

**El Camino College**  
**Division of Business**  
**Departments of Accounting, Management/Marketing, and Office Administration**  
**Program Review—Fall 2007**  
**Conducted by Department Faculty**  
**Program Review Coordinator: Dr. Tim Miller**

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## **I. Overview**

### **A. Description of Program**

#### **Program**

This Program Review covers three Departments within the Division of Business. They are the Departments of Accounting, Management/Marketing, and Office Administration. These Departments offer a wide range of courses within the overall business curriculum. The courses serve the needs of students looking for vocational training—such as in office administration, general business, and bookkeeping—as well as the needs of students seeking academic track coursework leading to college degrees such as in Management, Marketing, and Accounting. (See Appendix A for flyers of the various Certificates and degree programs being offered.)

In each of the Departments students may pursue Certificates of Completion, Associate degrees, as well as coursework that transfers to four-year colleges and universities toward the Bachelor's degree. Each year, faculty members participate in professional development activities, training, on-going education, and the President's community advisory meeting in order to maintain classes that serve the needs of students and the community at large. As a result, the course offerings contain content that is relevant, academically rigorous, and technologically cutting-edge.

#### **Profile of Our Students**

During the Fall 2007 Semester, faculty members in each Department conducted student surveys to obtain a profile of their students. 859 students were surveyed. The surveys were processed and the results summarized by El Camino College's Institutional Research. (See Appendix B for the detailed Summaries of the Student Surveys.) Those summaries yielded these data about our students:

##### **Age:**

Under 18 years: 2.3%  
Ages 18-24 years: 56.5%  
Ages 25-29 years: 16.1%  
Ages 30 and older: 25.1%

##### **Gender:**

Male: 45.2%          Female: 54.8%

##### **Educational Status:**

Continuing Student: 66.1%  
First Term at ECC: 19.4%  
Returning after a break from School: 14.5%

##### **Highest Educational Attainment:**

High School Graduate: 81.4%  
Associates Degree or Certificate: 8.1%  
Bachelors or Graduate Degree: 10.5%

**Major:**

Business: 74.4%

Undeclared: 11.4%

All Others: 14.2%

**Employment Status:**

Employed 35 or more hours/week: 34.1%

Employed 15 to 34 hours/week: 33.8%

Employed less than 15 hours/week: 32.1%

**Interested in taking an Online Business class:** 47.1%

**Level of Satisfaction with Current Scheduling of classes:**

Very Satisfied and Somewhat Satisfied: 93.9%

Dissatisfied and Very Dissatisfied: 6.1%

**Level of Satisfaction with Instruction already received:**

Very Satisfied and Somewhat Satisfied: 95.6%

Somewhat Dissatisfied and Very Dissatisfied: 4.4%

## **B. Status of Previous Recommendations**

There are no prior formal reviews for the Accounting and Management/Marketing programs.

The Office Administration Department completed an Instructional Program Review in 1994. A follow-up on the Program Review completed in 1998 reported steps that had been taken on each of the Program Review recommendations, as follows:

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

**Follow-up steps taken by the program or college:** The recommendation has not been carried out.

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

**Follow-up steps taken by the program or college:** The recommendation has been largely or entirely carried out.

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

**Follow-up steps taken by the program or college:** The recommendation has been largely or entirely carried out.

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

**Follow-up steps taken by the program or college:** The recommendation has been carried out in part.

Since that 1998 follow-up on program-review recommendations, all of the recommendations have been largely or entirely carried out.

## II. Program Statistics

### A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using first census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

#### FTES at First Census\*

Course	Year 1 Fall Semester 2005	Year 2 Fall Semester 2006	Year 3 Fall Semester 2007
<b>Accounting:</b>			
BUS 1A Financial Accounting	89.39	94.584	94.733
BUS 1B Managerial Accounting	28.82	33.816	35.756
BUS 2A Intermediate Accounting (1)	3.717	4.036	5.098
BUS 2B Intermediate Accounting (2)	Not offered	Not offered	Not offered
BUS 3 QuickBooks	Not offered	Not offered	3.186
BUS 4 Cost Accounting	Not offered	2.655	2.549
BUS 5A Income Tax Accounting	1.97	3.093	2.811
BUS 5C Income Tax Microcomputer Applications	.188**	0.650**	0.469**
BUS 11 Accounting for Small Business	12.64	11.046	10.303
Sub-Total Accounting	<b>136.725</b>	<b>149.880</b>	<b>154.905</b>
<b>Management/Marketing:</b>			
BUS 14 Marketing	14.8	10.090	12.108
BUS 15 Business Mathematics	18.67	6.160	4.249
BUS 16 10-Key Calculating for Business	3.02	1.601	0.991
BUS 17 Personal Finance	12.07	9.665	11.046
BUS 19 Principles of Retailing Management	Not offered	Not offered	Not offered
BUS 20 Business Management	13.51	9.559	9.665
BUS 22 Human Relations in Business	9.91	3.611	4.567
BUS 24 Small Business Management	10.92	6.266	5.629
BUS 25 Introduction to Business	17.67	14.232	13.170
BUS 90 International Aspects of Business	2.30	Not offered	Not offered
Sub-Total Management/Marketing	<b>102.87</b>	<b>61.184</b>	<b>61.425</b>

<b>Office Administration:</b>			
BUS 27 Effective English for Business			
BUS 28 Written Business Communication	4.74	3.930	4.036
BUS 29 Oral Business Communication	6.90	4.673	4.779
BUS 40 Career Orientation	Not offered	Not offered	1.150
BUS 41 Records/Information Management	Not offered	1.437	Not offered
BUS 52A Microsoft Word Applications I	0.6437**	1.824**	2.253**
BUS 52B Microsoft Word Applications II	0.6033**	1.408**	2.715**
BUS 54 Microsoft Office-Integrated Software Appl	3.16	Not offered	6.160
BUS 55 Adv. Microsoft Office-Int. Soft. Appl.	Not offered	5.523	Not offered
BUS 60A Microcomputer Keyboarding	4.802**	9.172**	9.428**
BUS 60B Microcomputer Document Processing	1.728**	1.347**	0.480**
BUS 60C Microcomputer Document Formatting	0.32**	0.320**	0.160**
SUPV 27 Oral Business Communication	1.58	1.275	1.699
Sub-Total Office Administration	<b>24.477</b>	<b>30.909</b>	<b>32.860</b>
Grand Total All Three Departments	<b>264.072</b>	<b>241.973</b>	<b>249.190</b>

\* Source: Division of Business FTES reports (See Appendix C)

\*\* 8-week course

1. Given the data, can you recognize any trends in course demand in any of the Program's courses?

It is not possible to identify statistically significant trends from the above data. Sound statistical theory and valid procedures require a minimum of 20 consecutive plot points in order to first establish whether a stable pattern of random variation exists. Without first establishing the random variation inherent in data and whether or not it is stable, it is impossible to determine whether an individual datum (plot point) is significant or merely the result of inherent random variation. This means, that given the above data alone, it impossible to distinguish a trend from merely random variation. Furthermore, any decisions based on having identified a datum as indicating a trend when in fact it may be merely a random fluctuation, only creates a greater degree of variability in the subsequent data.

Moreover, the data provided by the source in the above table are incomplete—at least for the Office Administration Department. The Bus. 43 course, for example, was offered in Fall 2005 but is not listed. Additionally, it should be noted that Bus. 60B and Bus. 60 C are combined as one course, as are Bus. 29 and Supv. 27.

However, it is possible to make the following observations based on the given data:

(A) Since Fall 2005, the Accounting Department has experienced successive year-over-year growth in FTES of 9.6% in Fall 2006 and of 3.4% in Fall 2007. This represents an overall growth since Fall 2005 of 13.3%. This indicates a continuing strong demand for Accounting classes, in particular the Business 1A Financial Accounting and Business 1B Managerial Accounting classes.

(B) For the Management/Marketing Department the changes in FTES have been a 40.5% decrease in Fall 2006 and slight increase of 0.4% in Fall 2007. The decrease in Fall 2006 is not centralized in any one class but represents a decrease in every class across the board. However, this decrease can be attributed in large part to a loss of one full-time faculty member in a Department of only three full-time faculty (i.e., a 33.3% loss in full-time faculty). Several of the classes suffered as a consequence,

especially Business 14 Marketing, Business 17 Personal Finance, and Business 22 Human Relations in Business.

(C) The Office Administration Department has achieved successive year-over-year growth of 26.3% in Fall 2006 and of 6.3% in Fall 2007 for an overall two-year growth in FTES of 34.2%.

2. What are you doing to respond to trends?

(A) The following responses are being made. In response to the continuing strong demand for Accounting classes (combined with the retirement of a full-time faculty member at the end of Spring 2007), the Accounting Department will be conducting a search during the Spring 2008 semester to hire a new full-time faculty person. In addition, both the Business 1A and Business 1B classes are being taught online to meet demand.

(B) The Management/Marketing will examine the results of this program review in order to respond to the decline in FTES. More immediately, they will try to find qualified faculty to teach more sections of Business 15, Business Math that has traditionally been popular with students. In addition, two new classes will be offered in the Spring 2008 semester. One is a revival of Business 90, International Aspects of Business that had prior success, and the other is a new class Business 91, International Marketing.

(C) In spite of the retirement of full-time faculty in Office Administration, the Department continues to offer a wide variety of popular classes with flexible formats in day, evening, and online modes. They too will benefit from the results of this program review, especially the student surveys, to provide direction for the future.

3. Should a recommendation be written addressing the data?      X   Yes           No

Two recommendations are in order:

- All three Departments should seek to replace critical full-time faculty members who have retired recently. They each played important roles in their respective Departments teaching classes that generated high FTES, as well as developing curriculum.
- All three Departments should pursue adding additional course offerings online.

## B. Offerings: Fill Rate\*

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program:

### Fill Rate\* Data—Accounting Department

Course	Year 1 Fall Semester 2005	Year 2 Fall Semester 2006	Year 3 Fall Semester 2007
<b>Accounting:</b>			
<b>Day Classes</b>			
BUS 1A Financial Accounting	94.25%	100.56%	101.00%
BUS 1B Managerial Accounting	76.67%	90.00%	88.75%
BUS 2A Intermediate Accounting (1)			
BUS 2B Intermediate Accounting (2)			
BUS 3 QuickBooks			
BUS 4 Cost Accounting			
BUS 5A Income Tax Accounting			
BUS 5C Income Tax Microcomputer Applications			
BUS 11 Accounting for Small Business	78.75%	93.75%	81.25%
<b>Evening Classes</b>			
BUS 1A Financial Accounting	94.17%	95.83%	96.67%
BUS 1B Managerial Accounting	82.50%	97.50%	67.50%
BUS 2A Intermediate Accounting (1)	77.78%	84.44%	106.67%
BUS 2B Intermediate Accounting (2)			
BUS 3 QuickBooks			136.36%
BUS 4 Cost Accounting		62.50%	53.33%
BUS 5A Income Tax Accounting	35.00%	48.89%	44.44%
BUS 5C Income Tax Microcomputer Applications	18.20%	63.64%	31.25%
BUS 11 Accounting for Small Business	70.00%	72.50%	80.00%
<b>Total Weighted Avg. for Accounting</b>	<b>83.08%</b>	<b>91.73%</b>	<b>88.40%</b>

\* Percent of fill for classes at census date from Division of Business reports. Percentages for individual classes are weighted averages from those reports. Percentage totals are weighted averages calculated from amounts in those reports. (See Appendix C)

### Fill Rate \* Data—Management/Marketing Department

Course	Year 1 Fall Semester 2005	Year 2 Fall Semester 2006	Year 3 Fall Semester 2007
<b>Management/Marketing:</b>			
<b>Day Classes</b>			
BUS 14 Marketing	72.22%	75.56%	78.89%
BUS 15 Business Mathematics	98.57%	88.57%	62.86%
BUS 16 10-Key Calculating for Business			
BUS 17 Personal Finance	57.78%	67.78%	63.64%
BUS 19 Principles of Retailing Management			
BUS 20 Business Management	102.22%	113.33%	104.44%
BUS 22 Human Relations in Business	86.67%	75.56%	64.44%
BUS 24 Small Business Management	88.89%	77.78%	55.56%
BUS 25 Introduction to Business	100.00%	105.56%	98.89%
BUS 90 International Aspects of Business			
<b>Evening Classes</b>			
BUS 14 Marketing	84.44%	60.00%	95.56%
BUS 15 Business Mathematics	87.14%	77.14%	51.43%
BUS 16 10-Key Calculating for Business	58.33%	58.33%	36.11%
BUS 17 Personal Finance	71.11%	66.67%	47.73%
BUS 19 Principles of Retailing Management			
BUS 20 Business Management	53.33%	86.67%	97.78%
BUS 22 Human Relations in Business	66.67%		31.11%
BUS 24 Small Business Management	80.00%	53.33%	62.22%
BUS 25 Introduction to Business	73.33%	86.67%	77.78%
BUS 90 International Aspects of Business	35.56%		
<b>Total Weighted Avg. for Mgmt./Mktng</b>	<b>76.09%</b>	<b>79.08%</b>	<b>70.80%</b>

\* Percent of fill for classes at census date from Division of Business reports. Percentages for individual classes are weighted averages from those reports. Percentage totals are weighted averages calculated from amounts in those reports. (See Appendix C)



