



Comprehensive Program Review and Analysis
(6 year review)

Accounting & Business

Program

March 31, 2012

Leonor Cabrera, Review Committee Chair

Leonor Cabrera and Ron Trugman



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...

The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved, ...

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title Accounting & Business **Date Submitted** March 31, 2012

- 1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)
List of names and positions: Leonor Cabrera, Professor. Ron Trugman, Professor.
- 2. Contact Person** (include e-mail and telephone): Leonor Cabrera, cabreral@smccd.edu, 306-3158

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty: Leonor Cabrera, Associate Professor; Ron Trugman, Professor; Paul Roscelli, Professor.

PT Faculty: Anissa Gawad, Assistant Professor; Mike Habeeb, Assistant Professor; Jim Holley, Assistant Professor; Catherine Fraser, Assistant Professor

FT Classified N/A

PT Classified (hrs/wk) N/A **Volunteers** N/A **Student Workers** N/A

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The Accounting AS degree and certificates and the Business AS degree and certificate programs are designed to give students enough practical experience so that they can secure a position in either the public, governmental, or private Business sector when they have completed the recommended coursework.

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>

1. Students completing this program will be able to articulate major practices which professionals within Accounting, Business, and Economics share.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

2. Students completing this program will be able to demonstrate the knowledge and skills required for Accounting, Business and Economics for which they have trained. They will also be able to listen and communicate orally and in writing within their professions.
3. Students completing this program will be able to articulate major practices which professionals within Accounting, Business, and Economics.
4. Students completing this program will be able to work independently and collaboratively within a team of accountants, business people and economists.
5. Students completing this program will be able to interpret financial data, analyze business issues and identify economic trends.
6. Students completing this program will have an awareness of ethical behavior in their chosen profession and behave in a socially responsible manner.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

Tools: TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricunet.com/smcccd>

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).

Appendix 1, 2 and 3;

- List courses with CORs over 6 years old (data from CurricUNET)

Appendix 6

B. Identify Patterns of Curriculum Offerings

Reflections:

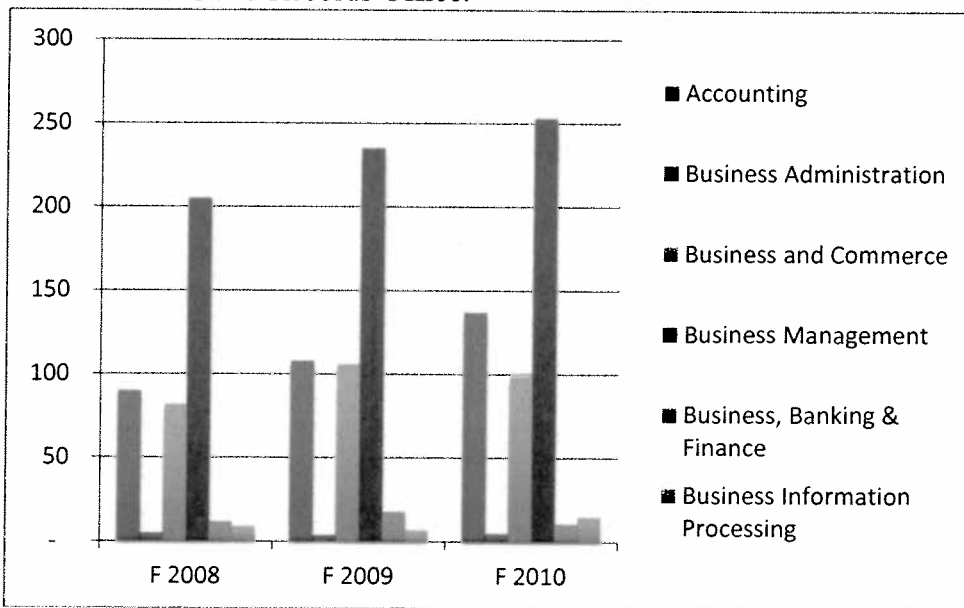
- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

