ACADEMIC PROGRAM REVIEW

Business Division

Accounting, Management, Marketing, Office Administration

2016

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Overview of the Program

Narrative Description

The business program at El Camino College offers educational programs in Accounting, Management, Marketing, Office Administration, and Retail Management. The program's mission is to provide relevant education for students wishing to pursue careers in accounting, management, marketing, entrepreneurship, office administration, and retail management. The program prepares:

- traditional students to enter the workforce and begin successful careers in business
- transfer students for successful transfer and completion of bachelor programs in business
- entrepreneurs for the successful development and growth of their business
- employees for career advancement through skill development
- community members for personal growth and development

Degrees and/or Certificates Offered

The program offers degrees and certificates designed to serve the needs of the various student constituents above. The program offers a flexible business degree specifically for transfer students looking to continue on to a four-year institution. This degree is designed to provide students with the ability to choose courses at El Camino College that exactly align with the graduation requirements at their transfer university of choice.

The college also offers a series of local degree and certificates designed for students expecting to directly enter the work force. Many of our certificates may be expanded into a degree for students wishing to pursue a degree at El Camino College. Students who earn a certificate can expand the certificate into a degree by taking the necessary program courses and general education requirements.

Accounting

The program offers both an A.S. degree and a certificate in Accounting. The degree is intended for students who are interested in directly entering the accounting field in an entry-level capacity and for students wishing to continue their accounting education at a four-year institution. The foundation of the degree are the Financial Accounting and Managerial Accounting courses, which are transferable to both CSU and UC and provide the foundation for any four-year accounting degree.

Management

The program offers an A.S. degree and a certificate in Management. The degree is intended for students who are interested in a career in management, looking for career advancement into management roles at their company, or desiring to continue their education in Management at a four-year institution. The foundation of the degree are the Introduction to Business, Financial Accounting, Business Law, and Computer Information Systems courses which are common courses required in the Management programs at most four-year institutions. Additionally, the program includes a variety of courses that address the key knowledge and skills students will need in a career in management.

Marketing

The program offers an A.S. degree and a certificate in Marketing. The degree is intended for students who are interested in beginning a career in marketing at an entry-level position and students desiring to

continue their education in Marketing at a four-year institution. The foundation of the degree are the Introduction to Business, Financial Accounting, Business Law, and Computer Information Systems courses which are common courses required in the Marketing programs at most four-year institutions. Additionally, the program provides a broad overview of marketing through the BUS 14 Marketing course, as well as specialized courses in the marketing field.

Office Administration

The program offers an A.S. degree and a certificate in Office Administration. The degree is intended for students who are interested in a career in office management, administrative assistant, front-desk reception, and other office administration fields. Additionally, the program includes a variety of courses that address the key knowledge and skills students will need in a career in office administration.

Retail Management

The program offers a certificate in Retail Management. The certificate is based on the Western Association of Retail Chains curriculum model of a well-rounded business education and aligns with the needs of the retail industry, specifically grocery retailers. Faculty have developed partnerships with the training managers at Food 4 Less, Ralphs, Smart and Final, and King's Hawaiian to attract their employees to this program.

Alignment to College Mission and Strategic Initiatives.

The program's offerings are designed to make a positive difference in the lives of our community through career advancement, educational preparation, and personal development. The program offers degrees and certificates that are directly applicable to career opportunities in the community. The degrees are designed to be relevant for further education and include courses which are transferrable to four-year institutions.

STUDENT LEARNING – The program supports student learning through multiple traditional and innovative methods. Highlights include group learning, seminars, and supplemental instruction. The program emphasizes group learning and practical application through the use of group projects as a learning and assessment method. The program also offers occasional seminars for students to hear from professionals and practitioners currently working in the field. Additionally, the program make use of existing college resources to support student learning, including the use of supplemental instruction within a number of the courses.

STUDENT SUCCESS & SUPPORT – The program supports student success in a variety of ways that promote and empower student learning, success, and self-advocacy. As previously mentioned, supplemental instruction is a component of many courses with in the program, and has demonstrated positive results. The program has been extended to reach first year college students in the First Year Experience (FYE) Program. FYE students are enrolled in Personal Finance which is linked with English A. Financial literacy is incorporated into the English writing assignments and student participate in excursions outside of the classroom that reinforce the curriculum. Students are also exposed to unique and special opportunities through the program. Entrepreneurship students have the opportunity to submit their business plans to a local business incubator as part of a structured pitch competition and Advertising students had the opportunity to work with the CEO of a national company and develop and pitch advertising campaigns to the CEO for consideration.

The program is also expanding the use of Supplemental Instruction Coaches in courses that have low success rate. The SI program identifies students who have previously successfully passed the course and imbeds them into the classroom as coaches. The coaches participate in class discussion where appropriate, and hold instructional sessions that reinforce the information offered in class.

COLLABORATION – The program is actively involved in all collegial consultation committees including full representation on the Academic Senate and representation on the Planning and Budget Committee. The program has also collaborated with administration in the beginning stages of the development of the Nobel Endowed Chair, specifically identified for educating students in Entrepreneurship. The program also collaborates with academic support programs such as the FYE and the Supplemental Instruction programs.

COMMUNITY RESPONSIVENESS – The program provides regular outreach to local community partners in order to identify and meet the needs of students, universities, businesses, and organizations. An advisory meeting was hosted during the fall 2014 semester. The program provides for a variety of workforce training opportunities for businesses and contributes to the economic development of the community through Accounting, Entrepreneurship, Marketing, Management, Retail Management, and Office Administration education. The program has also host annual speaker events where local business executives and small business owners are invited to share their experience with students.

INSTITUTIONAL EFFECTIVENESS – The program has conducted a full review of its curriculum and brought all course curriculum current with modern business practice. The program continues to review curriculum, assess SLO and PLO effectiveness, and develop plans based on data from assessments and program review.

MODERNIZATION – The program maintains technology and software consistent with modern educational needs and with what is commonly in use in industry. As technology and software change, the program will need to continue to update technology and software to meet student needs. The program is currently exploring partnerships with industry, including offering workshops, developing and Entrepreneurial Studies program, creating a Project Management course and preparing to update accounting curriculum to the new international standard. As new standards and classes are added, the program will need funding for software to accommodate student learning in this manner.

Currently, the program develops workshops for students to interact and learn from business owners and professionals already working in their field. The program also works with the South Bay Entrepreneurial Center to provide students with opportunities to pitch their business ideas to a local incubator/accelerator.

Previous Recommendations

Accounting Department:

- 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.

  The Accounting Department hired additional full-time faculty over the past four years, but is still in need of additional hires. In the spring 2016 semester, we lost three full-time faculty members. Those positions should be filled in the coming year.

- Faculty should continue attending professional development conferences and acquire new training offered on campus as well as through professional organizations and

societies.

These professional development classes should align with CPE Credits so as to avoid duplication of effort. Additional resources are requested by the department to fund these classes.

- Continue to be certain that our courses articulate (where appropriate) with comparable courses at local transfer universities.

The department has reviewed curriculum and continues to articulate appropriate courses to both CSU and UC institutions.

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

Since the last program review, we have adopted a new textbook with much better resources for the core accounting courses.

- Because the Department success 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.

Since the last review, we have increased the number of sections that have imbedded student Supplemental Instruction (SI) Coaches, which has proven effective. All BUS 1A and 1B classes have access to Supplemental Instruction (SI) Coaches. Students flock to SI Sessions, and their grades reflect the extra work. For Fall 2014 BUS 1A courses, of students who attended three or more SI sessions, 85% passed the course compared to only 56% for students who attended zero to two SI sessions. Similar results were demonstrated during the Spring 2014 semester.

Management and Marketing Departments:
- 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.

To replace the three recently retired faculty members, three full-time faculty have been hired in the past three years. As the management department continues to grow, additional full-time hires will be needed.

- 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.

All courses with in the management and marketing department have been thoroughly

reviewed to bring them current with contemporary business practices. Courses continue to be reviewed on a schedule to ensure consistent updating of curriculum.

- Develop interesting brochures that detail the management and marketing programs and the types of career students who complete these programs are qualified to pursue.

In progress: budget has been requested for marketing materials to create a brochure for the program.

- 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.

The department continues to offer courses that may be successfully taught in an online environment including: Bus 15, Bus 21, Bus 27, and Bus 28. Online courses that produce success and retention metrics that are predominantly consistent with "on-ground" classes are supported. Although online courses have not been successful, the department will continue to explore hybrid models and online course models.

- 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.

The program is underway with the third year of effectively linking Personal Finance (BUS 17) with English A. FYE Students in the link demonstrate significantly higher retention and success rates.

- 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.

Personal Finance (BUS 17) and Introduction to Business (BUS 25) have been offered at a local high school and the college's Outreach Department continues to develop relationships with area high schools. The program has not yet conducted a survey of principals and counselors, but does continually formally and informally survey ECC students to determine their 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.

The department has developed a relationship with Gary Polk, the executive director of the South Bay Entrepreneurship Center and an adjunct faculty at CSU Dominguez Hills. Students

from the Entrepreneurship course at El Camino College competed in a pitch competition to a local incubator, featuring student business plans from area colleges and universities. The winner of the competition was an El Camino College student who is now taking his business through the incubator program for free.

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.

The program has continued to offer BUS 27 – Effective English in Business through distance education and has expanded to offering BUS 28 – Written Business Communications

- 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.

The program continues to actively engage in the community to

- 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.

The program has reviewed and updated textbooks where necessary in order to maintain currency and relevance.

- Consider offering some courses on an 8-week (rather than 16-week) schedule, and experiment offering courses on a hybrid basis.

The program has added hybrid courses where appropriate and continues to explore hybrid options for course. With the return of the winter intersession, the program will again look at offering 8-week courses.

- 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.

The program continues to work with the advisory council to identify certificates that would have occupational value for students within the field. A new Workplace Communication and Critical Thinking certificate is currently in development in partnership with the Management program.

- Maintain a constant external focus on the marketplace to track the use of technology and the related needs of prospective employers.

Through advisory council and other outreach activities, the program continues to identify

technology and skills relevant for occupational success.

- 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.

The program has incorporated aspects of management and marketing concepts into its existing curriculum and continues to work closely with faculty in the management and marketing areas.

- Maintain the Office Technology Center (with the Authorized Testing Center for Microsoft Computer Applications Specialist certifications exams).

Microsoft Applications have been moved to the Computer Information Systems program where it more closely fits within the overall curriculum of their program.

- Identify and implement new office related procedures which will both create efficiencies for faculty and create learning experiences outside the classroom.

New technologies and procedures are integrated into course curriculum where appropriate to ensure students are aware of ongoing changes and new developments within the field.

Describe highlights of the program's previous success and future vision.

The program continues to make itself relevant to students wishing to pursue related careers as well as further academic success at four year universities and beyond. The program offers student multiple opportunities to meet with professionals, attend special workshops, and explore and develop their skills through experiential exercises.

Multiple events have been held for students to hear from and interact with business owners and industry professionals including panel discussions and workshops. Additionally, the program continues to have relevant guest speakers in appropriate classes.

The program has also implemented Supplemental Instruction coaches in courses, with significantly positive results for both engagement and student success. Pass rates within the program continue to be strong, and the program's enrollment is stable despite declining enrollment at El Camino College and other community colleges in the state.

The program continues to provide students with a variety of educational opportunities in the classroom beyond traditional lectures. The advertising course in Spring 2016 allowed students to develop and pitch an ad campaign to the CEO of a national business as the semester project for the course. Additionally, the program sent three groups of students to a business plan pitch competition for a South Bay incubator/accelerator. One of the student's business plans was selected as the winning plan, and received three months of business incubation from the South Bay Entrepreneurship Center.

The program has been successful expanding its articulation, placing both BUS 17 Personal Finance, and BUS 22 Human Relations in Organizations on the CSU GE spread. The program also transfers BUS 25, 1A, and 1B to UC schools, and had its first student accepted and transferred to UC Berkeley.

Analysis of Research Data

Program Headcount

Headcount for the program has increased slightly over the past four years, but has remained around 2,000 students.

Student demographics in the program are consistent with the ECC student population and/or the general population of the district boundary, with a few notable exceptions.

Fall Term Headcount

Fall 2014	Population		
	Program	ECC	General
Term Headcount	1,981	*24,263*	*556,400*
Gender F	48.6%	*51.6%*	*51.0%*
M	51.3%	*48.4%*	*49.0%*
Ethnicity African-American	15.7%	*16.1%*	*15.1%*
Amer. Ind. or Alask.	0.0%	*0.1%*	*0.2%*
Asian	20.2%	*15.1%*	*13.6%*
Latino	43.3%	*49.5%*	*34.5%*
Pacific Islander	0.6%	*0.5%*	*0.5%*
White	14.5%	*13.6%*	*32.8%*
Two or More	4.6%	*4.4%*	*2.9%*
Unknown or Decline	1.0%	*0.7%*	*0.4%*
Age/ Age Group <17	0.1%	*1.8%*	*24.2%*
17	1.2%	*2.2%*	
18	8.0%	*12.4%*	*2.5%*
19	12.3%	*14.0%*	
20	12.9%	*12.6%*	*1.2%*
21	10.2%	*9.9%*	*1.2%*
22	7.8%	*7.5%*	*3.9%*
23	7.0%	*5.6%*	
24	5.4%	*4.7%*	
25-29	16.1%	*13.0%*	*7.4%*
30-39	11.1%	*8.9%*	*14.9%*
40-49	4.2%	*3.8%*	*15.9%*
50-64	3.7%	*3.0%*	*18.1%*
65+	0.1%	*0.7%*	*10.6%*
Class Load Full-time	43.2%	*34.5%*	
Part-time	56.2%	*65.3%*	
Academic Level College degree	12.5%	*11.7%*	
HS Grad	84.3%	*82.3%*	
Not a HS Grad	0.3%	*0.3%*	
K-12 Special Admit	0.2%	*2.3%*	
Unknown	2.9%	*3.4%*	
Educational Goal Intend to Transfer	36.0%	*31.5%*	
Degree/Certificate O	3.5%	*3.5%*	
Retrain/recertif.	2.3%	*3.2%*	
Basic Skills/GED	5.6%	*5.7%*	
Enrichment	4.0%	*2.2%*	
Undecided	14.5%	*15.8%*	
Unstated	34.0%	*38.0%*	
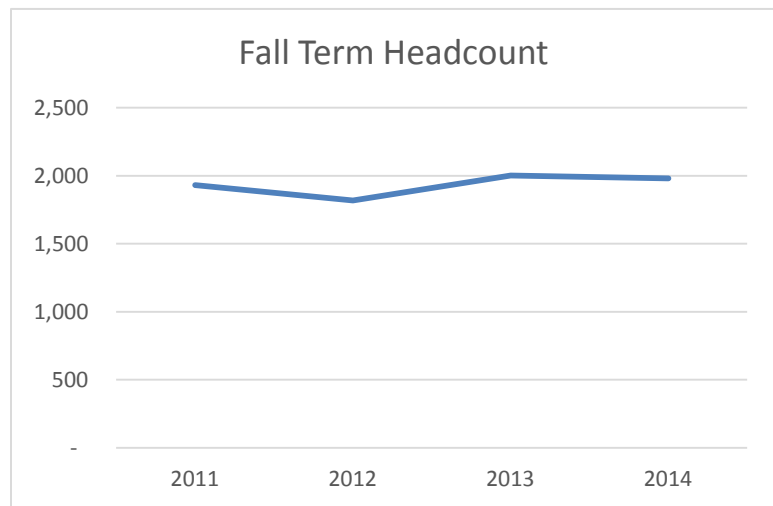
Male students are slightly over represented, and female students are slightly under represented when compared to the ECC and general populations.

Additionally, Asian students are over represented when compared to both the student population and general population. Most ethnicities are well represented within the program when compared to the general population, with Latino students being over represented. White students, when compared to the general population, are severely underrepresented in the program at less than half the percentage rate as the general population. This is consistent with the college's under representation of white students.