### Fill Rate \* Data—Office Administration Department

Course	Year 1 Fall Semester 2005	Year 2 Fall Semester 2006	Year 3 Fall Semester 2007
<b>Office Administration:</b>			
<b>Day Classes</b>			
BUS 27 Effective English for Business			
BUS 28 Written Business Communication			
BUS 29 Oral Business Communication	104.00%	100.00%	96.00%
BUS 40 Career Orientation			45.71%
BUS 41 Records/Information Management			
BUS 52A Microsoft Word Applications I	35.30%	50.00%	
BUS 52B Microsoft Word Applications II	35.30%	41.18%	
BUS 54 Microsoft Office-Integrated Software Appl			
BUS 55 Adv. Microsoft Office-Int. Soft. Appl.			
BUS 60A Microcomputer Keyboarding	45.71%	97.03%	73.57%
BUS 60B Microcomputer Document Processing	48.57%	85.71%	
BUS 60C Microcomputer Document Formatting		17.65%	
SUPV 27 Oral Business Communication	60.00%	30.00%	60.00%
<b>Evening Classes</b>			
BUS 27 Effective English for Business			
BUS 28 Written Business Communication	94.29%	105.71%	108.57%
BUS 29 Oral Business Communication	88.00%	76.00%	84.00%
BUS 40 Career Orientation			
BUS 41 Records/Information Management		57.14%	
BUS 52A Microsoft Word Applications I			61.76%
BUS 52B Microsoft Word Applications II			79.41%
BUS 54 Microsoft Office-Integrated Software Appl	64.71%		
BUS 55 Adv. Microsoft Office-Int. Soft. Appl.			
BUS 60A Microcomputer Keyboarding	38.57%	60.59%	62.86%
BUS 60B Microcomputer Document Processing	28.57%	34.29%	
BUS 60C Microcomputer Document Formatting		11.77%	
SUPV 27 Oral Business Communication	50.00%	90.00%	100.00%
<b>Total Weighted Avg. for Office Adm.</b>	<b>50.31%</b>	<b>66.00%</b>	<b>68.91%</b>

\* Percent of fill for classes at census date from Division of Business Reports. Percentages for individual classes are weighted averages from those reports. Percentage totals are weighted averages calculated from amounts in those reports. (See Appendix C)

**Fill Rate\* Data—Summary**  
**Departments of Accounting, Management/Marketing & Office Administration**

Department Totals	Year 1 Fall Semester 2005	Year 2 Fall Semester 2006	Year 3 Fall Semester 2007
<b>Accounting:</b>			
<b>Total Weighted Avg. for Accounting</b>	<b>83.08%</b>	<b>91.73%</b>	<b>88.40%</b>
<b>Management/Marketing:</b>			
<b>Total Weighted Avg. for Mgmt./Mktng</b>	<b>76.09%</b>	<b>79.08%</b>	<b>70.80%</b>
<b>Office Administration:</b>			
<b>Total Weighted Avg. for Office Adm.</b>	<b>50.31%</b>	<b>66.00%</b>	<b>68.91%</b>
<b>Total Weighted Avg. for All Three Depts.</b>	<b>73.75%</b>	<b>81.41%</b>	<b>78.19%</b>

\* Weighted Averages calculated from amounts in Division of Business reports (See Appendix C).

1. Given the data, is the program in a growth mode?        X   Yes             No

Fill rates in Accounting showed an increase to 91.73% in 2006 (from 83.08% in 2005) and a decrease back to 88.40% in 2007. The overall net increase in fill rates from 2005 to 2007 has been 5.32 percentage points.

After an increase in Management/Marketing from 76.09% in 2005 to 79.08% in 2006, the fill rate declined in 2007 to 70.80%. This resulted in an overall net reduction of 5.29 percentage points.

Office Administration fill rates went from 50.31% in 2005 to 66.00% in 2006 and on to 68.91% in 2007. This means that from 2005 to 2007 the fill rate increased by 18.6 percentage points.

The combined total weighted average fill rates for all three Departments increased from 73.75% in 2005 to 81.41% in 2006 and then decreased back to 78.19% in 2007, resulting in a net overall growth in the fill rate of 4.44 percentage points.

2. What adjustments are indicated?

In spite of the overall *net* increase, each Department needs to keep current with the changing trends in technology that are influencing its field. In addition, in times of slow economic downturns, such as we are currently experiencing with the housing and stock markets, students needs must be met to acquire new job skills that they need to compete. Finally, the business curriculum has always been impacted by new trends in business, especially with e-commerce and international business. Accounting, Management/Marketing, and Office Administration Departments need to continue responding to all these changes by offering classes whose content reflects tomorrow's business news, and that are taught using the latest emerging technology.

3. Should a recommendation be written that addresses the data?      X   Yes               No

The three Departments should do the following:

- Make good use of the President's advisory meeting each year to remain in contact with and responsive to professionals in their respective fields.
- Faculty should continue attending professional development conferences and acquire new training offered on campus as well as through professional organizations and societies.
- Continue to be certain that our courses articulate (where appropriate) with comparable courses at local transfer universities.
- Keep current with the latest textbooks and technology offered by the major publishers.
- Continue offering online classes that meet demand.

### C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart on the next three pages. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

#### Scheduling—Accounting\*

Course	During the early morning before 10 am	During the late am/early pm 10am–1:55 pm	During the late afternoon 2pm–4:25 pm	During the evening 4:30 & later	During the weekend	During the summer/winter	Via Telecourse	Via Online
<b>Accounting:</b>								
BUS 1A Financial Accounting	5	3	2	2		1 (pm)		2
BUS 1B Managerial Accounting	2	2		2		1 (pm)		1
BUS 2A Intermediate Accounting (1)								
BUS 2B Intermediate Accounting (2)				1				
BUS 3 QuickBooks				1				
BUS 4 Cost Accounting								
BUS 5A Income Tax Accounting				1				
BUS 5C Income Tax Microcomputer Applications				1				
BUS 11 Accounting for Small Business	2			1		1 (pm)		

\* Scheduling times are for Winter and Spring 2008 (most current schedules available).

### Scheduling—Management/Marketing\*

Course	During the early morning before 10 am	During the late am/early pm 10am–1:55 pm	During the late afternoon 2pm-4:25 pm	During the evening 4:30 & later	During the weekend	During the summer/winter	Via Telecourse	Via Online
<b>Mgmt./Mktng.:</b>								
BUS 14 Marketing	1			1				
BUS 15 Business Mathematics	2		1	2				
BUS 16 10-Key Calculating for Business		1						
BUS 17 Personal Finance	1	1		1				1
BUS 19 Principles of Retailing Management				1				
BUS 20 Business Management	1			1				
BUS 21 Personnel Management						1 (pm)		
BUS 22 Human Relations in Business	1			1				
BUS 24 Small Business Management	1	1		1				
BUS 25 Introduction to Business	1	1		1				
BUS 90 International Aspects of Business				1				
BUS 91 International Marketing				1				

\* Scheduling times are for Winter and Spring 2008 (most current schedules available).

### Scheduling—Office Administration\*

Course	During the early morning before 10 am	During the late am/early pm 10am–1:55 pm	During the late afternoon 2pm–4:25 pm	During the evening 4:30 & later	During the weekend	During the summer/ winter	Via Telecourse	Via Online
<b>Office Adm.:</b>								
BUS 27 Effective English for Business				1				
BUS 28 Written Business Communication	1			1				
BUS 29 Oral Business Communication		1		1				
BUS 40 Career Orientation								
BUS 41 Records/Information Management		1						
BUS 52A Microsoft Word Applications I		1						
BUS 52B Microsoft Word Applications II		1						
BUS 54 Microsoft Office- Integrated Software Appl				1				
BUS 55 Adv. Microsoft Office-Int. Soft. Appl.								1
BUS 60A Microcomputer Keyboarding	2	2		2				
BUS 60B Microcomputer Document Processing								2
BUS 60C Microcomputer Document Formatting								2
SUPV 27 Oral Business Communication		1		1				

\* Scheduling times are for Winter and Spring 2008 (most current schedules available).

1. What (if anything) is indicated by the student satisfaction with scheduling?

Results from the student surveys provide the following information to answer this question.

**Student Survey Question #16:** “Please indicate your experience with the scheduling of classes offered in this [Accounting, Management/Marketing, or Office Administration] Department.”

Percent Responding			
Response	Accounting	Mgmt./Marketing	Office Adm.
Very Satisfied	48.23%	45.86%	48.36%
Somewhat Satisfied	45.13%	48.87%	45.90%
Dissatisfied	4.87%	3.76%	4.92%
Very Dissatisfied	1.77%	1.50%	0.82%

These results from the student surveys indicate that a very high percentage of students in all three Departments are either satisfied or very satisfied with the scheduling of classes. The results are **93.36%** for Accounting; **94.73%** for Management/Marketing; and **94.26%** for Office Administration. The Division of Business has done an excellent job of scheduling classes in these Departments based on the student responses.

2. Are there time periods of high student demand which are not being addressed? \_\_\_\_ Yes X No  
How could such demand be addressed?

Students expressed their scheduling desires in their responses to the following questions on the student surveys:

**Student Survey Question #17:** “If you were to take another [Accounting, Management/Marketing, or Office Administration] course, would you want it to scheduled on:”

Percent Responding			
Response	Accounting	Mgmt./Marketing	Office Adm.
Only one day week	15.42%	31.05%	36.44%
Monday/Wednesday	41.69%	25.81%	24.58%
Tuesday/Thursday	30.36%	35.89%	27.97%
Monday/Wednesday/Friday	6.75%	2.02%	7.63%
Saturday	5.78%	5.24%	3.39%

**Student Survey Question #18:** “Your preferred time for starting a class is:”

Percent Responding			
Response	Accounting	Mgmt./Marketing	Office Adm.
7 – 9:30 am	24.19%	25.10%	22.76%
10 am – 12:30 pm	42.63%	40.15%	33.33%
1 – 3:30 pm	7.37%	3.09%	8.94%
4 – 6:30 pm	14.75%	15.44%	19.51%
7 pm or later	11.06%	16.22%	15.45%

These data from Student Survey Questions #17 and 18 indicate that student preferences for dates and times of future class offerings are consistent with past semesters. This can be seen when compared to the chart herein. Thus, there are no time periods with high student demand in which classes are not currently being offered. Student demand for scheduling of classes is being satisfied, based especially on the results of Student Survey Question #16.

It is also of interest to note that by far the *least* desired days to schedule classes, based on students’ responses to Student Survey Question #17, are on Monday/Wednesday/Friday (2.02% - 7.63%) and on Saturday (3.39% - 5.78%).

3. Should a recommendation be written addressing this area?      X   Yes           No

In spite of the success in prior semesters in meeting student demand for scheduling, it is important to note the responses to two additional Student Survey Questions #19 and #20.

**Student Survey Question #19:** “Would you be interested in taking a class online?”

Percent Responding			
Response	Accounting	Mgmt./Marketing	Office Adm.
Yes	42.35%	50.19%	57.72%
No	57.65%	49.81%	42.28%

**Student Survey Question #20:** “Would you be interested in receiving some of the class content material if the College made it available to you through Podcasting?”

Percent Responding			
Response	Accounting	Mgmt./Marketing	Office Adm.
Yes	62.13%	57.31%	50.85%
No	37.87%	42.69%	49.15%



The responses to both of these survey questions indicate that there are two areas emerging as ways that students desire to receive course content—viz., online instruction and podcasting. Therefore, the following is recommended:

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

The Departments have already begun to respond to this development. First, online classes have been added in the Accounting and Office Administration Departments, including a second Business 1A Financial Accounting and an initial Business 1B Managerial Accounting for the Spring 2008 semester. Second, at least two Accounting faculty are investigating the feasibility of offering course content via podcasting.

