

El Camino College

**2018
CAREER AND TECHNICAL EDUCATION (CTE)
2-YEAR REVIEW**

**DIVISION NAME
Business**

**PROGRAM NAME
Business Management**



DEAN:
Dr. Virginia L. Rapp

CONTRIBUTORS:
Melissa Som de Cerff, Joshua Escalante Troesh, Dr. John H. Mufich

TABLE OF CONTENTS

Contents

CAREER AND TECHNICAL EDUCATION (CTE) – 2-YEAR REVIEW	3
APPENDIX A.....	16
APPENDIX B.....	17

CAREER AND TECHNICAL EDUCATION (CTE) – 2-YEAR REVIEW

Supplemental Questions

1. How strong is the occupational demand for the program?

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

In order to ensure the program is contemporary with current student and industry needs, the management program has had a major update since the 2013/2014 year. Every course in the program has been reviewed and its curriculum updated to reflect modern management theory and industry needs.

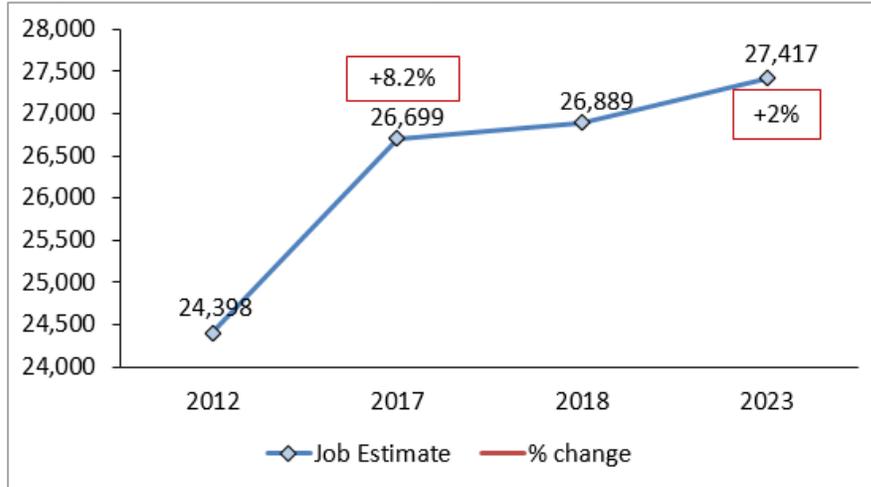
Jobs in management continue to be highly desirable in a plethora of industries (for-profit and not-for-profit) and organizations seeking candidates who have successfully completed management, human relations, human resources, and general business courses. The management functions of planning, organizing, leading, and controlling are critical to a company's success as executives understand that achievement of an organization's strategic objectives is dependent on building a leadership team with a strong foundation in management knowledge, skills, and abilities and can demonstrate their proficiency in understanding their role in the culture of the organization.

The Bureau of Labor Statistics states that job opportunities in this area are projected to grow in all firms that require this business discipline. Job growth will be driven by changes in the business environment that include competitive, technological, regulatory, and social/cultural forces that require firms to respond with effective solutions to these challenges. Some of the changes include the impact of social media, e-Commerce, Big Data/Analytics, and the Internet of Things (IOT) on management's role in the organization and the challenges of leadership in a multigenerational culturally diverse environment. Earnings/Salaries from these jobs are expected to grow as well.

Key Figures 2012-2023:

24,445	+8.2%	+2.0%	\$47.49/hr
Jobs estimate (2017)	% Change (2012-2017)	% Change (2018-2023)	Median Hourly Earnings
<i>22% above National average</i>	<i>Nation: +9.5%</i>	<i>Nation: +5.3%</i>	<i>Nation: \$44.87/hr</i>