The program's age demographics skew older than the ECC population, with those under 20 being significantly under represented compared to the ECC population, and those over the age of 25 being significantly over represented. This is potentially attributable to the relevance of the program's courses for career advancement amongst working adults.

Students in the program are much more likely to be enrolled full-time at the college, at 43% within the program compared to just 35% college-wide.

Students in the program also tend to have higher educational attainment levels than students in the ECC population. Of particular note is the under representation of the K-12 Special Admit students within the program.

Finally, students in the program appear to be much more focused on transferring to a four-year institution and on personal enrichment than the college-wide population.

Course grade distribution

Grade distribution in the program is heavily weighted toward higher grades, with over 60% of students receiving grades of A or B in courses. For those students receiving a grade in the program's courses, that is those that did not withdraw, over 75% earn a passing grade. Students receiving failing grades have been increasing steadily over the previous four years, although grades of D and F are still significantly fewer than what one would expect from a typical bell curve distribution.

Fall 2014
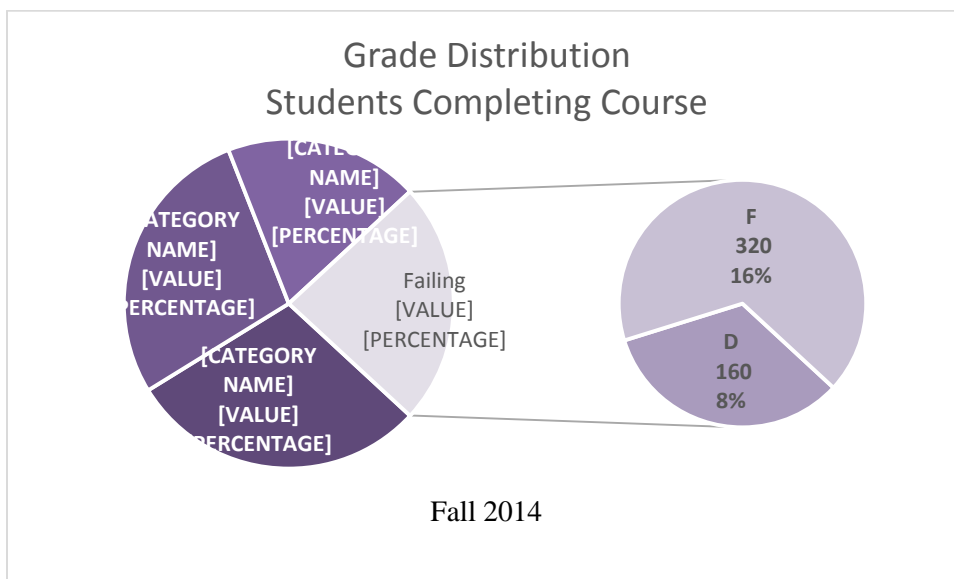
Over 75% of students who received a grade in a business course earn a passing grade in the course. This does not, however, include student who withdrew from the course. More than 20% of students receive a W in courses. This suggests that student success in the program is tied primarily to retention and to completion of the course.
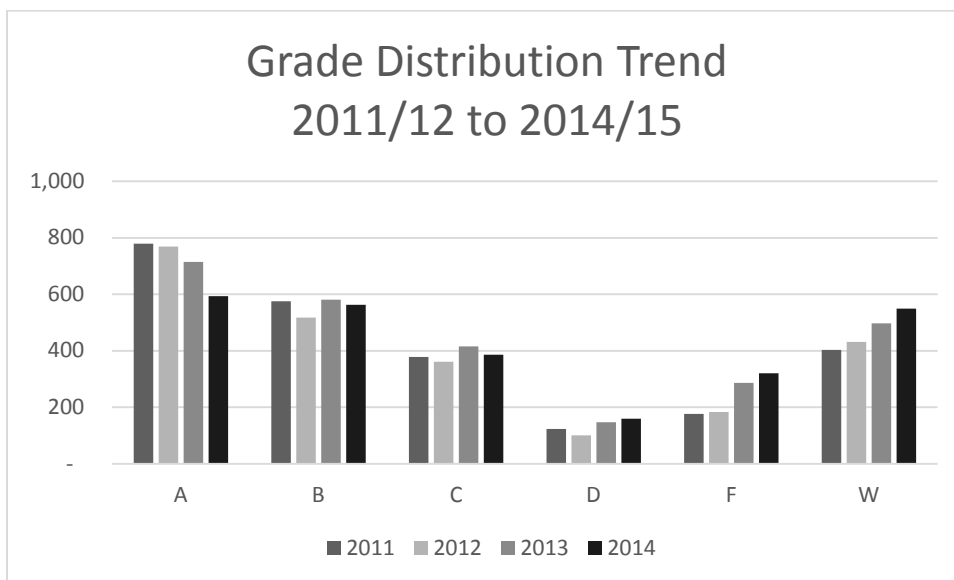
The grade distribution in the program continues to be skewed heavily toward higher grades when compared to a traditional bell curve. The curve seems to be slowly correcting, with a decrease in A grades

awarded and an increase in grades of F. Grades of B, C, and D all have remained consistent through the years.

Failing grades have been increasing in the program, which is something the program will monitor. At this time, the grade distribution and high success rates for students does not suggest the rise in failing grades is a problem. Expansion of support programs such as SI coaching, will be explored to address any equity or success concerns that are found.

Of particular note are the Withdrawal rates, which have been climbing consistently over the past four years. This is suggestive that the reductions in success rates (discussed in the next section) may be due to students' failure to complete the course and not to their ability to succeed in a course.

Student Equity

Student equity continues to be a consideration for the program, with continued efforts being made to assist students with varying abilities and levels of preparedness. The program continues to work with the SRC to improve opportunity and equity for students, and faculty regularly discuss students with special needs to identify how to best encourage their success.

To meet the needs of first generation students, the program has partnered with the FYE program to offer a BUS 17 course through FYE. The program has made a number of recent book changes to attempt to make books more accessible to students. Book costs are also considered when choosing books to reduce the impact financial considerations have upon student success. The program has also created honors courses for BUS 1A and 1B to provide for a more challenging environment for better prepared students.

Success & Retention

Success and retention rates for the college as a whole have been consistently dropping over the past four years. From Fall 2011 to Fall 2014, ECC success rates have dropped from 71% to 67% and Retention rates have dropped from 85% to 82%. This is seemingly due, in large part, to increasing Withdrawal rates from 9,197 students in 2011 to 11,332 students in 2014: a 23% increase from the baseline year. Due to the overall trend, a college-wide study of retention, success, and withdrawal would be more valuable to understand student success than one limited just to the program.

Success and retention trends within the program are consistent with the trend of the college. From Fall 2011 to Fall 2014, success rates fell from 71% to 60% and retention rates fell from 84% to 79%. Success and retention rates in the program fell significantly more than for the college, but it is important that the cause of this drop is interpreted correctly.

The greater decrease in success and retention rates within the program seems attributable to an increase in withdrawal rates. While college withdrawals have increased by 23%, the program has seen an increase of 36% in withdrawals. Survey questions on future surveys will be explored to identify and address the causes of this issue. School-wide research would also be helpful in identifying strategies for reducing withdrawal rates.

Success Rates by Demographic

The success rates of Asian, White, and "Two or More" students have remained consistent over the past four years, with only slight drops in success. Latino students have experienced a continual drop in success rates, although the drop is relatively minor.

Of particular concern are success rates for African-Americans. Success rates for African-American students were consistent from 2011 to 2012, but experienced significant drops from 2012 to 2013 and again from 2013 to 2014. In order to address the performance gap, instructors have implemented a wide variety of strategies including SI coaching, culturally relevant examples, and changes to course texts. The higher percentage of courses being taught by part-time faculty may also limit student access to instructors during office hours.

Success rates for American Indian or Alaskan Native, Pacific Islander, and Unknown or Decline to State were excluded due to the extremely low sample size in each category.

SI coaching, where implemented, has had a dramatic impact on student success. Data for SI Coaching sessions in BUS 1A show a dramatic improvement in pass rates for students who regularly attend SI sessions verses those students who do not. In Spring of 2014, students who attended 0-2 SI sessions had a 34% pass rate, while students attending 3 or more SI sessions had a 90% success rate. Similarly, in Fall 2014, success rates rose from 56% to 85%.

The program should explore expanding the SI program to more courses and sections in order to further close this and other performance gaps.

Success Trend by Gender
Fall 2011 to Fall 2015
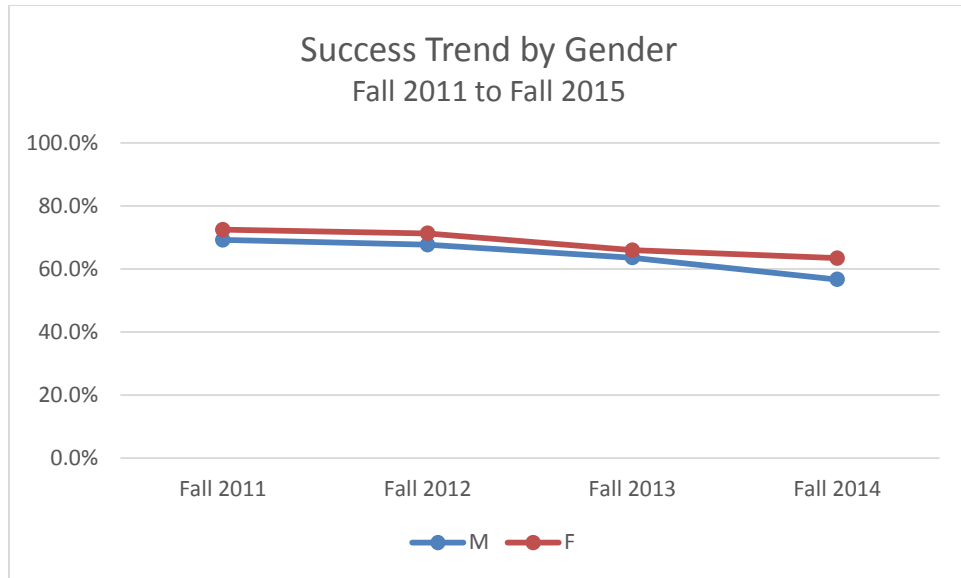
There is only a slight gap between the success rates of male and female students, with female students performing slightly better than male students. Success rates for both males and females have remained constant over the years, with the exception of a slight increase in the success gap for males from 2013 to 2014.

Success Rate by Age
Fall 2011 to Fall 2014
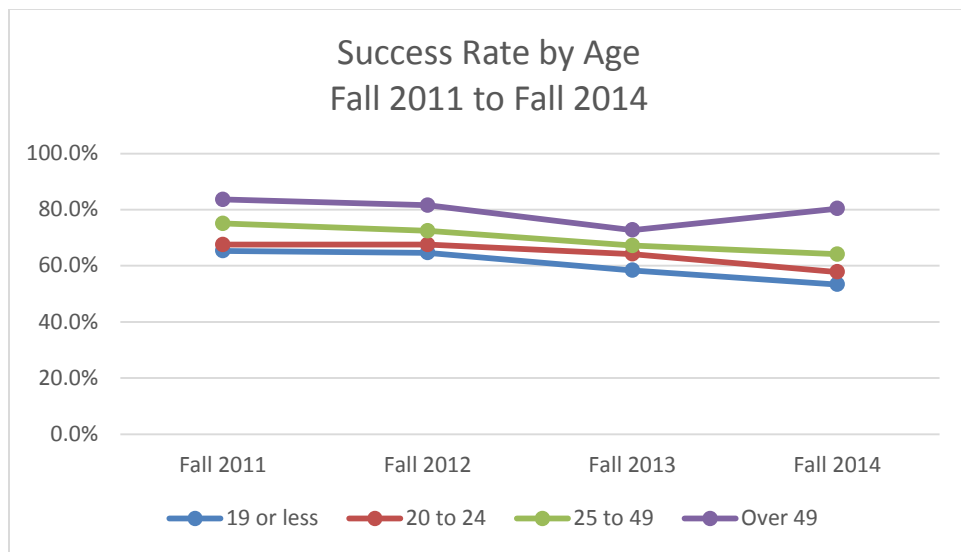
All age groups have seen a small decrease in success rates over the past four years. A notable exception is the jump in success rates for students over the age of 49, which happened only from 2013 to 2014. Another finding from the data that can be expected is the fact that the older a student is, the more likely they are to succeed.

Distance Education Success Rates

The program does not offer a significant number of courses through distance learning. Many distance education courses have demonstrated lower success and retention rates for some courses, such as with BUS 1B in the 2011-2012 school year. In these instances, online offerings have been discontinued.
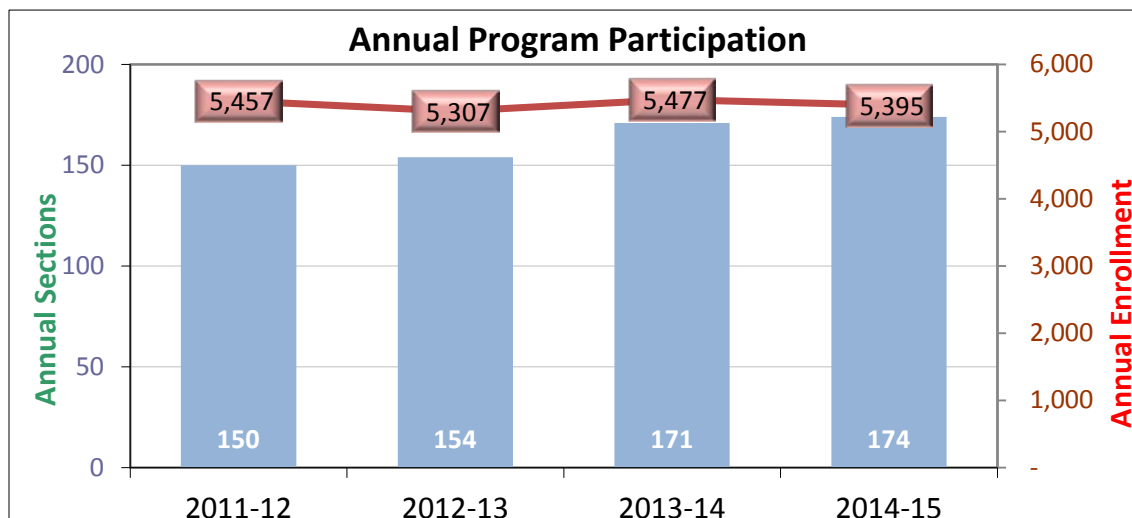
Where distance learning courses continue to be offered, student success rates and retention rates compare favorably to lecture courses of the same class. In comparing success rates of distance learning courses, the program identified courses that were offered in both online and lecture format. When comparing these courses, distance learning courses resulted in student success consistent with the traditional learning format. The chart below shows success and retention rates for all distance education courses offered, as well as the same-semester lecture comparison where applicable.

