### Mission:
The mission of the Department of Business Administration and Economics is to equip our students, through a variety of academic disciplines and in a manner consistent with the mission of Long Beach City College, with the knowledge and skills needed to 1.) transfer to a baccalaureate-degree granting institution, 2.) enter the work force or to update workplace skills and/or 3.) achieve personal enrichment in a lifelong-learning environment. Our expectation is that our students will develop high-level knowledge and critical-thinking skills that will prepare them to make informed and ethically-responsible decisions in a complex global environment.

### Description:
The Department of Business Administration and Economics offers an AA degree in Business with electable concentrations in Accounting, International Business, Economics, Business Management, Marketing and General Business. The Department also offers the AS-T degree in Business Administration and the AA-T degree in Economics. Our curriculum places a focus on foundational theory and practical application, while at the same time forming a linkage to a common core of general business principles which are appropriate for students to:
- transfer to an upper-division College.
- begin a career or enhance applicable business skills.
- follow their path of lifelong-learning.

### Summary of Access (see Help for details):
There does not appear to be any obvious barriers to access for our students. There are only a few courses that require a pre-requisite and the distribution of students with respect to gender and ethnicity mirrors the LBCC norm.

### Summary of Efficiency (see Help for details):
The percentage to total College enrollment has increased to 3.7% with only 3.4% of the total College sections, placing our average enrollment per section at 38 students compared to the college-wide average of 35.

### Summary of Effectiveness (see Help for details):
Success – 65% compared with the college-wide success rate of 66%. Retention – 86% compared with the college-wide retention rate of 85%. Awards - 10.5% of the total College awards with only 3.7% of total enrollment.

### Summary of Equity (see Help for details):
Enrollments with respect to gender and ethnicity mirrors the LBCC norm.

### Additional Analyses (Optional):  
During the past 3 years, the Business Administration faculty undertook a major reorganization of the Department and consolidated nine separate programs into one program (Business) with 5 unique concentrations. Additionally, as a result of the AY 2013-14 LBCC reorganization, the Economics curriculum was added to the Department of Business Administration. The resulting Department of Business Administration and Economics now houses a Business Program which grants an AA-Business degree, an AS/T Business Administration degree, an AA/T-Economics degree, 5 Certificates of Achievement and 7 Certificates of Accomplishment. From an employment and advancement standpoint, this structure has helped to create added value for our students by promoting student success, broadening their exposure to business topics and providing them with a more marketable degree in Business with a variety of concentrations from which to choose.

### Internal Conditions (see Help for list):  
1. The Department of Business Administration and Economics, while performing our duties and responsibilities at a very high level (as evidenced from our success metrics), has lost all top-level identity since having been merged into the School of Social Sciences and Arts. If you are a student looking for business courses and you go to the Academic and Vocational link at the LBCC website you will not find any reference to Business & Economics. We do not appreciate this. Additionally, when the Economics discipline was merged into the Business Discipline no thought was given to the classroom resources that had previously been allocated to Economics, which has affected our normally solid level of classroom management. The college has been slow to reallocate classrooms from the last year’s restructuring, especially with respect to oversize classrooms. Economics could quite easily fill double and triple sized classrooms every semester, as could Law.

2. Changing technologies are impacting all of our disciplines and we are constantly being challenged to upgrade the hardware and
software resources for our classrooms and Accounting labs, as well as in our teaching/learning patterns to meet the needs of our students and their future employers. Additionally, we have identified technology needs that will be necessary for the effective monitoring and measurement of student outcomes/assessments and to meet our closed-captioning obligations.

3. Budgetary restraints will certainly continue to affect our ability to meet the needs expressed in Internal Condition #1. A decline in the number of course offerings over the past few years, has made it more difficult for Business Administration & Economics students to obtain degrees and certificates. However, we believe that this trend may be shifting, as we are once again adding classes and introducing newly approved Certificates of Accomplishment. Hopefully, this trend will help to replace the FTES and success patterns that we lost through Real Estate discontinuance.

4. The Department has lost 2 full-time Accounting faculty members to retirement and unfortunately has now lost a full-time Business/Law instructor, due to the untimely passing of our colleague Jim Cunningham. Fortunately, we were able to fill one of the Accounting positions in this 2014-15 AY, but are still in need of an additional full-time Accounting faculty member and a Business faculty member. We are fortunate to have an excellent group of adjunct faculty members, although we continue to be concerned that adding to full-time overloads and rotating adjunct faculty through the schedule may not promote the most positive and productive learning environment for our students. We believe that it is vital to our mission that we replace these faculty members in the 2015-16 AY.

5. As seen in the Summary section, we continue to perform above the College norm in most areas while assuming ever-increasing demands on our workload, due to budgetary constraints, staff cutbacks and new academic processes, which have magnified the workload for faculty members, while at the same time forcing the College to lose some very talented and dedicated part-time faculty.