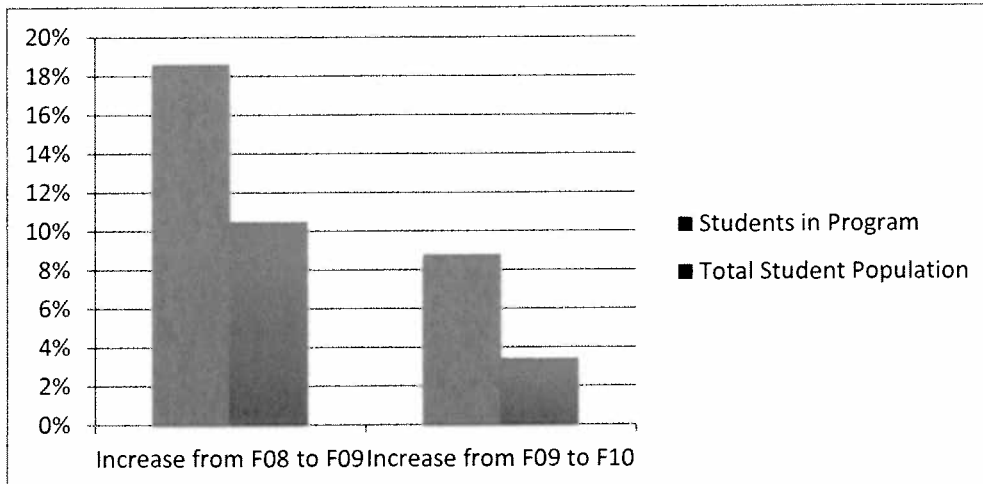
The growing population of student major in Business Administration is the business management major. This major coursework was banked due to financial constraints and demand for Accounting and General Business. One future plan of the program is to update the coursework and requirements for the certificate. This aspect of the discipline is perfect for online teaching.

In 2009-2010, the Accounting Department issued six A.S. degrees in Accounting, six A.S. degrees in Business Administration, seven Certificates in Accounting, and five Certificates in Entry-Level Bookkeeping. The departmental members are striving for an increase in the number of Certificates and A.S. degrees offered in 2010-11 and are encouraging the students to submit their petitions to the Admissions and Records Office.



Students choosing management as their major is the largest portion of the Program with 253 students and Accounting is second with 137 students. Management courses and certificates were banked in 2008.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS



The number of students in the Program (Accounting & Business) has increased at a higher rate than the total number of students at the College.

The addition of two full-time faculty positions will support this goal; the international business/accounting professor will focus on the international aspect while the business professor and accounting professor will be able to focus on domestic issues.

The data provided by the Research office for Academic Year F2010 – S2011, indicates that growth of student goal orientation in accounting has grown 73% for students working toward degrees and certificates. In 2006/07 the number was 70 and in 2010/11 the number has grown to 121. The growth is due to two factors; the economy and measure G. The financial climate has pushed students back to school for additional skills and they are seeking a “quicker” degree, the bookkeeping and accounting certificate. Measure G has assisted this growth by allowing the department to offer ACTG 180, payroll accounting, in the Spring semester; in the past ACTG180 which is necessary to complete the bookkeeping certificate was offered on Fall only therefore blocking a pathway.

Students seeking transfer with or without a degree experienced a dip in numbers from 2006/07 through 2009/10, but the numbers have increased for 2010/11 and the number leveled; from 164 to 161.

One of the strengths of the Accounting department is the number of continuing students has increased 41%, from a low of 167 in 2006/07 to 235 in 2010/11. In addition, returning students have increased 16% from 69 to 80. The data for First time students has fluctuated during the same period and is not conclusive.

Business courses have experienced a severe decline in the number of business course offerings and business section offerings. In 2006/07, 22 courses were offered while in 2010/11 only 14 were offered, resulting in a decrease of 26%, with the lowest number of courses offered, twelve (12), in 2009/10. Business section offerings dropped from 27 in 2006/07 to 17 in 2010/11, a 37%



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

decrease. These two items correspond with the budget cuts executed by the college. These cuts resulted in an increase in class size; from a low of 15 students to a high of 28 students, indicating that the department has become more effective.

The goal of the Accounting & Business program is to offer an international business certificate and coursework that will respond to the growing number of students seeking a global perspective. In addition, hybrid and online coursework is being developed for accounting and business classes as students indicate their preference. The management courses are a good fit for online courses as this mimics how the current workforce is communicating with their colleagues.

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

Banking the business management classes and certificates has created lower FTE's in the program.

Students selecting Accounting as a goal; the success rate from 2006/07 to 2010/11 shows a decrease from 69.8% to 65.1%, with a high in 2007/08 of 73%. This decrease correlates with the retention rate of 83% in 2006/07, which decreases in 2010/11 to 79.6%. Both success and retention have decreased by 4 basis points, which is due to an increase in both units attempted and earned in 2010/11. This trend indicates that students are less successful when attempting more units, the most positive note is that of these students their GPA is holding steady at approximately 2.9%.

The students' selection of Business as a goal; the success rate and retention rate from 2006/07 to 2010/11 shows an increase of 11%; while the academic year of 2007/08 experienced an unusual spike of 81% and 88% respectively. Additionally, there has been an increasing rise in average units attempted, average units earned, average academic GPA and average cumulative GPA from 2006/07 to 2010/11.

B. Future Program Expectations

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

See Appendix 4 and 5

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

See Appendix 5

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

Current Accounting and Business Administration certifications (certificates of achievement) do not fully support workforce needs. There is a gap between the Cañada bookkeeping certificate and the accounting certificate and what employers are seeking in San Mateo County. The Silicon Valley is a highly educated and affluent community, inundated with highly experienced individuals, creating a ceiling for students without a four- year college degree. One way to overcome this situation is to create “stackable” certificates for our students that will increase their employment success.

