

Department Plan - 2011-12
Long Beach City College
Dept - Business Administration

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Mission: The mission of the Business Administration Program is to equip our students, through a variety of academic disciplines and in a manner consistent with the mission of the College, with the knowledge and skills needed to transfer to a four-year institution, enter the work force, update workplace skills, or achieve personal enrichment in a lifelong-learning environment. Our expectation is that students will develop high-level knowledge and critical-thinking skills which will prepare them to make informed and ethically-responsible decisions in a complex global environment.

Description: The Business Administration Department offers an Associate of Arts degree in Business Administration with concentrations in the fields of Accounting, Accounting Clerk, General Business, International Business, Business Management, Marketing, and Real Estate. These concentrations provide the foundational principles for a variety of specializations while at the same time forming a linkage to a common core of general business principles and are appropriate for the following student profiles:

- those planning to transfer to an upper-division College.
- those planning to begin a career.
- those desiring to enhance their current career.
- lifelong-learners in the pursuit of personal or professional development.

Summary of Access, Enrollment Patterns:

Productivity & Effectiveness: As detailed in the document titled "DeptPlanning_AnnualMetrics11_12", located in the Documents section of Trac Dat, the following observations can be made relative to Enrollment Patterns during the 3-year period beginning Fall 2008 thru Spring 2011:

- Sections - during this 3-year period the total number of sections for the Department decreased by 12.7%, as compared to the College decrease of 10.9%. This decrease occurred strictly due to budget cuts. A positive note here is that our online sections increased by 33%.
- Enrollments - enrollments increased by 8.2% from Fall 2008 to Spring 2011, even though the number of sections offered decreased by 12.7% during that same period. Enrollment in online classes during the same period increased by 48%.
- FTES - the relationship of decreased sections and increasing enrollments resulted in a 14.6% increase in our FTES during this period, compared to a 6.6% increase for the College, which is a very positive reflection on the efficiency of the Department.
- WSCH - Also reflecting on our efficiency, we increased our WSCH by 14.6% versus the 6.4% registered by the College. This also had the effect of raising our FTES contribution to the College from 2.7% to 2.9%.

Grades Distribution:

In viewing the distribution of grades on a macro-level during these 3 years, there are 2 important points of observation. First, the grade breakdowns are relatively consistent throughout the period. The importance of this point is that it keeps our focus on preventing any type of grade inflation. The other important factor in viewing this report is the W grade, which has lowered from 32.3% in Fall 2008 to 24.8% in Spring 2011. This is a notable achievement and reflects very positively in our Completion and Retention ratings.

Success/Completion/Retention:

The Department's Retention rate during the Fall 2008 - Spring 2011 period was a very positive factor, rising by 10.3%. The Success component registered a slight drop of 5% during, while the Completion rate also experienced a slightly smaller drop of 3.2%.

Degrees/Certificates:

The numbers for this metric are not quite complete, since the 2020-11 year does not include those certificates/degrees which will be granted during Fall 2011. However, viewing the 3-year period we can see that the Department has experienced steady growth:

- AA degrees - The Department of Business Administration has shown consistent growth in AA degrees granted over the past 3 years. In Fall 2008 we accounted for 12.58% of the total AA degrees granted by LBCC. In 2009 we rose to 14.3% and are currently holding at 13.4%, so are sure to end up with an increase over 2009.
- Certificates - The Department of Business Administration has also shown consistent growth in Certificates granted during the past 3 years. In viewing the 3 types of certificates that have been granted by the Department during this period, we have grown from 4.61% of the LBCC total in 2008 to 5.65% in 2009 and are currently holding at 6.02%, so have already increased the number of Certificates over 2009.