6. There is a continuing concern regarding the lack of confidence in the College’s internal online course management system, as compared to other more traditional proprietary systems such as Blackboard. While the conversion to the Moodle CMS is a good upgrade, it still presents course management and reliability issues compared to Blackboard, requiring significantly more time involvement by the faculty and students. Blackboard provides students the opportunity to work in a distance-learning format that is more widely used at the next level of academia and has a more reliable infrastructure.

7. Alternate methods of course delivery and student-learning, such as hybrid course offerings and flipped classrooms, will continue to be a priority along with the (now) traditional online course development.

8. From the Department Head perspective, the new adjunct hiring protocol from HR is extremely onerous. It has made the hiring decision-making process lengthy, tedious and unwieldy, to say nearly impossible to do correctly.

9. Barriers to Success – There is pretty widespread agreement that there are certain barriers to success that are being faced on a daily basis, which can include behaviors such as lack of preparation, digital distractions and low work ethic.

External Conditions (see Help for list):

1. Changes in business financial reporting from the traditional GAAP (General Accepted Accounting Principles) as governed by the Financial Accounting Standards Board (FASB) to International Financial Reporting Standards (IFRS) governed by the International Accounting Standards Board (IASB) will continue to be a challenge for a number of years to come. Although final implementation of the new financial standards continues to be unclear, we believe the impact of the accounting changes resulting from the FASB’s and IASB’s joint efforts may be significant, with broad implications for the accounting curriculum, as we move forward. We will continue to stay current with our course curriculum and remain aware of the overall progress of the implementation in the United States. The impact of these changes, however, serves to reinforce the point that we continue to be operating with 1 less full-time Accounting faculty member than in the past, which makes it difficult and unreliable to stay on top of this extremely technical and highly-evolving industry.
2. There continues to be a strong desire to expand the curriculum toward additional courses and certificates which will meet the needs of small business/entrepreneurship education. As a Department, we will continue to maintain our focus on the needs of our students and their future employers in this area. In addition to curriculum development, CAED will be a valuable resource.

3. Although we anticipate no specific accreditation issues pointed toward the Department, the faculty is deeply committed to continuing the efforts toward the College Goal of student success through the use of outcomes/assessments monitoring and a variety of other best practice commitments. This is an ongoing topic at all Departmental meetings.

4. We must continue to assess the CSU system (especially CSULB) with respect to communicating and coordinating curriculum changes that, in the long run, would appear to have possible negative impacts on our students and that would seem to be inconsistent with the Long Beach College Pathway Promise. There have been instances in both Econ and Acctg in which we were unaware of course revisions made by CSULB which affected our students’ ability to transfer and our internal FTES. We will continue to do what we feel is in the best interest for our students regarding choices in the CSU system, although we will certainly maintain our commitment to act as a pathway for our students to enter the CSU system.

**External Condition - Industry & Labor Market Trends:**

Long Beach is the 36th largest city in the United States and is home to one of the world's largest shipping ports. The most recent unemployment statistics, for June 2014, show that the City of Long Beach continues to have a higher level of unemployment (9.6%) than Los Angeles County (8.1%), the State of California (7.4%), and the United States (6.2%). Although unemployment at each of these levels of government has decreased from the unemployment rates reported in August 2013, there is still a higher level of unemployment locally.

In the Los Angeles/Long Beach/Glendale Metropolitan Division, the largest year-over-year increases in jobs have consistently been generated in the business, professional and financial activities fields, producing slightly more jobs than the leisure and hospitality fields over the same period.

In the future, opportunities in the Long Beach area will be in the areas of logistics/supply-chain, international trade, tourism, healthcare and technology. The projected growth in these areas will provide a multitude of business opportunities and new employment which will, in turn, create a need for educated professionals.

**Faculty & Staff:**

The Department of Business and Economics is currently operating with 2 fewer full-time faculty than in the past. Additionally, there is no longer any dedicated admin staff. Currently, the Department consists of:

- 10 full-time faculty members
- 21 adjunct faculty members

**Names & Titles of Dept Planning Participants:**

Myke McMullen - Department Chair – Marketing, Management, General Business
Karen Faulkner - International Business, Marketing
Jim Noggle - Accounting
Geetha Rajaram - Economics
Kirk Canzano - Accounting
Bryan Corsnitz – Accounting
Fred Beebe - Economics
Surendra Verma - Accounting
Sandra O'Toole - Law
Jeanie Harris - Marketing/General Business

**2011-2012 Accomplishments:**

1. Expansion of our participation as the first West Coast provider of instruction to the participants of the Goldman Sachs 10,000
Small Business Program, in conjunction with the Small Business Development Center and Babson College.

2. Acctg 1B was successfully approved to articulate with CSULB.

3. Successfully piloted additional online and hybrid course components along with the implementation of Saturday sessions Accounting students.

4. Completed a major reorganization of the Business Administration Department into 1 Program with 9 unique concentrations. This reorganization will provide significant benefits to the Business students from an employment and advancement standpoint as it broadens their exposure to business topics and provides a more marketable degree in Business with a concentration in a chosen field.