Of the 16 different jobs that the Occupational Outlook handbook listed from the Bureau of Labor Statistics (see appendix 4) there are only 4 that do not require a Bachelors degree.

One opportunity for Accounting students is the current pathway of bookkeeping certificate after one year and then the accounting certificate; but at this point Cañada students are competing with BS degrees. There is a nationally recognized certificate, the Professional Bookkeeping Certificate, awarded by the AIPB (American Institute of Professional Bookkeepers). While this certification is not as well-known as the CPA, it provides students a license that they can use to seek both employment and as a small business. Currently, we have 4 professional bookkeepers on the Accounting Advisory Committee, all located and working out of the Redwood City/Mountain View area.

In addition to the Bookkeepers certificate, there is an additional certificate opportunity through Intuit, the providers of QuickBooks and that is the certificate and training to become a QuickBook Pro Advisor. (<http://proadvisor.intuit.com/>) This is an additional stackable certificate for students to set their goals.

Although all the research hasn't been completed but there are other opportunities to investigate: Enroll Agents exams, Financial Advisor exams and American Payroll exams. These exams will be “the next step” in our student's education because we at Cañada are determined to prepare students for employment.

Anecdotal information; currently 4 of our accounting students who plan on receiving their Accounting Certificates are planning to take the AIPB test together and their one of their options is to open their own accounting bookkeeping company. This would tie-in with our Center of Entrepreneur Opportunities.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

During the summer of 2012 our plan is for a few of our business courses to be developed for online classes. These will be the easiest to accomplish given the research Prof Trugman and Prof Cabrera have spent with the publisher representatives.

At the same time an Honors class to augment our Accounting courses are being discussed with the Honor Program.

During the Spring 2012 semester the management certificate and courses available will be reviewed for updates to curriculum.

During the Fall 2012 semester the classes needed for an International Business certificate will be submitted to Curriculum.

Fall 2013 will also offer a 10-key online class; CSM has graciously allowed Cañada to use their course outline, etc. The reason for this class is at the request of our Accounting Advisory Committee.

The success of these courses will not be available until after the semester of Fall 2012/Spring 2013 data packets have been completed.

7. Resource Identification

A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

Hiring an International Accounting/Business Prof in Fall 2012 and current Business Prof will be retiring in Spring 2013 – replacement Business Prof is required. To fully utilize the CEO for our students and our community to offer short courses, seminars and workshops, we require a full-time professor rather than our current part-time professor.

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

The professional activities faculty participated in this year were: DEAC, distance education, working with the district for International Studies, Working with Skyline for dialog and suggestions for curriculum, working with Lucy Carter of CIUS. In addition, all faculty has worked with a variety of publishers to determine with online homework manager will work best for our students. We are attempting to use the same publisher, if possible, for our Accounting and Business students – we have discovered that continuity works best for our students.

In addition, faculty has participated in a variety of flex day activities in the past years, learning about SLOs, WebAccess, TracDat, CurricuNet, Incorporation the IPAD in to the classroom, How to manage difficulty students.

The first priority is developing online classes beginning with BUS 100, Introduction to Contemporary American Business, Online 10-key course. After that we will develop the International Business certificate by creating the CORs. To complete these goals, time is needed (possible release time) to allow professors to work with our instructional designer.

C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

QuickBooks 2012 for 50 licenses is required. New audio speakers – wall mounted in 13-217 and 13-213. New projector for 13-214 to support QuickBook class. Audio fixed for computer hookup in building 13 room 116.

D. Facilities requests

Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

Additional power outlets for all the computer products students are using to access text material. (building 17 and building 13)

Pencil Sharpener in building 17 room 109; currently broken



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

Student population for Accounting & Business broken down by day/evening students due to day students striving for transfer while evening students strive for certificates.

By separating these two cohorts we can better match our learning outcomes to each group rather than trying to “fit” the students into our current program. It is our belief that the goals of our evening students are different from our day students. Evening students generally work full-time and have familial obligations therefore they are seeking “quick” certificates to enhance their current job opportunities or to reach their education goal in a year or two. The Day students, generally younger in age are transfer goal oriented. They are seeking to transfer to a 4 year institution and their goals include, transfer with 60 units, AS, or AA-T.

The college mission and vision support both of these goals: transfer and certificates. With more information regarding these two groups we can plan curriculum more efficiently and increase our retention and success figures.



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EXECUTIVE SUMMARY
TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES
(2 page maximum)**

Program Title: Accounting & Business

Program Vision and Mission (refer to #3B)

The Accounting AS degree and certificate and the Business AS degree and certificate programs are designed to give students enough practical experience so that they can secure a position in either the public, governmental, or private Business sector when they have completed the recommended units.