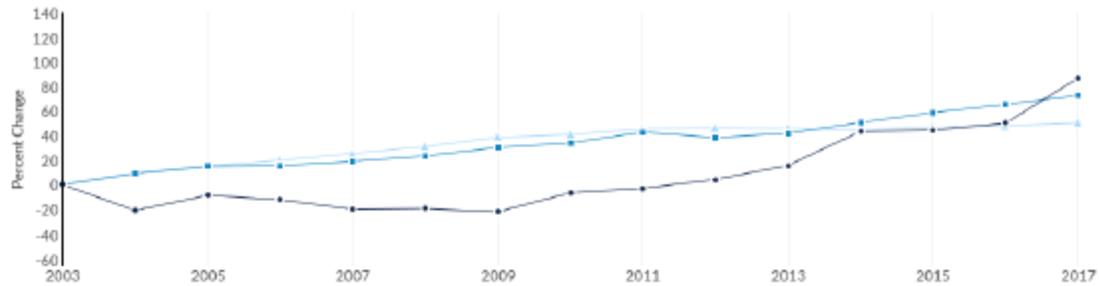
Occupational Growth Summary 2010-2021:



Program Overview

<p>7</p> <p>Regional Institutions had Completions in the last 15 years</p>	<p>361</p> <p>Regional Program Completions (2017) El Camino Community College Di... Completions: 298</p>	<p>2,128</p> <p>Annual Openings (2017)</p>
---	---	---

Regional Trends



Region	2003 Completions	2017 Completions	% Change
● Region	193	361	87.0%
■ State	31,158	53,808	72.7%
▲ Nation	219,247	329,613	50.3%

Regional Completions by Award Level



Award Level	Completions (2017)	Percent
Award of less than 1 academic year	12	3.3%
Associate's Degree	329	91.1%
Master's Degree	18	5.0%
Doctor's Degree	2	0.6%
Award of at least 1 but less than 2 academic years	0	0.0%
Award of at least 2 but less than 4 academic years	0	0.0%
Bachelor's Degree	0	0.0%
Postbaccalaureate certificate	0	0.0%
Post-masters certificate	0	0.0%

Regional Completions by Institution

Institution	Certificates (2017)	Degrees (2017)	Total Completions (2017)
El Camino Community College District	6	292	298
Los Angeles Southwest College	1	31	32
Argosy University-Los Angeles	0	20	20
El Camino College-Compton Center	5	6	11
CITY UNIVERSITY-LOS ANGELES	0	0	0
Westwood College-South Bay	0	0	0
ITT Technical Institute-Torrance	0	0	0

Similar Programs

15 Programs (2017)		333 Completions (2017)	
CIP Code	Program	Completions (2017)	
52.0101	Business/Commerce, General	208	
52.0701	Entrepreneurship/Entrepreneurial Studies	72	
14.1901	Mechanical Engineering	48	
52.9999	Business, Management, Marketing, and Related Support Services, Other	3	
44.0000	Human Services, General	2	

Target Occupations

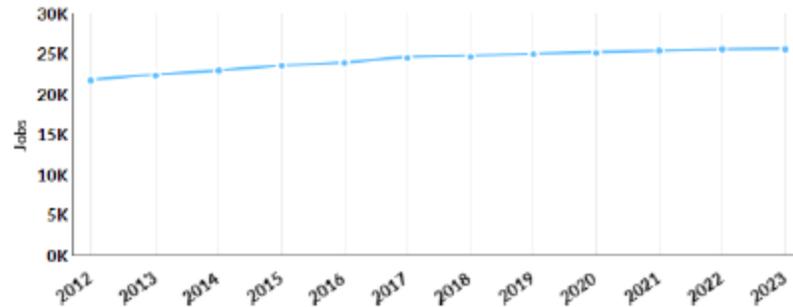
<p>21,692 Jobs (2012) 15% above National average</p>	<p>+17.8% % Change (2012-2023) Nation: +22.3%</p>	<p>\$46.18/hr Median Hourly Earnings Nation: \$42.78/hr</p>
---	--	--

