

## **PROGRAM REVIEW BUSINESS PROGRAM 2017 Cycle**

### **1. Overview of the Program**

- a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

The Business program allows students to gain knowledge in basic accounting principles, business law, macroeconomics, and microeconomics. Students get a foundation in methods used in fiscal and monetary policy. In addition, students get exposed to the basics of contract law. Students who choose a degree in business have various career opportunities in accounting, management, marketing, and office administration. The Business Department's program mission statement reads as follows: "The Business Vocational program leads to an Associate of Science Degree and Certificates of Achievement that provide students with a sound foundation in the fundamentals of the business industry. Students will be able to demonstrate their knowledge of accepted business ethics, theories, and methodologies practiced in business today. After completing their vocational business requirements, students will possess the business acumen to confidently enter the workforce or matriculate to a 4-year college or university." The mission statement supports the academic goals of a diverse group of students who seek degrees and transfer paths to 4-year institutions.

- b) Describe the degrees and/or certificates offered by the program.

The Business Administration Program is designed to provide opportunity for a transfer to 4-year university as a business major, and/or to achieve an associate degree. Students acquire a foundation in basic accounting principles, business law, and macroeconomics and microeconomics theory. Students can apply methodologies to assess fiscal and monetary policy in the marketplace and understand the basics of contract law. Competencies are assessed through examination and projects.

Business with emphasis in accounting gives students opportunity to obtain a degree or certificate. Students acquire the ability to apply the fundamental theory, principles, and practices of the accounting cycle. The application includes unincorporated and corporate forms of business, financial, and managerial accounting. In addition, students apply theory to analyze cost accounting and cost procedures used in the business industry. Furthermore, students will also learn income tax regulations pertaining to individual and business income tax preparations and planning. Competencies will be assessed regularly through examinations and comprehensive problems. The major provides career opportunities in entry-level accounting positions.

Business with emphasis in Business Management provides students with the opportunity to obtain a degree or certificate in business management. Students gain ability to organize, operate, and manage business organizations, utilize human resources, improve working relationships, draft letters, and reports, and speak in various business situations. Competency is measured by examinations, presentations, projects, and case problems.

Business with emphasis in Marketing is designed to provide students with the opportunity to obtain a degree or certificate in marketing. Students explore opportunities in the marketing field. They acquire basic marketing terminology, apply marketing concepts to the role of marketing in society, and in business firms. In addition, students acquire basic knowledge on balance factors that influence marketing decision-making in the global economy. Competency are measured by examinations, projects, and case problems.

Business with emphasis in office administration allows students to get a degree and/or a certificate. The options include office systems, management, bookkeeping, computer applications, and office clerk. Upon completion of the requirements, students can operate office equipment appropriate to their specialty, apply American business office procedures, and understand information management principles, operations, and organization. Competency is assessed regularly through examinations and projects.

- c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)

The business program is aligned with the mission statement: "Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion, and lifelong learning." Faculty in the business program utilize approaches that help increase enrollment and success of students. Students obtain a clear map of the courses they must take to finish the degree, obtain a certificate, or transfer to a 4-year university. There is continual review and enhancements of curriculum by adding courses and programs. This will further improve chances of students achieving their academic goals. There is coordination and cooperation with the Special Resources Center to help students with disabilities more effectively. There are effective systems established by the distance education department to enhance student learning and provide technological resources to address barriers that student might have. There is an effort from faculty to update articulation agreements with various universities to facilitate transfer for students. In addition, faculty maintains the commitment of assessing SLOs, and PLOs to meet requirements with accreditation. These strategies help ensure that students are learning the skills they need for their next academic transition. Faculty are committed to apply the matrix system which sets priorities for course offerings enhancing success rate, completion, and transfer.

- d) Discuss the status of recommendations from your previous program review.

The previous program review had six recommendations. First, a strict adherence to application of matrix system in terms of course offerings was recommended which has been followed up and courses being offered in lieu of the matrix system which is turning out to be very effective. Second, it was recommended that funds be requisitioned to update computers and related technologies, and hiring technically trained personnel to run, maintain and service the equipment and provide technical support and service for faculty and students. Third, revitalizing and re-energizing Business Department Vocational Advisory Committee to obtain input from professional experts, business owners, civic and industry leaders to upgrade and revise the program to meet the dynamic needs of our constituencies was recommended. Fourth,

Commented [AN1]: Do they mean adhere to the matrix system?

implementing the prior recommendation of adherence to three-year cycle of upgrading and reinvesting resources into the programs. Fifth, recommendations for the development of new courses, reviewing and revising our existing courses. Substantial steps have been taken in this regard. Sixth, integration of technology into our business program has always been recommended and taken very seriously. Upgrading computer, printers and peripherals have been addressed.

**Commented [AN2]:** I see listing of past recommendations, but they touched on first and fifth recommendation. What actions have been taken on the remaining recommendations/

**2. Analysis of Research Data (include data provided by Institutional Research)**

Provide and analyze the following statistics/data.

- a) Head count of students in the program

The Compton College serves approximately 500,000 population, this includes, the areas of Compton, Lynwood, Paramount, Carson, Watts/Willowbrook and unincorporated areas of the college district. The College enrollment started decreasing in 2012 because of enrollment funding caps. In addition to funding caps the enrollment in our business curriculum has declined due to classes being cancel/or students attending Compton College campus to complete their business programs. The faculty and administration approved and adapted a two-year educational matrix program in which all business courses would be offered in order that our students can complete their various business program at the Compton College. Enrollment in business courses kept pace and contributed to the significant increase in FTES for the Center during 2009-2012. The number of students enrolled in discipline courses rose during this period from 410 to 554, but that was a decrease of 51. Greater clarity as to why students enroll in Business courses will hopefully be obtained with the implementation of the Student Survey during fall 2014.

