

**El Camino Community College**

**PROGRAM REVIEW 2021-22**

**Business Division**

*Accounting, Business Management, Marketing, and Office Administration*



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## SECTION 1

### Program Overview

**A) Provide a brief narrative description of the current program, (e.g., the program’s mission statement, a description of the students it serves) and any highlights of the program’s previous success, future vision, and related needs.**

#### **Narrative description**

The Business program at El Camino College offers educational programs in Accounting, Business Management, Marketing and Office Administration. The courses in the business program are designed to help students pursue immediate career goals and objectives, along with preparing them for transfer to a four-year college or university. The program prepares:

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

The business program at El Camino College serves over 2,100 students per semester and offers 70 sections per semester on average and the enrollment count has steadily increased over the last four years. Despite the pandemic, the program has sustained student enrollment during the evaluation period by focusing on offering programs that are in high demand on the job market and expanding online course offerings that afford students access to take courses that they weren’t able to previously.

The biggest impact the pandemic had on the business program is that it helped us realize what industry is going to need from our students and what we need to do to improve the way we offer our classes and the contents of our classes to appeal to a new group of people in a new business environment. We continue to focus on transferring students, but now the major goal of our program is to help our students and the community recover from the pandemic and get back in the workforce.

We expanded online course offerings during the pandemic and it will likely continue. Online classes appealed to a lot of our working students and they took the opportunity to take some courses to learn new skills or update current job skills and get promotions because of the skills they earned in courses.

There were some major changes in the business program over the last four years. The program had several retired faculty members during the previous four-year business program review cycle, therefore, we had to rebuild faculty headcounts by hiring new people during this cycle. The program hired four new full-time accounting faculty and one new full-time business management faculty since the last program review. New faculty members played a pivotal role to bring new programs that are in demand and improve programs that fit within what we already offer but offer something different. The diversity of new hires contributed new perspectives on our program’s dynamic and helped us improve the quality of our program and expand what we offer to students.

The business department developed a new entrepreneurial program and is currently promoting the program with grant funding. The grant project includes business plan competitions, seminars, workshops, and other resources designed to support students in starting and being successful with their businesses. The program has revitalized the Retail Management program and attracted grocery industry employees who desire advancement opportunities by building strong outreach support with local grocery

communities and made a breakthrough to get Costco, Whole Foods and Bristol Farms on Board. We are the only community college that was able to work with Costco in our local areas so their employees can attend our retail management program in order to complete the retail program certificates in the purposes of being able to advance within the company.

The accounting department expanded courses offered and added new certificates for Tax Preparation Certificate of Achievement and Accounting Clerical Certificate of Achievement to help the students enter the accounting field in an entry-level capacity and continue their accounting education at a four-year institution. In addition, the accounting department has established a scholarship for accounting major students and awarded the first recipient in 2021. The scholarship was promoted by accounting faculty to accounting major students during the semester.

The business program has been working closely with Center for a Competitive Workforce (CCW), a Strong Workforce regional project led by LAEDC (LA Economic Development Corporation). Through this program, we work with regional employers in high growth industry clusters to learn changes in industry and develop new training programs, support faculty professional development, connect students to work-based learning and jobs. Since we are part of Strong Workforce regional project, we have an opportunity to collaborate with other community colleges and benefit our programs.

In addition, the business program is working to create new pathways with high schools. The new pathways allow high school students to take classes from our program and those classes count not only toward their high school but also toward their degrees at El Camino College. The program is currently working with Da Vinci High School to develop an adult education program for parents of Da Vinci students to take business courses from us and work toward their AST degrees.

## **B) Describe the degrees and/or certificates offered by the program.**

The program offers degrees and certificates designed to serve the needs of the various student constituents above. The program offers a flexible business degree specifically for transfer students looking to continue on to a four-year institution. This degree is designed to provide students with the ability to choose courses at El Camino College that exactly align with the graduation requirements at their transfer university of choice. Across the division, we expanded online course offerings during the pandemic and it will likely continue.

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

### **Accounting**

The program offers both an A.S. degree and certificates in accounting. The degree is intended for students who are interested in directly entering the accounting field in an entry-level capacity and for students wishing to continue their accounting education at a four-year institution. The program also provides those who have already earned their bachelors, a chance to obtain the accounting credits required to sit for the CPA exam. The foundation of the degree are the Financial Accounting and Managerial Accounting courses, which are transferable to both CSU and UC and provide the foundation for any four-year accounting degree.

The Accounting department continues to meet the needs of students by expanding courses and certificates offered. The department is reactivating Introduction to Income Tax Computer Applications. The following courses are new:

- Introduction to Accounting Software Systems
- Accounting Data Analytics
- California Taxation and Regulatory Review
- Business Taxation
- Accounting Ethics
- Financial Auditing

There are two new certificates: Tax Preparation Certificate of Achievement and Accounting Clerical Certificate of Achievement.

The department is also developing a certificate that will allow participants to qualify for their CTEC (California Tax Education Council), which will allow them to be paid tax preparers. In addition, the accounting department will work on developing data analytics and machine learning courses to ensure the program continues to meet student and labor market needs over the next four years.

### **Entrepreneurial Studies**

The program offers an A.S. degree and a certificate in Entrepreneurship. The certificate is designed to provide students with the basic skills they need to successfully launch a business and the degree is intended for students who are interested in both starting a business and earning an associate's degree or continuing on to a 4-year degree. The foundations of the degree are the Introduction to Business, Financial Accounting, Business Law, and Computer Information Systems courses which are common courses required in the Business programs at most four-year institutions. The program also includes key courses for required skills including New Venture Creation and Small Business Entrepreneurship courses. Additionally, the program provides a broad overview of marketing through the BUS 14 Marketing course, as well as specialized courses in the marketing field.

### **Business Management**

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

### **Marketing**

The program offers an A.S. degree and a certificate in Marketing. The degree is intended for students who are interested in beginning a career in marketing at an entry-level position and students desiring to continue their education in Marketing at a four-year institution. The foundations of the degree are the Introduction to Business, Financial Accounting, Business Law, and Computer Information Systems courses which are common courses required in the Marketing programs at most four-year institutions. Additionally, the program provides a broad overview of marketing through the BUS 14 Marketing course, as well as specialized courses in the marketing field.

### **Office Administration**

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

### **Retail Management**

Retail Management Certificate (RMC) prepares part-time or full-time retail workers for management positions in the industry. The program requires eight business courses and is available completely online because we serve students coming from a variety of grocery stores and their work schedules change all the time. The main reason for providing a completely online program was to be able to accommodate students' schedules and help them complete the program while working in grocery stores. The program is designed to benefit both new and experienced workers in the retail industry by providing training on interpersonal, communication, and management skills and help students advance in retail and other career paths. Faculty have developed partnerships with Albertsons, Bristol Farms, Costco, Food 4 Less, Gelson's, Lazy Acres Natural Market, Northgate Market, Pavilions, Ralphs, Smart & Final, Sprouts, Stater Bros., Superior Grocers, Vons, and Whole Foods. These grocers may pay for students to earn RMC, or students may be eligible for reimbursement from the California Grocers Association (CGA).

### **C) Explain how the program fulfills the college's mission.**

*The mission of El Camino College is to make a positive difference in people's lives by providing comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.*

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

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

**STUDENT SUCCESS & SUPPORT** – The program supports student success in a variety of ways that promote and empower student learning, success, and self-advocacy. As previously mentioned, supplemental instruction is a component of many courses within the program, and has demonstrated positive results. The program has been extended to reach first year college students in the First Year Experience (FYE) Program. FYE students are enrolled in Personal Finance which is linked with a compositional English course. The exact course pairing for the future will be determined once the English department has finalized its plans to comply with AB 705. Financial literacy is incorporated into the English writing assignments and students participate in excursions outside of the classroom that reinforce the curriculum. Students are also exposed to unique and special opportunities through the program. Entrepreneurship students have the opportunity to submit their business plans to a local business incubator as part of a structured pitch competition and Advertising students have the opportunity to work with the CEO of a national company and develop and pitch advertising campaigns to the CEO for consideration.