Occupation	2012 Jobs	Annual Openings	Median Hourly Earnings	Growth (2012 - 2023)	Location Quotient (2012)
General and Operations Managers	8,508	927	\$54.14/hr	+19.37%	1.08
Management Analysts	2,960	327	\$40.62/hr	+14.02%	1.29
Managers, All Other	1,679	189	\$59.64/hr	+27.64%	1.07
Administrative Services Managers	1,363	137	\$48.57/hr	+11.23%	1.19
Chief Executives	1,346	82	\$106.15/hr	-25.56%	1.18
Industrial Production Managers	1,215	97	\$52.89/hr	-4.69%	1.86
Transportation, Storage, and Distribution Managers	951	114	\$42.85/hr	+30.70%	2.03
Social and Community Service Managers	919	123	\$30.96/hr	+12.84%	1.55
Cost Estimators	858	98	\$30.21/hr	+6.53%	1.07
First-Line Supervisors of Personal Service Workers	708	210	\$20.34/hr	+131.64%	1.20
Construction Managers	645	76	\$43.09/hr	+33.80%	0.75
First-Line Supervisors of Housekeeping and Janitorial Workers	520	53	\$22.16/hr	-12.31%	0.72
First-Line Supervisors of Gaming Workers	20	8	\$11.20/hr	+115.00%	0.15

You have edited the target occupations for this program.

Growth

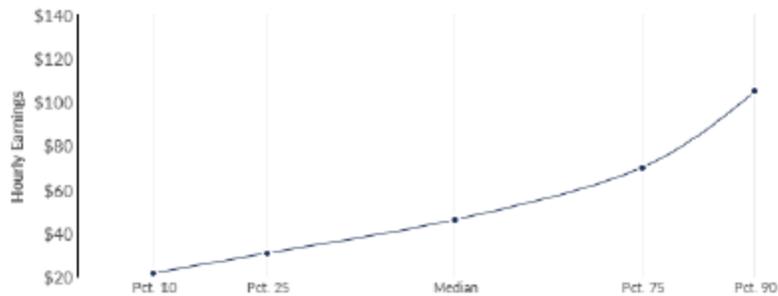
21,692 2012 Jobs	25,546 2023 Jobs	3,854 Change (2012-2023)	17.8% % Change (2012-2023)
---------------------	---------------------	-----------------------------	-------------------------------



Occupation	2012 Jobs	2023 Jobs	Change	% Change
Chief Executives (11-1011)	1,346	1,002	-344	-26%
General and Operations Managers (11-1021)	8,508	10,156	1,648	19%
Administrative Services Managers (11-3011)	1,363	1,516	153	11%
Industrial Production Managers (11-3051)	1,215	1,158	-57	-5%
Transportation, Storage, and Distribution Managers (11-3071)	951	1,243	292	31%
Construction Managers (11-9021)	645	863	218	34%
Social and Community Service Managers (11-9151)	919	1,037	118	13%
Managers, All Other (11-9199)	1,679	2,143	464	28%
Cost Estimators (13-1051)	858	914	56	7%
Management Analysts (13-1111)	2,960	3,375	415	14%
First-Line Supervisors of Housekeeping and Janitorial Workers (37-1011)	520	456	-64	-12%
First-Line Supervisors of Gaming Workers (39-1018)	20	43	23	115%

Percentile Earnings

<p>\$30.93/hr</p> <p>25th Percentile Earnings</p>	<p>\$46.18/hr</p> <p>Median Earnings</p>	<p>\$70.27/hr</p> <p>75th Percentile Earnings</p>
--	---	--



Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Chief Executives (11-1011)	\$76.86	\$106.15	\$141.55
General and Operations Managers (11-1021)	\$35.51	\$54.14	\$85.92
Administrative Services Managers (11-3011)	\$36.01	\$48.57	\$63.26
Industrial Production Managers (11-3051)	\$37.77	\$52.89	\$70.24
Transportation, Storage, and Distribution Managers (11-3071)	\$32.71	\$42.85	\$56.52
Construction Managers (11-9021)	\$33.76	\$43.09	\$61.22
Social and Community Service Managers (11-9151)	\$24.46	\$30.96	\$42.00
Managers, All Other (11-9199)	\$44.13	\$59.64	\$79.90
Cost Estimators (13-1051)	\$21.78	\$30.21	\$41.02
Management Analysts (13-1111)	\$32.28	\$40.62	\$53.61
First-Line Supervisors of Housekeeping and Janitorial Workers (37-1011)	\$16.96	\$22.16	\$28.17
First-Line Supervisors of Gaming Workers (39-1018)	\$10.58	\$11.20	\$14.17