## D. Retention and Success

### RETENTION AND SUCCESS—ACCOUNTING\*

Fall 2004			A ÷ B		A	B
Course	W	Total Grades	Success Rate		Retention Rate	
			Only Completers	All Students		
BUS-1A	163	489	73.0%	47.6%	66.7%	
	33.3%					
BUS-1B	43	174	90.8%	68.4%	75.3%	
	24.7%					
BUS-2A	11	44	100.0%	75.0%	75.0%	
	25.0%					
BUS-4	6	45	94.9%	82.2%	86.7%	
	13.3%					
BUS-5A	4	23	100.0%	82.6%	82.6%	
	17.4%					
BUS-5C	3	19	100.0%	84.2%	84.2%	
	15.8%					
Business Total/Avg	230	794	82.0%	57.6%	71.0%	
	16.7%					
Division Total/Avg	1,117	4,696	79.8%	60.3%	76.2%	
	23.8%					
College Total/Avg	12,734	64,787	82.0%	65.4%	80.3%	
	19.7%					

**Fall 2005**

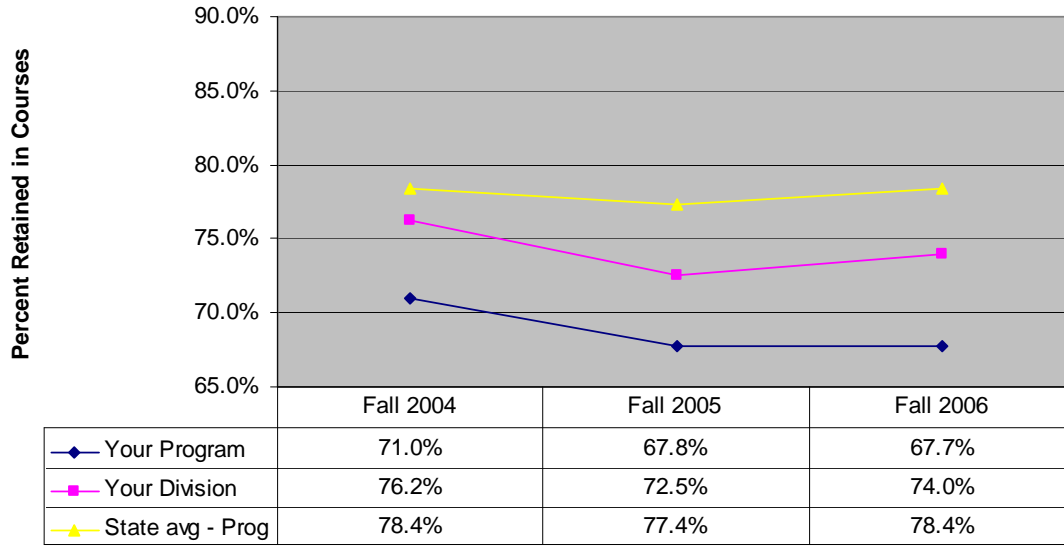
Course	W	Total Grades	Success Rate		Retention Rate
			Only Completers	All Students	
BUS-1A	174	489	71.2%	45.0%	64.4%
	35.6%				
BUS-1B	42	155	87.6%	63.9%	72.9%
	27.1%				
BUS-2A	7	36	86.2%	69.4%	80.6%
	19.4%				
BUS-5A	3	14	100.0%	78.6%	78.6%
	21.4%				
BUS-5C	1	11	100.0%	90.9%	90.9%
	9.1%				
Business Total/Avg	227	705	77.3%	51.8%	67.8%
	32.2%				
Division Total/Avg	1,176	4,280	81.8%	58.5%	72.5%
	27.5%				
College Total/Avg	14,375	64,606	81.9%	63.3%	77.7%
	22.3%				

**Fall 2006**

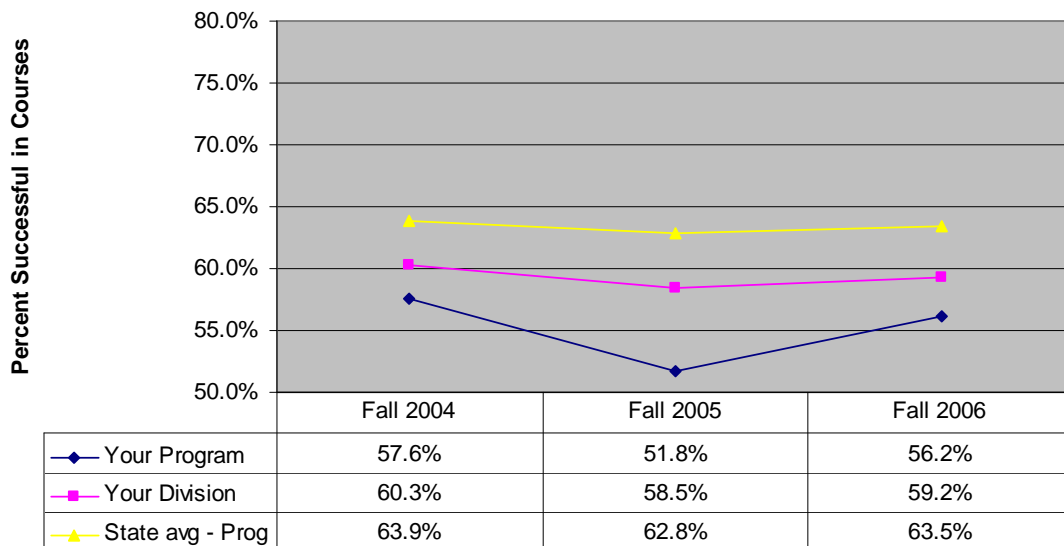
Course	W	Total Grades	Success Rate		Retention Rate
			Only Completers	All Students	
BUS-1A	189	522	79.3%	50.6%	63.8%
	36.2%				
BUS-1B	57	186	88.3%	60.8%	69.4%
	30.6%				
BUS-2A	8	35	81.5%	62.9%	77.1%
	22.9%				
BUS-4	1	26	88.0%	84.6%	96.2%
	3.8%				
BUS-5A	4	22	100.0%	81.8%	81.8%
	18.2%				
BUS-5C	2	17	100.0%	88.2%	88.2%
	11.8%				
Business Total/Avgas	261	808	83.2%	56.2%	67.7%
	32.3%				
Division Total/Avgas	1,023	3,935	80.6%	59.2%	74.0%
	26.0%				
College Total/Avgas	14,227	63,471	81.5%	62.8%	77.6%
	22.4%				

## ACCOUNTING

**Your Program Retention Rates  
Fall 2004 to Fall 2006**



**Your Program Success Rates  
Fall 2004 to Fall 2006**



## ACCOUNTING

### Retention Rates

#### Fall 2004 to Fall 2006

	Fall 2004	Fall 2005	Fall 2006
Your Program	71.0%	67.8%	67.7%
Your Division	76.2%	72.5%	74.0%
State avg - Prog	78.4%	77.4%	78.4%

### Success Rates

#### Fall 2004 to Fall 2006

	Fall 2004	Fall 2005	Fall 2006
Your Program	57.6%	51.8%	56.2%
Your Division	60.3%	58.5%	59.2%
State avg - Prog	63.9%	62.8%	63.5%

\* Source: Institutional Research most recent available reports.

#### Definition of Terms:

##### Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who *did not withdraw*. All students who had been enrolled at the first census and finished the class (did not withdraw).

##### Success Rate

The success rate is the percentage of students who receive a C/CR or better as a final course grade.

There are two different success rates used at the college, each with a different denominator:

- a. The success of *Only Completers* excludes students from the formula who withdrew/received a W.
- b. The success rate of *All Students* includes all students who were enrolled at census date. \*\*  
All students who had been enrolled at the first census and finished the class with better than a D or F (i.e., with an A, B, C, or CR).

\*\* The California Community College Chancellor's Office uses only the second (b.) rate, so comparisons with other colleges or with statewide averages must use this rate.

## Analysis of Retention and Success Rates—Accounting

### 1. Retention

Instructions: Review and analyze the data shown above on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed? As noted earlier at II.A.1., there are insufficient data to determine the existence of a trend. However, these data do show the following:

For each of the three years, the Accounting retention rates have been below the division and statewide rates. This could be due in part to the academic nature of Accounting, representing as it does, a body of knowledge that is grounded on theory, concepts, and a set of evolving principles. The typical community student (as characterized earlier in section I.A1.) is sometimes unprepared to acquire new theoretical and conceptual knowledge because of its abstract nature and the analytical reasoning required. As a result, the retention rate in Accounting classes over the decades has been traditionally low. A review of that data would verify this point. Thus, the Department believes that the conceptual nature of the subject as well as the academic rigor it requires results in the retention rates noted.

However, overall the retention rates have remained relatively consistent over the three-year period. The retention rate has changed by no more than 3.3 percentage points (representing a change of no greater than 4.6% from the base year 2006). This is likely to be merely normal fluctuation from one year to the next.

2. Should a recommendation be written addressing the data? \_\_\_\_\_ Yes        X   No

## 2. Success Rate

Instructions: Review and analyze the data shown above on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed? These data reveal that for each of the three years, the Accounting success rates have been below the division and statewide rates. This could be due in part to the same factors mentioned above that contribute to the retention rates.

Nevertheless, the success rate has also remained relatively stable overall. It has changed by no more than 5.8 percentage points (representing a change of no greater than 10.1% from the base year 2006). Without additional historical data, these changes can only be understood as representing merely random fluctuations and thus are considered to be “normal.” For example, the success rate in Fall 2006 when compared to the success rate in Fall 2004 shows only a 1.4% difference in percentage points—a very consistent result.

2. Should a recommendation be written addressing the data?   X   Yes      \_\_\_\_\_ No

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

# RETENTION AND SUCCESS—MANAGEMENT/MARKETING\*

Fall 2004

A ÷ B

A

B

Course	W	Total Grades	Success Rate		Retention Rate
			Only Completers	All Students	
BUS-14	18	90	100.0%	80.0%	80.0%
	20.0%				
BUS-15	27	103	81.2%	54.4%	73.8%
	26.2%				
BUS-16	4	25	95.2%	80.0%	84.0%
	16.0%				
BUS-17	33	128	64.2%	47.7%	74.2%
	25.8%				
BUS-20	25	85	76.7%	54.1%	70.6%
	29.4%				
BUS-22	20	73	71.7%	52.1%	72.6%
	27.4%				
BUS-24	14	72	100.0%	80.6%	80.6%
	19.4%				
BUS-25	33	134	76.2%	57.5%	75.4%
	24.6%				
Management Total/Avgas	174	710	80.9%	60.3%	75.5%
	24.5%				
Division Total/Avgas	1,117	4,696	79.8%	60.3%	76.2%
	23.8%				
College Total/Avgas	12,734	64,787	82.0%	65.4%	80.3%
	19.7%				

Fall 2005

Course	W	Total Grades	Success Rate		Retention Rate
			Only Completers	All Students	
BUS-14	16	87	100.0%	81.6%	81.6%
	18.4%				
BUS-15	19	130	80.9%	68.5%	85.4%
	14.6%				
BUS-16	4	21	70.6%	57.1%	81.0%
	19.0%				
BUS-17	25	81	94.4%	63.0%	69.1%
	30.9%				
BUS-20	25	78	98.1%	66.7%	67.9%
	32.1%				
BUS-21	3	14	100.0%	78.6%	78.6%
	21.4%				

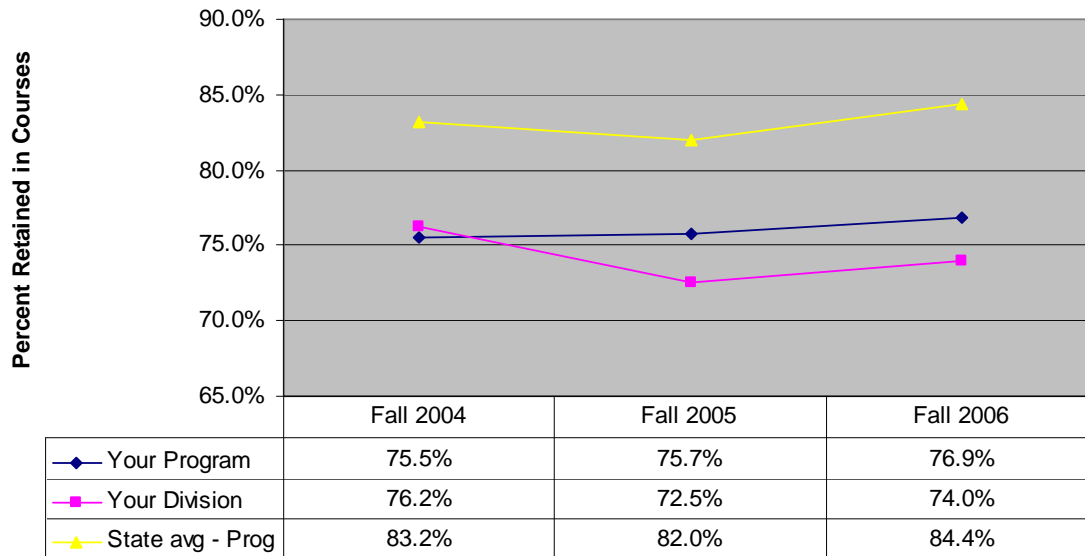
BUS-22	7	67			
	10.4%		86.7%	77.6%	89.6%
BUS-24	17	63			
	27.0%		100.0%	73.0%	73.0%
BUS-25	40	123			
	32.5%		81.9%	55.3%	67.5%
Management Total/Avgas	140	577			
	24.3%		87.8%	66.0%	75.7%
Division Total/Avgas	1,176	4,280			
	27.5%		81.8%	58.5%	72.5%
College Total/Avgas	14,375	64,606			
	22.3%		81.9%	63.3%	77.7%