The program is also expanding the use of Supplemental Instruction Coaches in courses that have low success rate. The SI program identifies students who have previously successfully passed the course and imbeds them into the classroom as coaches. The coaches participate in class discussion where appropriate, and hold instructional sessions that reinforce the information offered in class. Supplemental Instruction coaches have been found to improve student performance. Research data established that students who attend coaching sessions generally improve their overall course performance.

Introduction to Business has been identified as a Gateway Course by the department and the Guided Pathways committee. The department is at the beginning stages of implementing Guided Pathway and will be working to implement the Guided Pathways strategy. The business program formed Business Success team under the Guided Pathway efforts and advocated the use of ECC Connect by faculty to send early alerts to students. Business Success team also has promoted student Guided Pathway strategies through meta-major success, student internship opportunities and counseling involvement.

**COLLABORATION** – The program is actively involved in all collegial consultation committees including full representation on the Academic Senate and representation on the Planning and Budget Committee and Academic Program Review Committee. The program has also collaborated with the planning committee for EMTI: Equity Minded Teaching Institute which is part of the Guided Pathways equity initiatives. The program also collaborated with four-year universities to encourage our students to transfer their business programs and provided current students with unique opportunities to interact with El Camino alumni within those institutions. The program is currently working with Da Vinci High School to develop an adult education program for parents of Da Vinci students. The request was initiated by Da Vinci High school and they thought it was a good idea for us to offer business courses on Da Vinci Premises for the parents of Davinci students to work toward their AST degrees.

**COMMUNITY RESPONSIVENESS** – The program provides regular outreach to local community partners in order to identify and meet the needs of students, universities, businesses, and organizations. An advisory meeting was hosted during the Fall 2020 semester. The program provides for a variety of workforce training opportunities for businesses and contributes to the economic development of the community through Accounting, Entrepreneurship, Marketing, Management, Retail Management, and Office Administration education. The program has also hosted annual speaker events where local business executives and small business owners are invited to share their experience with students. Retail management program has successfully established strong outreach support with local grocery communities and made a breakthrough to develop partnerships with Costco, Whole Foods and Bristol Farms. We have a counselor who is working with retail management students in particular and students are assisted in their initial process of the program whether they are existing El Camino students or someone from one of the local grocery stores.

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

**MODERNIZATION** – The program maintains technology and software consistent with modern educational needs and with what is commonly in use in industry. As technology and software change, the program will need to continue to update technology and software to meet student needs. The program is continuously exploring partnerships with industry. The program developed a new Entrepreneurial Studies degree and developed workshops for students to interact and learn from business owners and professionals already working in their field. The program also works with the South Bay Entrepreneurial

Center to provide students with opportunities to pitch their business ideas to a local incubator/accelerator. The accounting department added new accounting courses (i.e. Quickbooks) to modernize its curriculum.

**D) Discuss the status of recommendations from your previous program review.**

*If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.*

1. **Recommendation:** Hire full-time accounting faculty to replace the 3 Accounting positions that were recently vacated.  
**Status:** Completed.  
**Notes/Comments:** Four new full-time faculty have been hired for accounting.
2. **Recommendation:** Hire faculty positions within the Accounting and Management disciplines to accommodate growth.  
**Status:** Completed  
**Notes/Comments:** Four new accounting faculty and one new management faculty were hired.
3. **Recommendation:** Expand the use of SI Coaches to more sections and additional classes where appropriate, including all BUS 1A, 1B, and 17 courses.  
**Status:** Active  
**Notes/Comments:** The program is still working to increase SI coaches for those courses and recently received additional funding.
4. **Recommendation:** Purchase licenses for MS Project to be added to business computer labs to support the development of the Project Management course and certificate.  
**Status:** Abandoned  
**Notes/Comments:** After testing the course and further researching the market viability of the program the Project Management course was discontinued. A certificate from PMI requires at least 2,000 hours of professional experience. The program had difficulty competing with many other programs in the Los Angeles area which could offer both the academic program and support for attaining the required hours for the certificate.
5. **Recommendation:** Enroll all full-time accounting faculty members in IFRS certification program and other CPE credit courses to ensure the program continues to meet student and labor market needs.  
**Status:** Abandoned.  
**Notes/Comments:** After careful consideration, it was determined that IFRS certification was not necessarily relevant. Data analytics is the skill that is more desired by employers and thus a new recommendation is that the majority of the full-time faculty will become certified in Data Analytics/Science. All faculty do take CPE credit courses to maintain relevance in the discipline.
6. **Recommendation:** Develop a certificate in Project Management that is approved by the Project Management Institute such that students will meet the educational requirement to sit for the Project Management Professional certification exam. Grant funds will be pursued to assist the college in becoming a “Responsible Education Provider” with the Project Management Institute.

**Status:** Abandoned

**Notes/Comments:** After testing the course and further researching the market viability of the program the Project Management course was discontinued.

7. **Recommendation:** Develop a certificate in Financial Planning that is approved by the Certified Financial Planner Board such that students will meet the educational requirements to sit for the Certified Financial Planner certification exam. Grant funds will be pursued to assist the college in becoming a CFP-Board Registered Program.

**Status:** Abandoned

**Notes/Comments:** The program is not part of the department's current plans. The department is instead developing an Investing course as a follow-up to the successful Personal Finance course.

8. **Recommendation:** Once approved by the Chancellor's Office, promote the Entrepreneurial Studies degree to both college and community constituents through community outreach and advertising.

**Status:** Active

**Notes/Comments:** Grant funding has been secured and the Entrepreneurial Studies degree is being promoted and supported through advertising, community outreach, and extra-curricular resources for students. Strong Workforce funding will be requested to support programs like a business pitch competition, speaker series, web-based ancillary tools and resources, advertising support and the like for the 2022/2023 academic year.

9. **Recommendation:** Develop partnerships and degree options with other academic divisions to provide an academic path for non-business students to gain skills and education in entrepreneurship specific to their field.

**Status:** On Hold

**Notes/Comments:** This initiative is on hold as developing partnership with other academic divisions has been difficult during the Pandemic. We will offer opportunities to all students while initially targeting Cosmetology and Industry and Technology first because many of their students are likely to consider small business ownership.

10. **Recommendation:** Explore the development of appropriate courses including a course in Computer Applications in Accounting and Database Accounting System Development. Courses will require training for accounting faculty in the use and development of accounting-specific relational databases.

**Status:** Active

**Notes/Comments:** Accounting department is currently going through the approval process on newly developed courses in Computer Applications in Accounting and Database Accounting System. Areas that resources are required include obtaining certifications on the courses, professional development and training for faculty, cost to apply to licenses and purchasing software.

11. **Recommendation:** Explore the development of new certificates or degrees in Human Resources, Supply Chain Management, or International Business.

**Status:** On Hold

**Notes/Comments:** The program is focusing on supporting the success of the new Entrepreneurial Studies and the revamped Retail Management programs.

12. **Recommendation:** Repair, maintain, and replace instructional equipment in classrooms and labs on a regular basis.

**Status:** Active

**Notes/Comments:** The program updated a lot of equipment in the classrooms and labs over the last four years and they are under warranties for a limited period of time. Continuous funding will be required to maintain and repair the equipment after the warranty period.