**Commented [AN3]:** Wouldn't our enrollment go up if students chose to attend Compton College?

**Commented [AN4]:** So, what did the survey reveal?

		Fall Term				Compton Student Population
		2012	2013	2014	2015	Fall 2015
<b>Term Headcount</b>		482	412	381	390	7,428
<b>Gender</b>	F	61.0%	64.1%	64.8%	66.2%	63.1%
	M	39.0%	35.9%	35.2%	33.6%	36.9%
<b>Ethnicity</b>	African-American	57.7%	48.8%	47.5%	45.4%	30.3%
	Amer. Ind. or Alask. Native	0.2%	0.0%	0.8%	0.3%	0.2%
	Asian	1.9%	5.6%	3.7%	2.6%	4.5%
	Latino	31.7%	35.4%	40.7%	45.4%	58.3%
	Pacific Islander	1.2%	1.0%	0.3%	0.5%	0.6%
	White	2.9%	3.6%	2.1%	3.3%	2.9%
	Two or More	3.5%	4.4%	3.7%	2.6%	2.9%
Unknown or Decline	0.8%	1.2%	1.3%	0.0%	0.4%	
<b>Age/ Age Group</b>	<17	0.2%	0.0%	0.0%	0.0%	2.6%
	17	0.8%	0.2%	0.3%	0.3%	2.6%
	18	2.9%	0.7%	2.4%	4.1%	8.4%

	19	7.9%	6.8%	6.0%	3.8%	9.8%
	20	8.9%	9.5%	6.3%	6.7%	9.5%
	21	8.3%	10.0%	11.5%	9.0%	8.7%
	22	10.2%	8.7%	7.1%	7.9%	7.8%
	23	6.0%	7.3%	5.2%	6.9%	5.9%
	24	4.1%	6.1%	6.0%	4.1%	5.1%
	25-29	14.7%	16.7%	19.9%	19.7%	16.8%
	30-39	16.2%	17.7%	18.1%	17.4%	12.9%
	40-49	12.7%	8.3%	9.4%	10.8%	5.7%
	50-64	6.8%	7.5%	6.8%	8.2%	3.7%
	65+	0.2%	0.5%	0.8%	1.0%	0.4%
<b>Class Load</b>	Full-time	27.0%	32.5%	30.7%	30.8%	23.8%
	Part-time	67.8%	63.8%	63.5%	63.3%	76.2%
<b>Academic Level</b>	College degree	10.0%	10.2%	8.4%	7.4%	9.6%
	HS Grad	80.7%	81.8%	85.3%	87.2%	80.5%
	Not a HS Grad	4.6%	0.5%	0.3%	0.0%	0.4%
	K-12 Special Admit	0.0%	0.0%	0.0%	0.0%	4.4%
	Unknown	4.8%	7.5%	6.0%	5.4%	5.1%
<b>Educational Goal</b>	Intend to Transfer	30.7%	29.9%	29.4%	41.8%	44.6%
	Degree/Certificate Only	8.1%	8.5%	11.3%	9.2%	8.6%
	Retrain/recertif.	5.4%	4.4%	3.7%	6.7%	4.6%
	Basic Skills/GED	5.8%	7.5%	3.9%	5.4%	5.4%
	Enrichment	1.9%	3.6%	2.9%	2.3%	3.0%
	Undecided	14.3%	12.6%	14.7%	12.6%	14.7%
	Unstated	33.8%	33.5%	34.1%	22.1%	19.1%

		Spring Term				Compton Student Population
		2013	2014	2015	2016	Spring 2016
<b>Term Headcount</b>		394	400	404	376	6,755
<b>Gender</b>	F	59.9%	69.0%	65.6%	62.2%	63.4%
	M	40.1%	31.0%	34.2%	37.8%	36.6%
<b>Ethnicity</b>	African-American	50.3%	51.3%	43.1%	38.0%	29.1%
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.5%	0.3%	0.1%
	Asian	2.8%	5.0%	4.2%	3.7%	5.1%
	Latino	39.6%	35.3%	44.3%	50.0%	58.9%
	Pacific Islander	1.0%	0.8%	1.7%	0.3%	0.5%
	White	1.8%	3.3%	2.7%	3.7%	3.2%

	Two or More	3.6%	4.0%	2.7%	3.5%	2.9%
	Unknown or Decline	1.0%	0.5%	0.7%	0.5%	0.3%
Age/ Age Group	<17	0.0%	0.3%	0.0%	0.0%	2.3%
	17	0.0%	0.5%	0.5%	0.5%	1.5%
	18	3.3%	1.0%	1.2%	2.9%	6.4%
	19	7.4%	3.3%	5.0%	6.6%	10.4%
	20	8.9%	7.8%	6.9%	8.0%	10.0%
	21	8.9%	7.8%	9.2%	6.1%	9.1%
	22	9.1%	8.5%	8.7%	7.4%	7.9%
	23	6.6%	6.3%	6.7%	6.4%	6.3%
	24	5.3%	6.3%	6.9%	6.1%	5.5%
	25-29	14.0%	15.8%	15.3%	21.0%	18.3%
	30-39	19.0%	21.8%	19.3%	17.6%	12.9%
	40-49	8.9%	9.5%	9.9%	6.9%	5.7%
	50-64	7.9%	10.3%	9.4%	9.6%	3.5%
65+	0.8%	1.3%	1.0%	0.8%	0.3%	
Class Load	Full-time	24.9%	28.0%	29.7%	31.9%	21.4%
	Part-time	62.4%	66.3%	67.6%	63.3%	78.6%
Academic Level	College degree	7.6%	8.5%	9.4%	8.8%	10.2%
	HS Grad	84.0%	81.5%	83.9%	84.8%	79.9%
	Not a HS Grad	1.0%	0.5%	0.0%	0.0%	0.4%
	K-12 Special Admit	0.0%	0.3%	0.0%	0.0%	4.1%
	Unknown	7.4%	9.3%	6.7%	6.4%	5.4%
Educational Goal	Intend to Transfer	29.4%	30.8%	32.9%	40.7%	46.7%
	Degree/Certificate Only	9.6%	10.8%	9.2%	11.4%	9.0%
	Retrain/recertif.	4.1%	4.8%	5.0%	6.1%	4.4%
	Basic Skills/GED	5.8%	4.5%	5.7%	6.1%	5.8%
	Enrichment	2.5%	3.5%	3.7%	3.7%	2.9%
	Undecided	14.5%	11.3%	12.4%	15.7%	15.1%
	Unstated	34.0%	34.5%	31.2%	16.2%	16.2%

b) Course grade distribution

Business 1A, 1B and Law 5, are transfer courses to the university all three have good transfer rates of students completing these courses with grades of A, B and C. Bus-1A accounted for 49%, Bus-1B 67% and Law 82%. There is work to be done on several of our courses with W's. This might be attributed to students not being prepared for course material or more emphasis on the part of the faculty to identify the problems and determine recommendations for correcting the problems and increasing student success rates. It is important to mention that students have consistently struggled with personal problems, and many have life responsibilities that impact their learning. There needs to be increase of pantry services, tutors, and financial aid along with

childcare for students. In addition, there is an achievement gap from the K-12 system that impacts student success. Faculty is currently engaged in professional development to ensure best pedagogical practices are adopted according to our student population needs.