#### Fall 2006

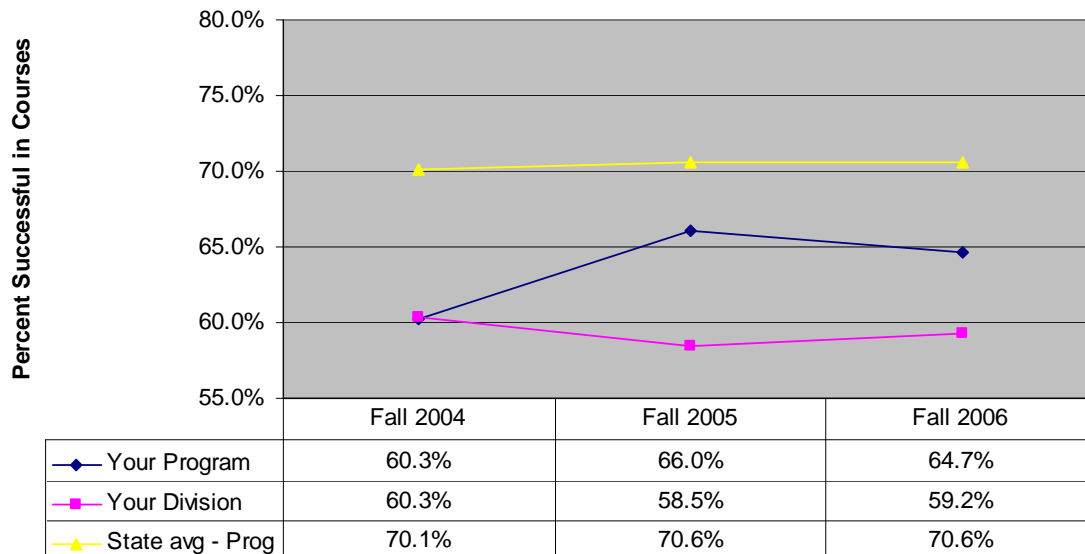
Course	W	Total Grades	Success Rate		Retention Rate
			Only Completers	All Students	
BUS-14	16	91			
	17.6%		96.0%	79.1%	82.4%
BUS-15	11	58			
	19.0%		76.6%	62.1%	81.0%
BUS-16	2	21			
	9.5%		68.4%	61.9%	90.5%
BUS-17	25	90			
	27.8%		83.1%	60.0%	72.2%
BUS-20	30	90			
	33.3%		80.0%	53.3%	66.7%
BUS-22	5	33			
	15.2%		82.1%	69.7%	84.8%
BUS-24	10	58			
	17.2%		100.0%	82.8%	82.8%
BUS-25	34	134			
	25.4%		78.0%	58.2%	74.6%
Management Total/Avgas	133	575			
	23.1%		84.2%	64.7%	76.9%
Division Total/Avgas	1,023	3,935			
	26.0%		80.6%	59.2%	74.0%
College Total/Avgas	14,227	63,471			
	22.4%		81.5%	62.8%	77.6%

## MANAGEMENT/MARKETING

**Your Program Retention Rates  
Fall 2004 to Fall 2006**



**Your Program Success Rates  
Fall 2004 to Fall 2006**





## MANAGEMENT/MARKETING

### Retention Rates

#### Fall 2004 to Fall 2006

	Fall 2004	Fall 2005	Fall 2006
Your Program	75.5%	75.7%	76.9%
Your Division	76.2%	72.5%	74.0%
State avg - Prog	83.2%	82.0%	84.4%

### Success Rates

#### Fall 2004 to Fall 2006

	Fall 2004	Fall 2005	Fall 2006
Your Program	60.3%	66.0%	64.7%
Your Division	60.3%	58.5%	59.2%
State avg - Prog	70.1%	70.6%	70.6%

\* Source: Institutional Research most recent available reports.

#### Definition of Terms:

##### Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who *did not withdraw*. All students who had been enrolled at the first census and finished the class (did not withdraw).

##### Success Rate

The success rate is the percentage of students who receive a C/CR or better as a final course grade.

There are two different success rates used at the college, each with a different denominator:

- The success of *Only Completers* excludes students from the formula who withdrew/received a W.
- The success rate of *All Students* includes all students who were enrolled at census date. \*\*  
All students who had been enrolled at the first census and finished the class with better than a D or F (i.e., with an A, B, C, or CR).

\*\* The California Community College Chancellor's Office uses only the second (b.) rate, so comparisons with other colleges or with statewide averages must use this rate.

## Analysis of Retention and Success Rates—Marketing/Management

### 1. Retention

Instructions: Review and analyze the data shown above on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed? The retention data for the Management/Marketing Department have remained remarkably consistent over the three-year period. The retention rates have varied by no more than 1.4 percentage points during that time. Furthermore, the retention rates for the Department have been very close to (in Fall 2004) or have exceeded (in Fall 2005 and Fall 2006) the overall retention rates in the division. Although the retention rates show very little variability and remain relatively high compared to the overall rates for the division, the retention rates for Management/Marketing classes fall consistently below the statewide averages.

2. Should a recommendation be written addressing the data?   X   Yes        No

- The Management/Marketing Department should meet to consider changes that could be implemented to improve the retention rate in the Department.

## 2. Success Rate

Instructions: Review and analyze the data shown above on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?

Over the three-year period, the success rates for the Management/Marketing Department has matched (in Fall 2004) or exceeded (in Fall 2005 and Fall 2006) the success rates for the division. While during the same period, the success rates for the Department have fallen below the success rates for the state.

2. Should a recommendation be written addressing the data?   X   Yes        No

- The Management/Marketing Department should also consider changes to implement into the program to improve the success rates for their classes.

# RETENTION AND SUCCESS—OFFICE ADMINISTRATION\*

Fall 2004

A ÷ B

A

B

Course	W	Total Grades	Success Rate		Retention Rate
			Only Completers	All Students	
BUS-28	6	41	85.7%	73.2%	85.4%
	14.6%				
BUS-29	4	21	94.1%	76.2%	81.0%
	19.0%				
BUS-40	12	29	100.0%	58.6%	58.6%
	41.4%				
BUS-52A	2	17	80.0%	70.6%	88.2%
	11.8%				
BUS-54	3	30	96.3%	86.7%	90.0%
	10.0%				
BUS-60A	41	166	45.6%	34.3%	75.3%
	24.7%				
SUPV-27	4	10	100.0%	60.0%	60.0%
	40.0%				
Office Admin. Total/Avgas	72	314	67.8%	52.2%	77.1%
	22.9%				
Division Total/Avgas	1,117	4,696	79.8%	60.3%	76.2%
	23.8%				
College Total/Avgas	12,734	64,787	82.0%	65.4%	80.3%
	19.7%				

Fall 2005

Course	W	Total Grades	Success Rate		Retention Rate
			Only Completers	All Students	
BUS-28	7	34	86.4%	55.9%	79.4%
	20.6%				
BUS-29	10	47	81.1%	63.8%	78.7%
	21.3%				
BUS-52A	2	13	90.9%	76.9%	84.6%
	15.4%				
BUS-54	4	21	100.0%	81.0%	81.0%
	19.0%				
BUS-60A	65	133	51.5%	26.3%	51.1%
	48.9%				
SUPV-27	3	9	83.3%	55.6%	66.7%
	33.3%				
Office Admin. Total/Avgas	91	257	72.0%	45.1%	64.6%
	35.4%				
Division Total/Avgas	1,176	4,280	81.8%	58.5%	72.5%
	27.5%				

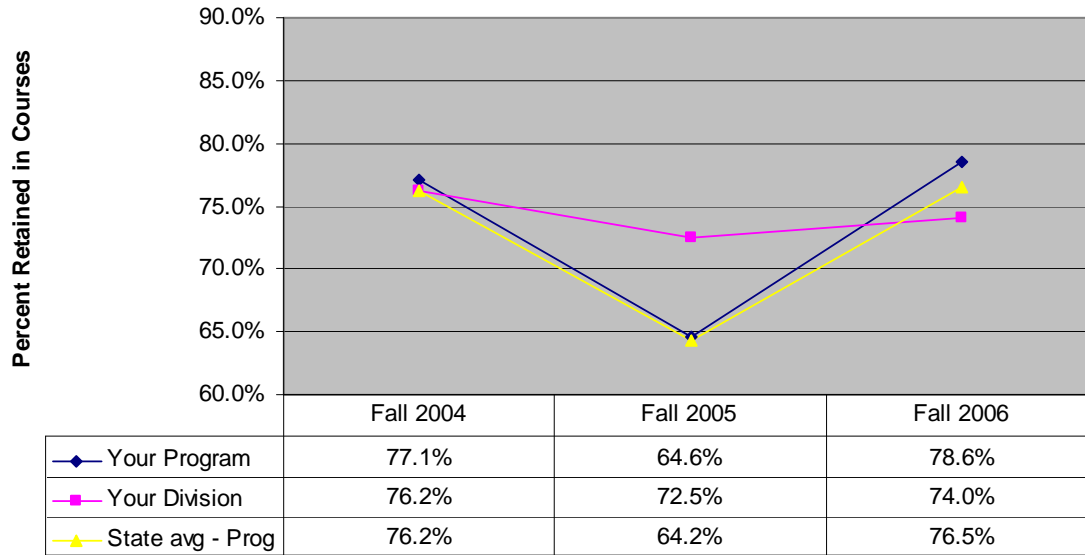
College Total/Avgas	14,375	64,606			
	22.3%		81.9%	63.3%	77.7%

**Fall 2006**

Course	W	Total Grades	Success Rate		Retention Rate
			Only Completers	All Students	
BUS-28	4	37			
	10.8%		84.8%	75.7%	89.2%
BUS-29	8	44			
	18.2%		97.2%	79.5%	81.8%
BUS-52A	4	17			
	23.5%		100.0%	76.5%	76.5%
BUS-60A	25	87			
	28.7%		50.0%	35.6%	71.3%
SUPV-27	1	11			
	9.1%		90.0%	81.8%	90.9%
Office Admin. Total/Avgas	42	196			
	21.4%		75.3%	59.2%	78.6%
Division Total/Avgas	1,023	3,935			
	26.0%		80.6%	59.2%	74.0%
College Total/Avgas	14,227	63,471			
	22.4%		81.5%	62.8%	77.6%

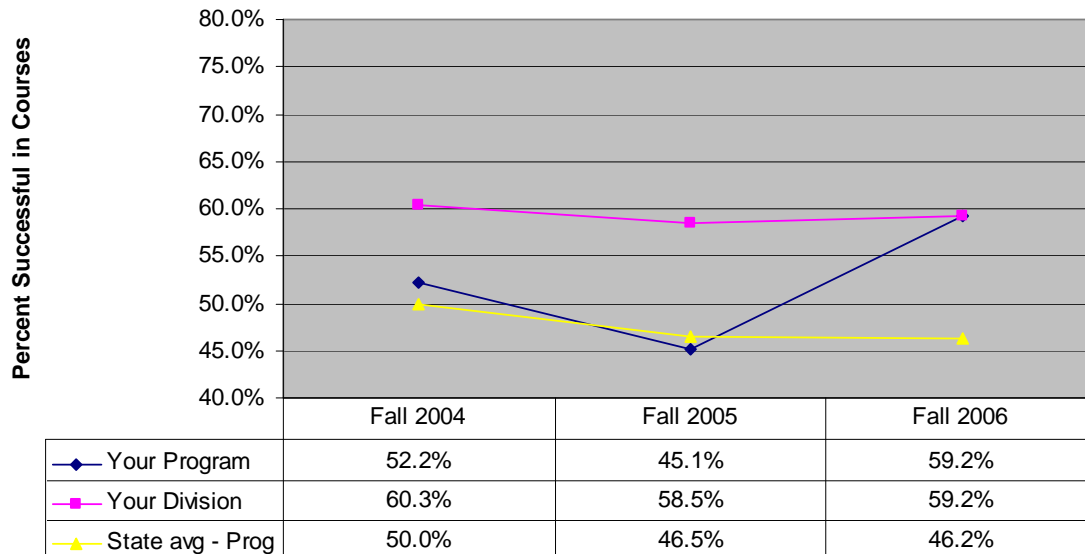
## OFFICE ADMINISTRATION

**Your Program Retention Rates  
Fall 2004 to Fall 2006**



## OFFICE ADMINISTRATION

**Your Program Success Rates  
Fall 2004 to Fall 2006**



## OFFICE ADMINISTRATION

### Retention Rates

#### Fall 2004 to Fall 2006

	Fall 2004	Fall 2005	Fall 2006
Your Program	77.1%	64.6%	78.6%
Your Division	76.2%	72.5%	74.0%
State avg - Prog	76.2%	64.2%	76.5%

### Success Rates

#### Fall 2004 to Fall 2006

	Fall 2004	Fall 2005	Fall 2006
Your Program	52.2%	45.1%	59.2%
Your Division	60.3%	58.5%	59.2%
State avg - Prog	50.0%	46.5%	46.2%

\* Source: Institutional Research most recent available reports.

### Definition of Terms:

#### Retention Rate

The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled at census date. In essence, it is the percentage of students who *did not withdraw*. All students who had been enrolled at the first census and finished the class (did not withdraw).

#### Success Rate

The success rate is the percentage of students who receive a C/CR or better as a final course grade.

There are two different success rates used at the college, each with a different denominator:

- The success of *Only Completers* excludes students from the formula who withdrew/received a W.
- The success rate of *All Students* includes all students who were enrolled at census date. \*\*  
All students who had been enrolled at the first census and finished the class with better than a D or F (i.e., with an A, B, C, or CR).

\*\* The California Community College Chancellor's Office uses only the second (b.) rate, so comparisons with other colleges or with statewide averages must use this rate.

## Analysis of Retention and Success Rates—Office Administration

### 1. Retention

Instructions: Review and analyze the data shown above on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed?

For each of the three years, the retention rates for the Office Administration Department have exceeded the retention rates for the same program statewide. Furthermore, after a dip in the rate in the Fall of 2005, the retention rate in Fall 2006 rebounded and exceeded what the rate had been in the Fall of 2004. From Fall 2005 to Fall 2006 the retention rate in the Department increased by 14 percentage points, representing a yearly increase of 21.7%. In addition, Office Administration Departmental retention rates have exceeded the statewide retention rates in each of the three years.

2. Should a recommendation be written addressing the data? \_\_\_\_\_ Yes \_\_\_\_\_ X No

## 2. Success Rate

Instructions: Review and analyze the data shown above on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?