Program Strengths

The program is seeking “stackable certificates” to augment the education and experience students will gain from the Cañada College Certificates. Currently, we have a group of 4 students planning to take the AIPB test for Professional Bookkeepers. We have four Professional Bookkeepers willing to guide and give these students professional support. One has offered an internship to one of our students.

Program Challenges

The largest Business Admin students are selecting “Management” as their major and in 2008 all the management classes were banked due to budget reductions.

Action Plan Summary (refer to #6)

During the summer of 2012 our plan is for a few of our business courses to be developed for online classes. These will be the easiest to accomplish given the research Prof Trugman and Prof Cabrera have spent with the publisher representatives.

At the same time an Honors class to augment our Accounting courses are being discussed with the Honor Program.

During the Spring 2012 semester the management certificate and courses available will be reviewed for updates to curriculum.

During the Fall 2012 semester the classes needed for an International Business certificate will be submitted to Curriculum.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Fall 2012 will also offer a 10-key online class; CSM has graciously allowed Cañada to use their course outline, etc. The reason for this class is at the request of our Accounting Advisory Committee.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: Accounting & Business

Estimate the total number of hours to complete your Program Review. 3 hours flex (2 prof); Additional hours for narrative and including outside sources

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

Time frame is adequate but schedule coordination among faculty participants is challenging.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

N/A; forms being redesigned

3. Were the questions relevant? If not, please explain and offer specific suggestions.

N/A; forms being redesigned

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

Yes, this procedure allowed professors to plan together.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes. Student population for Accounting & Business broken down by day/evening students due to day students striving for transfer while evening students strive for certificates.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

Awaiting new forms.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS CHECKLIST

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

Program Title: [Click here and type] **Date Submitted:** [Click here and type]

Review Committee Chair [Click here and type]


Review Committee Members [Click here and type]

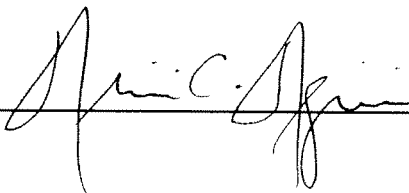



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET**

Program Title: Accounting & Business

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature:  **Date:** 4/27/12
Comments:

2. Curriculum Committee Chair:  **Date:** 4/27/12
Comments:

3. College Vice President:  **Date:** 4/27/12
Comments:



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Appendix 1

Cañada College Accounting Curriculum Courses

ACTG 100 Accounting Procedures *Active*

ACTG 121 Financial Accounting *Active*

ACTG 131 Managerial Accounting *Active*

ACTG 180 Payroll & Business Taxes *Active*

ACTG 200 QuickBooks *Active*

ACTG 672 Cooperative Education: Internship *Active*

ACTG 695 Independent Study *Active* Has not been used in over 2 years.

ACTG 190 Quickbooks/Q. Pro Paraprofessional I *Deletion* ACTG 200 has replaced this course

ACTG 192 Quickbooks/Q. Pro Paraprofessional II *Deletion* ACTG 200 has replaced this course

ACTG 680CA Accounting Basics *Deletion*

ACTG 690 Special Projects *Deletion*

ACTG 133 Introduction to Spreadsheets *Banked* Goal to offer an Accounting Excel Course

ACTG 171 Individual Income Taxes *Banked* Has not been used in over 2 years

ACTG 194 Intro. Quickbooks/Quickbooks Pro *Banked* ACTG 200 has replaced this course - delete

Appendix 2

Cañada College Business Curriculum Courses

BUS. 100 Contemporary American Business *Active*

BUS. 101 Human Relations in Business *Active*

BUS. 103 Introduction to Business Information Systems *Active*

BUS. 108 Business Writing and Presentation Methods *Active*



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- BUS. 110 Business Arithmetic *Active*
- BUS. 115 Business Mathematics *Active*
- BUS. 150 Entrepreneurship: Small Business Management *Active*
- BUS. 180 Marketing *Active*
- BUS. 201 Business Law *Active*
- BUS. 335 Theories and Practices of Global Business *Active*
- BUS. 395 Getting Started in Business *Active*
- BUS. 396 Developing a Business Plan *Active*
- BUS. 397 Developing Tools to Create a Marketing Plan *Active*
- BUS. 399 Small Business Development Center Training *Active*
- BUS. 670 Business Work Experience *Active*
- BUS. 680CA Honors Col.: Bus. Leadership *Active*
- BUS. 690 Special Projects *Active*
- BUS. 695 Independent Study *Active*
- BUS. 685CB Introd. Bus. Writ. Academy *Deletion*
- BUS. 128 Corporate Mtng/Event Planning *Banked*
- BUS. 170 Salesmanship Fundamentals *Banked*
- BUS. 398 Small Business Resource Lab *Banked*