Female students account for approximately 65% of student population whereas male students account for 35%. This data is consistent with data across community colleges in California that has recorded higher enrollment levels for female students. This signals the need to outreach to male and transgender students. The population between men and women it is about 50%. The district population has been gaining for Latinos in 2009. Latino students accounted for approximately 30% of the district population compared to African American, 57% in Fall 2012, 44% Latino's to 40% this may be attributed to a change in demographics and a strong emphasis on education and jobs. There is a strong emphasis among African Americans for higher education and the department continues to work with students for their success. The number of students who intend to transfer to a university continues to be approximately 30% during the past four years.

Year	COURSE	Method	Weeks	'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.	
2012	BUS-11	Lecture	16	3	1	9	-	2	3	-	-	-	-	24	42	31.0%	42.9%	
	BUS-14	Lecture	16	2	5	7	-	1	8	-	-	-	-	2	25	56.0%	92.0%	
	BUS-15	Lecture	16	4	10	4	-	2	-	-	-	-	-	7	27	66.7%	74.1%	
	BUS-17	Lecture	16	5	9	3	-	3	-	-	-	-	-	10	30	56.7%	66.7%	
	BUS-1A	Lecture	16	8	4	21	-	6	8	-	-	-	-	20	67	49.3%	70.1%	
	BUS-1B	Lecture	16	6	15	17	-	2	6	-	-	-	-	11	57	66.7%	80.7%	
	BUS-20	Lecture	8	4	15	10	-	12	4	-	-	-	-	6	51	56.9%	88.2%	
				16	-	11	8	-	3	-	-	-	-	9	31	61.3%	71.0%	
	BUS-21	Lecture	8	7	5	2	-	9	6	-	-	-	-	22	51	27.5%	56.9%	
	BUS-22	Lecture	16	3	12	6	-	1	-	-	-	-	-	18	40	52.5%	55.0%	
	BUS-25	Lecture	16	1	11	9	-	2	10	-	-	-	-	-	33	63.6%	100.0%	
	BUS-41	Lecture	14	10	7	1	-	-	-	-	-	-	-	9	27	66.7%	66.7%	
	BUS-43	Lecture	16	12	3	1	-	-	-	-	-	-	-	8	24	66.7%	66.7%	
	BUS-52A	Lecture	8	3	3	7	-	1	-	-	-	-	-	12	26	50.0%	53.8%	
	BUS-52B	Lecture	8	8	5	2	-	-	-	-	-	-	-	10	25	60.0%	60.0%	
	BUS-60A	Lecture	8	26	11	5	-	-	2	-	-	-	-	9	53	79.2%	83.0%	
	BUS-60B	Lecture	8	13	10	1	-	-	-	-	-	-	-	6	30	80.0%	80.0%	
	<b>2012 Total</b>				<b>115</b>	<b>137</b>	<b>113</b>	<b>-</b>	<b>44</b>	<b>47</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>183</b>	<b>639</b>	<b>57.1%</b>	<b>71.4%</b>
	2013	BUS-11	Lecture	16	4	8	8	-	5	6	-	-	-	-	25	56	35.7%	55.4%
		BUS-14	Distance Ed	8	10	12	6	-	7	1	-	-	-	-	4	40	70.0%	90.0%
			16	-	6	6	-	3	4	-	-	-	-	5	24	50.0%	79.2%	
BUS-15		Lecture	16	4	2	3	-	-	-	-	-	-	-	4	13	69.2%	69.2%	
BUS-17		Lecture	16	9	12	4	-	-	1	-	-	-	-	10	36	69.4%	72.2%	
BUS-19		Distance Ed	8	8	5	3	-	6	11	-	-	-	2	9	44	36.4%	75.0%	
BUS-1A		Distance Ed	16	6	13	4	-	2	3	-	-	-	-	12	40	57.5%	70.0%	
			16	17	45	44	-	9	14	-	-	-	-	57	186	57.0%	69.4%	
BUS-1B		Distance Ed	16	4	10	10	-	3	1	-	-	-	-	3	31	77.4%	90.3%	
			16	13	22	28	-	5	-	-	-	-	-	15	83	75.9%	81.9%	
BUS-20		Lecture	16	2	13	12	-	3	6	-	-	-	-	13	49	55.1%	73.5%	
BUS-22		Lecture	16	2	6	7	-	3	1	-	-	-	-	9	28	53.6%	67.9%	
BUS-24		Lecture	16	-	-	-	-	-	-	-	-	-	-	5	5	0.0%	0.0%	
BUS-25		Lecture	16	6	7	22	-	6	3	-	-	-	-	12	56	62.5%	78.6%	
BUS-27		Lecture	16	4	5	1	-	-	-	-	-	-	-	2	12	83.3%	83.3%	
BUS-28		Distance Ed	8	5	10	6	-	5	1	-	-	-	-	9	36	58.3%	75.0%	
BUS-40		Lecture	16	10	5	3	-	-	-	-	-	-	-	6	24	75.0%	75.0%	
BUS-41		Lecture	16	11	2	3	-	-	-	-	-	-	-	5	21	76.2%	76.2%	
BUS-43		Lecture	16	18	8	4	-	-	-	-	-	-	-	7	37	81.1%	81.1%	
BUS-52A		Lecture	8	28	5	6	-	-	-	-	-	-	-	8	47	83.0%	83.0%	
BUS-52B	Lecture	8	25	9	7	-	-	-	-	-	-	-	7	48	85.4%	85.4%		
BUS-60A	Lecture	8	34	9	4	-	-	-	-	-	-	-	25	72	65.3%	65.3%		
BUS-60B	Lecture	8	18	6	5	-	-	-	-	-	-	-	4	33	87.9%	87.9%		
BUS-60C	Lecture	8	7	2	1	-	-	-	-	-	-	-	3	13	76.9%	76.9%		
<b>2013 Total</b>				<b>245</b>	<b>222</b>	<b>197</b>	<b>-</b>	<b>57</b>	<b>52</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>259</b>	<b>1,034</b>	<b>64.2%</b>	<b>74.8%</b>		