Fall	ONLINE		LECTURE		Spring	ONLINE		LECTURE	
	Succ.	Reten.	Succ.	Reten.		Succ.	Reten.	Succ.	Reten.
2011 Average All Sections			**71.0%**	**83.6%**	**2012 Average All Sections**			**71.5%**	**84.9%**
BUS-15	73.1%	96.2%			**BUS-15**	56.3%	90.6%		
BUS-1B	68.2%	68.2%	79.1%	86.2%	**BUS-1B**	41.7%	91.7%	77.0%	86.4%
BUS-28	65.5%	82.8%	94.1%	97.1%					
2012 Average All Sections			**69.7%**	**81.9%**	**2013 Average All Sections**			**66.7%**	**80.5%**
BUS-15	57.1%	76.2%			**BUS-15**	45.7%	71.4%		
BUS-27	87.0%	100.0%			**BUS-19**	17.1%	80.5%		
2013 Average All Sections			**64.8%**	**81.2%**	**2014 Average All Sections**			**68.9%**	**84.0%**
BUS-15	44.8%	86.2%			**BUS-15**	65.4%	80.8%	17.6%	100.0%
BUS-27	68.6%	88.6%	66.7%	85.2%	**BUS-21**	53.6%	78.6%		
2014 Average All Sections			**60.1%**	**78.8%**	**2015 Average All Sections**			**64.3%**	**80.1%**
BUS-15	30.4%	60.9%	38.2%	52.9%	**BUS-15**	48.0%	88.0%		
					BUS-19	37.1%	68.6%		

Generally, online education course success and retention rates lag behind lecture format courses. Success has been shown with specific courses, however, including BUS 15 and BUS 27, which often perform better than their lecture format comparisons. As an example, BUS 15 was offered Fall 2014 in both online and lecture format. Retention rates for the online course were higher than the lecture course with 61% and 53% retention respectively. Success rates, however, were significantly lower online than through lecture, with 30% and 38% respectively. Similarly, BUS 27 was offered both online and lecture during Fall 2013. Both success and retention rates for the online courses were higher than the lecture format.

Select courses are taught online when the faculty and management think the success and retention results will be on par or exceed traditional, on ground courses. We proceed carefully and selectively to ensure a quality education.

Enrollment statistics with section and seat counts and fill rates

Annual Program Participation

	2011-12	2012-13	2013-14	2014-15
Annual Enrollment	5,457	5,307	5,477	5,395
Annual Sections	150	154	171	174

Enrollment in the program has remained constant over the past four years, with little variation. Sections, however, have greatly increased. Although this has resulted in a drop-off in fill rates, the increase in sections is necessary to continue to serve the needs of the student population, specifically evening students.

Fall Section Fill Rates

2011	2012	2013	2014
95.7%	89.5%	86.4%	81.3%
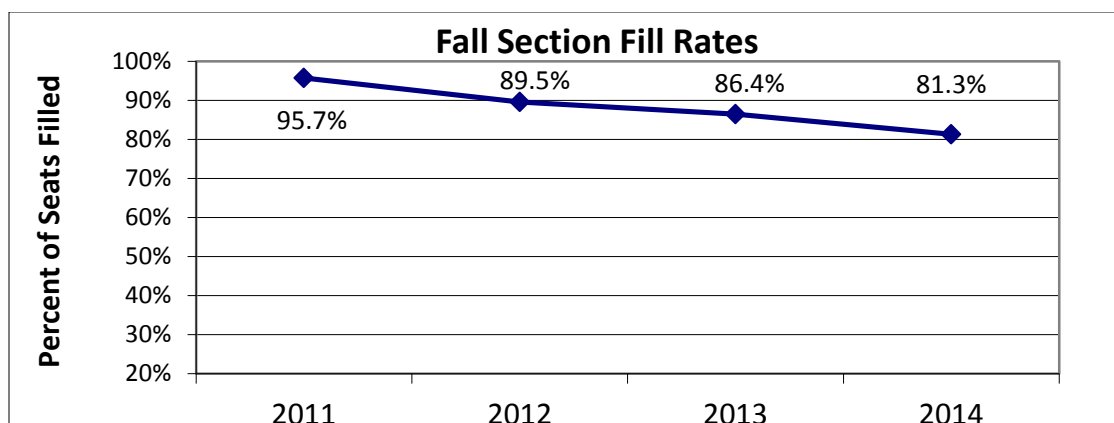
Fill rates have dropped significantly over the past four year, however the fill rate remains above 80%. Even with the decrease, program sections are still filling at a healthy rate. Additionally, the drop in section fill rates is expected as the program is strategically offering courses in order to serve student needs regardless of fill rates.

A major cause of the drop in fill rates is the shift in enrollment of our students by time of day. In 2011, enrollment in the program's Night and Weekend courses was nearly equal to that of Day courses. In 2014, however, Day enrollment consisted of 2/3 of the program's enrollment while Night and Weekend enrollment made up only 1/3. The college should undertake an effort to understand and address the drop in night enrollment or a strategic plan to adjust to the lower night enrollment.

Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	50.9%	55.1%	63.8%	66.3%
Night	43.6%	41.5%	32.5%	31.3%
Weekend/Unknown	5.5%	3.5%	3.8%	2.4%

This shift in student enrollment has resulted in a significant drop in fill rates for the evening and weekend sections the program offers, amplifying the overall drop in fill rates. In order to make it possible for non-traditional students to successfully complete the program, evening sections must remain at their current levels even with relatively low enrollment.

It is also important to restate that even with the drop in fill rates, the program maintains over 80% fill rate for its courses. It would be unwise to attempt to bolster fill rates at the expense of meeting evening student needs by reducing evening sections.

Scheduling of Courses

The program attempts to provide both day and night students with access to the courses necessary to complete the program regardless of when students are able to attend college. Courses in the program are scheduled throughout the day and into the evening. All courses with multiple sections offered during the Fall and Spring semesters have both day and evening section offerings.

Where courses have only one section offered per semester or year, the program attempts to alternate day and night offerings such that all students have an opportunity complete the program within a two-year period.

The program intends to continue to offer courses in a manner that allows both day and evening students to successfully complete degrees and certificates within a 2-year timeframe. Suggested changes to the scheduling of courses are addressed in the Analysis of Student Feedback section of the review.

It would be helpful if campus conducted a study to determine the needs and concerns of night students to ensure access and enrollment for this population. Having a comprehensive understanding of the night student population as well as a campus-wide strategy to address their needs, would be helpful in both meeting the needs of students and growing enrollment and fill rates for evening students.

List any related recommendations.

1. Increasing the use of SI Coaches and Tutors and expand the SI program to more courses and sections.
2. Identifying struggling students early in the semester and directing them to these resources, including exploring a pilot of Starfish or other campus resources.
3. A campus-wide study of the night student population to determine needs, concerns, and reasons for the drop in enrollment.

Curriculum

Curriculum Review Timeline

Since the last program review, all courses within the program have been reviewed and curriculum has been updated to be consistent with modern theory and practice. The program has developed a timeline for the regular and continual review of curriculum to keep courses relevant to the current needs of students and industry.

COURSE	CTE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
BUS 1A	Y				X		X		2 YR		2 YR		2 YR
BUS 1B	Y						X		2 YR		2 YR		2 YR
BUS 2A	Y				X		X		2 YR		2 YR		2 YR
BUS 2B	Y				X		X		2 YR		2 YR		2 YR
BUS 3	Y		X			2 YR	X		2 YR		2 YR		2 YR
BUS 4	Y						X		2 YR		2 YR		2 YR
BUS 5A	Y				X		X		2 YR		2 YR		2 YR
BUS 5C	Y						2 YR		2 YR		2 YR		2 YR
BUS 11	Y						2 YR		2 YR		2 YR		2 YR
BUS 12	Y				X		X		2 YR		2 YR		2 YR
BUS 14	Y				X		X		2 YR		2 YR		2 YR
BUS 15	N		X						6 YR				
BUS 16	N		IA										
BUS 17	N				X						6 YR		
BUS 19	Y				X		X		2 YR		2 YR		2 YR
BUS 20	Y				X		X		2 YR		2 YR		2 YR
BUS 21	Y				X		X		2 YR		2 YR		2 YR
BUS 22	Y			X		X		2 YR		2 YR		2 YR	
BUS 24	Y				X		X		2 YR		2 YR		2 YR
BUS 25	Y			X		2 YR	X		2 YR		2 YR		2 YR
BUS 27	Y				X		2 YR		2 YR		2 YR		2 YR
BUS 28	Y					X	X		2 YR		2 YR		2 YR
BUS 29	Y						2 YR		2 YR		2 YR		2 YR
BUS 36	Y						NEW		2 YR		2 YR		2 YR
BUS 40	N			X		X						6 YR	
BUS 41	Y						2 YR		2 YR		2 YR		2 YR
BUS 43	Y					X		2 YR		2 YR			
BUS 49abcd	N		IA										
BUS 50 (Special Topics)	Y						IA						
BUS 52A	Y		X			2 YR	IA						
BUS 52B	Y		X			2 YR	IA						
BUS 54	N		IA										
BUS 55	Y				IA								
BUS 56abcd	N		IA										
BUS 57abcd	N		IA										
BUS 60A	Y	X					2 YR		2 YR		2 YR	2 YR	
BUS 60B	Y	X					2 YR		2 YR		2 YR	2 YR	
BUS 60C	Y	X					2 YR		2 YR		2 YR	2 YR	

Course Additions

The program is in the process of adding three courses; New Venture Creation, Project Management, and Digital Marketing.

The New Venture Creation course is aligned with a new Entrepreneurial Studies program and will provide students with a step-by-step process for creating a new business. Student interest in Entrepreneurship has been increasing, and the economic growth that comes from small business is needed in the local region.

The Project Management course is the first step in a progression toward the college offering a curriculum that would meet the educational requirements to sit for the PMP exam, a Project Management Institute Certification. The course will also be relevant to students pursuing studies outside the division, such as the Construction Technologies degrees and certificates.

The Digital Marketing course is a part of an update to the Marketing Degree and Certificate. The course will expose students to a rapidly growing area of the marketing discipline, including websites, mobile apps, content marketing strategies, video, podcasts, search engine optimization, and more.

Deletions and Inactivations

The program continually works to update its course offerings and curriculum to keep relevant to students and industry. Courses that have had traditionally low enrollment have been inactivated, and important content from the courses have been incorporated into other courses within the Business Division. Inactivated courses include BUS 16, BUS 49, BUS 50, BUS 52A, BUS 52B, BUS 54, BUS 56, and BUS 57

Describe the courses and number of sections offered in distance education.

The program offers a limited number of distance education courses each semester, consistent with student interest, enrollment, and course appropriateness. Courses that have been offered through distance education include:

- BUS 15 – Business Mathematics
- BUS 21 – Human Resources Management
- BUS 27 – Effective English in Business
- BUS 28 – Written Business Communication

Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:

In order to accommodate student needs, the program strives to offer every course at least once per year. Most courses are offered during both the spring and fall semesters, with a small number of courses offered only once per year. Courses that have not had sufficient enrollment to offer regularly have been deactivated and removed from degree and certificate requirements, where applicable.

Articulation of courses to four year institutions has been consistent, with two courses, BUS 22 and 17, being added to the CSU General Education spread. Many of the program's courses are articulated to CSUs as meeting bachelor's degree course requirements. Additionally, BUS 1A, 1B, and 25 are all articulated to business programs at both CSU and UC institutions.

The program has seen a 22% increase in degrees awarded since the 2010-2011 academic year. Most of that growth has come from the Business Administration

Degrees Awarded	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	5-Year Growth Rate
Accounting	9	12	14	17	12	33%
Business Administration	134	137	158	166	160	19%
Business Management	19	22	21	30	21	11%
Marketing	3	7	9	15	10	233%
Office Administration	3	11	2	5	0	-100%
Total Degrees	**168**	**189**	**204**	**233**	**203**	**21%**

Certificates Awarded	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	5-Year Growth Rate
Accounting	13	16	11	6	16	23%
Business Management	9	7	19	12	10	11%
Marketing	7	10	15	8	5	-29%
Office Administration	5	7	1	1	0	-100%
Retail Management	2	1	0	1	0	-100%
Total Certicates	**36**	**41**	**46**	**28**	**31**	**-14%**

degree, which is a degree designed for students who are looking to transfer to a four-year institution.

Certificates awarded have dropped by 14% over the past five years, although the number of certificates awarded has consistently been a small number compared to the degrees awarded.

List any related recommendations.

- Continue to explore distance education opportunities, where appropriate and add additional classes and sections where student success and enrollment warrant.
- Develop additional certificates which meet the needs of students entering the workforce.

Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

Alignment Grids

Each department within the program has created alignment grids that connect course SLOs to program PLOs to college ILOs. The program assesses SLOs on a continual basis, ensuring all courses and SLOs are regularly and consistently reviewed to measure student success. [See Appendix]

To date, all SLOs and PLOs within the program have been assessed, and a schedule has been established to assess the program's PLOs and course SLOs on a four-year timeline.

SLO and PLO Assessment Results & Improvements

Overall, student achievement of SLOs and PLOs has been strong across the department. SLO assessments consistently show strong student achievement, and the majority of courses are meeting the achievement objectives set for the course SLOs. SLO achievement rates are also supported by the grade distribution presented by the Institutional Research Data.

A notable area where SLO achievement lags the rest of the program is the accounting courses, which are traditionally difficult courses for students in all business programs. PLO #1 Data since 2012 indicate that the standard has been met in all cases, but just barely. Almost one third of accounting students are not achieving a passing grade in BUS 1A, 1B, 2A, 2B, 3, and 4.

In courses where SLO assessments demonstrated student achievement was below the goal, the faculty have developed plans to improve student success. Some specific examples include:

- Instructors in BUS 25 – Introduction to Business have developed a standardized assessment tool to ensure consistent measurement of the SLOs in the introductory course for the program.
- In BUS 24 – Small Business Entrepreneurship, instructors have discussed and shared best practices for engaging students and explaining difficult concepts.
- In BUS 17 – Personal Finance, it was identified that students often struggled with the mathematical calculations necessary within the course, and Supplemental Instruction was implemented to support student success.
- BUS 1A, 1B – As indicated in the data above, we have met the target, but just barely. The issues in BUS 1A and 1B stem in part from a substandard textbook, which has recently been addressed.

With more up to date learning materials, we hope to move these averages up in the semesters ahead. Also, the faculty has developed a standard SLO Assessment tool for BUS 1A, which is being implemented in the fall of 2016. The faculty is currently working on a similar tool for BUS 1B.

- For BUS 2A and 2B, we have implemented an interactive software study tool which strengthens student comprehension. After one semester, we have already seen great improvements, and we believe that it will continue to be successful with further use and refining.

SLO Process Improvement & Results

The SLO process and assessments have been an ongoing point of discussion for the program during department meetings, annual planning, e-mail communication, and curriculum development. In some courses standardized SLO assessments have been created, and faculty share ideas about the best method to assess SLOs in courses. Additionally, faculty share their practices for effective classroom management, teaching methods, and engagement tactics to help facilitate student success.

Discuss any findings from SLO/PLO assessments that help to justify recommendations.

SLO/PLO data demonstrates a need for expanded SI coaches and support for student success. Courses with SI coaches have seen increased grades and SLO achievement for students.

List any related recommendations.

- Continue to develop common assessment tools for core courses within the program.
- Develop a standard method of including all part-time accounting faculty in all departmental communications and initiatives.
- Set a standard meeting schedule during each semester to discuss critical department initiatives and help divide faculty duties among the full time faculty.
- Expand the number of courses and sections that offer SI coaches

Analysis of Student Feedback

Student Support

Students in the program utilize student support services often, with 36% of students consulting with a counselor every semester, and another 18% consulting a counselor once a year. Additionally, 12% of students stated they have never consulted with a counselor, although this number may be inflated by the relatively high percentage of students that are seeking self-enrichment rather than an academic program. (Question 15)

Students utilize program faculty office hours much less frequently, with only 5% of students stating they regularly visit with faculty during office hours. 26% of students identified they visit faculty office hours Sometimes. 58% of students stated they Seldom or Never visit faculty office hours. (Questions 16)

In analyzing student desires for course offerings, students seem to prefer courses to be offered throughout the day, rather than just in the morning. Question 12 asked students what days and times are most convenient for them to attend classes. The plurality of students prefer morning offerings from 8 am to 12 pm, at 35%. Just as many students, however, prefer afternoon classes held from 12 pm to 4 pm, at 34%.

Additionally 26% of students find evening classes most convenient, consistent with current enrollment trends between the program's day and evening section offerings. Only 7% of students stated that Friday or Saturday courses are most convenient for them to attend classes.