Efficiency Report - Fall 10:

This report is designed to gauge the efficiency of the Department. The entire report can be viewed in the Document section, however the key points will tell the story. The following compares percentages of the Dept. of Business Administration contribution to the College in a variety of areas during the Fall 2010 semester (the most current reporting period for this report):

- Number of classes - 3.07%
- Number of enrollments - 3.27%
- Full-time FTEF - 3.69%
- Part-time FTEF - 1.55%
- Total FTEF - 2.76%
- WSCH - 2.93%
- FTES - 2.88%

It is not difficult to see that with respect to our classes and enrollments (3.07% and 3.27% of the College) our Total FTEF is low (2.76%).

Additionally, there are 3 important comparison metrics:

- Class size average - LBCC (36.3) vs. BusAdmin (38.6)
- Program Load - LBCC (542) vs. BusAdmin (576)
- FTES/FTEF - LBCC (18) vs. BusAdmin (19)

You can see here that we exceed the College average with respect to our average class size, our Departmental load and our FTES/FTEF ratio.

Internal Conditions (see Help for list): 1. Changing technologies are impacting all of our programs as we are constantly being challenged to upgrade our hardware and software resources as well as 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.

2. Budgetary restraints will certainly continue to affect our ability to meet the needs expressed in Internal Condition #1. The 12.7% decrease in the number of course offerings over the past 3 years, including some courses required for certificates and degrees, has made it difficult for Business Administration students to obtain degrees and certificates. For example, the Escrow class required for the Real Estate Lending certificate has not been offered since 2007. Students are seeking classes at other community colleges and schools in the area.

3. We lost 1 full-time Accounting faculty member in the Fall 2010 semester and there is a distinct possibility of losing another (30-year) veteran within the 2012-13 year.

4. As seen in the Summary section, enrollments over the last 2 academic years continue to be high in all course offerings due to a variety of factors. The 12.7% cut in section offerings has certainly increased demand in the remaining course offerings, as has the higher than normal enrollment patterns brought by the economic conditions of the past 18-24 months. These high enrollments, combined with the recent budgetary restraints and new work-processes, 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.

5. There is a general lack of confidence in the College's internal online course management system, as compared to a more conventional proprietary system such as Blackboard. This is not a reflection on our associates from ITDC but rather the effectiveness of our homegrown system vs. a more refined CMS. We will see if the new e-Learning system will be the improvement we have been looking for.

6. Online course development will continue to be a priority, but our success may be limited by the inability to increase the number of course offerings (see IC #4).

7. During the 2010-2011 school year, Business Administration faculty undertook a major reorganization of the Business Administration Department to consolidate nine separate programs into one master program. This reorganization will have significant benefits to the Business Administration students from an employment and advancement standpoint as it broadens their exposure to business topics and provides a more marketable end degree in Business Administration with a concentration in their chosen field.

External Condition- Regulatory/Legislative Changes: 1. New federal and state laws require a license or license endorsement for mortgage loan originators, with both prelicense and postlicense education requirements. The process for obtaining approval as course provider through the National Mortgage License System and Registry is time consuming and requires an initial fee and annual fees for renewal. Courses must also be approved through NMLS, with similar process and fee requirements.

2. Changes in business financial reporting from the traditional GAAP (General Accepted Accounting Principles) to International Financial Reporting Standards. The transition has already started and full implementation is to take place in a few years.
3. There is a strong climate to expand the curriculum toward courses which will meet the needs of small business/entrepreneurship education.
4. The Dodd-Frank Wall Street Reform and Consumer Protection Act and similar California legislation have had a major impact on real estate finance and securities fields. Because new legislation is not reflected in textbooks due to publishing lag times, faculty have created course materials needed to keep the courses current.

External Condition- Grants Available: 1. Opportunities may exist for the various Business Administration Programs and will be investigated as deemed appropriate by the Department as each identified situation and or condition becomes apparent.

2. There are currently numerous CTE grants becoming available, in part because of the current economic situation. We are posed to participate in the execution of those opportunities.

3. The Department is currently participating in the CTE Assessment Beta test, which could provide some grant benefits at a later date.