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

El Camino College is located in Los Angeles County, within the midst of a metropolitan area. There are a number of business certificates and A.S. degrees available to our students. The Business Management Program offers a Business Management Certificate of Achievement and

A.S. Degree. The curriculum provides students with the core management concepts. The Management Department is currently reviewing the program and refining the curriculum to ensure the program remains current and matches the needs of employers in our local area. Our students have access to a comprehensive management curriculum that competes with neighboring community colleges.

- Los Angeles Southwest College, approximately 5 miles, does not offer a business management degree or certificate of achievement.
- Los Angeles Harbor College, approximately 8 miles, does not offer a business management degree or certificate of achievement.
- Santa Monica College, approximately twelve miles to the North of El Camino College, offers an A.S. Degree in Management – Management/Leadership, and offers a Certificate of Achievement in Management.
- Long Beach City College, approximately fourteen miles to the South of El Camino College, does not offer a business management degree, but does offer certificate of accomplishment in management.

3. What are the completion, success, and employment rates for students in the program?

Overall, student completion rates have increased in the department especially in all degree programs including the Business administration for Transfer (28%) from 329 in 2013/2014 to 421 in 2017/2018. Degrees awarded in Business Management have decreased from 13 in 2013/2014 to 11 in 2017/2018. This 15% decrease can be attributed (i.e. the trade-off) to the significant growth in the Associate Degree for Transfer (including Business Administration). Business Management Certificate of Achievement has reduced from 31 awarded in 2013/2014 to 12 awarded in 2017/2018. This decrease of 61% can be attributed to the high growth rate in AS degree for Transfer since students leave ECC prior to the completion of the courses required for the Marketing certificate of achievement.

BUSINESS	2013-14	2014-15	2015-16	2016-17	2017-18
Achievement					
Business Management	13	11	15	6	11
Paralegal Studies	23	21	11	7	20
Marketing	9	5	7	8	2
Real Estate	4	2	2	2	3
Accounting	2	15	4	4	2
Office Applications Specialist	1		2		
Mortgage Loan Brokerage	2				
Microcomputer Support & Network Management	2				
Computer Systems Applications			3	2	2
Computer Support and Network Management			1		
Bookkeeping Clerk	4	1	1		
Retail Management	1				
Business Programming					3
Achievement Total	61	55	46	29	43
Associate Degree					
Real Estate-Real Estate Option		2			
Business Management	31	22	33	11	12
Paralegal Studies	13	19	10	8	15
Marketing	15	10	9	10	12
Real Estate	3	4	7	7	5
Accounting	17	12	14	11	6
Business Administration	170	159	103	45	29
Office Administration-Office Systems Option	2		2		
Office Administration-Management Option	3				1
Computer Information Systems	13	13	19	14	16
Real Estate-Mortgage Brokerage	1	2			
Associate Degree Total	268	243	197	106	96
Associate Degree for Transfer					
Business Administration for Transfer			105	237	282
Associate Degree for Transfer Total			105	237	282
Overall Total	329	298	350	372	421

As stated in the response to question #1, the job/occupation market remains strong in the Southern California market as reflected in the data below.