5. Received recognition from the Student Transfer Center for High Student Success Transfer to four-year university.

6. Completed the pilot program for four Supplemental Learning Activities for the Real Estate Principles courses and piloted two of those SLAs for the online Real Estate Principles course.

7. Created course-level websites for the purpose of student/professor communication, student learning, and reduced paper flow.

8. Revised textbooks in numerous courses for the purpose of adding new and innovative tools that are being used by both students and instructors to aid in the overall learning process.

9. Added textbook options, such as open (free) textbooks, soft-cover, selected chapter options, in an attempt to ease the financial burden on students while maintaining the same intellectual rigor as in the past.


11. Participated in the LBUSD College Fair.

12. Involved in a number of community-based projects and developed a number of projects designed to engage members of the professional community with our students in projects such as on-site industry visits and guest speaker presentations.

13. Completed all of our obligations (evaluations, syllabi/office hour postings, slo/assessments, TracDat, curriculum, etc.) on-time and without complaint. Although we view this as a professional responsibility, we also consider it to be an accomplishment.

14. Redesigned Acctg 200A to meet the needs of General Business students.

15. Developed a new AS/T degree program which is now in implementation.

16. Faculty Awards:
   ? Karen Faulkner received her Doctorate degree, along with a Trans-Disciplinary Dissertation award ? An Examination of the Roles of Narcissism and Rationalization in Facilitating Academic Dishonesty. Also completed a summer externship through the Port of Long Beach.
   ? Sandra O'Toole received LBCC Presidential Student Success Award
   ? Myke McMullen received a Goldman Sachs 10,000 Small Businesses Certificate of Achievement

17. In-depth evaluation of Noodle, an online learning platform, due to the desire for a more robust and meaningful online learning environment than we currently have at LBCC.
2012-2013 Accomplishments: As a Department, our major source of pride comes from meeting our primary goals of 1.) contributing to our students’ success, 2.) unhesitatingly delivering on our professional and contractual responsibilities with positive attitudes and 3.) collaborating within a framework and spirit of continuous academic and professional improvement. The following is a brief list of some of our group and individual achievements:

1. Expanded our participation as the first West Coast provider of instruction to the small-business participants in the Goldman Sachs 10,000 Small Business Program, in conjunction with the Small Business Development Center and Babson College. Unfortunately, we were forced to end this relationship in Fall 13, as the College feared the impact of the ACA and required faculty to choose between teaching or working with CAED.

2. As mentioned earlier, we finalized a major 3-year reorganization of the Business Administration Department into 1 Program with 5 unique concentrations. This reorganization will provide significant employment and job-advancement benefits to LBCC students as it broadens their exposure to business topics and provides a more focused, marketable degree in Business with a variety of useful concentrations. Subsequently, due to Program discontinuance, we were merged with Economics and renamed Business Administration and Economics.

3. Jim Cunningham was admitted to the LLM in Taxation program at the University of San Diego School of Law and is proceeding with coursework to obtain this advanced Law degree. Although we lost the Real Estate curriculum to discontinuance we were able to save his position as one of our valuable faculty members. Additionally, Jim Noggle renewed his CPA license.

4. Across-the-board, our full-time and part-time faculty converted both online and classroom websites into the new Moodle CMS for the purpose of improving student/professor communication, student learning, and reduced paper flow although, as mentioned earlier, there is still a desire by some to use a more professional CMS such as Blackboard.

5. Faculty, both full-time and part-time, worked to revise and replace textbooks in a wide array of courses, for the purpose of adding new and innovative tools that are being used by both students and instructors to aid in achieving our student success goals. Additionally, we added textbook options such as open (free) textbooks, soft-cover, selected-chapter options, in an attempt to ease the financial burden on students, while maintaining intellectual rigor.

6. Faculty have supported and participated in a variety of campus/community events, such as the President's Welcome Picnic and Resource Fairs, the LBUSD College Fair, 4th-Grade Tours, etc.

7. Restructured the Acctg200A curriculum, including adoption of new text, with a new emphasis on making accounting and the related principles easier to understand for the non-accountant general business student. Additionally, performed out-of-cycle reviews for Acctg 1A and Acctg 1B to strengthen our articulation interface with institutions using the C-ED descriptors (JN). It is felt that this will help continue FTES growth in all accounting classes, including significant growth in the Acctg 1B classes as a result of our successful articulation updates with CSULB.

8. Faculty Committee participation: FACE, CTE, Promise Pathways, Honors?, SLO, DPPR, Accreditation, Safety, Institutional Effectiveness, Expanding Pathways, Flex Day.

9. Developed new courses: Econ3 (General Concepts in Economics), Gbus 16 (Business Ethics, team taught) and have begun development of Economics TMC and Certificates of Accomplishment, along with Law and International Business certificates.

10. Student Clubs – Business (SOT) and Econ (GR) clubs were established and have begun developing a strong base of student support.

11. Successfully piloted additional online and hybrid course components along with the implementation of Saturday sessions for
Accounting and Gbus students.