Appendix 3

Cañada College Management Curriculum Courses

- MGMT 204 Managing Employees Effectively *Active*
- MGMT 695 Independent Study *Active*
- MGMT 690 Special Projects *Deletion*

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

MGMT 100 Intro to Business Management *Banked* This class should be added to Schedule





MGMT 215 Management of Human Resources *Banked* This class should be added to Schedule

Note: there was a MGMT 222 Financial Budgeting and Control

Appendix 4

<http://www.bls.gov/ooh/business-and-financial/home.htm>
Occupational Outlook Handbook
Business and Financial Occupations







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OCCUPATION	JOB SUMMARY	ENTRY-LEVEL EDUCATIO	2010 MEDIA PAY
 <p><u>Accountants and Auditors</u></p>	<p>Accountants and auditors prepare and examine financial records. They ensure that financial records are accurate and that taxes are paid properly and on time. Accountants and auditors assess financial operations and work to help ensure that organizations run efficiently.</p>	<p>Bachelor's degree</p>	<p>\$61,690</p>
 <p><u>Appraisers and Assessors of Real Estate</u></p>	<p>Appraisers and assessors of real estate estimate the value of real property—land and the buildings on that land—before it is sold, mortgaged, taxed, insured, or developed.</p>	<p>High school diploma or equivalent</p>	<p>\$48,500</p>
 <p><u>Budget Analysts</u></p>	<p>Budget analysts help public and private institutions organize their finances. They prepare budget reports and monitor institutional spending.</p>	<p>Bachelor's degree</p>	<p>\$68,200</p>
 <p><u>Claims Adjusters, Appraisers, Examiners, and Investigators</u></p>	<p>Claims adjusters, appraisers, examiners, and investigators evaluate insurance claims. They decide whether an insurance company must pay a claim, and if so, how much.</p>	<p><u>See How to Become One</u></p>	<p>\$58,460</p>

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

OCCUPATION	JOB SUMMARY	ENTRY- LEVEL EDUCATIO	2010 MEDIA PAY
 <p><u>Cost Estimators</u></p>	<p>Cost estimators collect and analyze data to estimate the time, money, resources, and labor required for product manufacturing, construction projects, or services. Some specialize in a particular industry or product type.</p>	<p>Bachelor's degree</p>	<p>\$57,860</p>
 <p><u>Financial Analysts</u></p>	<p>Financial analysts provide guidance to businesses and individuals making investment decisions. They assess the performance of stocks, bonds, and other types of investments.</p>	<p>Bachelor's degree</p>	<p>\$74,350</p>
 <p><u>Financial Examiners</u></p>	<p>Financial examiners ensure compliance with laws governing financial institutions and transactions. They review balance sheets, evaluate the risk level of loans, and assess bank management.</p>	<p>Bachelor's degree</p>	<p>\$74,940</p>
 <p><u>Human Resources Specialists</u></p>	<p>Human resources specialists recruit, screen, interview, and place workers. They also may handle human resources work in a variety of other areas, such as employee relations, payroll and benefits, and training.</p>	<p>Bachelor's degree</p>	<p>\$52,690</p>
 <p><u>Insurance Underwriters</u></p>	<p>Insurance underwriters decide whether to provide insurance and under what terms. They evaluate insurance applications and determine coverage amounts and premiums.</p>	<p>Bachelor's degree</p>	<p>\$59,290</p>
 <p><u>Loan Officers</u></p>	<p>Loan officers evaluate, authorize, or recommend approval of loan applications for people and businesses.</p>	<p>High school diploma or equivalent</p>	<p>\$56,490</p>
 <p><u>Logisticians</u></p>	<p>Logisticians analyze and coordinate an organization's supply chain—the system that moves a product from supplier to consumer. They manage the entire life cycle of a product, which includes how a product is acquired, distributed, allocated, and delivered.</p>	<p>Bachelor's degree</p>	<p>\$70,800</p>