Curriculum

Question 2 asks students for their primary goal for taking courses. 60% of students plan to complete either an Associate's degree or Certificate from the program. Only 24% of students plan to transfer to a four year business program without completing either a Certificate or Associate's degree.

The majority of students are using the program as a foundation for further education, with 60% planning to transfer to a four year university, regardless of if they receive an Associate's degree or not.

Additionally, a significant portion of the program's students are taking courses within the program for reasons other than academic advancement.

The survey also provides data on student needs related to planned careers. Question 7 asks students what career(s) they plan to enter upon completion of studies. Students were able to mark multiple career options, as many students may still be choosing an exact career path. The program's current curriculum is well-matched to the majority of planned careers and is predominantly meeting student needs.

Student Interest in Career Paths

Career Path	Percentage
Entrepreneur	~29.5%
Accountant/CPA	~27.5%
Marketing	~19%
Management	~18.5%
Office Admin	~11%
Financial Advisor	~10%
Project Manager	~9%
Bookkeeper	~7.5%
Human Resources	~7.5%
Auditor	~5.5%
Sales	~5.5%
Government	~5%
Already Working	~5%
Retail Manager	~3%
Non-Profit	~3%
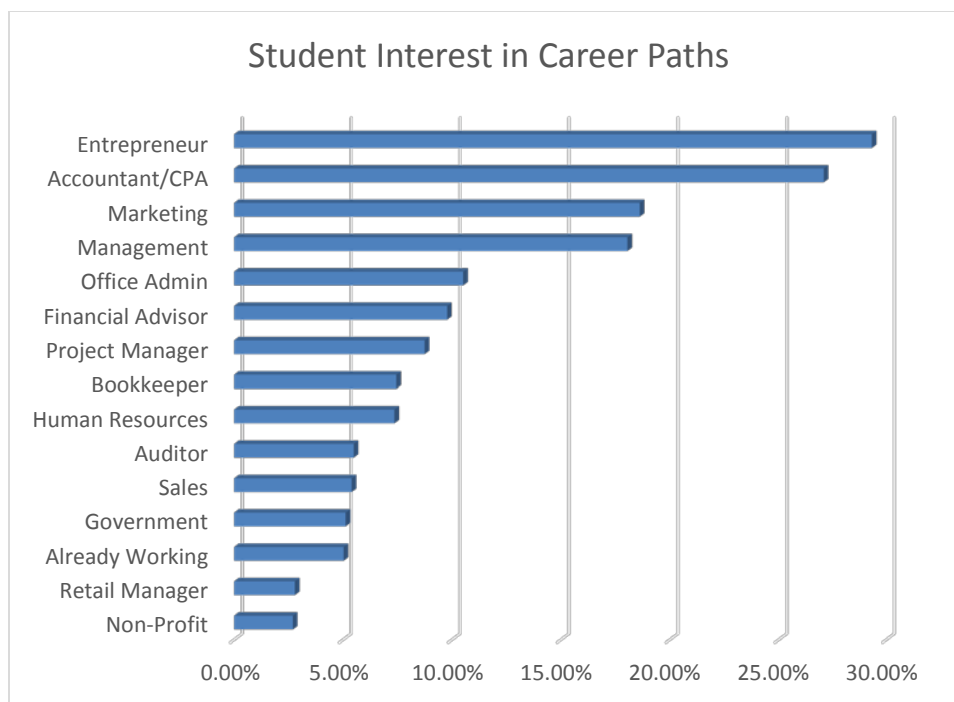
Current Offerings

Entrepreneurship is the largest planned career among students, with 29% of students identifying they plan to be a business owner. The program offers a course in Entrepreneurship, and has developed a degree and certificate in Entrepreneurial Studies which are working their way through the curriculum process now. The program includes coursework in all aspects of business ownership including financial management (BUS 1A or 11), business law (LAW 5), computer information systems (CIS 13), marketing (BUS 14), operations (BUS 19 or 20), human resources (BUS 21 or 22), communication (BUS 28), e-commerce (BUS 30), and business ownership (BUS 24 and 34).

The current Entrepreneurship course (BUS 24) teaches students how to identify and analyze an opportunity and turn it into a functioning business or non-profit organization. Students develop a business plan which they could use to start the business (or grow an existing one) by the end of the semester. Many students completing the course have actually started businesses. The course is designed to allow for students to start any type of organization they wish, with no limits on the organization. Some students plan to start retail and service businesses, while other are building toward businesses that are government contractors, and still others plan to start and run a non-profit organization. Students in the course also run the gamut from typical college students, to attorneys running a law firm, to a SpaceX engineer wanting to start a non-profit, to owners of existing businesses looking to grow beyond a couple dozen employees.

Accountant/CPA is the second largest planned career, at 27%. Related careers of Auditor and Bookkeeper came in at 5.49% and 7.45% respectively. The Accounting department offers a degree and certificate in accounting, which prepares students for further education in the field and initial preparation for the CPA exam. Courses in Auditing and Bookkeeping are also offered through the Accounting and Office Administration departments.

Marketing is the next largest group, with 19% of students identifying it as a potential career path. The program currently offers a certificate and degree in marketing. Additionally, the program is expanding the

marketing offering with the planned creation of a Digital Marketing course and a significant update to the course requirements for both the certificate and degree in marketing.

18% of students identified General Management as a potential career. The program offers a certificate and degree in Management, which have both been updated within the past year.

11% of students identified Office Administration as a possible career path. The program offers multiple courses in Office Administration, as well as a certificate and degree.

Finally, 3% of students identified Retail Management as a potential career path. The program offers both a certificate and degree in this field. The program has been working to attract employees currently working in this field to continue their education by pursuing this certificate at ECC.

Potential Program Offerings

There are multiple areas where student career interests are not being fully provided for by the current program curriculum. Five career paths were identified where at least 5% of students expressed interest but sufficient curriculum is not yet present in the program to prepare students for these careers. The areas that are of most interest to students are Financial Advisor and Project Manager.

10% of students expressed interest in Personal Financial and Investment Advisor careers after college. The Department of Labor statistics are favorable with a projected 30% growth rate from 2014-2024. An updated survey by Payscale.com suggests a 32% growth rate from 2016-2026. As of May 2014 there are 249,400 Personal Financial Advisors with 22,000 in California and 6,611 in Los Angeles. Adjusting for the 30% growth rate, there would be an estimated 11,170 in Los Angeles as of May 2016.

9% of students expressed interest in a Project Management career after college. According to career site WetFeet.com, "In general, the field of project management is incredibly hot-but the outlook might be brightest for PMs in the biotech and high-tech arenas. As might be expected, project management opportunities depend on the number of projects taking place. When the economy is booming, demand for PMs is usually high. When the economy is slow, look for opportunities in hot industry sectors, where a lot of projects are taking place. A wide range of industries use PMs to handle everything from launching new products to leading restructuring efforts to converting MIS systems."

Additional areas of interest for students include careers in Human Resources (7%), Government/Non-Profit (8% combined), and Sales (5%). Although the curriculum includes a course in Human Resources, there does not currently exist a Human Resources certificate nor degree for students wishing to pursue this career path. Similarly, Government/Non-Profit and Sales careers are touched upon in courses throughout the curriculum, but the program currently does not offer courses, certificates, nor degrees in these fields.

Facilities, Equipment, and Technology

The program's facilities, equipment, and technology meet current student needs based upon the students' assessment of the program and themselves. In questions 14, 15% of students identified that they visited the computer labs on a regular basis with 48% of students stating they visited them Regularly or Sometimes.

Furthermore, students seem comfortable with the three primary computer programs used in business, Microsoft Word, Excel and PowerPoint. In questions 18-20, students were asked to rate their skills in each program, with specific program functions being identified as qualifying for each skill level. Overall,

students feel comfortable with their familiarity with the programs and with the specific functions called out in the survey. Students feel the most confidence with the MS Word program, and least confidence with the MS Excel spreadsheet and data analysis program.

For Word, 72% of students self-assessed their skills as Moderate or Advanced, and only 3% assessed themselves as Not Familiar. Students also felt comfortable with their familiarity with PowerPoint, with 60% rating themselves as Moderate or Advanced, and 5% rating themselves as Not Familiar. For Excel, student confidence was much lower, with 52% of students rating themselves as Moderate or Advance, and 8% rating themselves as not familiar.

List any related recommendations.

Student feedback suggests the program should continue to push forward with the development of an Entrepreneurship degree, with that being the single largest area of interest for students' potential careers. The survey also found three academic areas that had significant student interest which present opportunities for new degrees and certificates; Financial Planning & Advising, Project Management, and Human Resources

10% of students expressed interest in careers in financial planning and advising. The Certified Financial Planner certification offered by the CFP Board is the premier designation in this field. The program currently has a Personal Finance course, which is experiencing increased enrollment. The college could provide the educational courses necessary for students to sit for the CFP certification test.

9% of students expressed interest in careers in project management. The Project Management Professional certification offered by the Project Management Institute is the premier designation in this field. The program is currently developing a Project Management course. The college could provide the educational courses necessary for students to sit for the PMP certification test.

7% of student expressed interest in careers in human resources. No certification exists for human resources, but the college has opportunity to develop a local degree and certificate for these students. The program currently has a human resources class, as well as many of the relevant courses that would be required to develop a local degree.

Facilities and Equipment

Overall, the program is happy with the facilities and equipment, although funds will need to be budgeted to keep the facilities and equipment current. Computers in the computer labs, overhead projectors, and other instructional equipment will have to be replaced as they age. Overhead projectors, demonstration computers, and other classroom equipment is well maintained and works efficiently. Additionally, the classrooms, desks, and chairs are all in good working order, with sufficient seating for students. No recommendations at this time.

Technology and Software

Technology and software will need to be continually upgraded as newer versions of the software are released. Additionally, project management software will need to be purchased for the project management course currently in development. The software will be integral to the success of students in understanding and pursuing the project management certification as well as careers in project management.

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.

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.

The Microsoft Office suite will need to be updated as new versions come out to ensure students are familiar with the software commonly used in industry. The addition of the Project Management course will also need specialized project management software, such as Microsoft Project. Finally, software will need to be acquired or updated when the new international standards in accounting are finalized and adopted.

Staffing

The program currently has 4 full-time Accounting Faculty, 3 full-time Management & Marketing faculty, and 1 full-time Office Administration faculty. The program will need to hire multiple new positions over the upcoming years in order to replace vacated positions and accommodate growth.

The management and marketing department has replaced the faculty that retired over the past four years, but have not added any new full-time faculty as the enrollment in management and marketing classes have grown.

Additionally, the accounting department has seen a significant reduction in staffing over the past year, and will need to hire multiple faculty to sufficiently staff sections with full-time faculty. A total of three full-time faculty positions were vacated over the past year, significantly reducing staff within the department.

The full-time to part-time ratio for the program is 70% full-time sections and 30% part-time sections. For the Fall 2016 semester, less than 60% of the sections in Accounting were staffed by full-time faculty, with 16 full-time faculty sections and 11 part-time sections. In the Management area, 74% of the sections were staffed by full-time faculty. Growth in enrollment for the Management area will further reduce the full-time to part-time ratio.

Future Direction and Vision

Modern accounting, management, and marketing theory continues to evolve, and the program will need to continually update curriculum and create new courses to meet the needs of students and industry. For most changes, consistent review of curriculum will be sufficient to keep the program contemporary. In some cases, such as with Digital Marketing, new courses will need to be added to keep the program's curriculum relevant.

In the accounting discipline, upcoming changes include the inevitable adoption of International Financial Reporting Standards (IFRS), which will entail a complete revamping of course materials and training on teaching IFRS. Also, most employers have moved to or will move to a relational database accounting system. Companies will demand that students be exposed to or skilled in these two areas, and to meet that expectation we will need to make changes.

Explain the direction and vision of the program and how you plan to achieve it.

The program will continue to develop courses, certificates, and degrees that meet the developing needs of students and industry. Courses will be developed based on labor market needs, student interest, and opportunity for enrollment growth. The program will also identify professional certifications available and explore developing courses and certificates that meet the educational requirements for students to sit for the certification exams.

List any related recommendations.

1. Explore the development of a Computer Applications in Accounting course to better prepare students to enter the workforce in the accounting discipline. A course in developing accounting systems using relational databases such as MS Access could also benefit students
2. Develop a program in Project Management which meets the educational requirements for the professional PMP certification.
3. Develop a program in Financial Planning which meets the educational requirements for the professional CFP certification.
4. Explore the development of courses or certificates in Supply Chain Management, International Business, and/or Import/Export.
5. Explore the development of a Human Resources certificate and degree.

Prioritized Recommendations

Recommendations	Cost Estimate	Strategic Initiatives
1. Hire full-time Accounting faculty to replace the 3 Accounting positions that were recently vacated.	%100,000 per person	A, B, E
2. Hire faculty positions within the Accounting and Management disciplines to accommodate growth.	$100,000 per person	A, B, E
3. Expand the use of SI Coaches to more sections and additional classes where appropriate, including all BUS 1A, 1B, and 17 courses.	$1,500 per section	A, B
4. Purchase licenses for MS Project to be added to business computer labs to support the development of the Project	$8,000	A, B

Management course and certificate.		
5. Enroll all full-time accounting faculty members in IFRS certification program and other CPE credit courses to ensure the program continues to meet student and labor market needs.	$10,000	A, B, F
6. Develop a certificate in Project Management that is approved by the Project Management Institute such that students will meet the educational requirement to sit for the Project Management Professional certification exam. Grant funds will be pursued to assist the college in becoming a "Responsible Education Provider" with the Project Management Institute.	$30,000	A, D, F
7. Develop a certificate in Financial Planning that is approved by the Certified Financial Planner Board such that students will meet the educational requirements to sit for the Certified Financial Planner certification exam. Grant funds will be pursued to assist the college in becoming a CFP-Board Registered Program.	$5,000	A, D, F
8. Once approved by the Chancellor's Office, promote the Entrepreneurial Studies degree to both college and community constituents through community outreach and advertising.	$5000	A, D
9. Develop partnerships and degree options with other academic divisions to provide an academic path for non-business students to gain skills and education in entrepreneurship specific to their field.	$0	A, C
10. Explore the development of appropriate courses including a course in Computer Applications in Accounting and Database Accounting System Development. Courses will require training for accounting faculty in the use and development of accounting-specific relational databases.	$3,600	A, B, F
11. Explore the development of new certificates or degrees in Human Resources, Supply Chain Management, or International Business.	$0	A, B, F

12. Repair, maintain, and replace instructional equipment in classrooms and labs on a regular basis.	$20,000	A, B, F

Explain why the list is prioritized in this way.

Recommendations 1-2: Faculty hiring is the top priority for the program due to the loss of three full-time faculty members within the past year. Without sufficient full-time faculty, the program may not be able to provide students with a consistent and robust educational environment, which threatens student success. Additional hiring will also be required as the program grows.

Recommendation 3: The expansion of Supplemental Instruction to more sections and courses in the program will also be integral to increasing student success. SI coaches have significantly improved student success in the sections with embedded coaches, and increasing availability of supplemental instruction will help improve the overall success rates of students.

Recommendation 4: The purchase of the MS Project licenses are vital for the effective instruction of the new Project Management course being developed. Additionally, students will need access to the software to successfully understand and complete assignments within the course.

Recommendation 5: The industry's adoption of International Financial Reporting Standards will require all faculty in the accounting discipline to be trained in teaching the new standards. Employers will require students to be familiar with the standards as they become a part of Generally Accepted Accounting Principles.

Recommendation 6: The development of a certificate in Project Management is important to support the success of the program's new Project Management course. Additionally, by engaging with the Project Management Institute to become a Responsible Education Provider, the program will be able to attract professional who are currently working in the field but need to meet the educational requirements to allow them to sit for the PMP certification exam. The program currently has a faculty member with a PMP certification, which will allow for immediate work to be done on developing a PMI-approved program.