2013-2014 Accomplishments:

As a Department, our major source of pride comes from meeting our primary goals of 1.) contributing to our students’ success, 2.) unhesitatingly delivering on our professional and contractual responsibilities with positive attitudes and 3.) collaborating within a framework and spirit of continuous academic and professional improvement. The following is a brief list of some of our group and individual achievements:

1. Department Reorganization - 2013-14 was the first year that our re-organized departmental structure, as well as the integration of the Economics curriculum, has been fully-operational. This reorganization already seems to be providing significant benefit to our students as it broadens their exposure to business topics and provides a more focused, marketable degree in Business with a variety of useful concentrations. It has also had a very positive effect on student-faculty conversation as students have had more focused discussions regarding their individual educational goals.

2. Articulation - An Articulation Agreement has been developed with the International Business Academy at Long Beach Poly. We are currently attempting to get it approved here at LBCC, although there appears to be a new approval process in effect for implementing these agreements.

3. CAED - The initial steps were taken toward a collaborative effort through CAED for the awarding of Global Trade and Logistics and Supply Chain Management certification grants.

4. Learning Technologies – Many of the faculty beginning to use a variety of Publisher offered software tools to allow students to test their understanding of new material prior to classroom lectures (flipped classroom strategy)

5. Course Management - Successfully implemented a strategy of adding additional online and hybrid course components along with the implementation of Saturday sessions for Accounting, Gbus and Marketing courses. Additionally, when course demand has been excessive faculty have immediately shifted to oversize class loads.

6. CMS - Across-the-board, our full-time and part-time faculty have continued to convert both online and classroom websites to Moodle CMS for the purpose of improving student/professor communication, student learning, and reduced paper flow, although there is still a desire by some to use a more professional CMS such as Blackboard.

7. Textbooks - Faculty, both full-time and part-time, worked to revise and replace textbooks in a wide array of courses, for the purpose of adding new and innovative tools that are being used by both students and instructors to aid in the achievement of our student success goals. Additionally, we added textbook options such as open (free) textbooks, soft-cover, selected-chapter options, in an attempt to ease the financial burden on students, while maintaining intellectual rigor.

8. Campus Support - Faculty have supported and participated in a variety of campus/community events, such as the President's Welcome Picnic and Resource Fairs, the LBUSD College Fair, 4th-Grade Tours, etc.

9. Acctg Curriculum - Completed the redesign of the Acctg200A, Acctg 1A and Acctg 1B curriculum, including adoption of new textbook in 200A, with a new emphasis on making accounting and the related principles easier to understand for the non-accountant general business student. Out-of-cycle reviews for Acctg 1A and Acctg 1B strengthen our articulation interface with institutions using the C-ED descriptors which will help grow FTES in all accounting classes as a result of our successful articulation updates with CSULB.

10. Faculty Committee participation – faculty have been supportive and participated in a large number of committees, including FACE, CTE, Promise Pathways, Honors, SLO, DPFR, Accreditation, Safety, Institutional Effectiveness, Expanding Pathways, Title V Planning Group, Flex Day and others.


12. ASLO – All faculty continue to participate in the most positive manner to close the loop for all courses and continue in the direction of continuous improvement in all courses as a major predictor of student success.

13. Student Clubs – The Business Club and the Econ Club have continued to be quite active, presenting students with a wide variety of personal growth and professional-development opportunities. These 2 clubs will be merged in the current AY. Additionally, we will now be promoting Internship opportunities to the Business Club members.

14. Adjunct faculty – We continue to maintain close communication and collaboration with all adjunct faculty to ensure that they understand their importance to our mission and that they have a feeling of community here at LBCC. Through meetings, email and random conversations it is our belief that the adjunct faculty feels vested in our mutual desire for student success through outcomes assessment and other best-practices. We are quite fortunate that we have this level of adjunct faculty.
15. Cross-discipline collaboration – We have begun to implement collaborative cross-discipline strategies, such as the Global Economy course which is team taught by Econ and Geography. Additionally, we have developed a Business Ethics course to be team taught by Business and Philosophy faculty. Among the ideas for the future are accounting and small business management courses to develop programs with other CTE programs with the idea of Small Business development in mind.

16. Student Success – Every one of our faculty members can recount great examples of individual student success, as can faculty from all disciplines across campus. This one stands out, however. Each summer Howard University recruits minority community college students through the Accounting Scholars Development Program for a six-day all expenses paid program in either Denver, CO or Washington D.C. Students develop professional skills and become familiar with careers in accounting by meeting with representatives from the top accounting firms in the world. In 2013-14, the Department saw 3 of our students selected to participate in this very special program.

17. University outreach – Pepperdine University had reached out to build a dialogue with LBCC in Fall 13 as part of a Program to build stronger bonds with community colleges in order to provide stronger pathways for transfer. Our Department was quick to build that dialogue into action by opening our classrooms up and our Business club up to presentations from Pepperdine representatives. This was met with excellent feedback and will continue this year. Additionally, the Department has been working on a grant opportunity with Pepperdine which may be of benefit to our students. More to follow.