2016	BUS-11	Lecture	16	5	4	1	-	-	-	-	-	-	-	2	12	83.3%	83.3%
	BUS-14	Distance Ed	16	5	6	5	-	9	4	-	-	-	-	11	40	40.0%	72.5%
	BUS-15	Lecture	16	5	8	1	-	-	-	-	-	-	-	11	25	56.0%	56.0%
	BUS-17	Lecture	16	9	3	2	-	3	-	-	-	-	-	2	19	73.7%	89.5%
	BUS-1A	Distance Ed	16	3	9	5	-	5	3	-	-	-	-	7	32	53.1%	78.1%
		Lecture	16	9	10	16	-	3	7	-	-	-	-	19	64	54.7%	70.3%
	BUS-1B	Distance Ed	16	2	7	6	-	3	4	-	-	-	-	9	31	48.4%	71.0%
		Lecture	16	16	14	3	-	1	-	-	-	-	-	7	41	80.5%	82.9%
	BUS-20	Lecture	16	-	6	1	-	4	2	-	-	-	-	1	14	50.0%	92.9%
	BUS-24	Lecture	16	5	3	5	-	2	1	-	-	-	-	2	18	72.2%	88.9%
	BUS-25	Lecture	16	12	13	9	-	3	-	-	-	-	-	2	39	87.2%	94.9%
	BUS-27	Lecture	16	5	4	3	-	-	-	-	-	-	-	-	12	100.0%	100.0%
	BUS-40	Lecture	16	7	1	3	-	-	-	-	-	-	-	3	14	78.6%	78.6%
	BUS-52A	Lecture	8	6	3	5	-	-	-	-	-	-	-	3	17	82.4%	82.4%
	BUS-52B	Lecture	8	7	4	1	-	-	-	-	-	-	-	5	17	70.6%	70.6%
	BUS-60A	Lecture	8	15	9	8	-	-	-	-	-	-	-	19	51	62.7%	62.7%
	BUS-60B	Lecture	8	9	7	1	-	-	-	-	-	-	-	-	17	100.0%	100.0%
	BUS-60C	Lecture	8	10	1	-	-	-	-	-	-	-	-	4	15	73.3%	73.3%
<b>2016 Total</b>				<b>130</b>	<b>112</b>	<b>75</b>	-	<b>33</b>	<b>21</b>	-	-	-	-	<b>107</b>	<b>478</b>	<b>66.3%</b>	<b>77.6%</b>

- c) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)

The Business program's overall college success rates are slightly above that of the college. This is in part due to the one-on-one relationship the business faculty has with students' job opportunities in the field of business and industry. Company representatives throughout the year will come over our classes regarding jobs opportunities as well as offer in some cases the opportunities for our students to work in related fields of business and industry. This allows our students to bring the theory and practices. Our faculty also contributes to students' growth as a relationship of their own work-related experiences. The job growth and salary opportunity will continue to attract workers and students to the field of business and industry. Currently business and industry are the third fastest growing field of opportunities with respect to employment opportunities.

<b>Program Success Standard</b>	<b>60.7%</b>
<b>5-year Program Success Average</b>	<b>62.2%</b>

<b>Year</b>	<b>Total Grades</b>	<b>Success Rate</b>
<b>FA 2012</b>	<b>639</b>	<b>57.1%</b>
<b>2013</b>	<b>1,034</b>	<b>64.2%</b>
<b>2014</b>	<b>1,028</b>	<b>63.1%</b>
<b>2015</b>	<b>1,029</b>	<b>67.1%</b>
<b>SP 2016</b>	<b>478</b>	<b>66.3%</b>



**Fall Term Demographic Success (2012-2015)**

		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
		Success	N	Success	N	Success	N	Success	N
Ethnicity	African-American	47.0%	362	65.0%	277	62.1%	248	66.7%	222
	Amer. Ind. or Alask. Native	0.0%	-	0.0%	-	44.4%	-	100.0%	-
	Asian	81.8%	11	88.0%	25	73.3%	15	84.6%	13
	Latino	72.3%	213	69.6%	184	73.6%	193	71.5%	221
	Pacific Islander	57.1%	-	100.0%	-	100.0%	-	50.0%	-
	Two or More	52.4%	21	38.1%	21	71.4%	21	76.9%	13
	Unknown or Decline	100.0%	-	20.0%	-	66.7%	-	0.0%	-
White	65.0%	20	76.2%	21	62.5%	-	68.8%	16	
Gender	M	51.1%	221	62.2%	180	55.3%	161	68.9%	148
	F	60.3%	418	69.3%	358	72.6%	340	69.9%	339
	X	0.0%	-	0.0%	-	0.0%	-	100.0%	-
Age Group	19 or less	54.4%	68	67.5%	40	64.3%	42	56.8%	37
	20 to 24	52.7%	224	57.0%	221	62.7%	169	67.5%	160
	25 to 49	58.3%	290	73.4%	222	67.4%	242	73.2%	231
	Over 49	71.9%	57	80.0%	55	83.3%	48	70.0%	60

Counts are suppressed for groups with less than 10 students.  
 Shaded cells indicate groups achieving at a rate less than 80% of the reference group, respectively.  
 Reference groups are White, male, and 20 to 24 years old.