## SECTION 2 Program Assessment

### Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

- **Disaggregating by race/ethnicity, gender, and age where possible.**
  - **Discussing internal and external factors contributing to constant, increasing or decreasing trends.**
  - **Highlighting equity gaps found among different groups of students.**
- ❖ *If the program under review is a Career Education Program, please examine a) through k) from the list below.*
- ❖ *If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.*
- ❖ *If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.*

#### a) Degree Completion: Number/percent of students earning a program degree

Acad Yr Title	2016-17			2017-18			2018-19			2019-20		
	Awards	Average Units Earned	GPA									
<b>Accounting</b>												
AA/AS	11	80	3.09	6	48	3.13	8	70	3.06	7	35	3.35
CERT	4	52	3.09	2	40	3.05	8	46	3.61	6	23	3.53
<b>Business Administration</b>												
AA/AS	46	53	2.99	29	65	3.04	23	58	3.19	19	58	3.34
ADT	236	80	2.98	281	76	3.05	272	75	3.01	287	75	3.02
<b>Business Management</b>												
AA/AS	11	59	2.94	12	79	2.78	15	86	3.04	20	73	2.93
CERT	6	44	3.03	11	64	2.66	6	56	3.10	13	74	2.95
<b>Marketing</b>												
AA/AS	10	70	2.94	11	79	3.35	6	46	2.81	3	77	3.17
CERT	8	65	3.14	2	87	2.52	8	72	2.85	3	86	2.80
<b>Office Administration Office Systems</b>												
AA/AS										2	63	2.79
CERT							2	23	3.72			
<b>Office Administration: Management</b>												
AA/AS				1	60	3.93				1	66	2.74
<b>Retail Management (WAFC)</b>												
CERT							3	99	3.11	2	34	2.58

		Program Degrees	Certificates
Gender	F	50.45%	60.87%
	M	49.55%	39.13%
Ethnicity	African-American	8.36%	17.39%
	Amer. Ind. or Alask. Native	0.00%	4.39%
	Asian	24.78%	30.43%
	Latino	49.85%	21.74%
	Pacific Islander	0.30%	0.00%
	White	11.94%	26.09%
	Two or More	4.48%	0.00%
	Unknown or Decline*	0.30%	0.00%
Age/ Age Group	19 or younger	1.18%	0.00%
	20-24	59.59%	16.67%
	25-34	28.32%	29.17%
	35-44	6.78%	25.00%
	45-54	2.36%	12.50%
	55+	1.77%	16.67%

The analysis on program degrees (AA, AS and ADT) and certificates by gender, ethnicity and age is based on 2019-2020 data provided by Institutional Research and Planning.

For program degrees, both genders were equally presented. Latino students were the largest group consisting 50% of awardees, followed by 25% Asian students' group. Age group shows that the majority of program degrees were earned by the age 20-24 students who are the primary group transferring to a four-year university after completing program degrees.

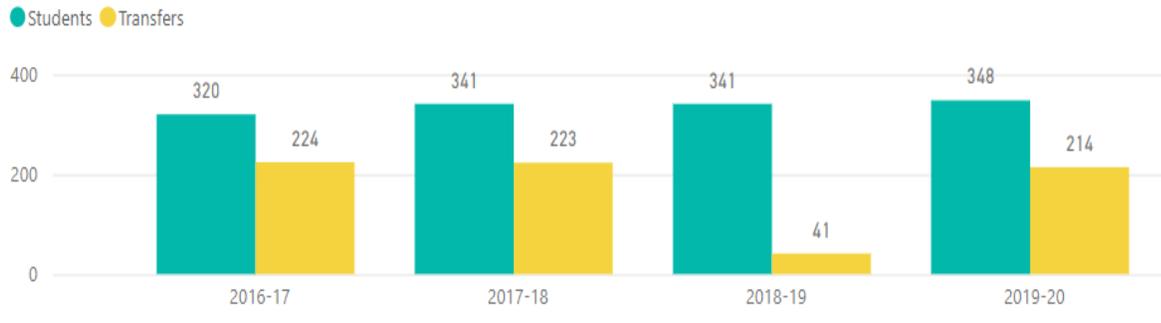
On the other hand, for certificates, female students showed higher presentations by 20% than male students. Ethnicity makeup showed a significant difference than program degree analysis; both White students (26%) and African students (17%) contributions were higher than program degrees, whereas Latino students accounted for only 22% of certificate awardees. Notable differences were seen in the age groups older than 35 which accounted for more than 50% and the data indicated that adult students come back for certificates for job advancement and/or career change.

**b) Certificate Completion: Number/percent of students earning a program certificate**

Please see a) for analysis.

**c) Transfer to a four-year institution: Number/percent of students transferring to a four-year institution**

### Unduplicated Students and Transfers



The number of unduplicated students was consistently around 220 per year during the last four year. Top transfer destinations for the last four years are listed below. IR&P data seems to be drastically low for 2018-2019 year across all programs and this unexplained anomaly suggests that the data from National Students Clearinghouse may be incorrect.

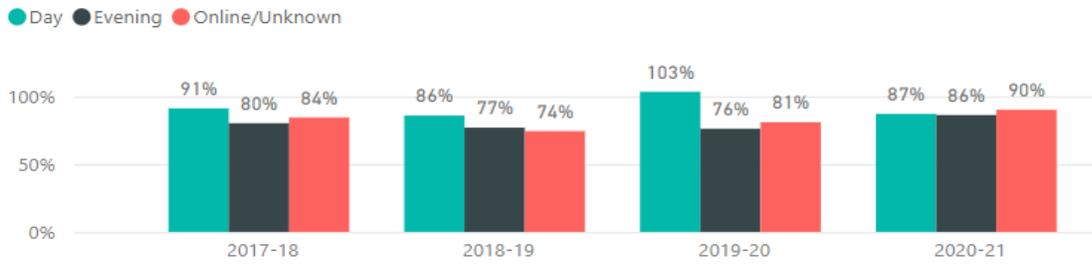
	Name	No. of Students
1	California State University, Long Beach	273
2	California State University, Dominguez Hills	168
3	California State University, Fullerton	38
4	California State University, Northridge	26
5	California State Polytechnic	21
6	San Diego State University	17
7	UCLA	16
8	UC Irvine	14
9	California State University, Los Angeles	12
10	Loyola Marymount University	11
11	USC	11

#### **d) Scheduling of courses: Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week**

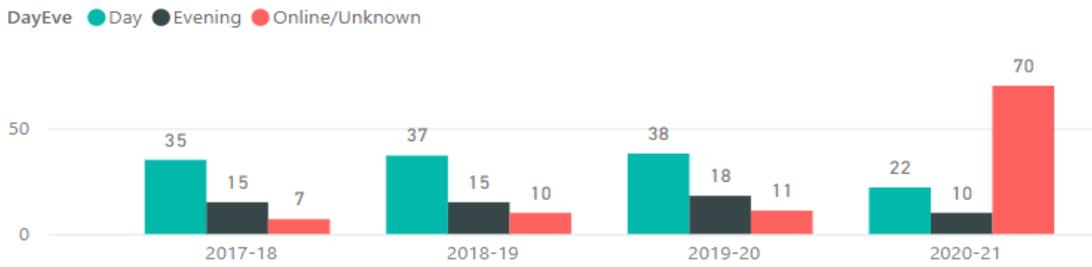
The program attempts to provide both day and night students with access to the courses necessary to complete the program regardless of when students are able to attend college. Courses in the program are scheduled throughout the day and into the evening. All courses with multiple sections offered during the Fall and Spring semesters have both day and evening section offerings. During 2020-2021, the entire courses in our program were taught online due to the pandemic. The classes were identified as day or evening courses based on their live meeting schedules, otherwise, identified as online if offered asynchronously.