<table>
<thead>
<tr>
<th>Projects/ Strategies</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept_Plan - Business Administration &amp; Economics - Critical-Thinking &amp; Interpersonal Communications - The low level of critical-thinking and communication competency in college graduates has consistently been pointed to by employers as a shortcoming in their academic preparation. This has become one of our most primary points of focus.</td>
<td></td>
<td>10/15/2012 - At this point over 75% of syllabi and all SLO's have directly addressed this element of critical-thinking.</td>
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<tr>
<td>EMP GOAL supported (hold CTRL to select multiple)*:</td>
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<td>Project/ Strategy Status:</td>
<td>Continue working on project/ strategy</td>
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<tr>
<td>EQUITY - A. Student Success</td>
<td></td>
<td>Decision re Resource Request:</td>
<td>No resources requested</td>
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<tr>
<td>STUDENT SUCCESS - A. Student Preparedness</td>
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<tr>
<td>STUDENT SUCCESS - B. Student Goal Attainment</td>
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<tr>
<td>STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
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<tr>
<td>Start Date (use 8/1/year - see help text):</td>
<td>08/01/2013</td>
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<tr>
<td>End Date (use 7/31/year - see help text):</td>
<td>07/31/2016</td>
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<tr>
<td>Project/ Strategy Status:</td>
<td>In Progress</td>
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<tr>
<td>Rationale:</td>
<td>Develop strategies throughout all concentrations/courses which will enhance the development of our students' critical-thinking skills (their ability to reason, ask appropriate questions and make better decisions) and their</td>
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verbal and non-verbal interpersonal skills: their ability to reflect, write, speak and respond in a personal and professional manner.

To accomplish this, BusAdmin faculty have made the commitment to incorporate course-level assignments designed to help students develop and enhance their critical-thinking skills along with their unique interpersonal skills.

This can be carried out through the incorporation of a variety of skill-building components within individual course projects. The projects can be designed to promote interaction among students in and outside of the classroom and in group settings, along with instructor driven open-ended questions that encourage students to think and respond creatively.

Additionally, the commitment has been made to develop and maintain an outcomes/assessment strategy that will enable faculty to measure the level of attainment of these particular skills, through the integration of complex/higher-level thinking multiple-choice exams, rubric-assessed problem-solving written assignments based on complex case-study scenarios, and rubric-assessed team-based scenario competitions.

<table>
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<tr>
<th>Responsible Parties:</th>
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<tr>
<td>Faculty at all levels</td>
</tr>
</tbody>
</table>

**Campus supported by this goal/project/strategy:** Both

**Specify if project/strategy is for dept or program:** Department

**Name of program or area of concentration:** All areas of concentration

<table>
<thead>
<tr>
<th>Dept_Plan - Business Administration &amp; Economics - Departmental Effectiveness - Through the analyses of the annual student success metrics, which are published by Institutional Effectiveness, and also through the</th>
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**Resources:**

Full-time Business Administration faculty replacement and Full-time Accounting faculty replacement.
<table>
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<tr>
<th>Projects/ Strategies</th>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
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<tr>
<td>consistent and persistent monitoring of our individual course assessments during the annual routine review process, we feel that we are able to plan, monitor and evaluate our Department's results quite effectively. In order to maintain and improve this level of performance, however, we are constantly looking for new methods and processes which will help us to continually improve. EMP GOAL supported (hold CTRL to select multiple)*: EQUITY - A. Student Success EQUITY - B. Equitable Student Access STUDENT SUCCESS - A. Student Preparedness STUDENT SUCCESS - B. Student Goal Attainment STUDENT SUCCESS - C. Quality of Academic Programs and Services Start Date (use 8/1/year - see help text): 08/01/2013 End Date (use 7/31/year - see help text): 07/31/2016 Project/ Strategy Status: In Progress Rationale: The success of the Department is measured, in large part, on the metrics of access, success, retention and awards granted. It is our opinion that, based on the LBCC student population, our first task is to ensure that our enrolled students stay enrolled (retention), followed by our second task of providing a high-level of support to enable our students to achieve their learning goals at the highest possible level (success). To achieve positive results for this objective, we will need to 1.) Evaluate the diversity and preparedness of the Dept. faculty (quantity and quality) and review our course structure in order to achieve a high percentage of courses that meet or exceed the course-level goals for student learning outcomes. 2.) Continue the ongoing development of Student Learning Outcomes/Assessment plans Itemized Description of Resources: To replace the 2 full-time faculty we have lost to retirement and the untimely passing of Jim Cunningham. Resource Requested Category: Faculty Replacement Positions If requesting faculty, specify number: 2 List Faculty requests by priority &amp; discipline: 1. Business Administration faculty 2. Accounting faculty Estimated Cost: 240000 Program TOP Code(s): 050x Additional Comments: Based on the previously discussed loss of two full-time faculty positions, in order for us to maintain our standards in the areas of student-learning and student-success we will need to replace these 2 positions as soon as possible. School/ VP Decision re Resource Needed: Dept still requests funding</td>
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<tr>
<td>10/10/2014 - Based upon student success metrics it is our belief that our strategy is proving to be effective. With the recent hiring of one of our requested Accounting positions we feel that it will only add to our student success record, as will the hiring of the 2 faculty members that we are</td>
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<tr>
<td>10/15/2012 - The initial assessments are proving to be successful and goals are being met. We are still following the original assessment schedule which was built around the course routine review cycle. This may need to be accelerated if the VP/Academic Affairs memo is implemented.</td>
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<td>Page 9 of 17</td>
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</table>
and teaching/learning strategies, in order to increase the percentage of C or better students (student success).

