.9%	0.0%	0.0%	0.0%	24.3%	0.0%	0.0%	0.0%	45.9%	2.7%			
BUS-20	24	6	4	-	-	9	-	-	-	16	15	74	45.9%	58.1%
	32.4%	8.1%	5.4%	0.0%	0.0%	12.2%	0.0%	0.0%	0.0%	21.6%	20.3%			
BUS-27	-	8	5	-	1	6	-	-	-	4	-	24	54.2%	83.3%
	0.0%	33.3%	20.8%	0.0%	4.2%	25.0%	0.0%	0.0%	0.0%	16.7%	0.0%			
BUS-28	5	11	4	-	-	5	-	-	-	4	3	32	62.5%	78.1%
	15.6%	34.4%	12.5%	0.0%	0.0%	15.6%	0.0%	0.0%	0.0%	12.5%	9.4%			
<b>Dist. Ed. Totals</b>	<b>70</b>	<b>62</b>	<b>24</b>	<b>-</b>	<b>7</b>	<b>68</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>58</b>	<b>45</b>	<b>335</b>	<b>46.6%</b>	<b>69.3%</b>
	<b>20.9%</b>	<b>18.5%</b>	<b>7.2%</b>	<b>0.0%</b>	<b>2.1%</b>	<b>20.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>17.3%</b>	<b>13.4%</b>			
<b>Course Totals</b>	<b>807</b>	<b>396</b>	<b>285</b>	<b>-</b>	<b>85</b>	<b>228</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>163</b>	<b>401</b>	<b>2,368</b>	<b>62.8%</b>	<b>76.2%</b>
(Lecture & Dist. Ed.)	<b>34.1%</b>	<b>16.7%</b>	<b>12.0%</b>	<b>0.0%</b>	<b>3.6%</b>	<b>9.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>6.9%</b>	<b>16.9%</b>			

As the following two charts demonstrate, the success and retention of student learning via distance education has improved from 2008 through 2010 and continues to climb. Students are now required to attend an on-campus an orientation meeting during the first week of class. This is an opportunity for the instructor to connect with students in person, to set expectations, and to address any misconceptions about the rigor of online instruction. Instructors have redesigned their online instruction to include audio/video lectures, interactive assignments, robust discussions, and collaborative projects. Distance Education is a solution for some students and the Division will continue to closely monitor the success of these courses and offer online instruction as appropriate.





**Office Administration Departments:**

The retention rates for the Office Administration Department have exceeded 80% for each of the three years in the review period. The largest gap in the retention rate was 0.7 percentage points suggesting student demand and consistency of courses despite the loss of full time faculty. These results reflect a consistency in 2007 and 2010 with a dip in 2009 reflecting low success results in two courses (Business 40 and Business 60A).

See appendix Success & Retention (Mgmt & Accounting and Office Admin) and Enrollment Statistics

**What impact does the advisory board have on the program?**

**Accounting and Office Administration Departments:**

Faculty should coordinate conference attendance in order to best accumulate marketplace information. All faculty should present conference summaries either in writing or by way of presentation. This will share marketplace intelligence for occupational and positional needs for all faculty.

**Management and Marketing Departments:** The advisory board shall assist in guiding the programs and should be re-started once a full-time business management instructor is in place

**Part 2: Future Direction**

Direction and Vision
<p><b>Direction and Vision Narrative</b></p> <p><b>Accounting Departments:</b> We don't anticipate significant changes in the industry that will impact our programs within the next 4 years. The vision for our programs is to continue providing our students with the necessary tools to meet the current demands within the industries. These acquired tools may also help in transitioning students to a 4 year institution. By implementing the strategic initiatives proposed by the college, the developing and fostering of these necessary tools will help the students, and the college's success.</p> <p><b>Management and Marketing Departments:</b> The program instructors need to remain current with technology and adapt teaching methods to how students learn today. The departments would benefit from a complete update (analyze areas of focus, course outlines, textbook reviews, ect.) and alignment of full-time and part-time instructors to ensure a consistent, high quality, and rigorous education is delivered to all students.</p> <p><b>Office Administration Departments:</b></p>

Technology will drive change in the business marketplace for the foreseeable future. This change will certainly have an effect in the business office environment of every business no matter what the size. Given this expectation, our courses and programs must stay abreast of technology and identify courses, certificates, and programs that will best serve the needs of our students.