## Fall Semesters

### Fill Rate by Time of Day

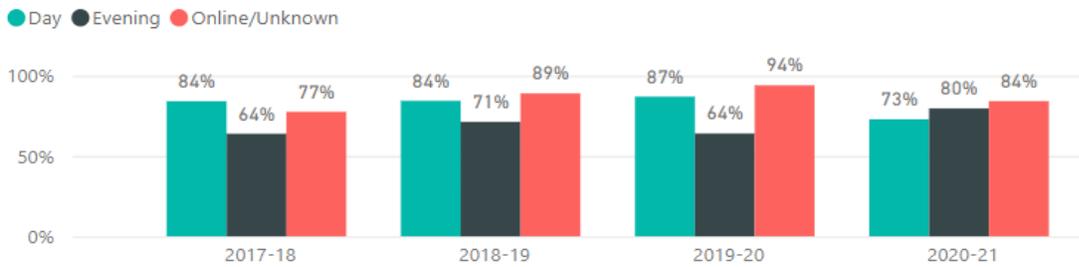


### Section Count by Time of Day

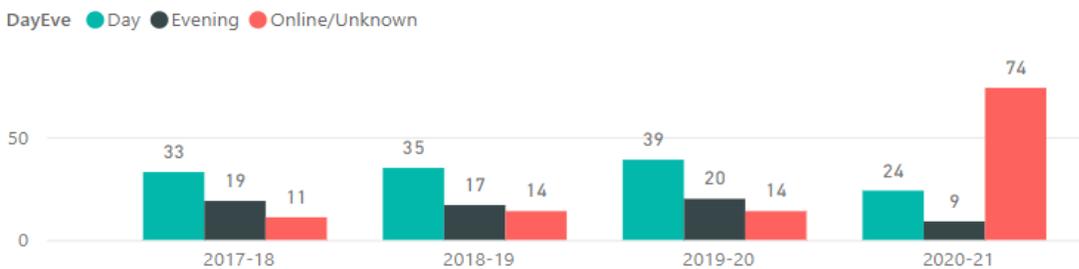


## Spring Semesters

### Fill Rate by Time of Day

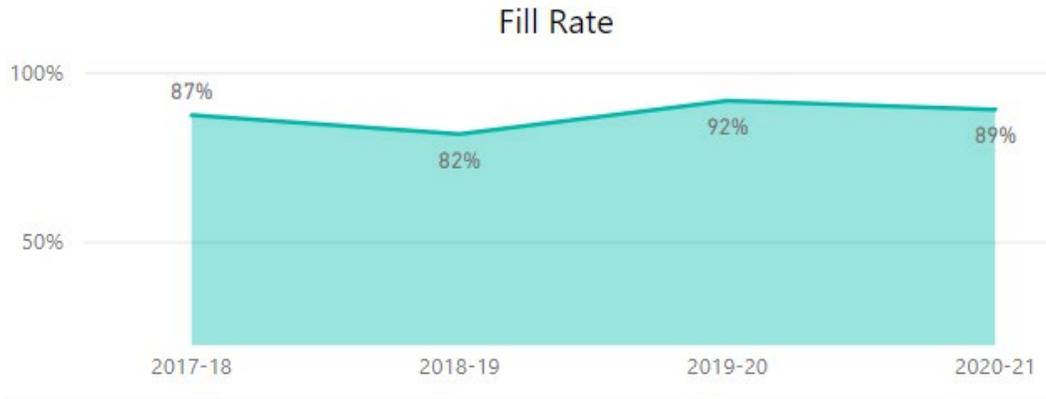


### Section Count by Time of Day

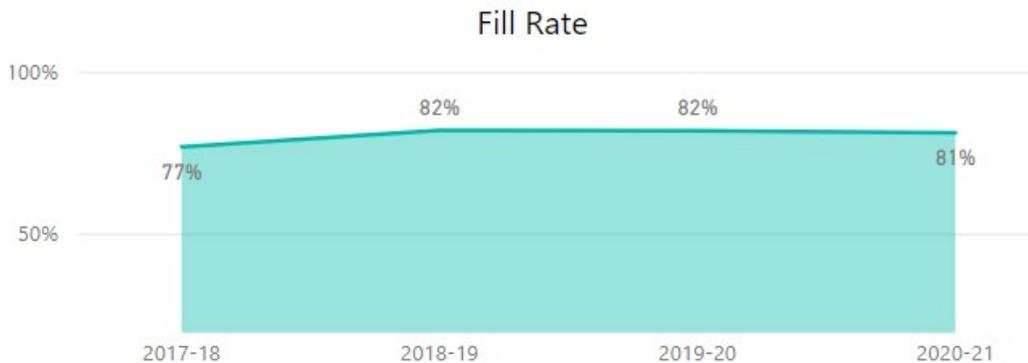


e) **Fill rate:** Percentage of actual students enrolled in a term in relation to total seats offered

**Fall Semesters**



**Spring Semesters**



The fill rate remains consistently above 80%. Even with minor fluctuation, program sections are still filling at a healthy rate.

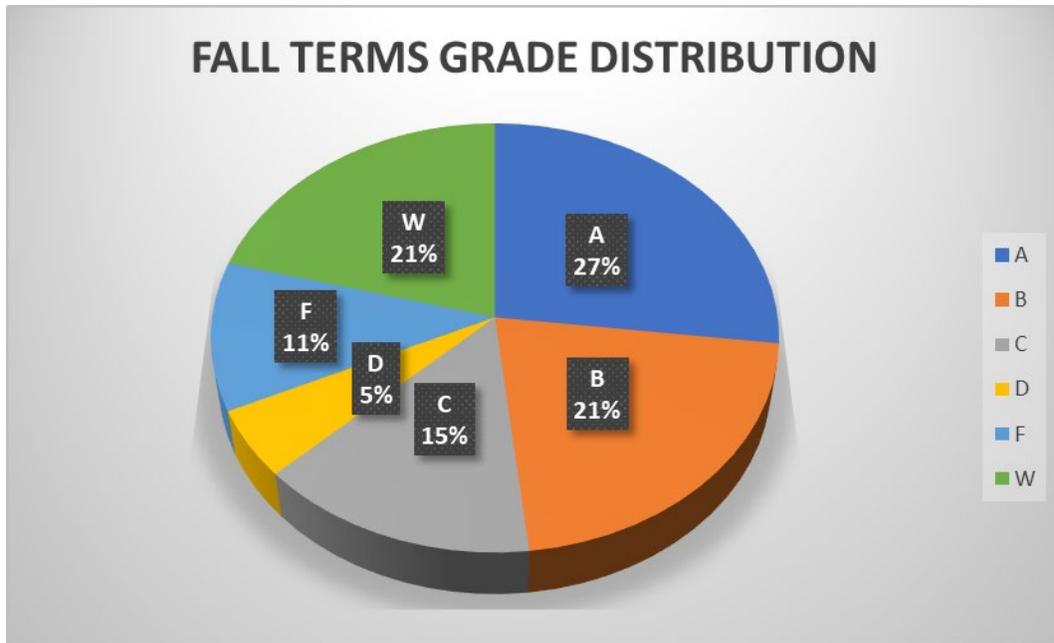
f) **Grade Distribution:** Percentage of students in a course receiving each of the possible grades that can be awarded

Based on grade distribution data provided by IR & P, the following pie chart is prepared to summarize the percentage distribution of possible grades earned during fall terms in 2017 through 2020.

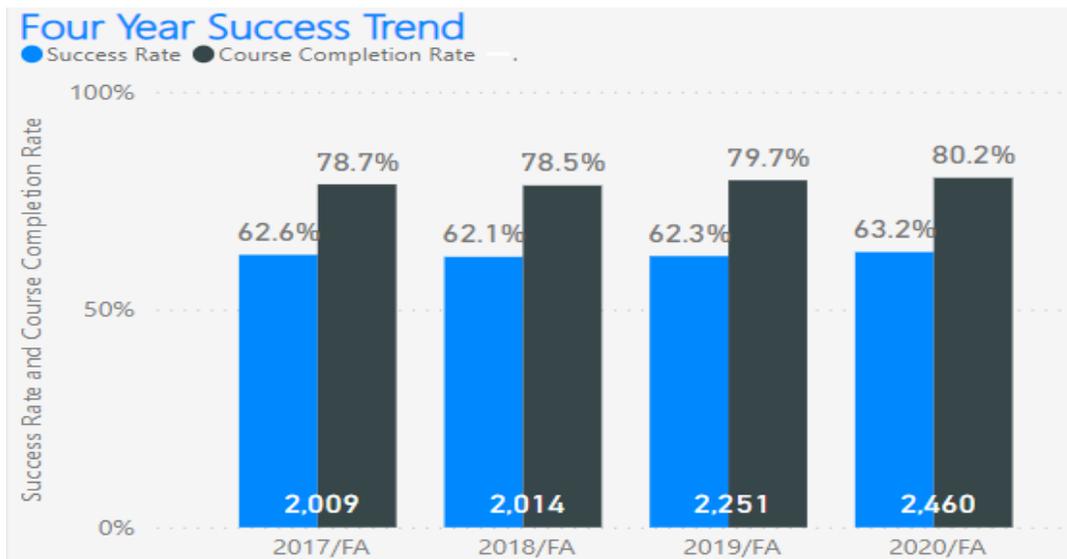
Of the total number of our students who finished a course and received a grade, 27% received A's, 48% received either an A or a B, and 63% received an A, B or C.