3.) Enhance individual faculty/student communication patterns designed to motivate under-prepared or underachieving students to follow through on their academic commitment in order to improve Departmental success and retention metrics. This could be aided through the implementation of Institutional-level solutions such as mentoring programs, study halls and a commitment to address the pervasive problem of digital distractions.

4.) Provide a stronger commitment to adjunct faculty support and improved technology resources in adjunct offices.

**Responsible Parties:**
All faculty.

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
This goal applies to all Concentrations.

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<tr>
<th>Dept_Plan - Business Administration &amp; Economics - Technology Focus - It is of the utmost importance to ensure that the Business &amp; Economics students will have access to the technology that will be relevant and consistent to that which they will encounter in the workplace.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMP GOAL supported (hold CTRL to select multiple)*:</strong> COMMUNITY - B. Partnerships with Business and Industry EQUITY - A. Student Success RESOURCES - C. Facilities and Technology Plans</td>
</tr>
</tbody>
</table>

**Resources:**
Instructional software site licenses

**Itemized Description of Resources:**
Quickbooks Accounting software site license - $800
Adobe Acrobat site license - $2000
Camtasia site license - $3150
University 360 for all B&E students - $5000
Adobe Captivate - $2000

**Resource Requested Category:**
New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)

**Project/ Strategy Status:**
Continue working on project/strategy

**Decision re Resource Request:**
Decision pending on resource requested

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10/12/2014 - We are still in need of these software licenses and will continue to request them, as the need has not decreased.

**Decision re Resource Request:**
Decision pending on resource requested
Estimated Cost: 5950
Program TOP Code(s): 050x
School/ Strategy Needed: NEW

Rationale:
Technological advances drive business development. Changes to software and hardware technology are constant and the future success of our students will hinge on the ability of our curriculum and technology offerings to mirror that which will be in high-demand in the workplace. Our students will be better qualified to meet the demands of industry if the technological and conceptual skills they have been exposed to in the classroom are current and relevant to that which they will encounter in the workplace.

Responsible Parties:
All faculty

Campus supported by this goal/project/strategy:
Both

Specify if project/strategy is for dept or program:
Department

Name of program or area of concentration:
Business Administration & Economics. This goal applies to all Concentrations.

Other Area impacted by this goal/project/strategy:
IITS (Instr & Info Tech Svcs)

Resources:
Attainment of this strategy will be determined by the continuation of the initial VTEA seed money.

Itemized Description of Resources:
Initial VTEA seed money and Accounting lab in

Impact of resource received & Follow-Up

10/15/2012 - (THIS IS A TRAC-DAT ERROR. THIS UPDATE SHOULD NOT BE LISTED IN THIS SECTION) At this point over 75% of syllabi and all SLO's have directly addressed this element of critical-thinking.

Project/ Strategy Status:
Continue working on project/ strategy

Decision re Resource Request:
No resources requested

10/12/2014 - We were notified by CAED that VTEA funds would not be allocated to us for this project.

Project/ Strategy Status:
Dropped

Decision re Resource Request:
students with a focus on building a viable Strategic Plan.

**EMP GOAL supported (hold CTRL to select multiple):**

COMMUNITY - A. Internal Community of Students, Faculty and Staff
COMMUNITY - B. Partnerships with Business and Industry
EQUITY - A. Student Success
STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
08/01/2013

**End Date (use 7/31/year - see help text):**
07/31/2014

**Project/ Strategy Status:**
Dropped

**Rationale:**
To provide advanced entrepreneurial/small business management activities to a variety of student constituents and to develop linkages to the local business community.

**Responsible Parties:**
Dept. Chair and Faculty

**Campus supported by this goal/project/strategy:**
Both

**Specify if project/strategy is for dept or program:**
Department

**Name of program or area of concentration:**
Business

**Other Area impacted by this goal/project/strategy:**
Institutional Resource Development (Grants)

**Resource Requested Category:**
New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)

**Estimated Cost:**
15000

**Program TOP Code(s):**
050x

**Additional Comments:**
This project is being funded in its infancy by a $5875 VTEA grant. Based on level of success, could eventually become a $10,000 annual cost.