**Spring Term Demographic Success (2013-2016)**

		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
		Success	N	Success	N	Success	N	Success	N
Ethnicity	African-American	55.1%	243	53.2%	278	57.3%	246	54.8%	168
	Amer. Ind. or Alask. Native	0.0%	-	0.0%	-	50.0%	-	100.0%	-
	Asian	73.3%	15	90.0%	20	90.5%	21	46.7%	15
	Latino	64.3%	199	63.5%	189	69.8%	222	74.9%	259
	Pacific Islander	100.0%	-	100.0%	-	50.0%	-	100.0%	-
	Two or More	66.7%	15	68.4%	19	73.3%	15	68.8%	16
	Unknown or Decline	75.0%	-	50.0%	-	100.0%	-	50.0%	-
White	100.0%	11	66.7%	15	85.7%	14	62.5%	16	
Gender	M	49.4%	174	53.1%	143	63.0%	173	65.0%	157
	F	68.1%	320	61.9%	383	65.8%	365	67.0%	321
	X	0.0%	-	0.0%	-	100.0%	-	0.0%	-
Age Group	19 or less	55.3%	47	60.0%	20	63.6%	33	57.5%	40
	20 to 24	52.9%	170	50.3%	167	56.5%	184	69.1%	165
	25 to 49	68.2%	233	61.4%	272	65.7%	254	65.0%	223
	Over 49	65.9%	44	74.6%	67	85.3%	68	70.0%	50

Counts are suppressed for groups with less than 10 students.  
 Shaded cells indicate groups achieving at a rate less than 80% of the reference group, respectively.  
 Reference groups are White, male, and 20 to 24 years old.

d) Retention rates

Student success rates in Business courses have ranged from 62.1 to 65.3 to 55.3 and 58 from 2009-2012. sections, seat counts, and class fill rates have consistently increased from 2009-2010 to 2011-2012. Seat count during these four years totaled 1,982. This is not surprising since the number of sections offered dropped, from 30 to 18. There is an increase in retention rates each year after that. It was mentioned before that many of the challenges students have with their educational goals is the many personal responsibilities they have. Many students enroll in classes but drop due to inability to attend classes and complete classwork. There is also the challenge with the achievement gap in the K-12 system that prevents students from completing assignments. Faculty have many discussions about strategies to help students in class to do work. Include more workshops and more referrals to tutoring services. Even though many students still drop courses, the data shows that strategies implemented by faculty to help with retention are working. The evidence in the increase in retention each year.

<b>Year</b>	<i>Total Grades</i>	<b>Retention Rate</b>
<b>FA 2012</b>	<i>639</i>	71.4%
<b>2013</b>	<i>1,034</i>	74.8%
<b>2014</b>	<i>1,028</i>	79.6%
<b>2015</b>	<i>1,029</i>	83.6%
<b>SP 2016</b>	<i>478</i>	77.6%

e) A comparison of success and retention rates in face-to-face classes with distance education classes

A Comparison of success and retention rates in face-to-face classes with distance education classes shows more success and retention for asynchronous courses. This makes sense since students can meet personal responsibilities while doing class work on their own time. Faculty continue to engage in professional development to ensure that best teaching practices are used for asynchronous courses. There is an effort to ensure that distance education components are up-to-date to meet educational standards.

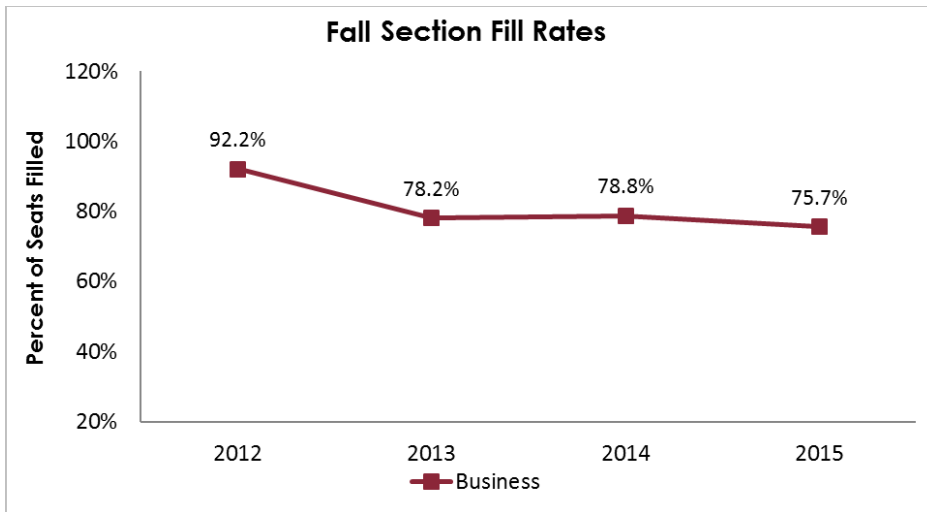
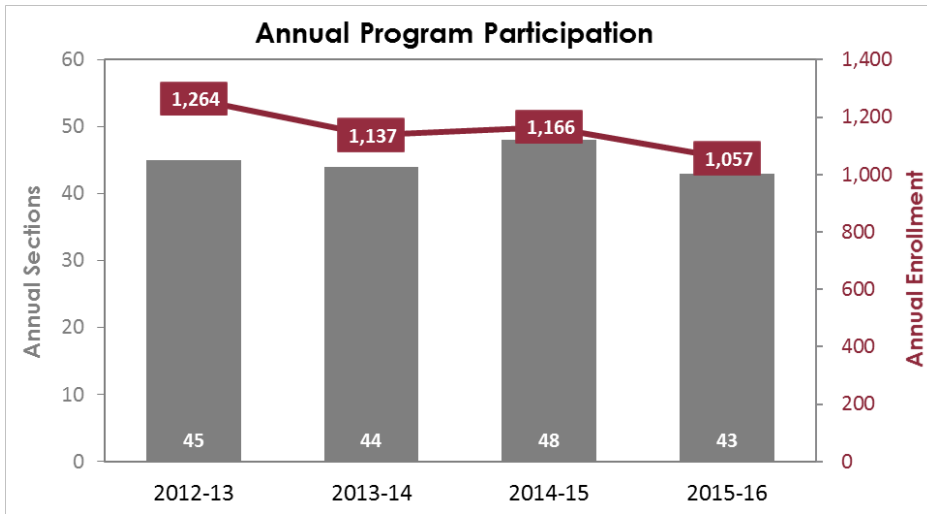
Year	COURSE	Method	Weeks	W's	Grades	Success	Retention	
2013	BUS-14	Distance	8	4	40	70.0%	90.0%	
		Lecture	16	5	24	50.0%	79.2%	
	BUS-1A	Distance	16	12	40	57.5%	70.0%	
		Lecture	16	57	186	57.0%	69.4%	
	BUS-1B	Distance	16	3	31	77.4%	90.3%	
		Lecture	16	15	83	75.9%	81.9%	
2014	BUS-14	Distance	16	8	35	37.1%	77.1%	
		Lecture	16	6	24	66.7%	75.0%	
	BUS-1A	Distance	16	15	71	43.7%	78.9%	
		Lecture	16	41	142	57.0%	71.1%	
	BUS-1B	Distance	16	7	37	67.6%	81.1%	
		Lecture	16	10	57	64.9%	82.5%	
	BUS-20	Distance	8	7	48	60.4%	83.3%	
		Lecture	16	13	41	51.2%	68.3%	
	BUS-22	Distance	8	4	39	53.8%	89.7%	
		Lecture	16	-	13	84.6%	100.0%	
	2015	BUS-14	Distance	16	10	45	48.9%	77.8%
			Lecture	16	5	17	58.8%	70.6%
BUS-1A		Distance	16	13	73	53.4%	82.2%	
		Lecture	16	42	153	62.7%	72.5%	
BUS-1B		Distance	16	5	74	81.1%	93.2%	
		Lecture	16	9	74	82.4%	87.8%	
SP 2016	BUS-1A	Distance	16	7	32	53.1%	78.1%	
		Lecture	16	19	64	54.7%	70.3%	
	BUS-1B	Distance	16	9	31	48.4%	71.0%	
		Lecture	16	7	41	80.5%	82.9%	