In Fall 2005 the success rate decreased by 7.1 percentage points. However, the next year (Fall 2006) showed an increase of 14.1 percentage points. This means that the success rate in Fall 2006 exceeded the Fall 2004 base year by exactly 7 percentage points. For the Department this represents a net increase in success rate over the entire period of 13.4%. Additionally, the Fall 2006 success rate matched exactly the division-wide success rate and exceeded the statewide success rate by exactly 13 percentage points—out performing the state by 28.1%.

2. Should a recommendation be written addressing the data? \_\_\_\_\_ Yes \_\_\_\_\_ X No  
(If yes, list.)

## III. Curriculum

### A. Course and Content

#### 1. Courses Not Offered

Instructions: Indicate the total number of courses in the program and list all courses in the program, which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

**Number of Course Sections Offered Over the Past Three Years\***

Course	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
<b>Accounting:</b>						
BUS 1A Financial Accounting	13	13	13	12	12	13
BUS 1B Managerial Accounting	7	7	5	5	6	6
BUS 2A Intermediate		1		1		1

Accounting (1)						
BUS 2B Intermediate Accounting (2)	1		1		1	
BUS 3 QuickBooks						1
BUS 4 Cost Accounting				1		1
BUS 5A Income Tax Accounting	1	1	1	1	1	1
BUS 5C Income Tax Microcomputer Applications	1	1	1	1	1	1
BUS 11 Accounting for Small Business	2	4	4	3	3	3
Sub-totals for Accounting	25	27	25	24	24	27
<b>Management/Marketing:</b>						
BUS 14 Marketing	2	3	2	3	2	3
BUS 15 Business Mathematics	3	4	4	2	2	2
BUS 16 10-Key Calculating for Business	1	1	1	1	1	1
BUS 17 Personal Finance	3	3	2	3	2	3
BUS 19 Principles of Retailing Management					1	
BUS 20 Business Management	2	2	2	2	2	2
BUS 21		1				
BUS 22 Human Relations in Business	2	2	2	1	2	2
BUS 24 Small Business Management	3	2	3	2	3	2
BUS 25 Introduction to Business	3	3	3	3	3	3
BUS 90 International Aspects of Business		1				
BUS 91 International Marketing						
Sub-totals for Mgmt./Mktng.	19	22	19	17	18	18
<b>Office Administration</b>						
BUS 27 Effective English for Business	1		1		1	
BUS 28 Written Business Communication	2	1	2	1	2	1
BUS 29 Oral Business Communication	2	2	2	2	2	2
BUS 40 Career Orientation		1			1	1
BUS 41 Records/Information Management	1		1	1		
BUS 43		1			1	
BUS 52A Microsoft Word Applications I	1	1	1	1	1	1
BUS 52B Microsoft Word Applications II	1	1	1	1	1	1
BUS 54 Microsoft Office-Integrated Software Appl		1	1		1	
BUS 55 Adv. Microsoft Office-Int. Soft. Appl.	1		1			
BUS 60A Microcomputer		5		5		6



Keyboarding						
BUS 60B Microcomputer Document Processing		2		2		1
BUS 60C Microcomputer Document Formatting		1		2		1
SUPV 27 Oral Business Communication	2	2	1	2	2	2
Sub-totals for Office Adm.	11	18	11	17	12	16
<b>Totals for all three Depts.</b>	<b>55</b>	<b>67</b>	<b>55</b>	<b>58</b>	<b>54</b>	<b>61</b>

\* Source: Division of Business reports.

1. Given the data, are there courses that should be inactivated? \_\_\_\_ Yes \_\_\_\_ X No

**Accounting:** No classes should be inactivated.

**Management/Marketing:** No classes should be inactivated.

**Office Administration:** No classes should be inactivated.

2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

**Accounting:** The classes offered less often such as BUS 4, Cost Accounting and BUS 2A/2B, Intermediate Accounting are required for Certificate and Associate degree programs. BUS 3, QuickBooks was offered in Fall 2007 with an excellent fill rate of 136.36% at the census date (as reported in Division of Business reports.)

**Management/Marketing:** Business 90 and 91 are relatively new courses that were developed as part of a grant and will be part of an International Business Certificate. There is an interest in the classes in the community and they will be offered on a rotational basis and online.

**Office Administration:** Bus. 49abcd Voice Recognition for Computer Input was offered but canceled for insufficient enrollment in past winter or summer sessions. The course may generate more enrollment now that the new Windows Vista operating system provides an improved and widely used platform for voice recognition technology.

3. Should a recommendation be written addressing the data?        X   Yes             No

**Accounting:** No recommendations needed.

**Management/Marketing:** No recommendations needed.

**Office Administration:** Explore feasibility of offering Bus. 49abcd in Winter or Summer 2009 using new technology available with Windows Vista operating system.

## 2. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

### **Last Time Course Outline was Reviewed or Revised by the College Curriculum Committee\***

<b>Course</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
<b>Accounting:</b>									
Business 1A				X					
Business 1B	X			X					
Business 2A	X								
Business 2B	X								
Business 3								X	
Business 4	X								
Business 5A	X								
Business 5C	X								
Business 11				X					
<b>Marketing/Management:</b>									
Business 12								X	

Business 14						X			
Business 15							X		
Business 16				X					
Business 17						X			
Business 19			X						
Business 20						X			
Business 21							X		
Business 22						X		X	
Business 24							X		
Business 25						X			
Business 90							X		
Business 91						X			
Business 92						X			
Business 93									X
Business 94									X
Business 97									X
Business 95abcd (Banking and Finance)									
Business 95abcd (Office Administration)									
Business 95/96abcd (Accounting)									
Business 95/96abcd (Business Management/Marketing)									
Business 96abcd (Business Administration)									
Business 100									

<b>Office Administration:</b>									
Business 27	X							X	
Business 28								X	
Business 29						X			
Business 40							X		
Business 41						X			
Business 43	X								
Business 49abcd						X			
Business 52A									
Business 52B	X								
Business 54									
Business 55	X								
Business 56abcd				X	X				
Business 57abcd				X	X				
Business 60A							X		
Business 60B							X		
Business 60C							X		
Supervision 27						X			

\* The above data was obtained from the Curriculum Office. The College Curriculum Committee recommends each course outline be updated at least once every five years.

1. Are there course outlines that should be revised?        X   Yes             No

**Accounting:** not all of the course outlines in Accounting have been reviewed in over five years except for BUS 3, QuickBooks.

**Management/Marketing:** The majority of the courses have been reviewed within the past five years. Business 19 and 16 should be reviewed to update content and include online versions.

**Office Administration:** Only Bus. 43 has not been reviewed in over five years. Bus. 52A, 52B, 54, 55, 56abcd, and 57abcd were reviewed in 2007-2008.

2. Are there courses inconsistent with current practice in the field?    ☐ Yes    ☒ No

**Accounting:** In spite of the fact that some courses have not been recently reviewed, the courses remain current based on the enrollment patterns and the relevant content automatically updated every three years with revisions in the texts and related materials. All courses are consistent with current practice in the field.

**Management/Marketing:** The courses remain current and are consistent with current industry standards.

**Office Administration:** All courses are consistent with current practice in the field, although Bus. 43 should be reviewed.

3. Should new courses to be added to the program?    ☐ Yes    ☒ No  
**Explain.**

**Accounting:** At one time a few years ago, the Department considered adding a new course in Computer Applications in Accounting. However, this course was developed and offered but for a variety of reasons was not successful. No other new courses need to be added at this time.

**Management/Marketing:** There are plans to include several additional yet to be determined International Business courses to complete the International Business Certificate.

**Office Administration:** No new courses are needed at this time. Several have been recently updated to incorporate new technology, and Bus. 49abcd, Bus. 56abcd, and Bus. 57abcd are recent additions to the Office Administration curriculum.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Co requisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?

☐ Yes    ☐ No    ☒ Uncertain    **Comment.**

**Accounting:** Approximately ten years ago, it was thought that the Department could increase student success in BUS 1A, Financial Accounting by increasing the prerequisite English and Mathematics skills. However, adding a higher level of prerequisites lowered the overall enrollment to unacceptable levels. The Departmental faculty decided to leave the prerequisites at the levels they had been traditionally, and to try to develop better teaching methods to more effectively reach as many students as possible without, of course, lowering our high academic standards. This decision intended to give as many students as possible an opportunity to succeed and remains our current Departmental policy.

**Management/Marketing:** It is the opinion of the Department that no adjustments are necessary at this time.

**Office Administration:** No. The review of the Bus. 56abcd and Bus. 57abcd courses included revisions to prerequisites and recommended preparations to more appropriate levels.

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed?

(Source for the following: 2007-2008 El Camino College Catalog, pp. 74-76. Also see Section VI., Appendix A., "Degree and Certificate Programs.")

## **Business – A.S. Degree and Certificates of Competence and Completion**

**Business Administration** – The program is designed to provide the opportunity for a transfer business major to achieve an associate degree. The student will acquire a foundation in basic accounting principles, business law, and macroeconomics and microeconomics theory. Students will be able to apply methodologies to assess fiscal and monetary policy in the marketplace and understand the basics of contract law. Competencies will be assessed through examination and projects.

**Business (emphasis in Accounting)** – By completing the degree or certificate requirements of the accounting program, students will acquire the ability to apply the fundamental theory, principles, and practices of the accounting cycle for unincorporated and corporate forms of business, financial, and managerial accounting theory as well as cost accounting and cost procedures used in business and industry. The student will also learn income tax regulations pertaining to individual and business income tax preparations and planning. Competencies will be assessed regularly through examinations and comprehensive problems. The major provides career opportunities in entry-level accounting positions.

**Business (emphasis in Business Management)** – The program provides students with the opportunity to obtain a degree or certificate in business management. The student completing this program will have the ability to organize, operate, and manage business organizations, utilize human resources, improve working relationships, draft letters and reports, and speak in various business situations. Competency will be measured by examinations, presentations, projects, and case problems.

**Business (emphasis in Marketing)** – The program is designed to provide students with the opportunity to obtain a degree or certificate in marketing. The student will explore opportunities in the marketing field, acquire basic marketing terminology, applying marketing concepts to the role of marketing in society and in the business firm, and balance factors that influence marketing decision-making in the global economy. Competency will be measured by examinations, projects, and case problems.

**Business (emphasis in Office Administration)** – The degree and certificate programs in office administration include options in office systems, management, bookkeeping, computer applications, and office clerk. Upon completion of the requirements, students will be able to operate office equipment appropriate to their specialty, apply American business office procedures, and understand information management principles, operations, and organization. Competency will be assessed regularly through examinations and projects.

### **El Camino College Major and Certificate Requirements**

#### **Business Administration Major**

Students who intend to complete a four-year baccalaureate program in Business Administration should complete the lower division requirements of the college of their choice. See a counselor for more specific information.

#### **Accounting Major**

Business 1A, 1B, 2A, 2B; Computer Information Systems 13; Law 5; two courses from the following: Business 4, 5A; Law 6 Total Units: 26-27

#### **Certificate of Completion – Accounting**

A Certificate of Completion will be granted to the student who completes the program with at least a C average: Business 1A, 1B, 2A, 2B; Computer Information Systems 13; Law 5; two courses from the following: Business 4, 5A; Law 6 (at least 15 units must be completed at El Camino College) Total Units: 26-27

## Business

*(Continued from previous page)*

### **Business Management Major**

A minimum of 12 units must be completed at El Camino College. Business 1A or 11; Business 14 or 21; Business 20, 22, 24, 25, 29; Business 27 or 28; Law

Recommended electives: Business 1B, 17, 90, Computer Information Systems 13 Total Units: 27-28

### **Certificate of Competence - Business Management**

A Certificate of Competence will be awarded to the student completing the requirements of the Business Management or Retail Management or International Business options with a minimum grade average of B. Business Management Option: Business 1A or 11; Business 14 or 21; Business 20, 22, 24, 25, 29; Business 27 or 28; Law 5 Total Units: 27-28 Retail Management Option: A minimum of 15 units must be completed at El Camino College. Business 1A or 11; Business 14, 15, 19, 20, 21, 22, 28, 29; Computer Information Systems 13 Total Units: 30-31 International Business Option (pending approval by the California Community Colleges System Office): A minimum of 12 units must be completed at El Camino College. Business 25, 90, 91, 92, 93, 94, 97; two courses from: Anthropology 2, Business 20, Computer Information Systems 30 Total Units: 27

### **Certificate of Completion – Business Management**

A Certificate of Completion will be awarded to the student completing the requirements of the Business Management or International Business options with a minimum grade average of C. Business Management Option: Business 1A or 11; Business 14 or 21; Business 20, 22, 24, 25, 29; Business 27 or 28; Law 5 Total Units: 27-28 International Business Option (pending approval by the California Community Colleges System Office): A minimum of 12 units must be completed at El Camino College. Business 25, 90, 91, 92, 93, 94, 97; two courses from: Anthropology 2, Business 20, Computer Information Systems 30 Total Units: 27

### **Marketing Major**

A minimum of 12 units must be completed at El Camino College. Business 1A or 11; Business 12 or 24; Business 14, 22, 25; 29; Business 27 or 28; Law 5 Recommended electives: Business 17, 20, 21, 90, Computer Information Systems 13 Total Units: 24-25

### **Certificate of Competence – Marketing**

A Certificate of Competence will be awarded to the student completing the following courses with a minimum grade average of B. A minimum of 12 units must be completed at El Camino College. Business 1A or 11; Business 12 or 24; Business 14, 22, 25, 29; Business 27 or 28; Law