**Fall Terms Grade Disribution**

Row Labels	Sum of A	Sum of B	Sum of C	Sum of D	Sum of F	Sum of INP	Sum of W	Sum of IPP	Sum of Total
2017/FA	504	448	304	115	208	2	427	1	2,009
2018/FA	486	449	313	105	222	3	433	3	2,014
2019/FA	569	485	347	118	253	21	457	1	2,251
2020/FA	776	466	307	106	286	27	486	6	2,460
<b>Grand Total</b>	<b>2,335</b>	<b>1,848</b>	<b>1,271</b>	<b>444</b>	<b>969</b>	<b>53</b>	<b>1,803</b>	<b>11</b>	<b>8,734</b>
<b>Percentage</b>	<b>27%</b>	<b>21%</b>	<b>15%</b>	<b>5%</b>	<b>11%</b>	<b>1%</b>	<b>21%</b>	<b>0%</b>	<b>100%</b>



g) **Course Success:** Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P



		Fall 2020
		Success Rate
Gender	F	60.70%
	M	65.60%
Ethnicity	African-American	45.60%
	Amer. Ind. or Alask. Native	0.00%
	Asian	78.10%
	Latino	60.90%
	Pacific Islander	50.00%
	White	74.00%
	Two or More	72.70%
	Unknown or Decline*	74.60%
Age/ Age Group	16 or younger	90.90%
	17-19	62.00%
	20-24	62.30%
	25-29	59.60%
	30-49	69.60%
	50 +	59.70%

The program's success rate has been historically lower than the institutional rate of 71.61% over Fall terms. The program consistently reported slightly over 62% success rate. The second table is Fall 2020 success rate analysis by gender, ethnicity and age. The equity gap is clearly present in African American students and Latino students who reported the lowest success rate. Since the last business program review, the program has expanded offerings of SI coaching and Data for SI Coaching sessions in BUS 1A show a dramatic improvement in pass rates for students who regularly attend SI sessions versus those students who do not.

In order to increase course success rate, the business program formed Business Success team under the Guided Pathway efforts and advocated the use of ECC Connect by faculty to send early alerts to students. Business Success team also has promoted student Guided Pathway strategies through meta-major success, student internship opportunities and counseling involvement.

**h) Unit Accumulation: Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.**

Out of all degrees and certificates the business program provides, the greatest number of awardees has been reported by Associate of Science - Transfer (AST) in Business Administration. Therefore, it is relevant to draw attention to the last four years' trend of the number of units accumulated by students who earned the degree which requires 60 units to complete. The table is prepared based on the data from Academic Program Review Dashboard. The data suggests that the total units earned by students have improved, showing a decrease from 80 to 75 units over the years and indicates that students are more efficiently taking their courses to earn the degree. This result may have been contributed by Guided

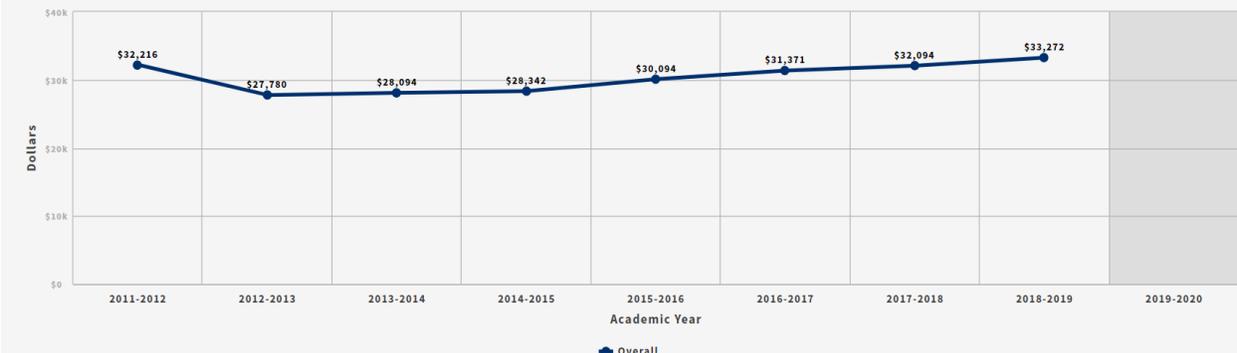
Pathways and business counseling resources being more accessible to our students. As part of GP efforts, the business has program maps that are now on the website and also business is one of the meta-majors that has a dedicated meta-major success team, which may contribute to this data trend.

Four Year Trend of AST - Business Administration				
	2016-2017	2017-2018	2018-2019	2019-2020
<b>No. of Awardees</b>	236	281	272	287
<b>Average Units Earned</b>	80	76	75	75

**i) Annual earnings: Median annual income of alumni who attended the program under review (or the closest related sector)**

**Median Annual Earnings for SWP Exiting Students**

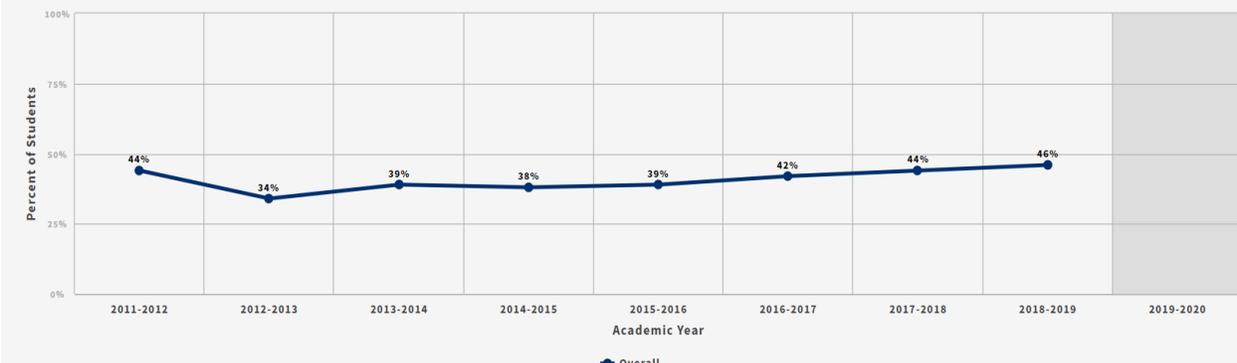
Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



**j) Living Wage Attainment: Percent of alumni who attended the program under review (or the closest related sector) and earn living wage**

**SWP Exiting Students Who Attained the Living Wage**

Among students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit

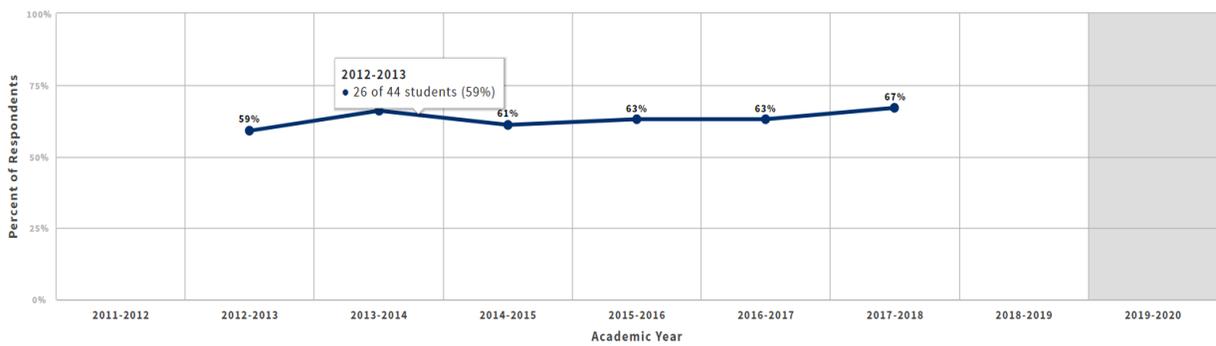


Among students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit has slightly increased from 42% to 46% since 2016 through 2018. 2019 data is not yet available from the Chancellor’s office.

**k) Job in Field of Study: Percent of alumni who pursued a career education path with a job related to their field of study.**

**SWP Students with a Job Closely Related to Their Field of Study**

Among students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study



The percentage of students who pursued a career education path with a job related to Business and did not transfer to any postsecondary institution has slightly increased from 63% to 67% since 2016 through 2018. 2019 data is not yet available from the Chancellor’s office.

## Curriculum and Outcomes Assessment

**a) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:**

Note: The business program deployed a survey for equity in curriculum among faculty during Fall 2021 and answered the following questions based on the survey results.

○ **Prepare students to actively engage in a diverse society?**

The business program is represented by diverse cultural and ethnic backgrounds in both the student and faculty population. It is important to help students from diverse backgrounds, particularly students from historically marginalized groups, understand the great career opportunities for anyone interested in the business and accounting professions.