External Condition- Accreditation Recommendations: 1. Although there were no accreditation issues directly pointed toward the Department of Business Administration, 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.

External Condition- Advisory Committee Input: Advisory committees are addressed in the Program-level planning and are considered an important and vital contributor toward our Departmental performance and ultimately to student success.

External Condition- Community Outreach/Partnership: The Department has been active in developing relationships and collaborating with local high school districts, the Office of Economic and Resource Development and the Port of Long Beach, to name a few.

External Condition- Industry & Labor Market Trends: 1. The most recent unemployment statistics as of August 2011 has unemployment for Long Beach at approximately 13.9%, when compared to Los Angeles County at 12.7%, State of California at 11.9%, and the U.S. at 9.1%. Long Beach is the 34th largest city in the United States and the Port of Long Beach is one of the world's largest shipping ports. According to the most recent government statistics, there are approximately 4,191,623 jobs in Long Beach. Jobs in Long Beach's Private Sector make up the majority of employment with approximately 3,626,236 jobs in the Long Beach, surrounding area (Los Angeles County). This accounts for 86.51% of the Long Beach jobs market. The rest of the market comprises Local Government employment totaling 442,642 jobs, which is 10.56% of the Long Beach workforce. Federal Government and State Government make up 50,532 (1.21%) and 72,213 (1.72%) Long Beach jobs respectively.

The average weekly wage in Long Beach is \$925, which translates to \$48,100 annually. Private Sector wages are \$901 per week or roughly \$46,852 per year, on average. Local Government wages are \$1,076 per week or \$55,952 per year. Federal Government wages are \$1,144 per week or \$59,488 per year. State Government wages are \$1,059 per week or \$55,068 per year.

Of the Long Beach jobs available in the Private Sector, 3,008,374 (71.77%) are in the Service Providing industry and 617,862 (14.74%) are in the Goods Producing industry. As far as establishments are concerned, 367,822 Long Beach employers (8.78%) do business in the Service Providing industry and 30,059 (0.72%) operate in the Goods Producing industry.

The top Service Providing industry jobs in Long Beach include Trade, Transportation, and Utilities; Professional and Business Services; and Education and Health Services careers. Expect Goods Producing industry jobs in Long Beach to include Manufacturing and Construction.

Zeroing in on specific industries, Long Beach jobs in the Trade, Transportation, and Utilities industry include 811,903 positions (19.37%); 55,345 employers (1.32%) and average weekly wages of \$765 (\$39,780 annualized salary). Professional and Business Services careers in Long Beach include 608,905 jobs (14.53%); 43,370 employers (1.03%); and average weekly salaries of \$1,051 per week or \$54,652 per year. Education and Health Services jobs include 480,404 Long Beach employees (11.46%); 28,162 employers (0.67%); and weekly average salaries of \$851 or \$44,252 per year. For those seeking Manufacturing jobs in Long Beach, expect to see 444,736 positions (10.61%) from 15,198 employers (0.36%) and average salaries of \$961 per week or \$49,972 per year. In addition, Long Beach, Construction occupations include 160,402 jobs (3.83%) in 14,330 companies (0.34%) with average salaries of \$945 per week or \$49,140 per year.

2. The real estate market adversely affected enrollments in real estate courses in 2009-2010. Recently, sales and sales price trends in the local market have been positive and enrollments have increased. Department of

Real Estate statistics have been showing month-to-month increases in both the number of licenses issued and the number of license examinations given since the low points in 2009. This trend is likely to continue.

External Conditions- Other : A prime concern that has been raised at a recent Departmental meeting is the seemingly inconsistent actions of 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 would seem to be inconsistent with the Long Beach College Promise. We are planning some future dialogues in an attempt to address this issue, but in the meantime have decided that it is more to our students' benefit to be directed toward other CSUs.