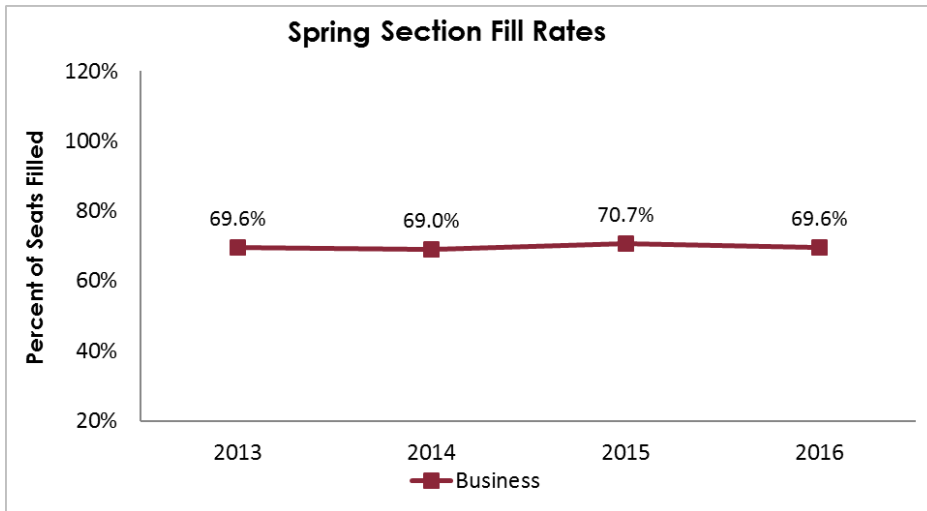
Note: Rates one standard deviation below the five-year average are colored in red.

f) Enrollment statistics with section and seat counts and fill rates

Comments have already been made regarding statistical data. However, to reiterate, our program enrollment is affected by the 2012 financial cap as well as the matrix cycle for all business courses to be offered every two years to meet degree and certificate requirements. This in place is supposed to help students may complete their educational requirements. There is a challenge implementing the matrix due to funding and being under El Camino College. Students move from campus to campus to complete courses. This undermine some of the efforts made implementing the matrix since enrollment and retention are impacted. Faculty will continue to work for the success of our students.

	2012-13	2013-14	2014-15	2015-16	4 Yr Average
<b>Annual Enrollment</b>	1,264	1,137	1,166	1,057	1,156





g) Scheduling of courses (day vs. night, days offered, and sequence)

There isn't high demand for course in the nighttime or weekend. It was mentioned before that students move from Compton College to El Camino. This impacts enrollment and retention. Many students prefer asynchronous courses which impact face-to-face enrollment. Currently, there isn't a plan in place to address night classes because the demand is not there. However, the focus is on day classes and asynchronous courses since those seem to match student needs.

**Enrollment by Time of Day**

Fall Term	2012	2013	2014	2015
Day	69.8%	64.2%	59.6%	58.1%
Night	14.2%	14.5%	10.6%	10.8%
Weekend/Unknown	16.0%	21.3%	29.9%	31.1%

**Enrollment by Time of Day**

Spring Term	2013	2014	2015	2016
Day	65.6%	55.7%	55.6%	55.4%
Night	17.1%	16.0%	13.2%	17.8%
Weekend/Unknown	17.3%	28.3%	31.2%	26.8%

h) Improvement rates (if applicable)

N/A

i) Additional data compiled by faculty

N/A

**j) List any related recommendations.**

Discuss in consultation with Torrance faculty, the institution of any prerequisite for discipline courses or other strategies, to enhance student success. It is recommended to assign a counselor to the business department to assist students taking business courses. If possible, tutors should be linked to specific full-time faculty members to ensure that they are aware of material being covered at any given time and to enhance the referral process. It is also recommended to increase resources on campus to address student personal challenges with food insecurity, housing, and childcare.

**3. Curriculum**

Review and discuss the curriculum work done in the program during the past four years, including the following:

Currently, the Business Division has thirty-two courses in its base offerings. Starting with the 2014-15 academic year, we plan to review an average of five courses per year for the next six years. The Business Division faculty is in the process of selecting the courses for the 2014-15 academic year. Tentatively selections are: RE 11, Real Estate Principles; RE 13, Real Estate Practice; BUS 17, Personal Finance; BUS 20, Business Management; BUS 22, Human Relations in Business, and Business 43, Office Procedures.