Recommendation 7: The development of a program in Financial Planning will allow the college to provide for the education needs of a growing profession, which the Department of Labor projects to grow at a rate of 30% per year through 2024. By engaging with the CFP Board to become a CFP-Board Registered Program, the program will be able to attract professional who are currently working in the field but need to meet the educational requirements to allow them to sit for the CFP certification exam. As the program currently does not have a faculty with a CFP certification, implementation of a CFP-Board-approved program cannot be immediate.

Recommendation 8 - 9: The program is currently waiting on Chancellor's Office approval for a new degree and certificate in Entrepreneurial Studies. The student survey demonstrated a strong student interest in entrepreneurship, with a third of students considering business ownership as a career path. The program also has opportunity for non-business students who may be interested in pursuing the ownership of a business related to their field of study. Collaboration between the Business Division and other Divisions can expand opportunities for students across the college.

Recommendation 10 - 11: In order to keep current with student and industry needs, the program must continue to identify and develop courses and degrees that meet those needs.

Recommendation 12: Instructional technology in the labs and classrooms are currently meet faculty needs, but technology will need to be replaced as it ages.

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, institutional data, and the provided CTE 2-year Program Review data to respond to the following questions:

1. How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.

The program provides students with a broad education in the principles of business operation and management. The expertise and skills trained within the program are required not only in all departments within business, but is also required in government, non-profit, public agency, and many other organized efforts throughout society. The occupational demand for the program will continue to be significant so long as the program is kept contemporary with modern theory, industry needs, and societal customs.

In order to ensure the program is contemporary with current student and industry needs, the program has continually reviewed its curriculum across all courses, updating curriculum, adding new course offerings, and deactivating courses where necessary.

Job opportunities within the Business discipline continue to grow in the region. Over the past five years, job openings have grown 15.1%. Institutional Research expects job growth to continue over the next five years, but at a lower rate of 4.8%. The disparity in growth is likely due to the rapid job losses and subsequent recoveries from the recession.

2. How does the program address needs that are not met by similar programs in the region?

El Camino College is situated in between two metropolitan areas; the greater Los Angeles metropolitan area and Long Beach. As a result, students have the opportunity to choose from many programs that provide similar educations within business. Business is a core discipline of study in colleges and universities, providing a very similar field of study for students when compared to other programs in the region.

El Camino's program, however, has undergone a major revision of course curriculum over the past four years, bringing our program up to date with contemporary business theory and practice. The program's core courses have also been accepted for transfer to the Haas School of Business at UC Berkeley and to UC Riverside. As a result, El Camino has transferred its first student into the Haas School of Business, an elite institution that is one of the top business schools in the world. This provides students at El Camino College an opportunity not provided by many other programs in the region.

3. What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?

For the past three academic years, the program has awarded over 200 degrees to students, including local degrees and degrees designed for students pursuing a Bachelor's degree. Over 75% of students who received a grade in a business course earned a passing grade in the course. This does not, however, include student who withdrew from the course. More than 20% of students receive a W in courses. This suggests that student success in the program is tied primarily to retention and to completion of the course.

4. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?

The program does not directly offer any licensure exams, and for most of the program's fields of study, no licensure exam exists. There are licensure exams in the Accounting discipline, with the CPA being the most popular and desirable. Courses in the program do count toward the 48 units of educational requirement for the licensure exam, however students also need a Bachelor's degree to sit for the exam. As a result, no tracking of student success on the exam is conducted.

5. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

   California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

The program operates multiple advisory committees for each discipline within the program. An advisory committee is established for the Accounting discipline and consists of three members from academia and industry, who have recently been offered the opportunity to serve on this board. Those members are:

1. Dr. Kathryn Hansen, Chair, Department of Accounting, CSULA. (confirmed)

2. Dr. Edward Monsour, Professor of Accounting/Taxation, CSULA. (confirmed)

3. Mr. Hao Nguyen, CPA, a principal at RKE, LLP, an accounting firm. (confirmed)

The advisory committee meets once per semester to discuss current trends in accounting and ways to ensure that faculty and course outlines are up to date. The program is working to recruit and retain members from industry to the advisory committee.

In the 2013 academic year Office Administration and the Paralegal program joined together to establish a joint advisory committee. Many of the current committee members are also small business owners who

have a very clear understanding of the marketplace, how an office is managed from an administrative perspective, and the necessary skills needed for administrative success. Early suggestions from the committee have already begun to filter into our course design and updates.

APPENDIX: 4-Year PLO Assessment Timelines

PLO ASSESSMENT 4-YEAR TIMELINE REPORT
ECC - BUSINESS DIVISION

PLO Assessment	Unit	PLO Name	PLO
2014-15 (Fall 2014)	El Camino: PLOs (BUS) - Business Management and Marketing	PLO #1 Vocabulary of Business Terms	Understand and utilize a comprehensive vocabulary of business/marketing terms.
2014-15 (Fall 2014)	El Camino: PLOs (BUS) - Office Administration	PLO # 1 Effective Communication Skills	Demonstrate effective oral and written communication skills for business environments.
2014-15 (Spring 2015)	El Camino: PLOs (BUS) - Accounting	PLO #1 Accounting Principles	Process, summarize, analyze, and evaluate accounting data in accordance with generally accepted accounting principles.
2014-15 (Spring 2015)	El Camino: PLOs (BUS) - Computer Information Systems	PLO #1 Professional Awareness	Students will be able to explain ethical, legal, and societal implications inherent in information technology and understand the professional responsibilities of a computer professional.
2015-16 (Fall 2015)	El Camino: PLOs (BUS) - Business Management and Marketing	PLO #2 Oral and Written Communication	Communicate effectively in a variety of business situations both orally and in writing.
2015-16 (Fall 2015)	El Camino: PLOs (BUS) - Office Administration	PLO #2 Principles, Procedures, and Practices	Analyze and apply appropriate business management principles, procedures, and practices.
2015-16 (Fall 2015)	El Camino: PLOs (BUS) - Paralegal Studies	PLO #1 Legal Memoranda and Forms	Draft pleadings/memoranda including court forms in a manner sufficient for submission to the applicable court.
2015-16 (Spring 2016)	El Camino: PLOs (BUS) - Accounting	PLO #2 Solving	Solve a variety of financial and managerial accounting
2015-16 (Spring 2016)	El Camino: PLOs (BUS) - Computer Information Systems	PLO #2 Business Communication	Upon the completion of a course of study in Computer Information Systems students will be able to demonstrate proficiency in common industry software applications, cyber applications and Network security to effectively analyze business problems and communicate decisions.
2015-16 (Spring 2016)	El Camino: PLOs (BUS) - Real Estate	PLO #1 Build Vocabulary	Students will define, describe and differentiate between various real estate standard terminology showing comprehension and knowledge of real estate vocabulary used in the workplace to assist and prepare each student from the diverse student body to gain confidence in their ability to effectively communicate and collaborate in a real estate sales, property management, appraisal, loan or investment to work with both licensees and a diverse public in a typical real estate transactions.
2016-17 (Fall 2016)	El Camino: PLOs (BUS) - Business Management and Marketing	PLO #3 Critical Thinking of Business Issues	Develop the critical thinking skills necessary to address complex business/marketing issues.
2016-17 (Fall 2016)	El Camino: PLOs (BUS) - Office Administration	PLO # 3 Business Software	Utilize business software and technology solutions for business communications and
2016-17 (Spring 2017)	El Camino: PLOs (BUS) - Accounting	PLO #3 Concepts and Terminology	Understand and utilize accounting concepts and terminology.
2016-17 (Spring 2017)	El Camino: PLOs (BUS) - Real Estate	PLO #3 Methods of Holding Title	Students will identify, distinguish and differentiate the differences between the various methods of holding title to real property, showing the ability to analyze, concisely write and/or verbally communicate and apply the appropriate vesting available in a typical real estate business transaction.
2016-17 (Summer 2017)	El Camino: PLOs (BUS) - Computer Information Systems	PLO #3 Skill Development	Upon the completion of a course of study in Computer Information Systems students will be able to demonstrate the ability to use computer information concepts and critical thinking skills to analyze business problems, and design, develop and implement appropriate software solutions, using a variety of software tools and computer languages.
2017-18 (Fall 2017)	El Camino: PLOs (BUS) - Business Management and Marketing	PLO #4 Integrated Business Planning	Demonstrate an understanding of the integrated business/marketing planning
2017-18 (Fall 2017)	El Camino: PLOs (BUS) - Office Administration	PLO #4 Diverse Businesses	Requirements Demonstrate effective interpersonal, time management, and organizational skills appropriate for diverse business requirements.
2017-18 (Fall 2017)	El Camino: PLOs (BUS) -	PLO #3 Legal	Understand and apply theories and principles of law to interpret legal
2017-18 (Fall 2017)	El Camino: PLOs (BUS) - Real Estate	PLO #4 Mathematical Computations	Students will demonstrate the ability to calculate typical real estate mathematic computational problems as found in diverse real estate business areas of sales, leases, prorations, finance, appraisal, property management, investments and capitalization, land or structure area and taxation.
		Count:21	

APPENDIX: 4 Year Course SLO Assessment Timelines

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

BUSINESS DIVISION - ACCOUNTING

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Fall 2014)	ECC: BUS 1A	Financial Accounting	SLO #1 Evaluation	Evaluate the financial position and profitability of the business entity using various financial ratios.
2014-15 (Fall 2014)	ECC: BUS 2A	Intermediate Accounting	SLO #1 Concepts and Terminology	Understand the concepts and terminology used in Accounting Information Systems, the basic accounting process, and key financial statements.
2014-15 (Fall 2014)	ECC: BUS 3	QuickBooks	SLO #1 Accounting Software	Utilize accounting software to prepare journals, ledgers, and financial statements of the business entity.
2014-15 (Fall 2014)	ECC: BUS 5A	Income Tax Accounting	SLO #1 Preparation	Prepare a correct form 1040 tax return including the necessary forms and schedules.
2014-15 (Fall 2014)	ECC: BUS 5C	Income Tax Microcomputer App	SLO #1 Preparation	Using taxation software, students will be able to prepare an accurate tax return for an individual taxpayer given a set of personal financial parameters, such as income inclusions and exclusions, deductions, adjustments, capital gains and losses, tax credits, etc.
2014-15 (Spring 2015)	ECC: BUS 1B	Managerial Accounting	SLO #1 Preparation	Demonstrate competency in preparing the Statement of Cash Flows for a business entity.
2014-15 (Spring 2015)	ECC: BUS 2B	Intermediate Accounting	SLO #1 Concepts and Terminology	Understand the concepts and terminology covering the accounting for investments in financial assets, liabilities, stockholders' equity and error corrections.
2014-15 (Spring 2015)	ECC: BUS 4	Cost Accounting	SLO #1 Concepts and Terminology	Understand cost accounting concepts and terminology.
2015-16 (Fall 2015)	ECC: BUS 1A	Financial Accounting	SLO #2 Problem Solving	Solve a comprehensive accounting problem that involves preparation of 3 of the 4 basic financial statements, which include the balance sheet, the income statement, and the statement of retained earnings.
2015-16 (Fall 2015)	ECC: BUS 2A	Intermediate Accounting	SLO #2 Analyzing and	Analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.
2015-16 (Fall 2015)	ECC: BUS 3	QuickBooks	SLO #2 Reports and Graphs	Prepare and use a variety of reports and graphs to analyze the results of business accounting operations.
2015-16 (Fall 2015)	ECC: BUS 5C	Income Tax Microcomputer App	SLO #2 Schedule C Using Software	Using taxation software, prepare a Schedule C for a sole proprietorship, given a set of business parameters such as gross income, returns and allowances, cost of goods sold, and business expenses, including the calculation of depreciation.
2015-16 (Spring 2016)	ECC: BUS 1B	Managerial Accounting	SLO #2 Problem Solving	Analyze and solve problems pertaining to various costing systems, operational budgeting, and capital budgeting.
2015-16 (Spring 2016)	ECC: BUS 2B	Intermediate Accounting	SLO #2 Problem Solving	Solve a variety of problems related to the accounting for financial assets and investments in equity securities, current and long term liabilities, income taxes, pension costs and other post-retirement benefits, stockholders equity, and error corrections.
2015-16 (Spring 2016)	ECC: BUS 4	Cost Accounting	SLO #2 Transactions	Journalize and summarize cost accounting transactions.
2016-17 (Fall 2016)	ECC: BUS 1A	Financial Accounting	SLO #3: Concepts & Terminology	Understand and utilize financial accounting concepts and terminology.
2016-17 (Fall 2016)	ECC: BUS 2A	Intermediate Accounting	SLO #3 Problem Solving	Solve a variety of problems related to the accounting for cash, receivables, inventory, long term assets, income measurement, profitability analysis, and the time-value of money.
2016-17 (Fall 2016)	ECC: BUS 3	QuickBooks	SLO #3 Concepts and Terminology	Understand the concepts and terminology utilized by accounting software packages.
2016-17 (Fall 2016)	ECC: BUS 5A	Income Tax Accounting	SLO #3: Schedule E	Prepare a correct Schedule E including the necessary forms and schedules.
2016-17 (Fall 2016)	ECC: BUS 5C	Income Tax Microcomputer App	SLO #3 Schedule E Using Software	Using taxation software, prepare Schedule E for a rental activity, given a set of business parameters such as rental income and rental expenses, include the calculation of depreciation.
2016-17 (Spring 2017)	ECC: BUS 1B	Managerial Accounting	SLO #3 Concepts & Terminology	Understand and utilize managerial accounting concepts and terminology.
2016-17 (Spring 2017)	ECC: BUS 2B	Intermediate Accounting	SLO #3 Analyzing and Preparation	Analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.
2016-17 (Spring 2017)	ECC: BUS 4	Cost Accounting	SLO #3 Solving Problems	Solve theoretical and practical cost accounting problems relating to job order costing, process costing, standard costing and variance analysis, and budgeting.