Every course in the Business Management/Marketing Curriculum contains lectures from chapters in our textbooks that focus on the value of diversity in business and society at large.

The diversity of our classes (age, gender, race/ethnicity, income, education, sexual orientation, etc.) enable an engaging discussion and opportunity to explore the value of diversity in business and provide opportunities for our students to engage in the research of businesses that align with companies to value a diverse workplace and can demonstrate their accomplishments/achievements in diversity. Course curriculum also includes perspectives on diversity in marketing practices, from EDI through hiring and management practices, to the importance of diversity of ideas in business strategy and decisions.

The program strives to actively engage all students in the classroom activities with other people. In a number of courses, students engage students in group projects. Group projects help them learn how to work with people from different backgrounds and resolve conflicts in a respectful way. The program invites guest speakers from industry and provides workshops that are insightful and replicate real world experiences and below is a partial list of the workshops and projects.

1. **Perfect Pitch Competition:** The Perfect Pitch Competition is an opportunity for students and the local community to “pitch” their business plan to a panel of judges. The winners receive a cash award to help with their start-up. In addition, the judges include venture capitalists and/or financial intuitions that can help fund the best ideas.
2. **Launch and Grow Your Start-up Virtual Speaker Series:** This speaker series offers current experts on a variety of small business topics. It is offered to ECC students and available virtually. The practical, actionable ideas presented in this series are intended to compliment classroom instruction.
3. **Robert Half Accounting Apprenticeship:** This is a paid on the job training in accounting and finance fields. Students are assigned a career advisor who will help prepare and guide them through the program. While in the program, students will get on-the-job training while taking related coursework at ECC and students will take online learning and development courses through Robert Half Skillport.

- **Include multicultural content?**

The program and textbook cover multicultural content through the lens of international business as well as through the lens of appealing to multiple cultural groups within the domestic business environment.

This is an area where the accounting department has limited boundaries because accounting subjects teach accounting theories, principles, procedures and applications of accounting systems. Therefore, it is difficult to include multicultural contents in the accounting courses as the core objectives of teaching are to analyze financial transactions and apply the principles and concepts of accounting to business situations. Accounting discipline may consider including more culturally diverse contents by performing projects or group presentations that enable students to explore business outside of mainstream US companies (i.e., Fortune 100 companies).

- **Respond to diverse students' learning needs?**

The program offers multiple methods of educational delivery including online, traditional classroom, and hybrid. Additionally, most classes include a variety of learning modalities including lecture, case studies, practical application, and video content. Online instruction includes live Zoom and pre-recorded lectures to meet student scheduling demands. Computer labs are used for lectures, instead of conventional classrooms, this allows students to apply accounting concepts to hands-on exercises using computer systems immediately after learning concepts. Also, students see the results and receive real time feedback from the instructor. Office hours provide an opportunity to meet with students and develop targeted study plans to increase student success.

- **Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?**

Instructors provide opportunities for students to establish a sense of community and connection with their classmates and it helps the faculty understand students' needs, and therefore tailor approaches accordingly.

Most curriculum has an international and/or ethics component, either as standalone chapters or woven throughout the curriculum. Diversity and inclusion concepts are also integrated extensively into management and human resources areas of the curriculum.

There are opportunities to explore how society is evolving and how to sell products in a way that is more responsive to societal changes— that means examining historical biases and assumptions marketers fall prey to in conceptualizing campaigns. This opportunity to explore different perspectives are evident in discussion topics, student to student interaction, and during lectures with student-to-student and teacher-to-student interaction.

We have course content in Business Management and Human Relations that address Implicit Bias and Explicit Bias that the foundation of perceptual distortions contributing to our stereotypes, prejudices, and discrimination.

In accounting, small group work is assigned that requires students to discuss solutions to accounting problems; students have fruitful conversations that build empathy and share different opinions in a respectful way.

- **Use critical/equity-oriented pedagogy?**

This varies by instructor but the importance of diversity and the differences in cultures is a core part of most management and marketing courses. In accounting, a heavily quantitative subject, the equity-focused aspect is creating an inclusive classroom environment. Most instructors within the program have their grading spread across multiple assessment methods including quizzes and tests, case studies, semester projects, and group projects. This increases the chances for student success as it avoids the problems that come with single or limited modes of assessment.

The following instructional practices are implemented to promote inclusive classroom climate:

- 1) Clearly outline the course's organization and deliver crystal clear expectations of the faculty and class requirements.
- 2) Explain the material's relevance and the practical application of accounting subjects.
- 3) Place less emphasis on mechanical memorization and more on hands-on in-class activities by working on accounting exercise problems in the computer labs or classrooms.
- 4) Pay greater attention to skills building such as recording accounting journal entry & preparing financial statements.
- 5) Since high-stakes exams contribute to testing anxiety, combine frequent low-stakes quizzes and other kinds of activities that involve active learning.
- 6) Implement an early-warning system to prompt timely interventions and a tiered system of support by using ECC connect and provide resources for supplemental instruction, tutors and counseling.

- **Ensure creating an empowering classroom environment?**

The curriculum is sound, it is the methods/instructional design and capabilities of instructors to foster this empowerment in the classroom. It has been challenging in an online Zoom environment, and when we return to campus, we will have a much more empowered environment for our students.

In order to create an empowering classroom environment, it is imperative to respect the diversity of our students, and create opportunities to give them opportunities to share their knowledge and understanding of subject matter. Faculty create an empowered classroom by:

- 1) Intentionally seeking out perspectives of students in discussion and other assignments
- 2) Utilizing online discussion boards to encourage shy students to share their thoughts and offer input.
- 3) Including a diverse collection of stories, names, and people in the material; students from various backgrounds see that their heritage is not being ignored in favor of the dominant culture.

- 4) Invite students to the board to show their problem-solving process. This way, Students have the opportunity to build their confidence in the subject matter and peer students' perspectives of course materials often help others understand in a different way.
- 5) Pair students and small group assignments where students build confidence through peer interaction, and students help each other understand course material
- 6) Making students feel safe to ask questions
- 7) Provide lots of opportunities to practice material leading to mastery
- 8) Student presentations

○ **Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?**

It is up to the instructor to provide multiple techniques in their pedagogy to address the diversity of evaluation that will resonate best with students. The greater the diversity of evaluation methods, the great opportunity for the success of our students. Most instructors within the program have their grading spread across multiple assessment methods including quizzes and tests, case studies, semester projects, discussion posts, and group projects; this increases the chances for student success as it avoids the problems that come with single or limited modes of assessment. Although traditional testing is still the preferred way to demonstrate competency, there are other low-stakes, low pressure assignments that allow mastery. By having more assignments, we can assess/evaluate student progress and use the tools, like ECC Connect to engage the ECC support communities when we observe the struggles with our students.

**b) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your dean.**

The gateway course for the Business program is BUS 1A - Financial Accounting. To date, all SLOs for the gateway course have been assessed, and a schedule has been established to assess the course SLOs on a four-year timeline. Below is the list of SLOs for BUS 1A.

1. SLO #1 Evaluation - Evaluate the financial position and profitability of the business entity using various financial ratios.
2. SLO #2 Problem Solving - Solve a comprehensive accounting problem that involves preparation of 3 of the 4 basic financial statements, which include the balance sheet, the income statement, and the statement of retained earnings.
3. SLO #3: Concepts & Terminology - Understand and utilize financial accounting concepts and terminology.

A standard common assessment exam was administered in the Connect Homework Manager by all accounting faculty who taught BUS 1A. The assessment exam consisted of 20 questions in 2016-2017 years and was recently reduced to 19 questions. One exam was used to assess all three SLOs. Questions 1 through 5 assess SLO #1, Questions 6 through 9 assess SLO #2 and Questions 10 through 19 asses SLO #3.