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

OCCUPATION	JOB SUMMARY	ENTRY- LEVEL EDUCATIO	2010 MEDIA PAY
 <p><u>Management Analysts</u></p>	<p>Management analysts, often called management consultants, propose ways to improve an organization's efficiency. They advise managers on how to make organizations more profitable through reduced costs and increased revenues.</p>	Bachelor's degree	\$78,160
 <p><u>Market Research Analysts</u></p>	<p>Market research analysts study market conditions in local, regional, or national areas to examine potential sales of a product or service. They help companies understand what products people want, who will buy them, and at what price.</p>	Bachelor's degree	\$60,570
 <p><u>Meeting, Convention, and Event Planners</u></p>	<p>Meeting, convention, and event planners coordinate all aspects of professional meetings and events. They choose meeting locations, arrange transportation, and coordinate other details.</p>	Bachelor's degree	\$45,260
 <p><u>Personal Financial Advisors</u></p>	<p>Personal financial advisors give financial advice to people. They help with investments, taxes, and insurance decisions.</p>	Bachelor's degree	\$64,750
 <p><u>Purchasing Managers, Buyers, and Purchasing Agents</u></p>	<p>Purchasing managers, buyers, and purchasing agents buy products for organizations to use or resell. They evaluate suppliers, negotiate contracts, and review product quality.</p>	<u>See How to Become One</u>	\$58,360
 <p><u>Tax Examiners and Collectors, and Revenue Agents</u></p>	<p>Tax examiners and collectors, and revenue agents ensure that governments get their tax money from businesses and citizens. They review tax returns, conduct audits, identify taxes owed, and collect overdue tax payments.</p>	Bachelor's degree	\$49,360

Publish Date: Thursday, March 29, 2012



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Appendix 5

Recent Job Ads for San Francisco San Mateo Redwood City MD February 2012

Employers with Most Job Ads

CyberCoders - 1021 Salesforce.com - 823 Deloitte - 570 AppleOne - 400IBM - 379 Kaiser Permanente - 332 Visa - 324 Allegis Group - 296 Modis - 292 Genentech - 281

Occupations with Most Job Ads

Computer Software Engineers, Applications - 5329 Web Developers - 3118 Marketing Managers - 3117 Computer Systems Analysts - 1986

Executive Secretaries and Administrative Assistants - 1662 Sales Managers - 1433 Registered Nurses - 1380 Network and Computer Systems Administrators - 1346 Accountants - 1307

Software Quality Assurance Engineers and Testers - 1226

Cities with Most Job Ads

San Mateo, 3,191

San Francisco, 57,738

Redwood City, 2,875

South San Francisco, 1,998

San Rafael, 1,236

Burlingame, 740

Foster City, 1,956

Menlo Park, 1,230

Novato, 669 San Bruno, 642

Sources: Employment Development Department, Labor Market Information Division; Help Wanted Online from The Conference Board and WANTED Technologies

Appendix 6

Cañada College Official Course Outline

- TITLE: ACTG 180 - Payroll & Business Taxes**
Semester Units/Hours: 1.5 units; a minimum of 24.0 lecture hours/semester
Method of Grading: Grade Option (Letter Grade or P/NP)
Prerequisite: ACTG 100, or 121 or equivalent
- COURSE DESIGNATION:**
Degree Credit
Transfer credit: none
- COURSE DESCRIPTIONS:**
Catalog Description:
This course is an overview of payroll accounting procedures which includes state and federal laws and regulations. Also included is an evaluation of California sales tax regulations and requirements for declarations of real and personal property valuation.

Schedule of Classes Description
This course is an overview of payroll accounting procedures which includes state and federal laws and regulations.
- STUDENT LEARNING OUTCOMES (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - Identify Federal and State laws addressing current payroll issues.**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. demonstrate knowledge of state and federal laws and regulations governing payroll accounting
- B. apply california sales tax regulations and requirements for declarations of real and personal property valuation
- C. prepare payrolls utilizing traditional methods that includes illustrations of pegboard and computerized systems.

6. **COURSE CONTENT:**

Lecture Content:

- A. Payroll Accounting Procedures
- B. State and Federal Laws and Regulations
- C. California Sales Tax Regulations
- D. Declarations of Real and Personal Property Valuation
- E. Procedures for Preparing Payrolls

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

8. **REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

9. **REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. college-level writing skills will be required to complete written examinations and payroll accounting problem sets.

10. **REPRESENTATIVE TEXT(S):**

Other:

- o PAYROLL ACCOUNTING by Beig-Keeting

Origination Date: August 2010

Curriculum Committee Approval Date: August 1992

Course Originator SMCCCD SMCCCD



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Cañada College Official Course Outline

1. **TITLE: BUS. 397 - Developing Tools to Create a Marketing Plan**
Semester Units/Hours: 1.0 units; a minimum of 16.0 lecture hours/semester;
a minimum of 1.0 lecture hours/semester
Method of Grading: Grade Option (Letter Grade or P/NP)

Recommended Preparation:

- Eligibility for READ 836, and ENGL 836 or ESL 400.
- Eligibility for MATH 110 or 111.

2. **COURSE DESIGNATION:**
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:

Learn about marketing and advertising tools, including the Internet, and get ready to start your own business; Talk to entrepreneurs, identify your target customers and position your company for success.

Schedule of Classes Description

Learn about marketing and advertising tools, including the Internet, and get ready to start your own business. Here you will talk to entrepreneurs, identify your target customers and position your company for success.