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

BUSINESS DIVISION - BUSINESS MANAGEMENT AND MARKETIN

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: BUS 12	Advertising	SLO #1 Advertising Terms	Learn a comprehensive working vocabulary of advertising-related terminology and apply concepts to organizational needs.
2013-14 (Spring 2014)	ECC: BUS 17	Personal Finance	SLO #1 Develop Financial Goals	Students learn how to develop short and long-term goals and create a budget to achieve life goals.
2013-14 (Spring 2014)	ECC: BUS 20	Business Management	SLO #3 Integrated Planning	Analyze and express how all aspects of an organization (marketing, accounting, operations, human resources etc.) interrelate to support the goals of the large organization.
2013-14 (Spring 2014)	ECC: BUS 21	Personnel Management	SLO #1 Human Resource Process	Students will explain key human resources concepts including: human resource strategy development and planning, as well as recruitment and selection practices.
2013-14 (Spring 2014)	ECC: BUS 25	Introduction to Business	SLO #5 Managing Financial Resources	Students will demonstrate how to make financial decisions by understanding basic accounting and financial statements.
2014-15 (Fall 2014)	ECC: BUS 11	Accounting for Small Business	SLO #3 Prepare	Complete all steps of the accounting cycle and prepare financial statements.
2014-15 (Fall 2014)	ECC: BUS 14	Marketing	SLO #2 Marketing Plan	Develop a marketing plan that achieves organizational objectives and incorporates ROI and other controlling metrics.
2014-15 (Fall 2014)	ECC: BUS 15	Business Mathematics	SLO #3 Procedures and Reports	Explain basic accounting procedures and prepare accounting reports and basic financial statements.
2014-15 (Fall 2014)	ECC: BUS 22	Human Relations in Bus	SLO #1 Interacting Variables	Evaluate interacting variables that occur in human behavior, such as motivations, perceptions, frustrations, psychological conflicts, attitudes, and values.
2014-15 (Fall 2014)	ECC: BUS 24	Intro Small Bus Entrprenurshp	SLO #2 Critical Analysis	Students will use Strength Weakness Opportunity Threat (SWOT) and other analyses to identify common problems and challenges facing organizations and identify strategies that will help the organization overcome the challenges.
2014-15 (Spring 2015)	ECC: BUS 12	Advertising	SLO #2 Campaign Strategies	Identify appropriate strategies and tactics for creating an effective advertising campaign.
2014-15 (Spring 2015)	ECC: BUS 17	Personal Finance	SLO #2 Develop Financial Plans	Students learn how to develop financial plans that assist in building financial security at retirement and other major life stages; understand investment options; and how to analyze and choose appropriate investments including stocks, bonds, and real estate.
2014-15 (Spring 2015)	ECC: BUS 19	Principles Retail Management	SLO #1 Understand Marketplace Terminology	Utilize a comprehensive working vocabulary of retailing and merchandising terminology.
2014-15 (Spring 2015)	ECC: BUS 21	Personnel Management	SLO #2 Laws and Personnel Management	Students will analyze and explain the laws pertaining to human resources management such as: Affirmative Action, Equal Employment Opportunity, sexual harassment, and hostile work environment.
2015-16 (Fall 2015)	ECC: BUS 14	Marketing	SLO #3 Marketing Mix	Articulate the principles of product development, pricing decisions, distribution options, and promotional strategies; their importance to consumers; and how they integrate to create a total product offering.
2015-16 (Fall 2015)	ECC: BUS 15	Business Mathematics	SLO #4 Business Statistics	Calculate and interpret statistical data and apply them to business decision making processes.
2015-16 (Fall 2015)	ECC: BUS 22	Human Relations in Bus	SLO #2 Organizational Structures	Analyze organizational structures and communication networks.
2015-16 (Fall 2015)	ECC: BUS 24	Intro Small Bus Entrprenurshp	SLO #3 Integrated Planning	Students will analyze and express how all aspects of an organization (marketing, accounting, operations, human resources etc.) interrelate to support the goals of the business.
2015-16 (Spring 2016)	ECC: BUS 12	Advertising	SLO #3 Integrated Marketing Plan	Create advertising messages and campaigns, tailored toward the specific needs and motivations of the audience, which achieve organizational objectives.
2015-16 (Spring 2016)	ECC: BUS 17	Personal Finance	SLO #3 Financial Impacts on Life	Students learn the basic concepts of financial management, examine how personal financial decisions integrate with social and economic influences, and recognize how money management affects a person's psychological and physiological well-being.
2015-16 (Spring 2016)	ECC: BUS 21	Personnel Management	SLO #3 Labor Management	Students will demonstrate a clear understanding of the methods used to respond in situations of an over-supply and under-supply of labor.
2015-16 (Spring 2016)	ECC: BUS 25	Introduction to Business	SLO #1 Economic Indicators	Students will demonstrate their understanding of how economics affect a business and the various economic indicators.
2015-16 (Spring 2016)	ECC: BUS 25	Introduction to Business	SLO #2 Organizational Structures	Students will explain how a business is organized by applying organizational models.
2016-17 (Fall 2016)	ECC: BUS 11	Accounting for Small Business	SLO #1 Terminology	Define accounting terminology and explain the importance of accounting information.
2016-17 (Fall 2016)	ECC: BUS 15	Business Mathematics	SLO #1 Word Problems into Equations	Interpret and convert word problems into equations, solve mathematical equations, and produce/interpret results in numerical or graphical form.
2016-17 (Fall 2016)	ECC: BUS 20	Business Management	SLO #1 Managerial Functions	Explain key managerial functions including: planning, organizing, leading and controlling.
2016-17 (Fall 2016)	ECC: BUS 22	Human Relations in Bus	SLO #3 Psychological and Sociological Theory	Explain a broad range of psychological and sociological theory and apply them to managing organizational effectiveness, employees, colleagues, and supervisors.
2016-17 (Spring 2017)	ECC: BUS 11	Accounting for Small Business	SLO #2 Process	Process accounting information, including records related to banking and payroll.
2016-17 (Spring 2017)	ECC: BUS 14	Marketing	SLO #1 Brand Management	Explain the concept of a brand and analyze strategies for positioning a brand relative to competitors.
2016-17 (Spring 2017)	ECC: BUS 20	Business Management	SLO #2 Strategic Planning	Apply the strategic planning process to a business scenario and recommend an action plan.
2016-17 (Spring 2017)	ECC: BUS 24	Intro Small Bus Entrprenurshp	SLO #1 Business Planning	Students will write a business plan detailing how the goals of their organization can be achieved.
2017-18 (Fall	ECC: BUS 15	Business Mathematics	SLO #2 Algebraic Formulas	Utilize tables and algebraic formulas to perform calculations

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

BUSINESS DIVISION - OFFICE ADMINISTRATION

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Fall 2014)	ECC: BUS 27	Effective English-Bus	SLO #1 Business Correspondence	Demonstrate the ability to use proper grammar, sentence and punctuation structure, and punctuation when composing typical business correspondence.
2014-15 (Fall 2014)	ECC: BUS 28	Written Business Commun	SLO #1 Communication Situations	Identify and employ the proper approach or plan to be used for various business communication situations.
2014-15 (Fall 2014)	ECC: BUS 29	Oral Business Communications	SLO #1 Proper Speaking Techniques	Identify and employ the proper speaking style to be used in various business situations.
2014-15 (Fall 2014)	ECC: BUS 40	Career Orientation	SLO #1 Career Opportunities	Evaluate, assess, and research career opportunities and requirements based on values, aptitudes and interests.
2014-15 (Fall 2014)	ECC: BUS 41	Records/Information Mgmt	SLO #1 Record Retention	Demonstrate an understanding of the principles of record retention and transfer in a business environment.
2014-15 (Fall 2014)	ECC: BUS 43	Office Procedures	SLO #1 Business Environment	Demonstrate an understanding of office administration in a business environment.
2014-15 (Fall 2014)	ECC: BUS 52A	Microsoft Word Appl I	SLO #1 Editing	Create and edit memos, letters, and reports of varying complexity.
2014-15 (Fall 2014)	ECC: BUS 52B	Microsoft Word Appl II	SLO #1 Merging	Merge documents and data sources.
2014-15 (Fall 2014)	ECC: BUS 60A	Microcomputer Keyboarding	SLO #1 Key by Touch	Key by touch at a rate of at least 20 strokes per minute.
2014-15 (Fall 2014)	ECC: BUS 60B	Microcomptr Document Proc	SLO #1 Key by Touch	Key by touch at a rate of at least 25 strokes per minute.
2014-15 (Fall 2014)	ECC: BUS 60C	Micrcmptr Docmnt Formting	SLO #1 Key by Touch	Key by touch at a rate of at least 30 strokes per minute.
2014-15 (Fall 2014)	ECC: SUPV 27	Oral Business Communications	SLO #1 Proper Speaking Techniques	Identify and employ the proper speaking style to be used in various business situations.
2015-16 (Fall 2015)	ECC: BUS 27	Effective English-Bus	SLO #2 Business Situations	Analyze business situations to select appropriate writing styles for composing effective explanatory and persuasive written responses.
2015-16 (Fall 2015)	ECC: BUS 28	Written Business Commun	SLO #2 Logical Patterns	Develop logical patterns of presenting ideas as a means of achieving clear, concise expression. Compose various business documents, applying the principles of effective communication. Write clear and effective business documents.
2015-16 (Fall 2015)	ECC: BUS 29	Oral Business Communications	SLO #2 Effective Messages	Develop logical presentation skills as a means of delivering an effective message.
2015-16 (Fall 2015)	ECC: BUS 40	Career Orientation	SLO #2 Preparing for Employment	Prepare professional employment applications, resumes, and cover letters.
2015-16 (Fall 2015)	ECC: BUS 41	Records/Information Mgmt	SLO #2 Management of Records	Evaluate and employ appropriate guidelines for effective management of records in paper and electronic format.
2015-16 (Fall 2015)	ECC: BUS 43	Office Procedures	SLO #2 Time Management	Demonstrate an understanding of time management principles and
2015-16 (Fall 2015)	ECC: BUS 52A	Microsoft Word Appl I	SLO #2 Formatting	Apply appropriate formatting elements and styles to a range of document types.
2015-16 (Fall 2015)	ECC: BUS 52B	Microsoft Word Appl II	SLO #2 Tracking Changes	Manage tracked changes and shared documents.
2015-16 (Fall 2015)	ECC: BUS 60A	Microcomputer Keyboarding	SLO #2 Techniques	Use proper keyboarding technique.
2015-16 (Fall 2015)	ECC: BUS 60B	Microcomptr Document Proc	SLO #2 Business and Academic Reports	Use word processing software to format business and academic reports.
2015-16 (Fall 2015)	ECC: BUS 60C	Micrcmptr Docmnt Formting	SLO #2 Multi-page Reports	Use word processing software to format multiple-page business and academic reports with reference citations.
2015-16 (Fall 2015)	ECC: BUS 60C	Micrcmptr Docmnt Formting	SLO #4 Resumes	Use word processing software to create traditional and electronic resumes.
2015-16 (Fall 2015)	ECC: SUPV 27	Oral Business Communications	SLO #2 Effective Messages	Develop logical presentation skills as a means of delivering an effective message.
2016-17 (Fall 2016)	ECC: BUS 27	Effective English-Bus	SLO #3 Composition Errors	Identify and correct composition errors in various types of business correspondence.
2016-17 (Fall 2016)	ECC: BUS 28	Written Business Commun	SLO #3 Content and Structure	Criticize, evaluate, and revise the content and structure of business communications.
2016-17 (Fall 2016)	ECC: BUS 28	Written Business Commun	SLO #4 Problems or Conflicts	Evaluate business problems or conflicts, organize strategies, and compose effective written communications under typical business conditions.
2016-17 (Fall 2016)	ECC: BUS 29	Oral Business Communications	SLO #3 Speaking Situations	Demonstrate effective planning, delivery, and time management skills for any given speaking situation.
2016-17 (Fall 2016)	ECC: BUS 40	Career Orientation	SLO #3 Professionalism and Poise	Demonstrate professionalism and poise in job interviews
2016-17 (Fall 2016)	ECC: BUS 41	Records/Information Mgmt	SLO #3 Managerial Control	Compare and contrast the managerial control available in various record management systems.
2016-17 (Fall 2016)	ECC: BUS 43	Office Procedures	SLO #3 Interpersonal and Problem Solving Skills	Demonstrate effective interpersonal and problem-solving skills.
2016-17 (Fall 2016)	ECC: BUS 52A	Microsoft Word Appl I	SLO #3 Graphics and Visual Elements	Compare and contrast graphics and other visual elements to enhance written communication
2016-17 (Fall 2016)	ECC: BUS 52B	Microsoft Word Appl II	SLO #3 Publishing Documents	Plan, research, write, revise, and publish documents to meet specific information needs.
2016-17 (Fall 2016)	ECC: BUS 60A	Microcomputer Keyboarding	SLO #3 Formatting a Business Letter	Demonstrate the ability to properly format a standard business letter.
2016-17 (Fall 2016)	ECC: BUS 60B	Microcomptr Document Proc	SLO #3 Business Memoranda and Block Letters	Use word processing software to format business memoranda and block-style letters.
2016-17 (Fall 2016)	ECC: BUS 60B	Microcomptr Document Proc	SLO #4 Preparing Tables	Use word processing software to prepare tables.
2016-17 (Fall 2016)	ECC: BUS 60C	Micrcmptr Docmnt Formting	SLO #3 Indented Paragraphs	Use word processing software to format multi-page letters and memoranda with indented paragraphs.
2016-17 (Fall 2016)	ECC: BUS 60C	Micrcmptr Docmnt Formting	SLO #5 Complex Tables	Use word processing software to construct complex tables.
2016-17 (Fall 2016)	ECC: SUPV	Oral Business Communications	SLO #3 Speaking Situations	Demonstrate effective planning, delivery, and time management skills

APPENDIX: Alignment Grids

BUSINESS **Institutional (ILO), Program (PLO), and Course (SLO) Alignment**				
Program: **Accounting**	**Number of Courses:** 8	**Date Updated:** 09.18.2014		**Submitted by:** Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784
ILOs	**1. Critical Thinking** *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	**2. Communication** *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	**3. Community and Personal Development** *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	**4. Information Literacy** *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	**PLO to ILO Alignment** *(Mark with an X)*			
	1	**2**	**3**	**4**
PLO #1 Accounting Principles Process, summarize, analyze, and evaluate accounting data in accordance with generally accepted accounting principles.	X			X
PLO #2 Solving Problems Solve a variety of financial and managerial accounting problems.	X			X
PLO #3 Concepts and Terminology Understand and utilize accounting concepts and terminology.	X	X		X

SLOs	**SLO to PLO Alignment** *(Mark with an X)*			**COURSE to ILO Alignment** *(Mark with an X)*			
	P1	**P2**	**P3**	**1**	**2**	**3**	**4**
BUS 1A Financial Accounting: SLO #1 Evaluation Evaluate the financial position and profitability of the business entity using various financial ratios.	X						
BUS 1A Financial Accounting: SLO #2 Problem Solving Solve a comprehensive accounting problem that involves preparation of 3 of the 4 basic financial statements, which include the balance sheet, the income statement, and the statement of retained earnings.		X		X	X		X
BUS 1A Financial Accounting: SLO #3 Concepts and Terminology Understand and utilize financial accounting concepts and terminology.			X				
BUS 1B Managerial Accounting: SLO #1 Preparation Demonstrate competency in preparing the Statement of Cash Flows for a business entity.	X						
BUS 1B Managerial Accounting: SLO #2 Problem Solving Analyze and solve problems pertaining to various costing systems, operational budgeting, and capital budgeting.		X		X	X		X
BUS 1B Managerial Accounting: SLO #3 Concepts and Terminology Understand and utilize managerial accounting concepts and terminology.			X				
BUS 2A Intermediate Accounting: SLO #1 Concepts and Terminology Understand the concepts and terminology used in Accounting Information Systems, the basic accounting process, and key financial statements.			X				
BUS 2A Intermediate Accounting: SLO #2 Analyzing and Preparation Analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.	X			X	X		X
BUS 2A Intermediate Accounting: SLO #3 Problem Solving Solve a variety of problems related to the accounting for cash, receivables, inventory, long term assets, income measurement, profitability analysis, and the time-value of money.		X					
BUS 2B Intermediate Accounting: SLO #1 Concepts and Terminology Understand the concepts and terminology covering the accounting for investments in financial assets, liabilities, stockholders' equity and error corrections.			X				
BUS 2B Intermediate Accounting: SLO #2 Problem Solving Solve a variety of problems related to the accounting for financial assets and investments in equity securities, current and long term liabilities, income taxes, pension costs and other post-retirement benefits, stockholders equity, and error corrections.		X		X	X		X
BUS 2B Intermediate Accounting: SLO #3 Analyzing and Preparation Analyze transactions, prepare journal entries recording those transactions, and prepare Balance Sheets, Income Statements, Statements of Changes in Stockholders' Equity.	X						