## **Recommendations**

### **Justification for Prioritization**

#### **Accounting Departments:**

- Replace critical full-time faculty members who have retired. They each played important roles in their respective Departments teaching classes that generated high FTES, as well as developing curriculum.
- Faculty should continue attending professional development conferences and acquire new training offered on campus as well as through professional organizations and societies.
- Continue to be certain that our courses articulate (where appropriate) with comparable courses at local transfer universities.
- Keep current with the latest textbooks and technology offered by the major publishers.
- Because the Department rates are below the division and statewide rates, the Department faculty recommends that more Accounting tutors be made available and funded to help the many students with diverse needs as they study this subject.
- Perhaps a course in Computer Applications in Accounting should be added to the program offerings.
- Faculty members who attend local and regional training conferences, or who participate in symposiums hosted by publishers where successful teaching/learning methods are exchanged (often in light of emerging technologies), ought to share more of what they have learned with other faculty. This can be done either in Departmental meetings or as part of the “flex day” program.
- The Division budget should include more hours for the Accounting lab.
- The Accounting faculty want to see the program exude quality in personnel, facilities, and course content. In this way, the program will remain strong and attract students for many years to come.
- The Accounting Department needs to have the latest instructional technology—such as computers, screen projectors, document projectors, sound systems, lighting control, etc...—in its classrooms and operating reliably in order to effectively teach the course content.

#### **Management and Marketing Departments:**

1. Hire one full-time management faculty member. This vacancy was created by a retirement in 2010. Hire one full-time marketing faculty member when Dr. Olie Hadley retires.
2. Review and update the course outlines of record. Updates should include textbook and technology review and revisions. In addition, to ensure the consistency of instruction establish



standards for courses taught by full-time and adjunct faculty. Develop interesting brochures that detail the management and marketing programs and the types of career students who complete these programs are qualified to pursue.

3. Continue to closely monitor the results of online classes and ensure the performance metrics at least meet the results of “on-ground” classes. We will also consider offering courses as appropriate in a hybrid format to ensure student demand is met.
4. Increase student support by developing a strategic alliance with other academic programs. For example, explore the possibility of linking Personal Finance (Bus 17) with a FYE English class. Debt is a significant issue for college students, and therefore, teaching Personal Finance to a First Year Experience class seems like a natural fit.
5. Develop relationships with principals and counselors at local area high schools to understand the needs of incoming students and ensure courses are aligned to address student needs.

Develop relationships with business faculty teaching at the local universities that receive business students from our program. (I.E. CSU Long Beach and CSU Dominguez Hills) Continue to understand and analyze how the Management and Marketing Programs prepare transfer students to succeed at the university level.

**Office Administration Departments:**

- The Office Administration Department must build on the early success of the hybrid online Business 27 course by adding related additional courses in the same format.
- In order to stay abreast of the field, faculty must stay abreast of the marketplace through the President’s Advisory meeting, professional meetings, personal networking, and an active Advisory Board.
- Maintain currency with the latest textbooks and technology offered by relevant publishers. Given the close association with the Management and Marketing Department, coordinate and align textbooks as much as possible .
- Consider offering some courses on an 8-week (rather than 16-week) schedule, and experiment offering courses on a hybrid basis.
- Develop three new short-term certificate programs to prepare students for employment in the high demand area of office support including receptionist, medical office specialist, and legal office specialist.
- Maintain a constant external focus on the marketplace to track the use of technology and the related needs of prospective employers.
- Technology blurs the once well-defined lines between management, marketing, and administration particularly in small business operations. Consider courses and programs that reflect this blurring.

- Maintain the Office Technology Center (with the Authorized Testing Center for Microsoft Computer Applications Specialist certifications exams).
- Identify and implement new office related procedures which will both create efficiencies for faculty and create learning experiences outside the classroom.

<b>Attached Files</b>
No File Attached