Southern California Counties Regional Job Breakdown

County	2023 Jobs
El Segundo, CA 90245 (in Los Angeles county)	3,501
Los Angeles, CA 90045 (in Los Angeles county)	2,560
Torrance, CA 90505 (in Los Angeles county)	1,354
Gardena, CA 90248 (in Los Angeles county)	1,243
Torrance, CA 90503 (in Los Angeles county)	1,242



Occupational Programs

14 Programs (2016)		1,629 Completions (2016)	2,243 Openings (2016)
CIP Code	Program	Completions (2016)	
52.0201	Business Administration and Management, General	872	
52.0101	Business/Commerce, General	196	
52.1401	Marketing/Marketing Management, General	192	
44.0401	Public Administration	123	
44.0000	Human Services, General	109	

Industries Employing Business Occupations

Industry	Occupation Group Jobs in Industry (2017)	% of Occupation Group in Industry (2017)	% of Total Jobs in Industry (2017)
Local Government, Excluding Education and Hospitals	1,186	4.9%	3.4%
Services for the Elderly and Persons with Disabilities	1,175	4.8%	4.7%
Corporate, Subsidiary, and Regional Managing Offices	1,076	4.4%	10.3%
Freight Transportation Arrangement	752	3.1%	6.4%
Search, Detection, Navigation, Guidance, Aeronautical, and Nautical System and Instrument Manufacturing	581	2.4%	6.8%

4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

Not applicable to this Program

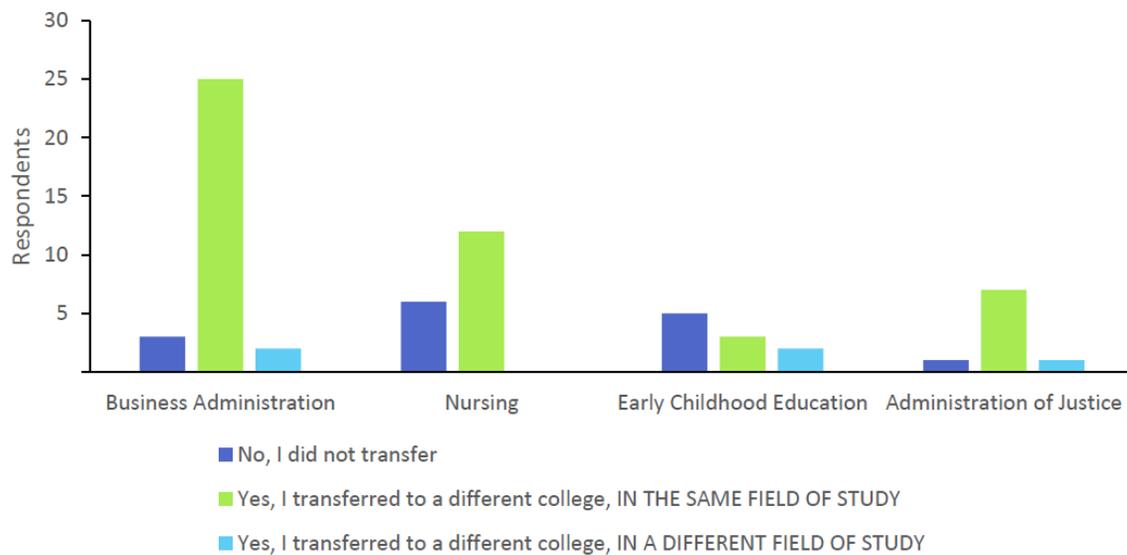
5. Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates? Use data

from student surveys, employer surveys, and other sources of employment feedback to justify your response.

The Career Technical Education Outcome Survey (CTEOS) was developed in order to gather information on employment outcomes for students who participated in career technical education (CTE) programs. Survey results provide insight into student satisfaction, education goals, prior employment, job searches, program outcomes, and wages trends.

The CTEOS Sub-Report presents the results of four CTE programs (Business Administration, Nursing, Early Childhood Education, and Administration of Justice). Results demonstrate that CTEOS respondents were satisfied with their education and training at El Camino College. The majority of respondents either met goals through program completion or transferred to another institution in order to continue their education. Respondents primarily transferred to a four-year college or university (Figure A). Additionally, the majority of respondents were currently employed in a job related to their field of study and received wages.