5. Students who anticipate employment with large businesses are advised to take Business 12. Those interested in smaller enterprises should complete Business 24. Total Units: 24-25

### **Certificate of Completion – Marketing**

A certificate of completion will be awarded to the student completing the following courses with a minimum grade average of C. A minimum of 12 units must be completed at El Camino College. Business 1A or 11; Business 12 or 24; Business 14, 22, 25, 29; Business 27 or 28; Law

5. Students who anticipate employment with large businesses are advised to take Business 12. Those interested in smaller enterprises should complete Business 24. Total Units: 24-25

## Business

*(Continued from previous page)*

### **Office Administration Major**

18 units of the major requirements must be completed at El Camino College. Required courses are: Business 16, 27, 28, 41, 43, 52A, 52B, 54. In addition, students must complete the Office Systems Option or the Management Option. Office Systems Option: Business 40, 55, Business 60C; two courses from Business 49abcd, 56abcd, 57abcd; one course from: Computer Information Systems 26, 28 Total Units: 32 Management Option: Business 22, 29, 60B; three courses from: Business 1A or 11, Business 20, 25, Computer Information Systems 13 Total Units: 36-37

### **Certificate of Completion – Bookkeeping Clerk**

A Certificate of Completion will be granted to students completing the units required with a grade of C or better. A minimum of 10 units must be completed at El Camino College. All units must be completed within five years of the date of issue of the certificate. Students who have questions regarding this requirement should contact the Counseling Division or Evaluations Unit for a waiver petition. Business 11 or 1A, Business 15, 16, 40, 41, 43, 60B; Business 3 or Computer Information Systems 26; Business 54 or Computer Information Systems 13 Total Units: 20-23

**Certificate of Completion – Office Clerk**

A Certificate of Completion will be granted to students completing the units required with a grade of C or better. A minimum of 7 units must be completed at El Camino College. All units must be completed within five years of the date of issue of the certificate. Students who have questions regarding this requirement should contact the Counseling Division or Evaluations Unit for a waiver petition. Business 16, 40, 41, 43, 60B, 60C; and Business 52A and 52B or Business 54 Total Units: 14

**Certificate of Completion – Office Applications Specialist**

A Certificate of Completion will be granted to students completing the units required with a grade of C or better. A minimum of 11 units must be completed at El Camino College. All units must be completed within five years of the date of issue of the certificate. Students who have questions regarding this requirement should contact the Counseling Division or Evaluations Unit for a waiver petition. Business 16, 27, 40, 52A, 52B, 54, 55, 60C; two courses from Business 49abcd, 56abcd, 57abcd Total Units: 21

**Preparation for the Transfer Major**

For information on specific university major requirements, please obtain a transfer curriculum guide sheet in the Counseling Services Center, consult with your counselor, or visit the Transfer Center. You may use the transfer major requirements to help you fulfill your associate degree requirements.

**Accounting:** The certificate and degree requirements are informally reviewed by all faculty members of the Department on an ongoing basis. Any expressed need from any faculty member at any time to formally review the requirements for possible change is immediately respected and responded to.

**Management/Marketing:** The certificate and degree requirements are reviewed periodically by the members of the Department. If faculty members within the Department believe any changes should be made, the members of the Department review and respond to the requirements.

**Office Administration:** Major review and revisions to the Office Administration degree and certificate requirements were made in 2005.

6. Are these degree and/or certificate requirements inconsistent with current practice?

\_\_\_\_\_ Yes      X   No

**Accounting:** No. The certificates and degrees reflect the current prevailing practice of Accounting.

**Management/Marketing:** No. The certificates and degrees reflect the current prevailing industry needs.

**Office Administration:** Office Administration degree and certificate requirements are consistent with current practice.

7. Is there a need to create or delete a degree and/or certificate?   X   Yes    \_\_\_\_\_ No

Explain.

**Accounting:** There is no need for creation or deletion at this time.

**Management/Marketing:** The Management and Marketing Department is in the process of developing an International Business certificate and major.

**Office Administration:**

There is no need for creation or deletion at this time.



8. Should any recommendations be written that address the above responses?   X   Yes        No

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

**Management/Marketing:** The Business Management and Marketing Department should begin the process of reviewing and updating (if necessary) the course outlines of record for all courses which have not been reviewed within the past five years. The courses should be reviewed to determine if online versions are appropriate.

**Office Administration:** The Office Administration Department should begin the process of reviewing and updating (if needed) its Bus. 43 course outline of record.

## **B. Articulation**

Instructions: Articulation is the process by which courses taken at ECC can be used to satisfy subject matter requirements at another college or university. This is important in the transfer process for students. To help you in this area, you can review articulation agreements at [www.assist.org](http://www.assist.org), the California Articulation Number Guide or meet with the Articulation Officer, Lori Suekawa (ext. 3517).

1. Are there any courses in your curriculum, which are part of a lower division preparation for the major that are not articulated with our major transfer institutions?

**Accounting:** The Department reviewed the information found at [www.assist.org](http://www.assist.org) and had discussions with the Articulation Officer, Lori Suekawa. The Articulation Agreements page at the El Camino College web site (located at: ECC's Main site—Current Students—Counseling Services—Articulation Agreements) was also consulted. As a result of that work, the following was noted: First, two of the Accounting classes in our curriculum are part of a lower division preparation for the major. These are BUS 1A, Financial Accounting and BUS 1B, Managerial Accounting. Second, these classes were found to be articulated by an existing agreement with CSU campuses at Long Beach, Dominguez Hills, Los Angeles, and Northridge; with UC campuses at Los Angeles, Riverside, and Santa Barbara; and with Loyola Marymount University. Third, our classes may articulate with CSU Fullerton once our Department updates the course outlines of record.

**Management/Marketing:** No.

**Office Administration:** During 2007-08 review, it was learned that Bus. 40, Bus. 56abcd, and Bus. 57abcd articulate with the California State University system.

2. What problems, if any, are there in articulating these courses?

**Accounting:** No problems noted except for the general difficulty of articulating with so many Universities (that each have their own unique set of requirements), and the specific case mentioned above with CSU Fullerton.

**Management/Marketing:** No problems noted.

**Office Administration:** There are no problems. El Camino's articulation office, Lori Suekawa, has addressed the issue.

3. Should a recommendation be written addressing above responses?   X   Yes        No  
(If yes, list.)

**Accounting:** • Generally our BUS 1A and BUS 1B classes have been widely articulated successfully with our primary transfer Universities. The Department recommends attempting to also articulate with CSU Fullerton once the course outlines of record have been reviewed and updated.

**Management/Marketing:** No recommendations at this time.

**Office Administration:** No recommendation is needed at this time.

## C. Instruction and Assessment

### 1. Learning Methods—Accounting

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success?

The Accounting faculty members employ a variety of learning methods to promote student success. The Business 1A and 1B classes have both traditional lecture as well as lab components. Within these contexts, faculty members adapt the best learning method depending on the nature of the material and the makeup of the students in the class. For example, group projects such as comprehensive "practice sets" are often assigned. Small groups and large class-wide groups are used to create a sense of a learning community and promote collaborative learning. Students also learn by doing assigned homework exercises and problems and are given feedback. In some classes, students have the option of doing homework online or manually. Online practice tests and quizzes give immediate interactive feedback to the student in a variety of ways. Some instructors employ multimedia presentations such as narrated full-color slides and assign internet homework requiring the student to navigate the World Wide Web.

2. Should a recommendation be written addressing above response?        Yes   X   No

## 2. Assessment—Accounting

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

### A) Courses

The assessments during both lecture and lab portions of our classes are designed to evaluate how well students accomplish the learning objectives state in each course outline. Every chapter in the textbook begins with clearly stated behavioral learning objectives. Students are evaluated by quizzes and tests. Skill acquisition is also assessed by completion of homework exercises and problems. Also online quizzes and tests can give students immediate feedback on how they are progressing. Each class also includes a final exam. All the assessments cover the theoretical and practical aspects of the subject and tell the teacher and the student how well the student is meeting the learning objectives and developing the necessary skills.

### B) Program

The assessment of our program occurs informally throughout the year in Department meetings. A more formal assessment takes place through the review of retention and success rates as well as ongoing class fill rates. In addition, the faculty and dean receive feedback from student surveys conducted during the faculty evaluation process regarding students' impressions and learning experiences in the class.

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

The Accounting faculty use the results of the above evaluations to make Departmental decisions that impact the quality of the program and that intend to improve student learning. These decisions have included:

- Allowing more student group activities as part of the learning model.
- Hosting technology demonstrations presented by major textbook publishers to introduce our faculty to emerging teaching/learning tools.
- Reviewing the latest edition of the textbook every three years and obtaining Departmental consensus on the adoption.
- Agreeing as a Department to use the same textbook for all faculty teaching the same course. This ensures consistency of learning for the student and a smoother transition to the next class in a sequence (which often occurs in Accounting coursework).
- Supporting an Accounting computer lab and tutor in room Business 10.
- Participating in the Supplemental Instruction (SI) program that allows a “coach” to come into the classroom and work with the students.
- Adding more online courses and sections.
- Encouraging a greater use of the latest computer technologies in the classroom by all faculty in the Department. This includes making sure that any new hires are technologically competent.

3. Should a recommendation be written addressing this area?      X   Yes           No

- The Accounting Department should become involved in learning and writing Student Learning Outcomes (SLOs). Faculty members should employ SLOs at both the course level and the program level.
- Faculty members who attend local and regional training conferences, or who participate in symposiums hosted by publishers where successful teaching/learning methods are exchanged (often in light of emerging technologies), ought to share more of what they have learned with other faculty. This can be done either in Departmental meetings or as part of the “flex day” program.

## **1. Learning Methods—Management/Marketing**

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? **Explain.**

The Management/Marketing faculty members employ a variety of learning methods to promote student success. The majority of the courses are traditional lecture classes. Faculty members adapt the best learning method depending on the nature of the material and the makeup of the students in the class. Some faculty assign projects and presentations. Small instructors use groups and large class-wide groups to create a sense of a learning community and promote collaborative learning. Students also learn by doing assigned homework exercises and problems and are given feedback. Some faculty use online components to their classes where students access additional material and assignments online. Some instructors employ multimedia presentations such as narrated full-color slides and assign internet homework requiring the student to navigate the World Wide Web.

2. Should a recommendation be written addressing above response? \_\_\_\_\_ Yes        X   No  
(If yes, list.)

## **2. Assessment—Management/Marketing**

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

### **A) Courses**

The assessments during classes are designed to evaluate how well students accomplish the learning objectives stated in each course outline. Students are evaluated by quizzes and tests. Knowledge acquisition is also assessed by completion of homework exercises and problems. Each class also includes a final exam. All the assessments cover the subject and tell the teacher and the student how well the student is meeting the learning objectives and developing the necessary skills.

### **B) Program**

The assessment of the program occurs informally throughout the year in Department meetings. A more formal assessment takes place through the review of retention and success rates as well as ongoing class fill rates. In addition, the faculty and dean receive feedback from student

surveys conducted during the faculty evaluation process regarding students' impressions and learning experiences in the class.

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

The Management/Marketing faculty use the results of the above evaluations to make Departmental decisions that impact the quality of the program and that intend to improve student learning. These decisions have included:

- Allowing more student group activities as part of the learning model.
- Reviewing new textbooks for potential adoption.
- Adding more online courses and sections.
- Encouraging a greater use of the latest computer technologies in the classroom by all faculty in the Department. This includes making sure that any new hires are technologically competent.

3. Should a recommendation be written addressing this area? ☒ Yes ☐ No  
(If yes, list.)

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

## **1. Learning Methods—Office Administration**

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? **Explain.**

Office Administration employs a variety of learning methods to promote student success. Many of our classes utilize lecture-demonstration-practice methodology. Several promote collaborative learning through group projects. Faculty members adapt the best learning method depending on the nature of the material and the makeup of the students in the class.

Online materials are available in many courses that provide for preview, review, and practice outside the classroom.

2. Should a recommendation be written addressing above response? ☐ Yes ☒ No  
(If yes, list.)

## **2. Assessment—Office Administration**

4. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

A) Courses

The assessments in our classes are designed to evaluate how well students accomplish the learning objectives stated in each course outline. Depending on the course, students may be evaluated based on their performance on exams, assignments, and/or participation. All assessments cover the theoretical and practical aspects of the subject and tell the teacher and the student how well the student is meeting the learning objectives and developing the necessary skills.

B) Program

The assessment of our program occurs informally throughout the year through feedback from students regarding their experiences in the program. More formally, faculty and dean receive feedback from student surveys conducted during the faculty evaluation process. Review of retention and success rates as well as ongoing class fill rates are also part of the formal program review process.