4. **STUDENT LEARNING OUTCOMES (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. **Students will have the opportunity to attend mixers hosted by local businesses in order to gain valuable networking skills.**
2. **Students will learn valuable sales techniques and practice them in mock sales opportunities, also create a USP (Unique Selling Proposition). Guerilla Marketing is also a tool that they learn, a creative way to market their company.**
3. **Students will have the opportunity to speak with and propose questions to entrepreneurs who have started successful and unsuccessful businesses, a valuable tool to assist those who want to start or enhance their own businesses. Speakers are chosen based upon the interests of the class.**
4. **Students will learn about marketing on the internet along with tools to get a web site visited regularly**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

5. **Students will learn the tools needed to create a basic marketing plan, including identifying a customer base, identifying competitors plus their strengths and weaknesses (SWOT analysis), advertising, public relations, and other items involved in creating a plan to position a small business for success.**
6. **for SLOs**
7. **for SLOs**
8. **Students will have the opportunity to attend mixers hosted by local businesses in order to gain valuable networking skills.**
9. **Students will learn valuable sales techniques and practice them in mock sales opportunities, also create a USP (Unique Selling Proposition). Guerilla Marketing is also a tool that they learn, a creative way to market their company.**
10. **Students will learn the tools needed to create a basic marketing plan, including identifying a customer base, identifying competitors plus their strengths and weaknesses (SWOT analysis), advertising, public relations, and other items involved in creating a plan to position a small business for success.**
11. **Students will learn about marketing on the internet along with tools to get a web site visited regularly**
12. **Students will have the opportunity to speak with and propose questions to entrepreneurs who have started successful and unsuccessful businesses, a valuable tool to assist those who want to start or enhance their own businesses. Speakers are chosen based upon the interests of the class.**
13. **Students will have the opportunity to attend mixers hosted by local businesses in order to gain valuable networking skills.**

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

- A. **Analyze the types of advertising tools available.**
- B. **Evaluate and compare other small business operations.**
- C. **Demonstrate a level of confidence to starting a company or improving an existing one.**
- D. **Sharpen the focus of their marketing efforts.**
- E. **Assess the elements of a successful marketing strategy.**

6. COURSE CONTENT:

Lecture Content:

- A. **Market Analysis--target customers, competitor assessment & define the business environment.**
- B. **Product/Service Analysis--description of your business, comparison to similar, & materials, supplies and other business considerations.**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- C. **Market Strategies--image & positioning & pricing.**
 - D. **Promotion--various sources to get your message out, myths of advertising, advertising in print and electronic media, web, & marketing materials including the brochure, business cards, stat sheets, and more**
 - E. **Strategies for sales & measuring effectiveness**
 - F. **Guerilla Marketing--video on Guerilla marketing in action.**
 - G. **Guest Speakers--Listen to and interact with people who have started their own small businesses. How they've become successful, problems encountered, advice for new entrepreneurs.**
 - H. **Case studies and review of various marketing plans.**
 - I. **Class discussions and networking opportunities.**
 - J. **Class exercise to focus your personal marketing efforts--create your unique selling proposition and mission statement.**
7. **REPRESENTATIVE METHODS OF INSTRUCTION:**
Typical methods of instruction may include:
8. **REPRESENTATIVE ASSIGNMENTS**
Representative assignments in this course may include, but are not limited to the following:
9. **REPRESENTATIVE METHODS OF EVALUATION**
Representative methods of evaluation may include:
- A. **Participation is mandatory in this course. Good writing, critical thinking and interviewing skills for assignments are necessary, along with at least a hint of an entrepreneurial spirit. Students will complete one written mid-term essay and a final examination that includes an essay and a multiple choice test covering all material presented in class.**
10. **REPRESENTATIVE TEXT(S):**
Possible textbooks include:
- **Curtis, D., and M. Carter. *Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum*, ed. MN: Redleaf Press, 1996**
 - **Dodge, T.D., and L. Colker. *The Creative Curriculum for Family Child Care*, ed. MN: Redleaf Press, 1997**

**Origination Date: August 2010
Curriculum Committee Approval Date:
Course Originator SMCCCD SMCCCD**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Cañada College Official Course Outline

1. **TITLE: BUS. 399 - Small Business Development Center Training**
Semester Units/Hours: 1.0 units; a minimum of 16.0 lecture hours/semester
Method of Grading: Grade Option (Letter Grade or P/NP)

Recommended Preparation:

- o Eligibility for READ 836, and ENGL 836 or ESL 400.

2. **COURSE DESIGNATION:**

Degree Credit

Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

This course is an overview of the skills needed to become successful business owners. The following topics are covered also: 1) getting started, 2) developing a business plan, 3) developing a marketing plan, 4) laws governing businesses, 5) managing a business, 6) understanding regulations and permits for a business, 7) selecting business site(s), and 8) using Quicken software to manage the finances of a business.

Schedule of Classes Description

See each course outline.