Figure A. Transfer Destinations

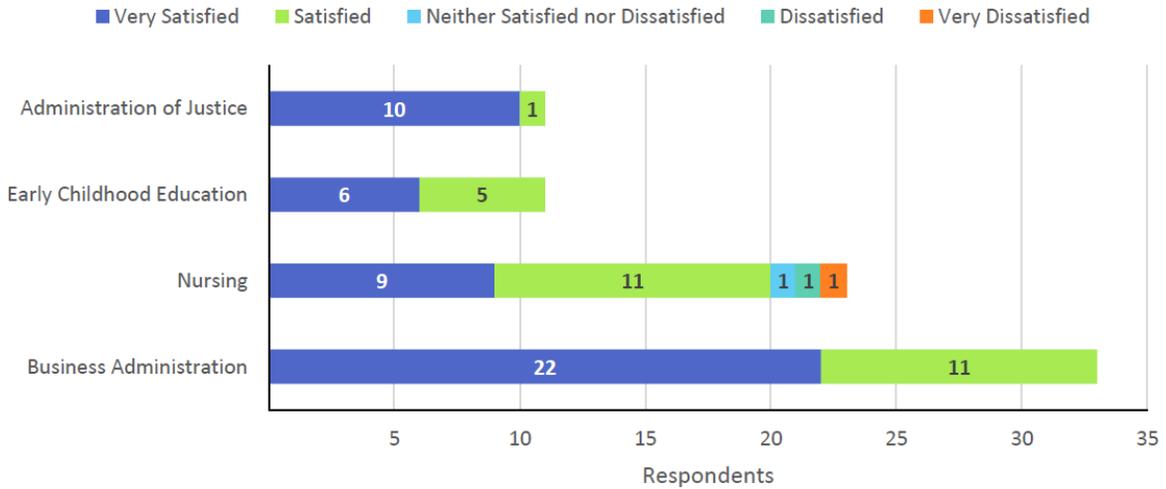


Satisfaction and Attendance

Survey respondents answered questions on their education satisfaction and reasons for attending El Camino College. Education satisfaction focused on the overall education and training.

Reasons for attendance focused on identifying the intent behind program enrollment and why students enrolled in fewer courses before leaving El Camino College.

Figure 1. How satisfied are you with the education and training you received at El Camino College?



6. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?

The Management/Marketing Advisory Committee is very supportive of the management and marketing programs offered within the Business Division. Complete detail from the most recent advisory meeting is available under Appendix B.

APPENDIX A

Advisory committee membership list and credentials

Committee Members

- Stephen Francis – Owner, Monolith Venture Capital
- Nancy Monk – Chief Administrative Officer, Scan Health System (MBA, MPH)
- Scott Salisbury – Chief Executive Officer and Founder, Actuarial Benefits Corporation (Certified Pension Consultant, Qualified Plan Financial Consultant, Qualified 401(k) Administrator, Qualified Pension Administrator (1 of 14 Nationally to hold all four designations through the American Society of Pension Professionals and Actuaries)
- Ann O’Brien – Director Marketing Communications, Torrance Memorial Medical Center
- Michael Squire, SVP Residential Lending, Kinecta Federal Credit Union

APPENDIX B

Advisory committee meeting minutes and other documentation

2017 Management/Marketing Advisory Meeting Minutes

In Attendance

Committee Members

- Stephen Francis – Owner, Monolith Venture Capital
- Nancy Monk – Chief Administrative Officer, Scan Health System
- Scott Salisbury – Chief Executive Officer and Founder, Actuarial Benefits Corporation
- Ann O’Brien – Director Marketing Communications, Torrance Memorial Medical Center
- Michael Squire, SVP Residential Lending, Kinecta Federal Credit Union

College Faculty

- Dr. Virginia Rapp – Business Division Dean
- Melissa Som de Cerff – Faculty
- Joshua Escalante Troesh – Faculty
- Dr. John Mufich – Faculty

Purpose and Overview

The meeting began on 13 October 2017, at 11:00 A.M. An overview of the purpose of advisory meetings in academia was provided. It was noted advisory committees are used to assist developing curriculum, identifying industry needs in employees, and setting budget priorities within the college. Information about the student population served by the department was presented, along with the three general populations community colleges serve; transfer students, workforce education, and personal development. Finally, the existing programs the department currently offers were reviewed, including courses offered and degrees & certificates awarded.