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
BUS 3 QuickBooks: SLO #1 Accounting Software Utilize accounting software to prepare journals, ledgers, and financial statements of the business entity.	X						
BUS 3 QuickBooks: SLO #2 Reports and Graphs Prepare and use a variety of reports and graphs to analyze the results of business accounting operations.	X			X	X		X
BUS 3 QuickBooks: SLO #3 Concepts and Terminology Understand the concepts and terminology utilized by accounting software packages.			X				
BUS 4 Cost Accounting: SLO #1 Concepts and Terminology Understand cost accounting concepts and terminology.			X				
BUS 4 Cost Accounting: SLO #2 Transactions Journalize and summarize cost accounting transactions.	X			X	X		X
BUS 4 Cost Accounting: SLO #3 Problem Solving Solve theoretical and practical cost accounting problems relating to job order costing, process costing, standard costing and variance analysis, and budgeting.		X					
BUS 5A Income Tax Accounting: SLO #1 Preparation Prepare a correct form 1040 tax return including the necessary forms and schedules.	X						
BUS 5A Income Tax Accounting: SLO #2 Schedule C Prepare a correct Schedule C including the necessary forms and schedules.	X			X			X
BUS 5A Income Tax Accounting: SLO #3 Schedule E Prepare a correct Schedule E including the necessary forms and schedules.	X						
BUS 5C Income Tax Microcomputer Applications: SLO #1 Preparation Using taxation software, students will be able to prepare an accurate tax return for an individual taxpayer given a set of personal financial parameters, such as income inclusions and exclusions, deductions, adjustments, capital gains and losses, tax credits, etc.	X						
BUS 5C Income Tax Microcomputer Applications: SLO #2 Schedule C Using Software Using taxation software, prepare a Schedule C for a sole proprietorship, given a set of business parameters such as gross income, returns and allowances, cost of goods sold, and business expenses, including the calculation of depreciation.	X			X			X
BUS 5C Income Tax Microcomputer Applications: SLO #3 Schedule E Using Software Using taxation software, prepare Schedule E for a rental activity, given a set of business parameters such as rental income and rental expenses, include the calculation of depreciation.	X						

BUSINESS
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: **Business Management and Marketing**	Number of Courses: 11	Date Updated: 11.02.2015	Submitted by: Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784

ILOs	**1. Critical Thinking** *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	**2. Communication** *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	**3. Community and Personal Development** *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	**4. Information Literacy** *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment (Mark with an X)			
	1	2	3	4
PLO #1 Vocabulary of Business Terms Understand and utilize a comprehensive vocabulary of business/marketing terms.				X
PLO #2 Oral and Written Communication Communicate effectively in a variety of business situations both orally and in writing.		X		
PLO #3 Critical Thinking of Business Issues Develop the critical thinking skills necessary to address complex business/marketing issues.	X			X
PLO #4 Integrated Business Planning Demonstrate an understanding of the integrated business/marketing planning process.	X	X		X

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 11 Accounting for Small Business: SLO #1 Terminology Define accounting terminology and explain the importance of accounting information.	X	X						
BUS 11 Accounting for Small Business: SLO #2 Process Process accounting information, including records related to banking and payroll.	X		X		X	X		X
BUS 11 Accounting for Small Business: SLO #3 Prepare Complete all steps of the accounting cycle and prepare financial statements.			X	X				
BUS 12 Advertising: SLO #1 Advertising Terms Learn a comprehensive working vocabulary of advertising-related terminology and apply concepts to organizational needs.	X	X						
BUS 12 Advertising: SLO #2 Campaign Strategies Identify appropriate strategies and tactics for creating an effective advertising campaign.			X	X	X	X		X
BUS 12 Advertising: SLO #3 Integrated Marketing Plan Create advertising messages and campaigns, tailored toward the specific needs and motivations of the audience, which achieve organizational objectives.		X	X	X				
BUS 14 Marketing: SLO #1 Brand Management Explain the concept of a brand and analyze strategies for positioning a brand relative to competitors.	X	X	X					
BUS 14 Marketing: SLO #2 Marketing Plan Develop a marketing plan that achieves organizational objectives and incorporates ROI and other controlling metrics.		X	X	X	X	X		X
BUS 14 Marketing: SLO #3 Marketing Mix Articulate the principles of product development, pricing decisions, distribution options, and promotional strategies; their importance to consumers; and how they integrate to create a total product offering.	X		X					
BUS 15 Business Mathematics: SLO #1 Word Problems into Equations Interpret and convert word problems into equations, solve mathematical equations, and produce/interpret results in numerical or graphical form.		X	X					
BUS 15 Business Mathematics: SLO #2 Algebraic Formulas Utilize tables and algebraic formulas to perform calculations necessary to determine business, financial, and contractual obligations.	X		X		X	X		X
BUS 15 Business Mathematics: SLO #3 Procedures and Reports Explain basic accounting procedures and prepare accounting reports and basic financial statements.	X							
BUS 15 Business Mathematics: SLO #4 Business Statistics Calculate and interpret statistical data and apply them to business decision making processes.			X					

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 17 Personal Finance: SLO #1 Develop Financial Goals Students learn how to develop short and long-term goals and create a budget to achieve life goals.				X				
BUS 17 Personal Finance: SLO #2 Develop Financial Plans Students learn how to develop financial plans that assist in building financial security at retirement and other major life stages; understand investment options; and how to analyze and choose appropriate investments including stocks, bonds, and real estate.		X	X		X	X		X
BUS 17 Personal Finance: SLO #3 Financial Impacts on Life Students learn the basic concepts of financial management, examine how personal financial decisions integrate with social and economic influences, and recognize how money management affects a person's psychological and physiological well-being.				X				
BUS 19 Principles of Retailing Management: SLO #1 Understand Marketplace Terminology Utilize a comprehensive working vocabulary of retailing and merchandising terminology.	X							
BUS 19 Principles of Retailing Management: SLO #2 Strategies for Developing a Retail Business Students will identify appropriate strategies and tactics for addressing the product selection, merchandising, security, staffing, and promotional needs of a retail store.			X		X	X		X
BUS 19 Principles of Retailing Management: SLO #3 Recognize Differences Between Traditional and Online Retail Business Students will distinguish between the function of "brick and mortar" and online retail businesses, and explain current trends of each model.			X	X				
BUS 20 Business Management: SLO #1 Managerial Functions Explain key managerial functions including: planning, organizing, leading and controlling.			X	X				
BUS 20 Business Management: SLO #2 Strategic Planning Apply the strategic planning process to a business scenario and recommend an action plan.				X	X	X		X
BUS 20 Business Management: SLO #3 Integrated Planning Analyze and express how all aspects of an organization (marketing, accounting, operations, human resources etc.) interrelate to support the goals of the large organization.			X					
BUS 21 Human Resources Management: SLO #1 Human Resource Process Students will explain key human resources concepts including: human resource strategy development and planning, as well as recruitment and selection practices.			X					
BUS 21 Human Resources Management: SLO #2 Laws and Personnel Management Students will analyze and explain the laws pertaining to human resources management such as: Affirmative Action, Equal Employment Opportunity, sexual harassment, and hostile work environment.		X	X		X	X		X
BUS 21 Human Resources Management: SLO #3 Labor Management Students will demonstrate a clear understanding of the methods used to respond in situations of an over-supply and under-supply of labor.			X					

SLOs	SLO to PLO Alignment				COURSE to ILO Alignment			
	P1	P2	P3	P4	1	2	3	4
BUS 22 Human Relations in Organizations: SLO #1 Interacting Variables Evaluate interacting variables that occur in human behavior, such as motivation, perception, frustration, psychological conflicts, attitudes, and values.	X		X					
BUS 22 Human Relations in Organizations: SLO #2 Compare Psychological and Sociological Theories Compare and contrast the theories of popular behavioral scientists, such as Abraham Maslow, Eric Burne, Frederich Herzberg, Victor Vroom, Douglas McGregor, B.F. Skinner, David McClelland, and W. Edwards Deming as they apply to organizations and the workplace.		X	X	X	X	X		X
BUS 22 Human Relations in Organizations: SLO #3 Diversity, Culture, and Ethics Explain how culture, ethics, and diversity impact behavioral theory and identify strategies for effective interpersonal relationships within multi-cultural organizations.		X	X	X				
BUS 24 Small Business Entrepreneurship: SLO #1 Business Planning Students will write a business plan detailing how the goals of their organization can be achieved.		X	X	X				
BUS 24 Small Business Entrepreneurship: SLO #2 Critical Analysis Students will use Strength Weakness Opportunity Threat (SWOT) and other analyses to identify common problems and challenges facing organizations and identify strategies that will help the organization overcome the challenges.			X		X	X		X
BUS 24 Small Business Entrepreneurship: SLO #3 Integrated Planning Students will analyze and express how all aspects of an organization (marketing, accounting, operations, human resources etc.) interrelate to support the goals of the business.		X		X				
BUS 25 Introduction to Business: SLO #1 Economic Indicators Students will demonstrate their understanding of how economics affect a business and the various economic indicators.	X		X					
BUS 25 Introduction to Business: SLO #2 Organizational Structures Students will explain how a business is organized by applying organizational models.	X		X					
BUS 25 Introduction to Business: SLO #3 Management of Human Resources Students will demonstrate their knowledge of managing and motivating employees by applying various compensation and motivational models.			X		X			X
BUS 25 Introduction to Business: SLO #4 Marketing Students will explain how marketing activities help to create consumer wants and sell products and services.			X					
BUS 25 Introduction to Business: SLO #5 Managing Financial Resources Students will demonstrate how to make financial decisions by understanding basic accounting and financial statements.	X		X					

BUSINESS
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: **Office Administration**	Number of Courses: 13	Date Updated: 09.18.2014	Submitted by: Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784

ILOs	1. Critical Thinking *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	2. Communication *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	3. Community and Personal Development *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	4. Information Literacy *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment			
	1	2	3	4
PLO #1 Effective Communication Skills Demonstrate effective oral and written communication skills for business environments.	X	X		X
PLO #2 Principles, Procedures, and Practices Analyze and apply appropriate business management principles, procedures, and practices.		X		X
PLO #3 Business Software Utilize business software and technology solutions for business communications and analysis.				X
PLO #4 Diverse Businesses Requirements Demonstrate effective interpersonal, time management, and organizational skills appropriate for diverse business requirements.	X	X		X

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 27 Effective English for Business: SLO #1 Business Correspondence Demonstrate the ability to use proper grammar, sentence and punctuation structure, and punctuation when composing typical business correspondence.	X							
BUS 27 Effective English for Business: SLO #2 Business Situations Analyze business situations to select appropriate writing styles for composing effective explanatory and persuasive written responses.	X	X			X	X		X
BUS 27 Effective English for Business: SLO #3 Composition Errors Identify and correct composition errors in various types of business correspondence.	X							
BUS 28 Written Business Communications: SLO #1 Communication Situations Identify and employ the proper approach or plan to be used for various business communication situations.	X	X						
BUS 28 Written Business Communications: SLO #2 Logical Patterns Develop logical patterns of presenting ideas as a means of achieving clear, concise expression. Compose various business documents, applying the principles of effective communication. Write clear and effective business documents.	X				X	X		X
BUS 28 Written Business Communications: SLO #3 Content and Structure Criticize, evaluate, and revise the content and structure of business communications.	X							
BUS 28 Written Business Communications: SLO #4 Problems or Conflicts Evaluate business problems or conflicts, organize strategies, and compose effective written communications under typical business conditions.		X						
BUS 29 Oral Business Communications: SLO #1 Proper Speaking Techniques Identify and employ the proper speaking style to be used in various business situations.	X	X						
BUS 29 Oral Business Communications: SLO #2 Effective Messages Develop logical presentation skills as a means of delivering an effective message.	X	X		X	X	X		X
BUS 29 Oral Business Communications: SLO #3 Speaking Situations Demonstrate effective planning, delivery, and time management skills for any given speaking situation.				X				
BUS 40 Career Orientation: SLO #1 Career Opportunities Evaluate, assess, and research career opportunities and requirements based on values, aptitudes and interests.		X		X				
BUS 40 Career Orientation: SLO #2 Preparing for Employment Prepare professional employment applications, resumes, and cover letters.	X				X	X		X
BUS 40 Career Orientation: SLO #3 Professionalism and Poise Demonstrate professionalism and poise in job interviews.	X							

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 41 Records/Information Management: SLO #1 Record Retention Demonstrate an understanding of the principles of record retention and transfer in a business environment.		X		X				
BUS 41 Records/Information Management: SLO #2 Management of Records Evaluate and employ appropriate guidelines for effective management of records in paper and electronic format.		X			X	X		X
BUS 41 Records/Information Management: SLO #3 Managerial Control Compare and contrast the managerial control available in various record management systems.		X						
BUS 43 Office Procedures: SLO #1 Business Environment Demonstrate an understanding of office administration in a business environment.		X		X				
BUS 43 Office Procedures: SLO #2 Time Management Demonstrate an understanding of time management principles and organizational skills in an office environment.				X	X	X		X
BUS 43 Office Procedures: SLO #3 Interpersonal and Problem Solving Skills Demonstrate effective interpersonal and problem-solving skills.	X			X				
BUS 52A Microsoft Word Applications I: SLO #1 Editing Create and edit memos, letters, and reports of varying complexity.	X		X					
BUS 52A Microsoft Word Applications I: SLO #2 Formatting Apply appropriate formatting elements and styles to a range of document types.			X		X	X		X
BUS 52A Microsoft Word Applications I: SLO #3 Graphics and Visual Elements Compare and contrast graphics and other visual elements to enhance written communication.			X					
BUS 52B Microsoft Word Applications II: SLO #1 Merging Merge documents and data sources.			X					
BUS 52B Microsoft Word Applications II: SLO #2 Tracking Changes Manage tracked changes and shared documents.			X					X
BUS 52B Microsoft Word Applications II: SLO #3 Publishing Documents Plan, research, write, revise, and publish documents to meet specific information needs.			X					
BUS 55 Advanced Microsoft Office - Integrated Software Applications: SLO #1 Advanced Features Demonstrate how to use the advanced features of word processing, spreadsheet, database, and presentation software.			X					
BUS 55 Advanced Microsoft Office - Integrated Software Applications: SLO #2 Advanced Techniques Demonstrate advanced techniques for integrating word processing, spreadsheet, database, and graphics to create business documents and presentations.			X					X
BUS 55 Advanced Microsoft Office - Integrated Software Applications: SLO #3 Demonstrating Common Database Functions Demonstrate an understanding of common database functions including data input, retrieval, and reporting.			X					

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
BUS 60A Microcomputer Keyboarding: SLO #1 Key by Touch Key by touch at a rate of at least 20 strokes per minute.			X					
BUS 60A Microcomputer Keyboarding: SLO #2 Techniques Use proper keyboarding technique.			X					X
BUS 60A Microcomputer Keyboarding: SLO #3 Formatting a Business Letter Demonstrate the ability to properly format a standard business letter.			X					
BUS 60B Microcomputer Document Processing: SLO #1 Key by Touch Key by touch at a rate of at least 25 strokes per minute.			X					
BUS 60B Microcomputer Document Processing: SLO #2 Business and Academic Reports Use word processing software to format business and academic reports.			X					
BUS 60B Microcomputer Document Processing: SLO #3 Business Memoranda and Block Letters Use word processing software to format business memoranda and block-style letters.			X					X
BUS 60B Microcomputer Document Processing: SLO #4 Preparing Tables Use word processing software to prepare tables.			X					
BUS 60C Microcomputer Document Formatting: SLO #1 Key by Touch Key by touch at a rate of at least 30 strokes per minute.			X					
BUS 60C Microcomputer Document Formatting: SLO #2 Multi-page Reports Use word processing software to format multiple-page business and academic reports with reference citations.			X					
BUS 60C Microcomputer Document Formatting: SLO #3 Indented Paragraphs Use word processing software to format multi-page letters and memoranda with indented paragraphs.			X					X
BUS 60C Microcomputer Document Formatting: SLO #4 Résumés Use word processing software to create traditional and electronic résumés.			X					
BUS 60C Microcomputer Document Formatting: SLO #5 Complex Tables Use word processing software to construct complex tables.			X					
SUPV 27 Oral Business Communications: SLO #1 Proper Speaking Techniques Identify and employ the proper speaking style to be used in various business situations.	X	X						
SUPV 27 Oral Business Communications: SLO #2 Effective Messages Develop logical presentation skills as a means of delivering an effective message.	X	X		X	X	X		X
SUPV 27 Oral Business Communications: SLO #3 Speaking Situations Demonstrate effective planning, delivery, and time management skills for any given speaking situation.		X		X				

El Camino College

Program Review: Business 2010-2021

Overall Summary

- The summary figures below are generated from 5 Southern California counties (Los Angeles, Orange, Riverside, San Bernardino, and San Diego).