4. **STUDENT LEARNING OUTCOMES (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. **Upon successful completion of this course, the student will write an overall summary of his or her business management philosophy.**
2. **for SLOs**

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. **compare and contrast characteristics of entrepreneurs**
- B. **evaluate methods used to reinforce achievement motivation**
- C. **analyze the rewards and penalties of owning your own business**
- D. **compare and contrast the personal factors used to start a business**
- E. **Demonstrate understanding of a chosen business and management skills**
- F. **Demonstrate mastery developing a business plan/prospectus**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- G. **Compare and contrast the personal factors in starting a business**
 - H. **Compare and contrast methods used to achieve customer orientation**
 - I. **Analyze the types of businesses and select the one for you**
 - J. **Compare and contrast opportunities for seizing change in the business world**
 - K. **Evaluate a business as a marketing system**
 - L. **Compare and contrast sole proprietorship, partnership, and corporation**
 - M. **Evaluate the different forms of business organization and expenses**
 - N. **Analyze methods used to protect ideas and concepts**
 - O. **Compare and contrast methods used to select an attorney and an accountant**
 - P. **Analyze some key legal issues**
 - Q. **Evaluate the different risks in managing a business - insurance, transfer, reduction, absorption and risk of a manager's job**
 - R. **Analyze methods used to manage personnel functions - recruiting, performance appraisals, training, and terminating personnel**
 - S. **Compare and contrast methods used in managing productivity and growth**
 - T. **Compare and contrast federal state regulations affecting a business**
 - U. **Evaluate the types of state, county, and/or city operating business permits**
 - V. **Analyze OSHA safety regulations for a small business**
 - W. **Evaluate fire and other safety regulations governing a business**
 - X. **Evaluate methods of hazardous waste and other disposal types**
 - Y. **Analyze the methods used to select a location for your business**
 - Z. **Evaluate location and marketing strategies**
 - AA. **Evaluate location and available transportation**
 - BB. **Analyze location and competitors in the same or similar businesses**
 - CC. **Demonstrate mastery using a computer and Quicken software**
 - DD. **Evaluate methods used in Quicken for managing finances for a business**
 - EE. **Compare and contrast methods used to create accounts and check for the business**
 - FF. **Evaluate the signs that indicate the use of an accountant/CPA is need for the business**
6. **COURSE CONTENT:**
- Lecture Content:**
- A. **The Entrepreneurial Characteristics**
 - B. **Reinforcing Achievement Motivation**
 - C. **Rewards and Penalties of Owning Your Own Business**
 - D. **Personal Factors in Starting a Business**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- E. You Must Know the Business**
- F. You Must Have Management Skills**
- G. Developing a Business Plan: Its Importance**
- H. Personal Factors in Starting a Business**
 - 1. The Business Plan/Prospectus**
 - 2. Outline for Developing your Basic Business Plan/Prospectus**
- I. Achieving A Customer Orientation**
- J. What Business Are You Really In**
- K. Seizing Opportunities of Change**
- L. Your Business As A Marketing System**
- M. Sole Proprietorship, Partnership and Corporation**
- N. Expenses of Different Forms of Business Organization**
- O. Protection of Ideas and Concepts**
- P. Finding an Attorney and an Accountant**
- Q. Deciding Some Key Legal Issues**
- R. Managing Business Risk**
 - 1. Pure Risk Insurance**
 - 2. The Risk Manager's Job**
 - 3. Risk Transfer, Reduction, and Absorption**
 - 4. Selecting an Agent, Broker or Consultant**
 - 5. Measures to Prevent Crime**
- S. Managing your Personnel Function**
 - 1. Sound Personnel Policy**
 - 2. Recruiting the Right People**
 - 3. Appraising Performance**
 - 4. Training for Work Improvement and Performance**
 - 5. Terminating Personnel**
- T. Managing for Productivity and Growth**
- U. Federal and State Regulations Affecting a Business**
- V. State, County, or City Operating Permits**
- W. OSHA Safety Regulations**
- X. Fire and Other Safety Regulations**
- Y. Hazardous Waste and Other Disposal Methods**
- Z. Selecting a Location for your Business**
- AA. Location and Marketing Strategies**
- BB. Location and Transportation**
- CC. Location and Competitors**
- DD. Basic Operational Component of Quicken**
- EE. Managing Finances for a Business with Quicken**
- FF. Creating Accounts and Check for the Business**
- GG. When to Use the Service of an Accountant/CPA**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. **College-level writing skills will be required to complete a written examination.**

10. REPRESENTATIVE TEXT(S):

Other:

- **STARTING & MANAGING THE SMALL BUSINESS**
- **One-line Description: In this course student will learn how to successfully start a business.**

Origination Date: August 2010

Curriculum Committee Approval Date: September 1996

Course Originator SMCCCD SMCCCD