It was noted the Business AS-T degree was the most awarded AS-T degree on the campus. It was also noted that the division transfers significant numbers to UC and other premier schools, including three students recently transferring to UC Berkeley Haas School of Business. A story was shared about one accepted student almost not applying due to an assumption they wouldn’t get in. The committee commented on how many students may not apply to higher-prestige schools due to fear they will get rejected.

Retail Management Certificate

The retail management program was reviewed in detail including recent changes and promotion efforts being done to bring in students from local grocers. It was noted many grocery chains pay for the

program completely for the students, offer an honorarium when completed, and provide a track for promotion.

The question was asked if breaking the program into two separate smaller certificates would be wise. The committee believed this would be beneficial as the midpoint certificate would be a motivational carrot for completing the program. They also noted two smaller certificates would make it more manageable for life planning for working adults in the grocery industry.

The committee asked if we have a testimonial of success for someone who has gone through our program and been promoted into management. It was noted we have numerous people who are currently going through the process of moving up, but none yet which could be used as a testimonial.

The committee asked if the program would be appropriate to market to Home Depot employees, and it was agreed the program would benefit most retail employees. It was noted that the grocery industry is the only industry which has put resources behind the program, making it more difficult to gain traction in other retail industries. It was also noted that a test pilot program with Apple is currently underway at a few colleges, and that a successful pilot program with Apple Store employees may broaden the appeal of the retail management program at community colleges.

Marketing Program Update

The marketing program update was reviewed, with an explanation of the current state of the program and the changes to required coursework for the degree and certificate. The committee was supportive of the changes in general and provided additional feedback on a few specific courses.

The committee asked about the curriculum for the Human Relations in Organizations course (BUS 22) and the course outline of topics was explained. The committee stressed the importance of this course and the topics, expressing these skills were vitally important for employees and a lack of these skills caused advancement and other issues for employees.

The committee also stressed the importance of marketing students needing to understand the drivers of the budget and how to manage and read budgets. It was noted these principles were addressed through the Financial Accounting or Accounting for Small Business courses. It was also noted that marketing budget management was also currently included in the Advertising and Marketing courses.

The committee also expressed the importance of oral communication and was glad to hear the skill was taught in Written Business Communications (BUS 28) and in their GE coursework, as well as being reinforced through presentations in other courses.

New Courses

Three new courses were presented to the committee, Digital Marketing (BUS 74), Project Management Fundamentals (BUS 73), and New Venture Creation (BUS 36). The course outline or topics were presented for each course for the committee to review. The committee expressed support for all three courses and reinforced the need for each course as part of respective curriculum.

Digital Marketing (Bus 74)

The committee reviewed the course and felt it provided significant breadth and depth of topics. The committee was very supportive of a broad interpretation of digital marketing. The committee asked about how issues like Yelp reviews were addressed, and it was noted these would be part of the Social and Legal issues portion of the course. It was noted that a more detailed discussion of reputation management may be needed, and it was agreed a specific bullet point for Reputation Management should be added as a sub-topic in this area, as well as a sub-topic in the Social Media area.

The committee also noted the need to discuss personal social media usage by students. It was noted that this was discussed in the Human Relations course, and it was a better fit in that area than a course discussing how companies use social media.

The committee also asked if demographic and other consumer data were a part of the course. Multiple sections of the course were pointed out where Targeting techniques were outlined.

Project Management Fundamentals (Bus 73)

The Project Management course was reviewed, along with the overall strategy to make our program accepted by the Project Management Institute to count for the educational requirement for certification. The committee identified project management skills as being in high demand at their companies, including many committee members having project management departments in their organizations. The committee asked about the possibility of an internship program and discussion ensued about companies bringing in students to run discrete projects for departments.