Key Figures 2010-2021:

360,157	15.1%	4.8%	$47.92/hr
Jobs estimate (2016)	**% Change (2010-2015)**	**% Change (2016-2021)**	**Median Hourly Earnings**
11% above National average	*Nation: 10.0%*	*Nation: 5.1%*	*Nation: $45.06/hr*

Occupational Growth Summary 2010-2021:

- In 2010, the number of jobs in Southern California was 304,610, which grew to 350,697 in 2015.
- This represented a change of 15.1% growth over that 5 year period
- It is expected in 2016, there will be 360,157 jobs available in Southern California counties, and projected to grow to 377,276 in 2021.
- This would represent a 4.8% growth over the next 5 year period.
- Below is a graphical representation of the growth between 2010-2015 and 2016-2021.

44
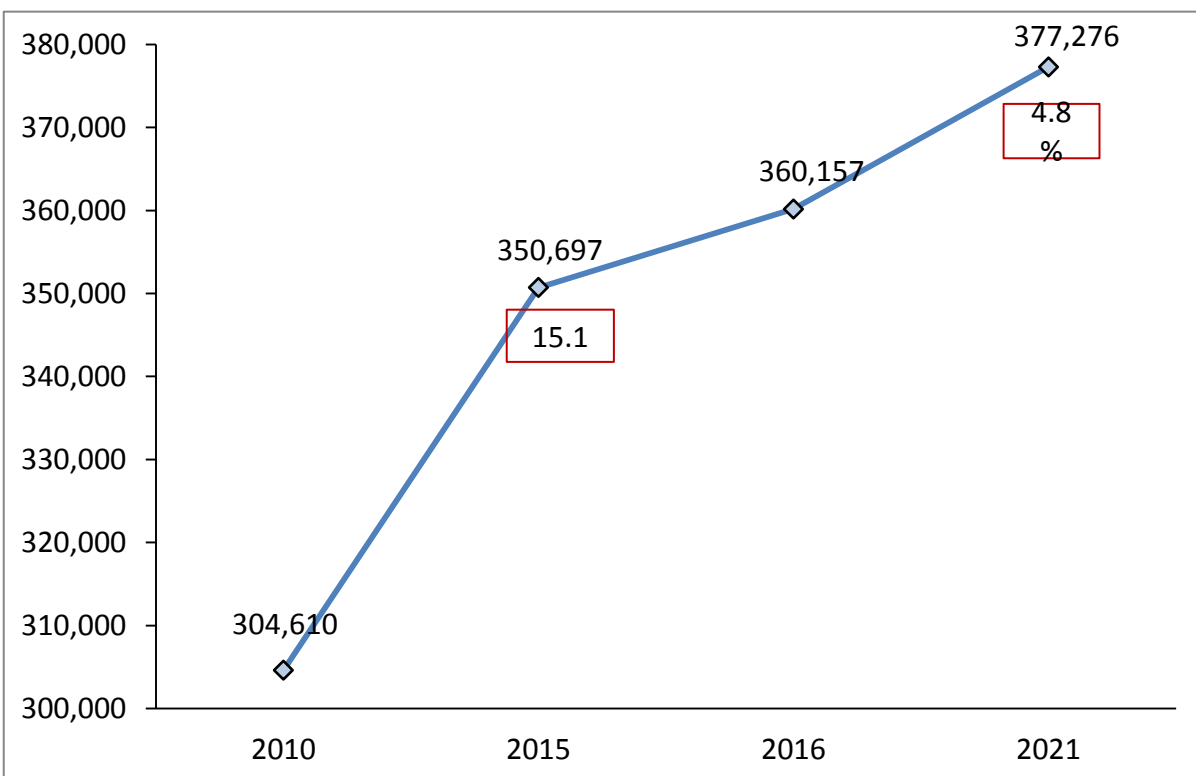
El Camino College Degree Completions Summary 2010-2015:

	Degree Award	2010-11	2011-12	2012-13	2013-14	2014-15
Business Degree Programs	Accounting	9	12	14	17	12
	Business Administration	134	137	158	166	160
	Business Management	19	22	21	30	21
	Computer Information Systems	13	10	14	13	12
	Marketing	3	7	9	15	10
	Office Administration	3	11	2	5	0
	Paralegal Studies	15	15	21	13	19
	Real Estate	2	1	6	4	8
	Total Business	**198**	**215**	**245**	**263**	**242**

El Camino College Certificates Completions Summary 2010-2015:

	Certificate Award	2010-11	2011-12	2012-13	2013-14	2014-15
Business Certificate Programs	Accounting	13	16	11	6	16
	Business Management	11	8	19	13	10
	Computer Information Systems	2	0	0	2	0
	Marketing	7	10	15	8	5

Office Administration	5	7	1	1	0
Paralegal Studies	25	27	26	22	21
Real Estate	2	1	5	6	2
Total Business	*65*	*69*	*77*	*58*	*54*

Occupations shown in report include the categories listed below:

Chief Executives (11-1011)

General and Operations Managers (11-1021)

Sales Managers (11-2022)

Administrative Services Managers (11-3011)

Industrial Production Managers (11-3051)

Transportation, Storage, and Distribution Managers (11-3071)

Construction Managers (11-9021)

Social and Community Service Managers (11-9151)

Managers, All Other (11-9199)
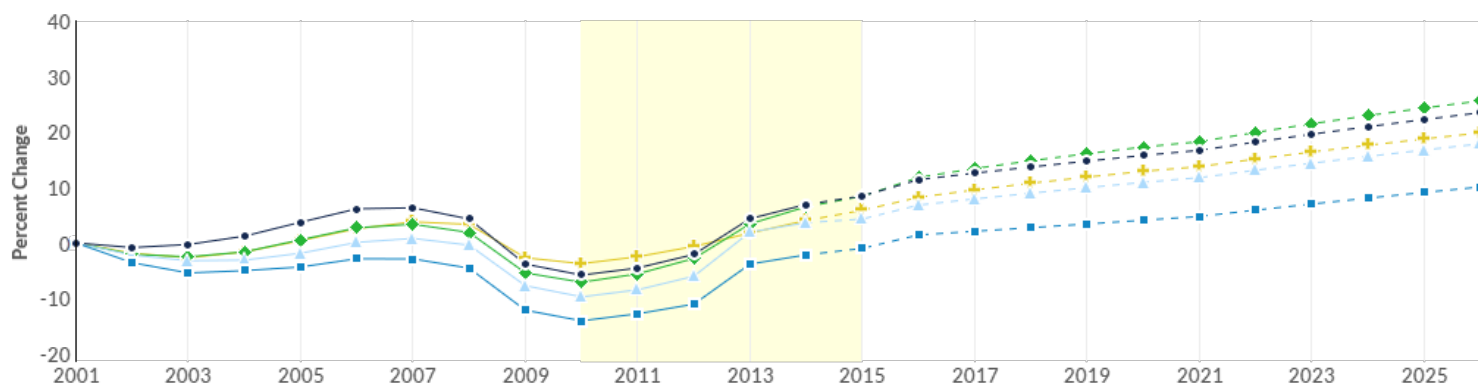
Cost Estimators (13-1051)

Management Analysts (13-1111)

First-Line Supervisors of Housekeeping and Janitorial Workers (37-1011)

Gaming Supervisors (39-1011)

First-Line Supervisors of Personal Service Workers (39-1021)

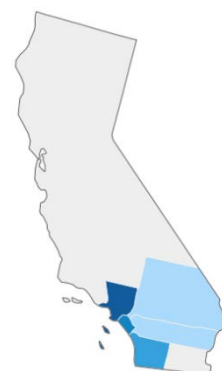# Regional Trends - Previous 5-years Occupation Demand (2010-2015)

	Region	2010 Jobs	2015 Jobs	Change	% Change
●	7.5 mile	20,855	24,020	3,165	15.2%
●	Los Angeles County, CA	149,708	172,968	23,260	15.5%
●	Southern Counties, CA*	304,610	350,697	46,087	15.1%
●	California	581,435	678,486	97,051	16.7%
●	United States	4,738,582	5,212,391	473,809	10.0%

Southern Counties includes: Los Angeles, Orange, Riverside, San Bernardino, and San Diego.

Southern California Counties Regional Job Breakdown

County	2015 Jobs
Los Angeles County, CA	172,968
Orange County, CA	71,677
San Diego County, CA	60,383
San Bernardino County, CA	23,600
Riverside County, CA	22,069

Job Postings Summary

689,840	**5 : 1**	
Unique Postings (Apr 2011 - Dec 2015)	**Posting Intensity (Apr 2011 - Dec 2015)**	
3,120,876 Total Postings	Regional Average: 5 : 1	

*There were **3,120,876** total job postings for 14 Occupations from April 2011 to December 2015, of which **689,840** were unique. These numbers give us a Posting Intensity of **5-to-1**, meaning that for every 5 postings there is 1 unique job posting. This is close to the Posting Intensity for all other occupations and companies in the region (5-to-1), indicating average effort toward hiring.*

Occupation Breakdown – Overall and % Change (2010-2015):

Occupation	2010 Jobs	2015 Jobs	Change	% Change
Chief Executives (11-1011)	14,797	16,230	1,433	10%
General and Operations Managers (11-1021)	125,959	145,327	19,368	15%
Sales Managers (11-2022)	31,144	34,469	3,325	11%
Administrative Services Managers (11-3011)	18,762	21,251	2,489	13%
Industrial Production Managers (11-3051)	9,909	10,330	421	4%
Transportation, Storage, and Distribution Managers (11-3071)	7,127	8,109	982	14%
Construction Managers (11-9021)	11,523	13,550	2,027	18%
Social & Community Service Managers (11-9151)	3,634	7,558	3,924	108%
Managers, All Other (11-9199)	19,761	19,974	213	1%
Cost Estimators (13-1051)	11,261	13,520	2,259	20%
Management Analysts (13-1111)	35,599	40,125	4,526	13%
First-Line Supervisors of Housekeeping and Janitorial Workers (37-1011)	9,379	9,879	500	5%

Occupation	2010 Jobs	2015 Jobs	Change	% Change
Gaming Supervisors (39-1011)	1,236	1,211	**-25**	**-2%**
First-Line Supervisors of Personal Service Workers (39-1021)	4,519	9,163	4,644	103%

## Regional Trends - 5-year Projection Occupation Demand (2016-2021)
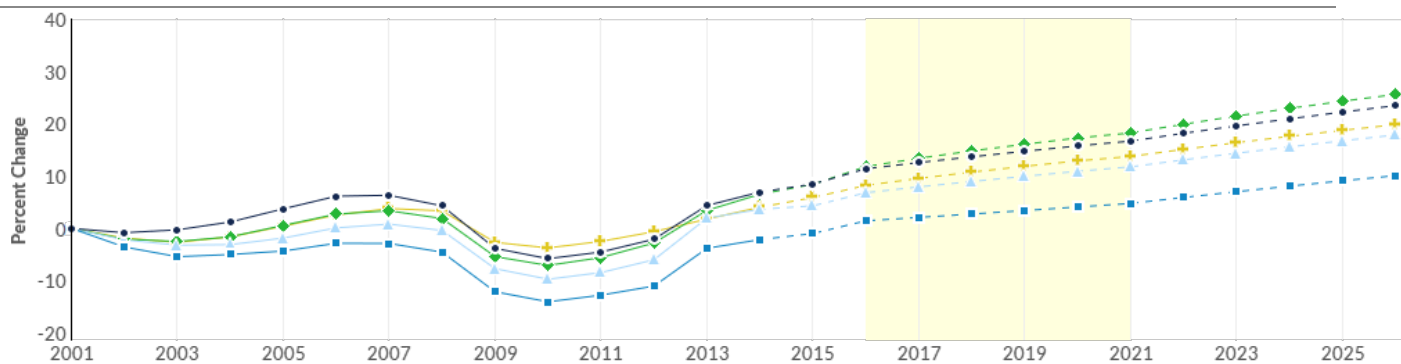
Region	2016 Jobs	2021 Jobs	Change	% Change
● 7.5 mile	24,609	25,415	806	3.3%
● Los Angeles County, CA	177,121	185,333	8,212	4.6%
● Southern Counties, CA*	360,157	377,276	17,119	4.8%
● California	699,701	739,980	40,279	5.8%
● United States	5,326,955	5,599,427	272,472	5.1%

Southern Counties includes: Los Angeles, Orange, Riverside, San Bernardino, and San Diego.

Southern California Counties Regional Job Breakdown

County	2021 Jobs
Los Angeles County, CA	185,333
Orange County, CA	76,299
San Diego County, CA	65,297
San Bernardino County, CA	25,976
Riverside County, CA	24,371
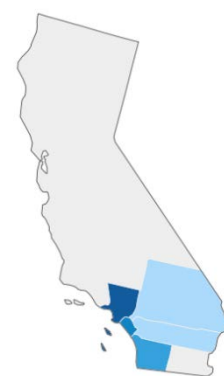
Job Postings Summary

136,294	**5 : 1**
Unique Postings (Jan 2016 - Jul 2016)	**Posting Intensity (Jan 2016 - Jul 2016)**
685,799 Total Postings	Regional Average: 7 : 1

*There were **685,799** total job postings for 14 Occupations from January 2016 to July 2016, of which **136,294** were unique. These numbers give us a Posting Intensity of **5-to-1**, meaning that for every 5 postings there is 1 unique job posting. This is lower than the Posting Intensity for all other occupations and companies in the region (7-to-1), indicating that companies may not be trying as hard to hire this position.*

Occupation Breakdown - Overall and % Change Projection (2016-2021):

Occupation	2016 Jobs	2021 Jobs	Change	% Change
Chief Executives (11-1011)	16,455	16,583	128	1%
General and Operations Managers (11-1021)	149,084	156,124	7,040	5%
Sales Managers (11-2022)	35,122	35,758	636	2%
Administrative Services Managers (11-3011)	21,752	22,815	1,063	5%
Industrial Production Managers (11-3051)	10,331	9,769	**-562**	**-5%**
Transportation, Storage, and Distribution Managers (11-3071)	8,367	8,681	314	4%
Construction Managers (11-9021)	14,223	14,338	115	1%
Social and Community Service Managers (11-9151)	7,839	9,136	1,297	17%
Managers, All Other (11-9199)	20,387	21,030	643	3%
Cost Estimators (13-1051)	14,301	14,468	167	1%
Management Analysts (13-1111)	41,223	45,047	3,824	9%
First-Line Supervisors of Housekeeping and Janitorial Workers (37-1011)	10,219	10,891	672	7%
Gaming Supervisors (39-1011)	1,242	1,288	46	4%
First-Line Supervisors of Personal Service Workers (39-1021)	9,612	11,347	1,735	18%

Occupational Programs

53	48,445	17,526
Programs (2015)	**Completions (2015)**	**Openings (2015)**

CIP Code	Program	Completions (2015)
52.0201	Business Administration and Management,	31,859

	General	
52.0299	Business Administration, Management and Operations, Other	3,117
14.1901	Mechanical Engineering	2,057
52.0101	Business/Commerce, General	1,741
44.0401	Public Administration	1,701

Industries Employing 14 Occupations

Industry	Occupation Group Jobs in Industry (2016)	% of Occupation Group in Industry (2016)	% of Total Jobs in Industry (2016)
Services for the Elderly and Persons with Disabilities	17,389	4.8%	6.0%
Local Government, Excluding Education and Hospitals	15,854	4.4%	4.3%
Corporate, Subsidiary, and Regional Managing Offices	15,286	4.2%	13.0%
Other Scientific and Technical Consulting Services	8,396	2.3%	21.2%
Federal Government, Civilian, Excluding Postal Service	6,459	1.8%	7.1%