- a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

Most curriculum reviews have been done in a timely manner. However, there are two courses out of compliance: RE 11 Real Estate Principles and RE 13 Real Estate Practice. Currently those courses will be deactivated. Faculty is working on developing a timeline to update courses and ensuring monitoring of tasks being done.

- b) List any course additions to current course offerings.

The following courses are being proposed:

- BUS 22 Human Relations in Business.
- BUS 30 Introduction to e-commerce.
- BUS 52A Microsoft Word I.
- BUS 60A Microsoft Keyboarding.
- Marketing (Management and Marketing) is a proposed new degree.
- Supervision & Management is a proposed new Certificate of Achievement.
- Oral & Written Communications is a proposed new Certificate of Achievement.
- Marketing & Advertising (Management and Marketing) is a proposed new Certificate of Achievement.
- A Course Outline is being developed for Professional Sales and Sales Management.

c) List any course deletions and inactivations from current course offerings.

Currently, there are several courses considered for inactivation. This is due to lack of enrollment-demand. Students can still take the courses with El Camino. Because of this, the department has authorized the deactivation of the following courses:

- BUS 40 Career Orientation.
- RE 11 Real Estate Principles.
- RE 13 Real Estate Practice.
- BUS 52B Microsoft Word II.

d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)

There were two courses offered in the Spring Semester 2014. In addition, there were two courses offered in summer Session 2014. Furthermore, there were three courses offered in fall 2014. Compton College does not offer any hybrid courses. There is an effort to increase asynchronous courses to help students get access to distance education.

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

The course offerings are currently meeting student transfer and training needs. Students can also take courses with El Camino which closes the gap on lack of course offerings at Compton College due to low enrollment.

1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?

All the courses required by the program and certificates have been offered. It was mentioned before that students have the advantage of taking courses at El Camino as well.

2. Are there any concerns regarding program courses and their articulation?

There is one concern with implementing the matrix for course offerings. There is also a concern with course articulations. The department needs to ensure that no courses are out of compliance.

3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

Students do not need a licensure to obtain a degree or certificate. This item is not applicable.

**Commented [AN5]:** How are we, or are we addressing this concern?

**Commented [AN6]:** How are we, or are we addressing this concern?

**Commented [AN7]:** Are there any courses out of compliance?

**Commented [AN8]:** So, how many earned degrees or certificates?

**f) List any related recommendations.**

The first recommendation is to implement the matrix for course offerings. This will ensure that students take courses at Compton College instead of having to go to El Camino. The second recommendation is to develop a timeline for course that need to be updated in Curriquet to ensure no course is out of compliance. This will avoid inactivation of courses in the future. The third recommendation is to increase asynchronous courses to meet students needs taking courses.

**Commented [AN9]:** This was recommended in the previous review. It means this was not implemented.

**4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)**

- a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

BUSINESS Institutional (ILO), Program (PLO), and Course (SLO) Alignment				
Program: <b>Business Management and Marketing</b>		Number of Courses: 11	Date Updated: 11.02.2015	Submitted by: Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
<b>SLO-PLO-ILO ALIGNMENT NOTES:</b> <i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i> <i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i>				
PLOs	PLO to ILO Alignment <i>(Mark with an X)</i>			
	1	2	3	4
<b>PLO #1 Vocabulary of Business Terms</b> Understand and utilize a comprehensive vocabulary of business/marketing terms.				X
<b>PLO #2 Oral and Written Communication</b> Communicate effectively in a variety of business situations both orally and in writing.		X		
<b>PLO #3 Critical Thinking of Business Issues</b> Develop the critical thinking skills necessary to address complex business/marketing issues.	X			X
<b>PLO #4 Integrated Business Planning</b> Demonstrate an understanding of the integrated business/marketing planning process.	X	X		X



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

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

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

<b>BUSINESS</b> <b>Institutional (ILO), Program (PLO), and Course (SLO) Alignment</b>				
Program: <b>Office Administration</b>		Number of Courses: 13	Date Updated: 09.18.2014	Submitted by: Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784
ILOs	1. Critical Thinking <small>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</small>	2. Communication <small>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</small>	3. Community and Personal Development <small>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</small>	4. Information Literacy <small>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</small>
<b>SLO-PLO-ILO ALIGNMENT NOTES:</b>				
<small>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</small>				
<small>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</small>				
PLOs				PLO to ILO Alignment <small>(Mark with an X)</small>
				1   2   3   4
<b>PLO #1 Effective Communication Skills</b> Demonstrate effective oral and written communication skills for business environments.				X   X     X
<b>PLO #2 Principles, Procedures, and Practices</b> Analyze and apply appropriate business management principles, procedures, and practices.				X     X
<b>PLO #3 Business Software</b> Utilize business software and technology solutions for business communications and analysis.				X
<b>PLO #4 Diverse Businesses</b> Requirements Demonstrate effective interpersonal, time management, and organizational skills appropriate for diverse business requirements.				X   X     X

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

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

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

BUSINESS							
Institutional (ILO), Program (PLO), and Course (SLO) Alignment							
Program: <b>Accounting</b>		Number of Courses: 8	Date Updated: 09.18.2014	Submitted by: Kurt Hull, ext. 3775 Ana Milosevic, ext. 3784			
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>			
<b>SLO-PLO-ILO ALIGNMENT NOTES:</b> <i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i> <i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i>							
PLOs				PLO to ILO Alignment <i>(Mark with an X)</i>			
				1	2	3	4
<b>PLO #1 Accounting Principles</b> Process, summarize, analyze, and evaluate accounting data in accordance with generally accepted accounting principles.				X			X
<b>PLO #2 Solving Problems</b> Solve a variety of financial and managerial accounting problems.				X			X
<b>PLO #3 Concepts and Terminology</b> Understand and utilize accounting concepts and terminology.				X	X		X

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

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



- b) Provide a timeline for course and program level SLO assessments.

There have been some challenges with SLO assessments. Currently, Nuventive is being used. It has been difficult to get access to data. Because Compton College is under El Camino. The data collection is done by some faculty but there is lack of monitoring how the data is entered. Now, there isn't any data available for the years this program review covers.