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**Project/ Strategy Status:**
10/15/2012 - This project has been initially funded with a VTEA grant for the purpose of developing a project/strategy.

**Project/ Strategy Status:**
Continue working on project/strategy

**Decision re Resource Request:**
No resources requested

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**Dept_Plan - Business Administration & Economics - Student tracking - To develop a method of monitoring the declared major and long-term personal goals of our enrolled students, as well as the future direction of our certificate/degree holders (transfer, job, other).**

**Resources:**
Departmental Scantron data-capturing device and supply of Scantron forms.

**Itemized Description of Resources:**
Scantron 20 and supplies - $300
Scantron scanning machine - $3700

**10/12/2014 - Although we were told that this type of equipment would be allocated to the T-Bldg. for use by a variety of Departments, nothing has appeared. With this in mind, we still have this need and are continuing to move this request.**

**Project/ Strategy Status:**
10/15/2014 10:58 AM
Generated by TracDat a product of Nuventive.
<table>
<thead>
<tr>
<th>EMP GOAL supported (hold CTRL to select multiple)*:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNITY - A. Internal Community of Students, Faculty and Staff</td>
</tr>
<tr>
<td>COMMUNITY - B. Partnerships with Business and Industry</td>
</tr>
<tr>
<td>EQUITY - A. Student Success</td>
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<tr>
<td>EQUITY - B. Equitable Student Access</td>
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<td>STUDENT SUCCESS - B. Student Goal Attainment</td>
</tr>
<tr>
<td>STUDENT SUCCESS - C. Quality of Academic Programs and Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start Date (use 8/1/year - see help text):</th>
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<tbody>
<tr>
<td>08/01/2012</td>
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<table>
<thead>
<tr>
<th>End Date (use 7/31/year - see help text):</th>
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<tbody>
<tr>
<td>07/31/2015</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Project/Strategy Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By developing a process to help our current students to monitor and evaluate their performance goals, we will be able to provide a stronger level of career guidance and advocacy on their behalf. Additionally, tracking and communicating with our graduates will help us to effectively assess our various courses of study, as well as to develop a future workforce resource for enrolled students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible Parties:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus supported by this goal/project/strategy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specify if project/strategy is for dept or program:</th>
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</thead>
<tbody>
<tr>
<td>Program</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of program or area of concentration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
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</table>

<table>
<thead>
<tr>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resource Requested Category:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New equipment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program TOP Code(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>050X.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This equipment will be necessary for the tracking of course, Program and Departmental assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School/VP Decision re Resource Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept still requests funding</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Project/Strategy Progress Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue working on project/strategy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decision re Resource Request:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision pending on resource requested</td>
</tr>
</tbody>
</table>
order to ensure that our course offerings are providing students with the strongest preparation for entering the workforce. Additionally, it would be our goal for this Council to develop strong feelings for LBCC students and to evolve these feelings into actual job opportunities.

**EMP GOAL supported (hold CTRL to select multiple):**
- COMMUNITY - B. Partnerships with Business and Industry
- EQUITY - A. Student Success
- STUDENT SUCCESS - A. Student Preparedness
- STUDENT SUCCESS - B. Student Goal Attainment
- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):** 08/01/2013
**End Date (use 7/31/year - see help text):** 07/31/2016

**Project/Strategy Status:** In Progress

**Rationale:**
The establishment of a Dept. of Business Administration Industry Council will provide a stronger level of visibility for our Department and our students, along with building stronger career bonds with local industry leaders.

**Responsible Parties:**
All faculty

**Campus supported by this goal/project/strategy:** Both

**Specify if project/strategy is for dept or program:** Program

**Name of program or area of concentration:** Business

**Other Area impacted by this goal/project/strategy:** Community Relations & Marketing

**Resources Needed & Additional Comments / Resources Needed**

<table>
<thead>
<tr>
<th>Itemized Description of Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing materials - $5,000</td>
</tr>
<tr>
<td>E-mail marketing subscription - $2,000 (annual)</td>
</tr>
<tr>
<td>Meetings/annual conference - $5,000</td>
</tr>
</tbody>
</table>

**Resource Requested Category:** Advertising (beyond normal budget)

**Estimated Cost:**
12000

**Program TOP Code(s):**
050X.0

**Additional Comments:**
This project will be a united effort of our entire faculty to communicate and advocate with the local business community to develop strong and positive working relationships which will help insures that our curriculum is aligned to meet the needs of the workplace, with the ultimate goal of providing a strong learning experience for our students and well-prepared future employees.