Here are the summaries of the assessment cycle and results:

SLOs	Assessment Cycle during the program review period
SLO #1 Evaluation	2016-2017 (Spring 2017), 2017-18 (Fall 2017)
SLO #2 Problem Solving	2016-2017 (Spring 2017), 2018-19 (Fall 2018), 2019-20 (Spring 2020), 2020-21 (Spring 2021)
SLO #3: Concepts & Terminology	2016-2017 (Fall 2016), 2019-20 (Fall 2019)

1. SLO #1 Results: The instructors administered a common assessment test covering all chapters assigned during the semester. A total of 232 students in Spring 2017 were included in the sample. The data suggests that we need to work on topics covered in accounting for prepaid insurance and depreciation. Overall, the results indicate that the standard has been met and the students retained the material we wanted them to retain. On each question of the assessment test, the average scores were well above 70%. The overall average score ranged from 78% to 86% on the years the results data was obtained and this overall average is far above the standard.

2. SLO #2 Results: The instructors administered a common assessment test covering all chapters assigned during the semester. A total of 232 students in Spring 2017 and 287 students in Fall 2018 were included in the sample. Overall, the results indicate that the standard has been met, and students are grasping and retaining the material. 93.4% of students scored greater than 70% on the assessment, and the overall average score from all sections was 78% based on Spring 2021 data.

3. SLO #3: Results: Overall, the results indicate that the standard has been met, and the average scores were well above 70%. Students are grasping and retaining the material. However, the results on topics covered in accounting for doubtful accounts, plant assets, current liabilities and bonds were below our target based on Fall 2019 data. We addressed those questions as a department to determine the root of the problem and a potential fix and continued to revise the assessment test as needed.

**c) Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.**

The table shows the student success rate for BUS 1A course and the business program. The data suggests that BUS 1A success rate is consistently lower than the business program. Financial Accounting course is a four-unit course that is designed to develop understanding of fundamentals of accounting and consistently expand the knowledge learned from chapter after chapter and apply accounting concepts to problem solving. Unlike general business courses in which lessons are delivered mostly by lectures, students need to understand and solve accounting problems in order to complete assignments and therefore pass the course. When students have challenges with solving accounting problems on their own, some of them seek SI coaching or faculty office hours. Those who failed to complete the assignments fall behind the course and this contributes to the low success rate. Accounting faculty acknowledge that the contents of the text can't be changed but they are trying to change the way they deliver the contents to students in various ways. The course inherently requires some skill sets such as quantitative problem

solving, analytical thinking and great attention to details, all of which demand a higher level of analytical, quantitative nature and time commitment than most courses offered at El Camino College.

	Fall Term			
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Success Rates for BUS - 1A</b>	60.2%	56.2%	60.3%	61.8%
<b>Success Rates for Business Program</b>	62.6%	62.1%	62.3%	63.2%

**d) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.**

The table below shows the analysis of success rate by gender, ethnicity and age for BUS 1A and the business program in Fall 2020 terms. The equity gap is clearly present in African American students and Latino students who reported the lowest success rate and this trend is consistent with the equity gap identified in the overall business program success rate analysis in Section 2, g) Course Success rate.

		Fall 2020 Success Rate Business Program	Fall 2020 Success Rate BUS 1A
<b>Gender</b>	F	60.70%	60.10%
	M	65.60%	63.20%
<b>Ethnicity</b>	African-American	45.60%	46.80%
	Amer. Ind. or Alask. Native	0.00%	0.00%
	Asian	78.10%	79.50%
	Latino	60.90%	56.30%
	Pacific Islander	50.00%	65.40%
	White	74.00%	63.30%
	Two or More	72.70%	65.40%
	Unknown or Decline*	74.60%	78.80%
<b>Age/ Age Group</b>	16 or younger	90.90%	100.00%
	17-19	62.00%	62.90%
	20-24	62.30%	60.30%
	25-29	59.60%	56.90%
	30-49	69.60%	67.10%
	50 +	59.70%	100.00%

## SECTION 3

### Program Vision and Future Planning

#### Program Vision

**A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.**

Modern accounting, management, and marketing theory continues to evolve, and the program will need to continually update curriculum and create new courses to meet the needs of students and industry. The vision of the program for the next four years is to continue to develop courses, certificates, and degrees that meet the developing needs of students and industry and keep the program's curriculum contemporary and relevant. Courses will be developed based on labor market needs, student interest, and opportunity for enrollment growth. The program also will provide flexible schedules and expand online offerings to meet the needs of working students. The major goal of our program is to offer programs that are in high demand on the job and that offer high earning potential and help our students and the community recover from the pandemic and get back in the workforce. The program will also identify professional certifications available and explore developing courses and certificates that meet the educational requirements for students to sit for the certification exams.

#### Future Planning

**A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:**

- **Adjusting the curriculum for coherence and alignment with students' workforce needs**
  - **Advancing towards a more equitable program to close equity gaps among groups of students**
  - **Clarifying students' paths to completion, further education and employment**
  - **Helping students explore options and build foundation skills**
  - **Helping students stay on the path**
  - **Integrating applied learning experiences**
1. Business Management - In 2019, the Entrepreneurial Studies Program was launched and department faculty are currently promoting the program with Strong Workforce grant funding. We will focus on promotion and sustainable growth of this program for the next four years. The grant project includes a business plan competition, speaker series on relevant business ownership topics, a dedicated web site with resources for our students who are interested in starting and growing their business.
  2. Retail Management - The faculty have revitalized the Retail Management program and attracted grocery industry employees who desire advancement opportunities. The focus is placed on marketing and outreach support within local grocery stores. We will continue to partner with food

chains such as Ralphs/Food4Less, Smart & Final, Costco, Vons, etc. to support their employees over the next four years.

3. Accounting - The accounting department expanded courses offered and added new certificates for Tax Preparation Certificate of Achievement and Accounting Clerical Certificate of Achievement to help the students enter the accounting field in an entry-level capacity and continue their accounting education at a four-year institution. The accounting department will work on developing data analytics and machine learning courses to ensure the program continues to meet student and labor market needs over the next four years.

**B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.**

1. Perfect Pitch Competition: The Perfect Pitch Competition is an opportunity for students and the local community to “pitch” their business plan to a panel of judges. The winners receive a cash award to help with their start-up. In addition, the judges include venture capitalists and/or financial intuitions that can help fund the best ideas.
2. Launch and Grow Your Start-up Virtual Speaker Series: This speaker series offers current experts on a variety of small business topics. It is offered to ECC students and available virtually. The practical, actionable ideas presented in this series are intended to compliment classroom instruction.
3. ECCEntrepreneur.com: The web site offers students with tools to support the development and growth of their business. Recordings of previous speaker events, articles, and other resources are hosted here.
4. Partnership with Cal State Los Angeles LEEAF Program: The LEEAF Accelerator and Fellowship Program work to create a more diverse, equitable, and thriving economic landscape. LEEAF provides the direct training, resources, and enduring support to help entrepreneurs grow revenue, access capital, and thrive. Entrepreneurial Studies faculty have partnered with LEEAF to provide a five-session “boot camp” program for our BIPOC students who will benefit from this type of grassroots learning. There are many options for our participation to network with other students in the LEEAF Accelerator and SBDC mentors.
5. Marketing Programs: The Retail Management Certificate Program is supported with printed and electronic marketing materials including a program flier and seasonal card with current course offerings. The Entrepreneurial Studies Program is supported with an online social media advertising program. The ads run on Facebook and Instagram in the ECC area and greater Los Angeles.
6. Outreach Efforts: A business counselor offers follow-up support for following up with all prospective students who respond to the retail marketing materials as well as the Facebook/Instagram ads. Each prospect receives a personalized email inviting them to apply and enroll in courses. They answer all questions and track students through the programs.

**C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.**

The program will determine if the goals have been met by evaluating if the enrollment in the program increased or decreased and how many students earned degrees and certificates in the program. We will compare success and retention and degree rates before the next program review and hope to see quantitative improvement in all measures.

## Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years?

- List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.

	Resources
1	Install Hyflex classroom technology in all business lecture rooms and computer labs. There are a total of 20 classrooms and computer labs in Business.
2	Obtain funding for promotional and marketing activities for Entrepreneurial Studies Program and Retail management program. The major projects include but are not limited to Perfect Pitch Competition, speakers' series, and outreach efforts by a business counselor for prospective retail management students.
3	Develop Business Data Analytics by collaborating with CIS department and Santa Monica College. Funding will be required for licensing, faculty training and certification of software.
4	Obtain funding for certification and training for newly developed accounting courses.
5	Obtain funding for software used in the classrooms and license fees to acquire new software.
6	Install Smartboards for all rooms in the Business lecture rooms and labs.
7	Hire a full-time clerical assistant in the division office.
8	Expand the use of SI Coaches to more sections and additional classes where appropriate, including all BUS 1A, 1B, and 17 courses.
9	Repair, maintain, and replace instructional equipment in classrooms and labs on a regular basis every three years.
10	Provide funding pool for faculty devoting time to non-required and/or extra-curricular activities, such as preparing new certificates and degrees,

	scholarships, professional speakers and campus events related to the business program.
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- Explain how these resources contribute to the [College's equity goals](#).