5. How do you use the results of the above evaluation to improve student learning and the quality of the program?

Results of the above evaluations are used to make decisions that impact the quality of the Office Administration program and that intend to improve student learning. These decisions have included:

- Updating and revising curricula for degree and certificate programs, as well as for individual courses
- Reviewing textbooks and software and updating as appropriate
- Upgrading equipment to meet specifications for current software
- Developing online and hybrid courses
- Utilizing the latest technologies in the classroom

6. Should a recommendation be written addressing this area? \_\_\_\_\_ Yes      \_\_\_\_\_ X No  
(If yes, list.)

## IV. Program Requirements

### A. Instructional Support

1. Identify key instructional support areas used by the program.

#### ACCOUNTING\*

##### Libraries & Programs:

57.57%	Library		Special Resource Center		Basic Skills Study Center		Other (Please list.)
	Music Library	0.59%	Puente Program		Honors Transfer Program		
2.67%	Learning Resource Center Media Materials Collection	3.86%	Assessment/ Testing Office	25.82%	Counseling		
7.42%	EOP&S/Cal WORKS		Transfer Center	5.04%	First Year Experience		
1.19%	Learning Communities	0.89%	Project Success		Library Orientation		

##### Computer Labs & Tutoring:

	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.		Writing Center
	CAI MAC Lab		Writing Lab	6.53%	Supplemental Instruction	5.64%	LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab			18.99%	Math Tutoring
	TOP Lab		Keyboarding Center			1.19%	SRC Tutorial Program
	Hawthorne BTC						EOP&S Tutoring
	Inglewood Center						

\* Source: Results from Student Surveys Question #15.

	Graphic Arts	X	Copy Center	X	Distance Education		Other (Please list.)
	Media Services AV Production		Tech Services Help Desk		Teleconferences	X	Laptop computer
	Media Services AV Equipment Distribution		Support Staff		Web conferences		
	ECC Vehicles		ECC hosted Websites	X	Staff Development		
X	ECC E-mail						

Questions #26 and #28 on the Student Surveys indicated the need for more instructional support.

Response	Percent
Yes	72.32%
No	27.68%

Response	Percent
Yes	58.04%
No	41.96%

3. **Accounting:** Should a recommendation be written to address your needs?  
X      Yes                  No

- More funding for more Accounting tutors, and for
- More hours for the Accounting lab in room Business 10 to be open and staffed.



## MANAGEMENT/MARKETING\*

### Libraries & Programs:

55.61%	Library		Special Resource Center		Basic Skills Study Center		Other (Please list.)
	Music Library	0.47%	Puente Program		Honors Transfer Program		
0.93%	Learning Resource Center Media Materials Collection	6.54%	Assessment/ Testing Office	31.78%	Counseling		
9.35%	EOP&S/Cal WORKS		Transfer Center	13.08%	First Year Experience		
2.34%	Learning Communities	5.14%	Project Success		Library Orientation		

### Computer Labs & Tutoring:

	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.		Writing Center
	CAI MAC Lab		Writing Lab	3.27%	Supplemental Instruction	2.34%	LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab			8.88%	Math Tutoring
	TOP Lab		Keyboarding Center			0.47%	SRC Tutorial Program
	Hawthorne BTC						EOP&S Tutoring
	Inglewood Center						

\* Source: Results from Student Surveys Question #15.

### Faculty Support Services:

	Graphic Arts	X	Copy Center	X	Distance Education		Other (Please list.)
	Media Services AV Production		Tech Services Help Desk		Teleconferences	X	Laptop computer
	Media Services AV Equipment Distribution		Support Staff		Web conferences		
	ECC Vehicles		ECC hosted Websites	X	Staff Development		
X	ECC E-mail						

2. **Management/Marketing:** Do you have some instructional support needs that are not being met?

☒ Yes ☐ No

Tutors and supplemental instruction coaches. Software students can use to create and run virtual businesses. Additional faculty to replace faculty who have retired.

7. **Management/Marketing:** Should a recommendation be written to address your needs?

☒ Yes ☐ No

Funding is needed for tutors and supplemental instruction coaches. Funding is also needed for software students can use to create and run virtual businesses. Funding is needed to replace faculty who have retired.

### OFFICE ADMINISTRATION\*

#### Libraries & Programs:

47.71%	Library		Special Resource Center		Basic Skills Study Center		Other (Please list.)
	Music Library		Puente Program		Honors Transfer Program		
0.92%	Learning Resource Center Media Materials Collection	9.17%	Assessment/ Testing Office	29.36%	Counseling		
20.18%	EOP&S/Cal WORKS		Transfer Center	14.68%	First Year Experience		
	Learning Communities	2.75%	Project Success		Library Orientation		

#### Computer Labs & Tutoring:

	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.		Writing Center
	CAI MAC Lab		Writing Lab	1.83%	Supplemental Instruction	4.59%	LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab			15.60%	Math Tutoring
	TOP Lab		Keyboarding Center			3.67%	SRC Tutorial Program
	Hawthorne BTC						EOP&S Tutoring
	Inglewood Center						

\* Source: Results from Student Surveys Question #15.

**Faculty Support Services:**

	Graphic Arts	X	Copy Center	X	Distance Education		Other (Please list.)
	Media Services AV Production		Tech Services Help Desk		Teleconferences	X	Laptop computer
	Media Services AV Equipment Distribution		Support Staff		Web conferences		
	ECC Vehicles		ECC hosted Websites	X	Staff Development		
X	ECC E-mail						

2. **Office Administration:** Do you have some instructional support needs that are not being met?

\_\_\_\_\_ Yes        X   No

3. **Office Administration:** Should a recommendation be written to address your needs?

\_\_\_\_\_ Yes        X   No

## B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment?   X   Yes      \_\_\_\_\_ No

2. Are adequate facilities, equipment and supplies available for the program? \_\_\_\_ Yes        X   No

The faculty feel that the facilities, equipment, and supplies available for the program are presently adequate. In addition, when **Student Survey Question #12** asked students, “Do the facilities in the Department seem up to date with the latest technology?” they responded:

Response	Accounting	Mgmt./Mktng.	Office Adm.
Yes	80.09%	88.48%	89.26%
No	19.91%	11.52%	10.74%

However, 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.

3. Are the facilities and equipment adequately maintained? \_\_\_\_ Yes        X   No

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. **Student Survey Question #13** asked students, “In your opinion, are the facilities well maintained?” they responded:

Response	Accounting	Mgmt./Mktng.	Office Adm.
Yes	89.38%	84.77%	91.27%
No	10.62%	15.23%	8.73%

4. Should a recommendation be written addressing the data?        X   Yes           No

The school should develop a procedure to assure that equipment in lecture and lab rooms can be repaired or replaced in timely manner. A plan should be developed to assure that instructional computer labs are upgraded every three years.

### C. Staffing

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent **fall semester** and answer the following questions:

Metric	Fall 2004	Fall 2007
<b>Accounting:</b>		
FTEF (full-time equivalent faculty)	7.2	7.6
Number of full-time FTEF	6.0	5.0
Number of adjunct FTEF	1.2	2.5
FT/PT load ratio	84/16	66/34
<b>Management/Marketing:</b>		
FTEF (full-time equivalent faculty)	3.71	3.5
Number of full-time FTEF	3.0	2.0
Number of adjunct FTEF	.71	1.5
FT/PT load ratio	81/19	57/43
<b>Office Administration:</b>		
FTEF (full-time equivalent faculty)	2.7	1.57
Number of full-time FTEF	2.0	1.0
Number of adjunct FTEF	.7	.57
FT/PT load ratio	75/25	66/36

## Accounting

1. How do the program numbers for Fall 2007 compare to a like semester (Fall to Fall) three years ago or the previous program review?  
The full-time equivalent faculty has risen from 7.2 to 7.6, but the number of full-time faculty has been reduced from six to five. More classes are being taught by part-time faculty and the FT/PT ratio has gone from 84/16 to 66/34.
2. What do the program data indicate? Comment on any trends or unusual data.  
The Accounting classes are in demand and program is growing, but the number of full-time faculty has declined. The Department has lost three full-time faculty members since 2001 and none of those faculty have been replaced.
3. How does the FT/PT ratio benefit or harm the program?  
With fewer full-time faculty and more part-time faculty it has been difficult to maintain continuity in instruction.
4. Do you have a faculty mentoring program?      \_\_\_\_\_ Yes      \_\_\_X\_\_\_ No
5. How do faculty maintain currency in their field?

The Accounting faculty members remain current in their field by:

- Maintaining professional certifications and licensing
- Maintaining active tax practices as CPAs
- Reviewing textbooks and other ancillary materials
- Obtaining ongoing professional and academic education, such as attending conferences, lectures, and pursuing additional graduate degrees
- Attending on-campus staff development workshops
- Attending the presidents annual advisory dinner meeting
- Developing new course curricula and classroom materials including for online instruction

Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
<b>Accounting:</b>					
Amling, Joy					
Daily, Robert					
Halpern, Gisela					X
Maler, Norbert					
Martinelli, John			X		
Miller, Tim					

6. 6a. How does this data impact the program?

The retirement of John Martinelli beginning Fall 2007 required staffing certain Business 1A and 1B classes with adjunct faculty. Based on the number of course offerings shown in Section III.A. of this report, the Department currently seems to have a demand that exceeds the capability of the full-time faculty. Total course offerings in the Department were 27 in Fall 2007, which was 3 more than in the prior two semester.

6b. Will this data affect the program in the future?

If another full-time faculty member retires in the near future, the Department will be hard pressed to meet student demands for courses. As a result, the Department will be seeking to fill a new full-time tenure-track faculty position during Spring 2008.

7. From this information, can you identify present and future staffing needs?   X   Yes        No

Additional full-time faculty are needed.

8. What is the Department doing to address any future staffing needs?

As noted in question #6b. above, the Accounting Department will be seeking to fill a new full-time tenure-track faculty position during Spring 2008.

9. Should a recommendation be written addressing the data?       X       Yes        No

- The Accounting Department should pursue filling a new full-time tenure-track faculty position.

## **Management/Marketing**

1. How do the program numbers for Fall 2007 compare to a like semester (Fall to Fall) three years ago or the previous program review?

The full-time equivalent faculty has remained stable, but the number of full-time faculty has been reduced from 3 to 2. More classes are being taught by part-time faculty and the FT/PT ratio has gone from 81/19 to 57/43.

2. What do the program data indicate? Comment on any trends or unusual data.

The Business Management and Marketing classes are in demand and program has growth potential. However, the number of full-time faculty has declined. The Department has lost one full-time faculty member since 2004 and this faculty member has not been replaced.

3. How does the FT/PT ratio benefit or harm the program?

With fewer full-time faculty and more part-time faculty it has been difficult to maintain continuity in the program.

4. Do you have a faculty mentoring program? \_\_\_\_\_ Yes      X   No

5. How do faculty maintain currency in their field?

The Management/Marketing faculty members remain current in their field by:

- Attending on-campus staff development workshops
- Attending the presidents annual advisory dinner meeting
- Reviewing textbooks and other ancillary materials
- Attending off-campus lectures and conferences
- Developing new course curricula and classroom materials

6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
<b>Mgmt./Mktng.</b>					
Hadley, Ollie					
Heitman, Dan			X		
Keenan, Jack					

6a. How does this data impact the program?

The retirement of Dan Heitmann beginning Fall 2007 required staffing all of the Business 17 and Business 22 classes with adjunct faculty. Those classes have experienced a distinct decline in

enrollment since they have been taught by part-time faculty due mainly to a lack of continuity in instruction.

6b. Will this data affect the program in the future?

If another full-time faculty member retires in the near future, the Department will not be able to meet student demands. As a result, the Department will be seeking to fill one new full-time tenure-track faculty position during Spring 2008.

7. From this information, can you identify present and future staffing needs?   X   Yes        No

**Explain.**

The Business Management/Marketing Department should seek to fill one full-time, tenure track, faculty position in spring 2008.

8. What is the Department doing to address any future staffing needs?

The Business Management/Marketing Department will seek to fill one new full-time tenure-track faculty position.

9. Should a recommendation be written addressing the data?   X   Yes        No

**(If yes, list.)**

The Business Management/Marketing Department should seek to fill one full-time, tenure track, faculty position in spring 2008.



## Office Administration

1. How do the program numbers for Fall 2007 compare to a like semester (Fall to Fall) three years ago or the previous program review?

Since its 1998 Program Review Follow-up, the number of full-time faculty has been reduced from three to one; since Fall 2004, the number of full time faculty has been reduced from two to one.

2. What do the program data indicate? Comment on any trends or unusual data.

With the reduction to only one full-time faculty member (as two full-time faculty have retired and not yet been replaced), the number of course offerings has been reduced.

3. How does the FT/PT ratio benefit or harm the program?

The one remaining full-time faculty member teaches as many as eight different courses in a single year (while many other courses are spread among adjunct faculty). The full-time member carries all other Departmental responsibilities (such as curriculum and program review) that adjunct faculty cannot be expected to provide. The fast-changing field of office technology and administration requires that courses, curriculum, and program be regularly reviewed and updated. It is virtually impossible for one instructor with so many course preparations to work alone to accomplish all that must be done to maintain a healthy program.

4. Do you have a faculty mentoring program?      X   Yes           No

The Office Administration Department is participating with CSU, Dominguez Hills, and mentoring one of its adjunct faculty in its CSUDH/Community College Teaching Certificate Program.

5. How do faculty maintain currency in their field?

The Office Administration faculty members remain current in their field by:

- Becoming specialists in the latest software used in the office
- Meeting with the Department's community advisory council
- Reviewing textbooks and other ancillary materials
- Attending off-campus lectures and conferences
- Developing new course curricula and classroom materials, including for online instruction

6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
<b>Office Adm.</b>					
Stauber, Kriss					
Strehlke, Sally			X		

6a. How does this data impact the program?

The one remaining full-time faculty member teaches as many as eight different courses in a single year (while many other courses are spread among adjunct faculty). The full-time member carries all other Departmental responsibilities (such as curriculum and program review) that adjunct faculty cannot be expected to provide. The fast-changing field of office technology and administration requires that courses, curriculum, and program be regularly reviewed and updated. It is virtually impossible for one instructor with so many course preparations to work alone to accomplish all that must be done to maintain a healthy program.