- c) State the percent of course and program SLO statements that have been assessed.

It is estimated that about 60% of SLOs were entered in Nuventive. As stated before, the data is not longer available to provide an accurate narrative.

- d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

There were discussions in the department about SLO and PLO assessment. The data is not available through Nuventive. However, most faculty had reported that about 70% of students met SLOs. Discussions among faculty led to adjustments in assignments. Some students having personal problems that prevent them from completing classwork. As a result, many faculty have given assignments in class, and practice flexibility with due dates for homework assignments.

- e) Describe how you have improved your SLO process and engaged in dialogue about assessment results.

Most faculty has engaged in discussions about pedagogy to improve assessments in their classrooms. All faculty has attended professional development to improve teaching strategies. There are also faculty building their courses around student experiences to increase participation in class and motivate students to complete work assigned.

- f) **List any related recommendations.**

The recommendations are to first, continue to attend professional development to improve teaching. Second, request tutors in the department's annual planning. This will help students obtain help with assignments outside classroom and office hours. Third, increase communication with counselors and other staff on campus. The goal will be to work together and come-up with strategies to provide resources to students. Fourth, developing a plan to ensure all faculty are entering SLO data in a timely manner. This will allow effective assessment of SLOs. Fifth, collect student data to find out their challenges to identify how faculty and staff on campus can be effective supporting the.

5. **Analysis of Student Feedback**

Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

Compton College under El Camino did not distribute student surveys.

a) Describe the results of the student survey in each of the following areas:

i. Student Support

N/A

ii. Curriculum

N/A

iii. Facilities, Equipment, and Technology

N/A

iv. Program Objectives

N/A

b) Discuss the implications of the survey results for the program.

N/A

c) Discuss the results of other relevant surveys.

N/A

**d) List any related recommendations.**

N/A

## 6. **Facilities and Equipment**

- a) Describe and assess the existing program facilities and equipment.

There is a need to acquire new lecture podiums for classrooms. There is a need to enhance lighting that allows projectors to work properly under various lighting settings. Most furniture and whiteboards are in disrepair. There is a need to upgrade all equipment and furniture in classrooms to facilitate and enhance learning for students.

- b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Currently there isn't a plan yet to address the issues. Compton College is working on getting the accreditation back which will allow for funds to address issues with facilities and equipment.

- c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

N/A

- d) **List any related recommendations.**

The recommendations are to continue to bring awareness of issues with facilities and equipment. This will facilitate the budgeting process when funds become available. It might be possible to purchase some projectors and carts to move those projectors in and out of classrooms during teaching times.

## 7. **Technology and Software**

- a) Describe and assess the adequacy and currency of the technology and software used by the program.

There is a need to acquire smart boards that will allow effective instruction. Updating software in laptops issued to faculty, and office computers. There are many issues with outdated software such as Word, Power Point, and Adobe Reader. The same is needed for computers in the classroom. There have been discussions about the overhead projectors not working properly. There is a need to acquire smart boards to enhance student learning. There have been issues with printing services. There is a need to install printers in computers and troubleshoot issues that prevent printing.

- b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Currently there isn't a plan yet to address the issues. Compton College is working on getting the accreditation back which will allow for funds to address issues with technology and software.

- c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Communicating with the IT department to maximize resources already available such as updating software. There is not impact to budget updating software. In addition, submit a request for 5 projectors with carts to address technology issues. The cost is estimated to be \$10,000.

**d) List any related recommendations.**

The recommendations are to continue to bring awareness of issues with technology and software. This will facilitate the budgeting process when funds become available. It can be possible to increase communication with the technology department to update software because updated software is already part of the ongoing yearly budget at Compton College. This recommendation does not require additional funding. The department will submit a request for five projectors with carts.

**8. Staffing**

- a) Describe the program's current staffing, including faculty, administration, and classified staff.

The current staffing for the business program consists of one administrator, four tenured faculty, two classified employees, and one part-time classified employee.

- b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

There isn't any need now to hire new faculty.

**c) List any related recommendations.**

It is recommended to increase communication with adjunct faculty. This will increase morale and can lead to effective discussions about teaching practices, SLO assessment, student retention and success.

**9. Future Direction and Vision**

- a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

There will be an increase growth in distance education. Many students have personal obligations that prevent them to attend traditional instruction in traditional settings. There is an effort to have the department have more discussions about distance education training and new asynchronous certifications for faculty. In addition, faculty are considering the changes in technology in the industry. Some students will transfer to a university while others will transition to jobs. This means that we must be current in teaching practices that align with employer demand for skilled workers.

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

The vision of the program is to continue to use best practices in teaching. Researching for changes in the major and work requirements to prepare students according to those changes. Adjusting

curriculum and introducing innovative strategies for learning. Add library resources for students such as access to textbooks in reserve, articles, and updated software. In addition, hire a tutor that specializes business area subjects. This will help students with assignments given in class.

**c) List any related recommendations.**

Governor Jerry Brown’s proposed budget for 2014-2015 that includes a budget increase for California Community Colleges. This would be the first major financial boost for community colleges since the recession, with millions of dollars available to support new classes, tutoring and student support services. This would also mean that our District would receive millions of dollars in support of student and program funding. It is estimated that our District would receive several million dollars based on our needs and population. This will allow the department to acquire updated software.

**10. Prioritized Recommendations**

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

The first prioritized recommendation is to acquire five projectors with carts to address some of the issues with technology. The cost is estimated to be \$10,000. The second recommendation is to increase library resources such as updated software, periodical articles, and textbooks in reserve. The cost is estimated at \$ 5,000. Hire one tutor that specializes in subject areas in business. This position can be part time for ten months, 25 hours per week at \$25.00 hourly. The cost is estimated to be \$ 6,250.

<b>Recommendations</b>	<b>Cost Estimate</b>	<b>Strategic Initiatives</b>
1. Purchase 5 projectors with carts.	\$10,000	Include in the annual plan.
2. Increase library resources including textbooks in reserve.	\$5,000	Include in annual plan.
3. Hire one part-time, ten-month tutor with specialization in business.	\$6,250	Include in annual plan.

**NOTE:** *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

**Commented [AN10]:** Does this comment belong in Program Review?