#### **a) Staffing**

The business program needs to hire a full-time clerical assistant in the division office in the next four years. The business program currently has four full time instructors in the business management/marketing area, seven full time instructors in the accounting area and one full time instructor in office administration. If a need to hire new staff arises due to retirement or resignation, we will need to hire a replacement. Also, as the program expands and faculty feel the need to add positions, growth positions will be added in the next four years. Currently, the business department has a number of part time instructors who teach 2-3 courses per semester; therefore, it is more viable for adding a growth position in the next four years.

#### **b) Facilities and Equipment**

The Business program offers all of its classes in lecture rooms and computer labs located in the Math/Business/Allied Health (MBA) building. There are a total of 20 lecture rooms and computer labs in Business. Equipment used in the lecture rooms and computer labs should be constantly repaired and upgraded on a regular basis. The adequate cycle for maintaining, repairing and updating equipment for the business program should be every three years, as opposed to five years outlined by the college. The business program has no repair fund for equipment, therefore, when equipment breaks down and warranty periods expire, the program needs to find its own funding for repairs.

#### **c) Technology/Software**

The business division has updated every computer lab in the past couple of years. The program will identify new technology and software necessary to teach new courses and update existing programs and will request them. As the demand for online courses increases, every classroom in the business division needs to be equipped with Hyflex equipment. This equipment will provide an option for the instructors to teach on ground students and online students concurrently in order to meet the students' needs.

Furthermore, some faculty in the accounting department expanded their use of computer labs in the last few years and expect to increase their use in the next four years.

#### **d) Contracts/Services**

Currently, the program has minimal activities in contracts/service areas and the only noteworthy contract is Marketing for the business program. The college has contracts to promote El Camino College, not necessarily the individual programs. In order to effectively promote our business program to prospective students, engaging contracts and services that are dedicated to promoting Marketing, entrepreneurial studies and accounting will be necessary.

## APPENDIX A

### CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS

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

***Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:***

- 1. How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for the next five (5) years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

The program provides students with a broad education in the principles of business operation and management. The expertise and skills trained within the program are required not only in all departments within business, but is also required in government, non-profit, public agency, and many other organized efforts throughout society. The occupational demand for the program will continue to be significant so long as the program is kept contemporary with modern theory, industry needs, and societal customs. In order to ensure the program is contemporary with current student and industry needs, the program has continually reviewed its curriculum across all courses, updating curriculum, adding new course offerings, and deactivating courses where necessary.

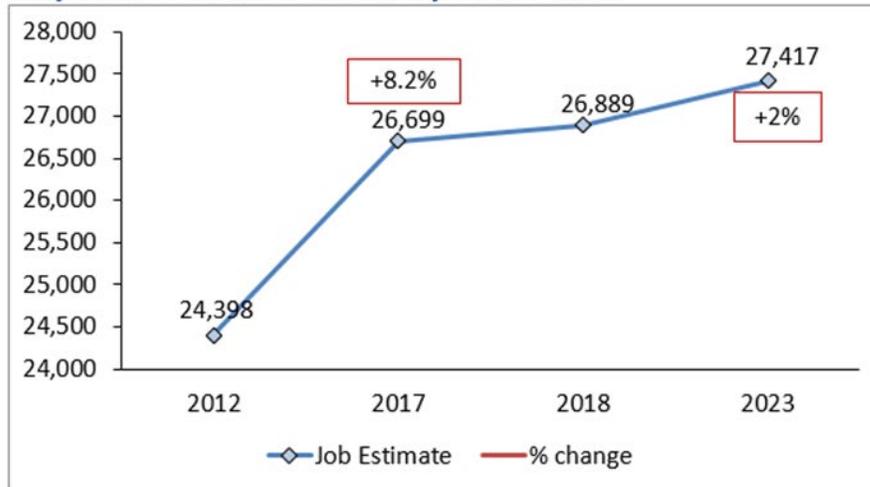
Job opportunities within the Business discipline continue to grow in the region. Over the past five years, job openings have grown 15.1%. Institutional Research expects job growth to continue over the next five years, but at a lower rate of 4.8%. The disparity in growth is likely due to the rapid job losses and subsequent recoveries from the pandemic. In the Los Angeles region, the job market for sales and accounting are robust and the most common middle skill jobs are first-line supervisors of retail sales workforce and customer service representatives according to Community College Pipeline dashboard.

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:

<b>24,445</b>	<b>+8.2%</b>	<b>+2.0%</b>	<b>\$47.49/hr</b>
<b>Jobs estimate (2017)</b>	<b>% Change (2012-2017)</b>	<b>% Change (2018-2023)</b>	<b>Median Hourly Earnings</b>
<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:



- 2. How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

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

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

- 3. What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

For the past four academic years, the program has awarded over 1,400 degrees and certificates to students, including local degrees and degrees designed for students pursuing a Bachelor's degree. Over 75% of students who received a grade in a business course earned a passing grade in the course. This does not, however, include students who withdrew from the course. More than 20% of students receive a W in courses. This suggests that student success in the program is tied primarily to retention and to completion of the course.

- 4. 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.

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

- 5. 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 business program deployed a student survey for the program review purposes in Spring 2020. Based on the comments provided by students, students are generally satisfied with the educational program and business/accounting courses we offer in the program. However, there are a number of students who wish to have more centralized and collective resources of information for job search in business areas and networking opportunities with local employers. The program needs to actively promote Career Services to students and help them connect with counselors and various workshops.

- 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?** Describe the status and impact of any advisory committee recommendations.

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

- a. Advisory committee membership list and credentials.
- b. Meeting minutes or other documentation to demonstrate that the CE program review process has met the above Education Code requirement.

The program operates multiple advisory committees for each discipline within the program.

### **Accounting Program**

An advisory committee is established for the accounting discipline and consists of three members from academia and industry, who have recently been offered the opportunity to serve on this board. Those members are:

1. Dr. Kathryn Hansen, Chair, Department of Accounting, CSULA. (confirmed)
2. Dr. Edward Monsour, Professor of Accounting/Taxation, CSULA. (confirmed)
3. Mr. Hao Nguyen, CPA, a principal at RKE, LLP, an accounting firm. (confirmed).

### **Business Management/Marketing Program**

An advisory committee is established for the Business Management/Marketing discipline and consists of five members. The purpose of the committee is to assist developing curriculum, identifying industry needs in employees, and setting budget priorities of the programs within the college.

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

The advisory committee meets once per semester to discuss current trends in accounting and ways to ensure that faculty and course outlines are up to date.

Since 2013 academic year, Office Administration and the Paralegal program joined together to establish a joint advisory committee. Many of the current committee members are also small business owners who have a very clear understanding of the marketplace, how an office is managed from an administrative perspective, and the necessary skills needed for administrative success. Early suggestions from the committee have already begun to filter into our course design and updates. Based on the suggestions, accounting program began offering courses that provide hands on learning experiences in accounting softwares (i.e. Quickbooks) and developing a certificate that will allow participants to qualify for their CTEC (California Tax Education Council). In addition, the accounting department will work on developing data analytics and machine learning courses to ensure the program continues to meet student and labor market needs over the next four years.

The management/marketing 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 management/marketing 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 management/marketing 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.

The management/Marketing committee reviewed the program updates, 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. 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.

Regional LAEDC (LA County Economic Development Corporation) Advisory Board Meeting is another advisory committee activity that the program is involved with and accounting faculty regularly attended the meeting. The members of the committee expressed their concerns that the community colleges were not preparing students for the jobs they will be doing. Particularly with respect to software both new and old. Excel skills were mentioned, as well as data analytics. Consequently, the accounting department developed new certificates in the last four years in order to meet the needs of students and industry.