One committee member noted that project management was the most frequently used topic for tuition reimbursement at their organization. The committee also asked about the possibility of a smaller certificate program for project management, even a single-course certificate. The committee noted for tuition reimbursement, the certificate may not necessarily need to be transcribed, and at multiple companies even a printed certificate would suffice for tuition reimbursement records.

In discussing the importance of project management skills, the committee noted project management can cause broad problems for organizations if not done right because there is a massive need for it and so many areas are impacted by projects. Multiple members noted project managers were one of the most in-demand areas within the organization, and some departments actually developed their own skunkworks project managers due to the lack of availability of the project management department.

In reviewing the 4-unit course requiring 3 hours of lecture and 3 hours of lab per week, the committee expressed serious concern about the time commitment of the coursework. The committee worried that 6 hours per week seemed like way too large a commitment for working adults, and the lab requirement could become an issue for attracting students. The committee suggested making the lab a separate CIS course on using the Microsoft Project software tool rather than making the software lab as part of the fundamentals course. The committee also suggested looking at an hybrid online lab instead of an in-class lab as a way to lessen the burden on students.

The committee also noted the importance of Human Relations skills for project managers, and stated human relations should be a part of the project management certificate. Members noted that the project managers at their companies who were in high demand were ones with excellent Human Relations skills.

New Educational Programs

Three new educational programs were presented to the committee; Entrepreneurial Studies, the Gig Economy Pilot, and Workplace Communication. Discussion of the New Venture Creation (BUS 36) course was discussed as part of the Entrepreneurial Studies program.

Entrepreneurial Studies

An overview of the entrepreneurial studies program was provided, with the stated goal of providing entrepreneurs with an educational foundation for building a business. The committee was very supportive of the idea and identified this as a significant need for the community. The New Venture Creation course was explained as a 2-unit course where students learned to write a business plan using business planning software. It was noted that many entrepreneurs could not write a business plan, and that it was a major problem for young companies looking for investment. The committee reconfirmed the need for this new degree, certificate, and course.

Gig Economy Pilot

The state's Gig Economy Pilot project, of which ECC is a participating college, was reviewed by the committee and the state's draft curriculum was presented. The committee felt this was an important aspect as more and more workers are taking on 1099 work in addition to or in place of their primary employment. A comment that the entire Home Care and Home Health industries are going 1099 to employment. Committee members noted that their companies use numerous contract employees and it is less expensive for the companies.

The committee commented on the need for employees to consider their total employment package when calculating and negotiating contract work rates. It was recommended that the college suggest to the state pilot program add Retirement Plans, Health Insurance and other benefits be included in the financial management portion of the curriculum.

Workplace Communication

The Workplace Communication certificate was presented, and the committee noted employers would be a huge market for it. Human relations skills were again emphasized as being extremely important for workers, and members joked about knowing dozens of employees off the top of their heads who would benefit from this certificate.

The committee expressed a desire to ensure age diversity was a part of the curriculum as communication challenges among differing generations were growing. The committee was happy to hear age diversity was a component of the diversity topic in Human Relations, along with other types of diversity such as cultural, economic, and life experiences. The committee noted the importance of ensuring multiple diversity measures were included and addressed in the curriculum, not just racial diversity.

Student Access & Success

Ideas on Marketing Programs/Courses to Businesses

The committee was asked how the department could better partner with companies to drive their employees to the college for career development or degree completion. The committee suggested the HR Departments and the internal Training Departments would be good sources to connect with. The

Chambers of Commerce could also be a place to explore. The committee also suggested getting the college listed on employer intranet sites as an educational and training resource, especially for companies with tuition reimbursement programs.

Skills Lacking in Recent Graduates

The committee again emphasized communication and human relations skills as the biggest areas lacking in employees, especially recent graduates.

Adjournment

The question was posed to the committee of a virtual meeting for the next advisory committee. The committee members were in agreement that an in-person meeting was preferred. The meeting was adjourned at 1:10.