6b. Will this data affect the program in the future?

Yes, it will be detrimental to the program if full-time faculty are not replaced.

7. From this information, can you identify present and future staffing needs?   X   Yes        No  
**Explain.**

At least one of the retired full-time Office Administration faculty should be replaced in the coming year.

8. What is the Department doing to address any future staffing needs?

The Office Administration Department has been requesting replacement of at least one full-time faculty member since the last retirement.

9. Should a recommendation be written addressing the data?   X   Yes        No  
(If yes, list.)

At least one of the recent retirees should be replaced.

## **D. Planning**

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?

### **Accounting:**

We are confident that the Accounting faculty has a clear idea of the internal and external changes that affect the program. The faculty members understand the changes occurring in both fields of Accounting and Education that are relevant. They also comprehend the impact of these changes on the program and realize what needs to be done not only to adapt but also to excel.

### **Management/Marketing:**

We are confident that the Business Management/Marketing faculty have a clear idea of the internal and external changes that affect the program. The faculty members understand the relevant changes occurring in the Business Management, Marketing, and Administration industry as well as in Education that. They also comprehend the impact of these changes on the program and realize what needs to be done not only to adapt but also to excel.

**Office Administration:**

The Office Administration faculty has a clear idea of the internal and external changes that affect the program. They understand the changes occurring in both fields of Office Administration and Education that are relevant. They also comprehend the impact of these changes on the program and realize what needs to be done not only to adapt but also to excel.

2. What data, not currently provided, would be needed in order to improve planning for the development of the program?

**Accounting:**

For the Accounting Department, it would be of interest to know the percentage of our students that transfer to each of the local state and private universities. We might be able to better articulate our courses with those universities where our students transfer most often. It would also be of interest to poll students who were *not* successful in our program—i.e., students who withdrew or who received grades of “D” or “F”—to determine the cause.

**Management/Marketing:**

For the Business Management/Marketing Department, it would be helpful to know which courses students transfer to the four year schools. It would also be of interest to know if students are taking the courses for industry advancement or for transfer to a four-year university. It would be of interest to know the percentage of our students that transfer to each of the local state and private universities. It would also be of interest to poll students who were *not* successful in our program—i.e., students who withdrew or who received grades of “D” or “F”—to determine the cause.

**Office Administration:**

For the Office Administration Department, it would be of interest to survey students who have completed certificates or degrees in our program to determine what has been most valuable to them in their office employment and their suggestions for what would be beneficial to add or modify in the curriculum.

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

**Accounting:**

There is no doubt that new developments in technology will impact Accounting practice. Accounting for online businesses has become a burgeoning need. Electronic banking services is another area that impacts the field. Scanning devices to record sales and update inventory have created a need to

understand the Accounting process in a “real-time” world. The need for Accountants who are well grounded theoretically yet who are technologically savvy will only grow with the accelerated rate of technological change.

**Management/Marketing:**

There are new areas within the Business Management/Marketing industry that have become increasingly important, such as, ethics in business due to the collapse of large companies due to fraud and manipulation. In addition, with the south bay being so close to the ports, international business has become an increasingly important topic. Technology has become increasingly important and should be incorporated into the program

**Office Administration:**

Continued rapid pace of change in office technology will require that office workers regularly retrain. Demand for the skills, certificates, and degrees offered in Office Administration will continue and grow, as persons need to either find employment or update skills for current and upgraded positions in the office. Office Employment Projections indicate that the Office and Administrative Support Occupations are among those with the most job openings and overall are projected to increase **15.7%** in Los Angeles County between 2004 and 2014. (Source 2007 EDD Web Page)

4. What will the implications of these changes or trends be for the program and how will the program need to respond?

**Accounting:**

Any new hires must be aware of the latest developments in technology that affect Accounting. Additionally, new hires as well as existing faculty must be adept at using the latest educational technologies in the delivery of content in both the on-campus and online modes. The changes in technology must be incorporated into the curriculum subject matter as well.

**Management/Marketing:**

New faculty who are hired must be prepared to incorporate ethics into their courses and they must be aware of the recent changes in the Business Administration/Management/Marketing area. Because technology has become increasingly important in business, new faculty must be prepared to incorporate the latest technology into classroom instruction. Curriculum should be reviewed and revised to meet the changes in industry.

**Office Administration:**

The program will need to continue to regularly review and update its curriculum to meet the needs of new technology and other changes in the workplace. Any new hires must be aware of the latest developments in technology that affect Office Administration. Additionally, new hires as well as existing faculty must be adept at using the latest educational technologies in the delivery of content in both the on-campus and online modes.

5. Based upon the information above, how would you like the program to evolve within the next five years?

**Accounting:**

With change always comes opportunity. Over the next five years, all aspects of the Accounting program should reflect the excitement and dynamism that is embodied in this subject. Accounting is the enterprise that captures real-world business events on paper (or electronic devices) and turns that data into useful information for decision-makers. Thus, Accounting is a direct reflection of the world that it is trying to capture. We hope that in five years all aspects of the program—its facilities, classroom equipment, curriculum, and faculty—all capture and express this dynamic excitement. The Accounting program can become the exciting place to be on campus for students, faculty, and administrators.

**Management/Marketing:**

Within the next five years, it is anticipated that the Management/Marketing Department will continue to incorporate industry requirements and standards into the program. Courses should reflect the necessary information for students for whatever purpose students are taking the classes, such as personal growth, job advancement, or transfer. The program should maintain currency and quality to meet the needs of the students, the community and industry.

**Office Administration:**

The Office Administration Department would like to see retired faculty replaced with technologically savvy, energetic new teachers with outstanding communications skills and experience in the modern office. Such new faculty could effectively help in modifying curricula and preparing new courses for the program that are based on changing market demands and student needs. We would hope that facilities, equipment, and software would continue to be upgraded to meet the needs of the new technology and the program.

6. Should a recommendation be written addressing the data?        X   Yes             No

**Accounting:**

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

**Management/Marketing:**

The course content and program requirements should be of such quality, breadth and depth of scope as to meet industry needs and standards.

**Office Administration:**

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

## V. Conclusion

### Accounting

#### 1. Prioritized Recommendations

- All three Departments should seek to replace critical full-time faculty members who have retired recently. They each played important roles in their respective Departments teaching classes that generated high FTES, as well as developing curriculum.
- All three Departments should pursue adding additional course offerings online.
- Make good use of the President's advisory meeting each year to remain in contact with and responsive to professionals in their respective fields.
- Faculty should continue attending professional development conferences and acquire new training offered on campus as well as through professional organizations and societies.
- Continue to be certain that our courses articulate (where appropriate) with comparable courses at local transfer universities.
- Keep current with the latest textbooks and technology offered by the major publishers.
- Continue offering online classes that meet demand.
- The Departments could capitalize on this trend by offering more online classes and by possibly pursuing podcasting as a mode of course delivery.
- Because the Department rates are below the division and statewide rates, the Department faculty recommends that more Accounting tutors be made available and funded to help the many students with diverse needs as they study this subject.
- Perhaps a course in Computer Applications in Accounting should be added to the program offerings. (However, this course was developed and offered in the past few semesters and for a variety of reasons was not successful.)
- The Accounting Department should become involved in learning and writing Student Learning Outcomes (SLOs). Faculty members should employ SLOs at both the course level and the program level.
- Faculty members who attend local and regional training conferences, or who participate in symposiums hosted by publishers where successful teaching/learning methods are exchanged (often in light of emerging technologies), ought to share more of what they have learned with other faculty. This can be done either in Departmental meetings or as part of the "flex day" program.

- The Division budget should include:
  - More funding for more Accounting tutors - \$5,000 per semester 950 hours at \$10.00 per hour).
  - More hours for the Accounting lab in room Business 10 to be open and staffed - \$5,000 per semester (50 hours at \$10.00 per hour)
- The Accounting Department should pursue filling a new full-time tenure-track faculty position - \$69,000.
- The Accounting faculty want to see the program exude quality in personnel, facilities, and course content. In this way, the program will remain strong and attract students for many years to come.
- The Accounting Department should begin the process of reviewing and updating (if needed) its course outlines of record for all its courses (except for BUS 3, which has been recently reviewed).
- The Department recommends attempting to articulate BUS 1A and BUS 1B with CSU Fullerton once the course outlines of record have been reviewed and updated.

## 2. Major Needs

- The Accounting Department needs to review and update its course outlines of record.
- There is an ongoing need to continue the Accounting computer lab in room Business 10 and to increase the number of Accounting tutors available to students.
- The Accounting Department has a need to fill a new full-time faculty position to replace openings created by retirements in recent years.
- The Accounting Department needs to have the latest instructional technology—such as computers, screen projectors, document projectors, sound systems, lighting control, etc...—in its classrooms and operating reliably in order to effectively teach the course content.

## 3. Strategies

- At its next meeting, the Accounting Department will begin the process of reviewing and revising as needed the course outlines of record for the Department.
- The Accounting Department will pursue articulating its BUS 1A, Financial Accounting and BUS 1B, Managerial Accounting classes with California State University, Fullerton.
- The Accounting Department will continue to offer online classes to meet the current strong student demand.
- The Accounting Department, with the support of the Division Dean, will pursue the hiring of a new full-time tenure track instructor.

- The Department will attempt to get additional funds allocated to support the Accounting computer lab in room Business 10, and to pay for additional Accounting tutors.
- The Accounting Department will continue to request funding to maintain, upgrade and replace its classroom technology used in instruction.

### **Management/Marketing**

#### 1. Prioritized Recommendations

- The Management/Marketing Department should meet to consider changes that could be implemented to improve the retention rate in the Department.
- The Management/Marketing Department should also consider changes to implement into the program to improve the success rates for their classes.
- The Department should seek to replace critical full-time faculty members who have retired recently. They each played important roles in their respective Departments teaching classes that generated high FTES, as well as developing curriculum - \$69,000.
- The Department should pursue adding additional course offerings online.
- Make good use of the President's advisory meeting each year to remain in contact with and responsive to professionals in their respective fields.
- Keep current with the latest textbooks and technology offered by the major publishers.
- Continue offering online classes that meet demand.

#### 2. Major Needs

- The Business Management/Marketing Department needs to hire at least one new full-time, tenure-track instructor in Business Management.
- The Department needs to review and update its course outlines of record and revise as necessary.
- The Business Management/Marketing Department has a need to fill at least one new full-time faculty position to replace openings created by retirements in recent years.
- The Business Management/Marketing Department needs to have the latest instructional technology—such as computers, screen projectors, document projectors, sound systems, lighting control, etc.—in its classrooms and operating reliably in order to effectively teach the course content. The equipment should be replaced and upgraded as needed and maintained as necessary.



### 3. Strategies

- The Business Management/Marketing Department, with the support of the Business Division Dean, will pursue the hiring of at least one new full-time tenure-track instructor in Business Management.
- The Business Management/Marketing Department, with the support of the Business Division Dean, will continue to request funding to maintain, upgrade and replace the equipment, software and other technology used in our courses.
- The Business Management/Marketing Department will continue to develop more classes to be offered online or in a hybrid format to meet the student demand.

## **Office Administration**

### 1. Prioritized Recommendations

- The Department should seek to replace critical full-time faculty members who have retired recently. They each played important roles in their respective Departments teaching classes that generated high FTES, as well as developing curriculum - \$69,000.
- The Department should pursue adding additional course offerings online.
- Make good use of the President's advisory meeting each year to remain in contact with and responsive to professionals in their respective fields.
- Keep current with the latest textbooks and technology offered by the major publishers.
- Continue offering online classes that meet demand.
- Offer some courses on an 8-week (rather than 16-week) schedule, and experiment with offering more courses on a hybrid basis.
- Explore feasibility of employing new technology available with Windows Vista operating system for teaching Bus. 49abcd Voice Recognition for Computer Input.
- Develop three new short-term certificate programs to prepare students for employment in the high-demand areas of Receptionist, Medical Office, and Legal Office.

## 2. Major Needs

- The Office Administration Department needs at least one new full-time faculty position to replace faculty who have retired in recent years.
- The Office Technology Center—together with its Authorized Testing Center for Microsoft Computer Applications Specialist certification exams—needs to be maintained and continuously staffed with an instructional assistant to administer exams, help coordinate the keyboarding program, and provide lab assistance to students in a number of Business Division courses.
- The Office Administration Department needs to have the latest software and technology—including computers, projectors, sound systems, lighting control, etc.--operating reliably in order to effectively teach course content.

## 3. Strategies

- The Office Administration Department, with the support of the Business Division Dean, will pursue the hiring of at least one new full-time tenure-track instructor in Office Administration.
- Considering the anticipated demolition of the Business Education Building, the Office Administration Department, with the support of the Business Division Dean, will attempt to locate and secure a classroom facility that can replace Bus. 9-11 (the current Office Technology Center and Authorized Testing Center) and provide the facilities and equipment needed for MCAS testing, our keyboarding program, and additional course needs.
- The Office Administration Department, with the support of the Business Division Dean, will continue to request funding for maintenance and replacement of the software and technology used in our courses.

## **VI. Appendices**

- A. Degree and Certificate Programs
- B. Summaries of Student Surveys
- C. Source Data from the Division of Business

**-END-**