**School/VP Decision re Resource Needed:**
NEW

**Project/Strategy Progress Updates**

- Itemized Description of Resources:
  10/12/2014 - Requested through VTEA in 2013-14 AY and was approved, according to CAED, but

**Impact of resource received & Follow-Up**
<table>
<thead>
<tr>
<th>Resources Needed &amp; Additional Comments / Resources Needed</th>
<th>Project/ Strategy Progress Updates</th>
<th>Impact of resource received &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>- i&gt;Clickers - 200 remote units and 4 base units (estimated) - $10,000</td>
<td>yet been received. They are currently attempting to confirm the status.</td>
<td></td>
</tr>
<tr>
<td><strong>Resource Requested Category:</strong> New Software (include costs for implementation, training, interface, electrical/telecommunication wiring needs, ongoing licensing, etc.)</td>
<td><strong>Project/ Strategy Status:</strong> Continue working on project/ strategy</td>
<td></td>
</tr>
<tr>
<td><strong>Estimated Cost:</strong> 10000</td>
<td><strong>Decision re Resource Request:</strong> Decision pending on resource requested</td>
<td></td>
</tr>
<tr>
<td><strong>Program TOP Code(s):</strong> 050x.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School/ VP Decision re Resource Needed:</strong> Dept still requests funding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Projects/ Strategies**

- EMP GOAL supported (hold CTRL to select multiple)*:
  - EQUITY - A. Student Success
  - EQUITY - B. Equitable Student Access
  - RESOURCES - B. Fiscal Resources
  - RESOURCES - C. Facilities and Technology Plans
  - STUDENT SUCCESS - A. Student Preparedness
  - STUDENT SUCCESS - B. Student Goal Attainment
  - STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):** 08/01/2013

**End Date (use 7/31/year - see help text):** 07/31/2016

**Project/ Strategy Status:** In Progress

**Rationale:** More than 1,300 higher education institutions in North America have used i>Clickers as a student response system to enhance student engagement and participation. Some Departments at Long Beach City College have used this tool to enhance student learning with positive results. The Business Department will seek funding to purchase i>Clickers for use by our students and, after securing funding, Department faculty will develop and implement course-level presentation materials to incorporate this technology as a real-time tool to measure and enhance student learning.

**Responsible Parties:** All faculty

**Campus supported by this goal/project/strategy:** Both

**Specify if project/strategy is for dept or program:**

10/15/2014 10:58 AM
**Projects/ Strategies**

**Name of program or area of concentration:**
Business Administration & Economics

**Dept_Plan - Business Administration & Economics - Technology equipment - capital improvements** - To re-equip the Accounting labs and replace the department's primary document printer.

**EMP GOAL supported (hold CTRL to select multiple)*:**
- COMMUNITY - A. Internal Community of Students, Faculty and Staff
- EQUITY - A. Student Success
- RESOURCES - B. Fiscal Resources
- RESOURCES - C. Facilities and Technology Plans
- STUDENT SUCCESS - A. Student Preparedness
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- STUDENT SUCCESS - C. Quality of Academic Programs and Services

**Start Date (use 8/1/year - see help text):**
08/01/2014

**End Date (use 7/31/year - see help text):**
07/31/2016

**Project/ Strategy Status:**
NEW

**Rationale:**

1. Student workstations - Although the Accounting labs were state-of-the-art in 2009 when the T-bldg. was brought online, they are ready for a major technology upgrade. In addition to the equipment itself, we have also learned that there are more effective and efficient ways to provide a more potent learning environment for our students. The labs currently use laptop computers that are integrated into student work-stations, which have turned out to be a rather cumbersome and inefficient system, due to the extensive boot-time process that all students must go through when logging in at each class session. Additionally, these laptops can be fragile and are not equipped with

**Resources:**

- Student & faculty workstations- 2 Accounting labs and a heavy-duty document printer.

**Itemized Description of Resources:**
- 80 computer workstations
- 2 faculty workstations
- Benchmarking trips to other institutions
- Multi-use heavy duty document printer

**Resource Requested Category:**
Upgrade and/or replacement of equipment

**Estimated Cost:**
80000

**School/ VP Decision re Resource Needed:**
NEW
traditional adding keys on the laptop keyboard, which is very inefficient for Accounting courses. Additionally, because of the centralized location of the instructor workstations, it is also quite difficult for the instructor to monitor the students online activities, both the learning activities and the usual digital distractions, as pointed out earlier in the Department plan. Our request is to replace the current laptop configuration with desktops and monitors that collapse into the student work-stations and also to equip instructors with better mobility through the use of networked tablet computers, in order to remain connected while moving about the classroom. This will have a significant impact on student-learning.

2. Department document printer – The Department has been sharing a workhorse document printer for the past 5 years and it is on its last legs. This has become a source of frustration and inconvenience for the faculty as the existing printer has been spending a good deal of time in dry-dock. Although the faculty has made tremendous strides in reducing the use of paper, a large-scale document-printer is important to our normal operations and it is less expensive to print using this printer than through the college printing facility.

<table>
<thead>
<tr>
<th>Responsible Parties:</th>
<th>Dean, Department Head, Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus supported by this goal/project/strategy:</td>
<td>LAC</td>
</tr>
<tr>
<td>Specify if project/strategy is for dept or program:</td>
<td>Department</td>
</tr>
<tr>
<td>Name of program or area of concentration:</td>
<td>Department of Business Administration</td>
</tr>
</tbody>
</table>