Faculty & Staff : We have lost 1 full-time faculty and 1 full-time instructional assistant this academic year. Our faculty is currently comprised of:
F/T faculty - 9
P/T faculty - ranges between 10-15
Instructional Asst. - 0

Names & Titles of Program Myke Mc Mullen - Department Chair and TracDat admin

Review Participants: Karen Faulkner - F/T faculty

Jim Noggle - F/T faculty

Kirk Canzano - F/T faculty

Jim Cunningham - F/T faculty

Surendra Verma - F/T faculty

Sandra O'Toole - F/T faculty

Jeanie Harris - F/T faculty

Frank Iazzetta - F/T faculty

2009-2010 Accomplishments: 1. Continuing participation as the first West Coast faculty to provide 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. Continue to develop meaningful and timely student learning outcomes and assessment strategies at the course, program and departmental levels.

3. Developed additional online and hybrid course components to existing courses.

4. Wrapping up the process to redesign the departmental Program and Course structure to simplify and enhance the students' and counsellors' understanding of Business Administration degree and certificate options.

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. Developed a new Supplemental Instructor for ACCTG 1A.

8. Created course websites for a multitude of courses, for the purpose of student/professor communication, student learning, and reduced paper flow.

9. Revised textbooks in many 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.

10. 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 President's Welcome Picnics and Resource Fairs

12. Participated in the LBUSD College Fair

13. Involved in a number of community-based projects, such as sitting on the hiring committee for a Director of the International Trade Development Center, 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.

14. 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.

2010-2011 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. Continuation of our support of the processes involved in the development of meaningful and timely student learning outcomes and assessment strategies at the course, program and departmental levels.

3. Developed additional online and hybrid course components to existing courses including the implementation of a Saturday school for Accounting students.

4. Business Administration faculty received approval for a major reorganization of the Business Administration Department into 1 Program with 9 unique concentrations. This reorganization will provide significant benefits to the Business Administration students from an employment and advancement standpoint as it broadens their exposure to business topics and provides a more marketable end degree in Business Administration with a concentration in their 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 websites for a multitude of courses, for the purpose of student/professor communication, student learning, and reduced paper flow.

8. Revised textbooks in many 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.

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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.

Goal: Student critical-thinking

To develop strategies throughout all programs/courses to enhance the development of our students' critical-thinking skills, their ability to reason, ask appropriate questions and make better decisions. . Accomplishment of this goal will require all Programs to develop course-level assignments, tests and assessments designed to challenge and observe the results of our students' ability to reasonably and rationally develop creative and critical responses to typical business oriented situations.

Year: 2011 - 2012

Start Date: 08/14/2009

End Date: 05/10/2012

Goal Status: In Progress

Goal Priority: High

Rationale: The low level of critical-thinking competency has been consistently pointed to by employers as a shortcoming in our educational outcomes.

Strategies: Incorporate skill-builders as integral components in individual course projects and assessments. 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.

Skill-building can be integrated using assignments such as oral presentations developed around current Hot Topics (matrix assessed), complex/higher-level thinking multiple-choice exams, problem-solving written

assignments based on complex case-study scenarios (matrix assessed), business strategy team-based competitions (correct answer response).

Responsible Parties: Faculty at all levels

Campus supported by this goal: Both

Specify if goal is for department or sub-area: Department/ Program

Level of Support Needed: Department

Goal: Online course offerings.

Increase the number and variety of online course offerings by 10%.

Year: 2011 - 2012

Start Date: 10/01/2009

End Date: 05/12/2011

Goal Status: In Progress

Goal Priority: Medium

Rationale: An increase in the number of online course offerings will provide greater access to a wider number of students, align the Department goals with the Institutional goals and continue to develop a more effective enrollment management process.

Strategies: Increase online offerings to include courses most in demand by students to allow those who (usually due to child care and health issues) are not able to come to campus to pursue their educational goals.

Responsible Parties: Faculty

Campus supported by this goal: Both

Specify if goal is for department or sub-area: Department/ Program

Other Area impacted by this goal: Distance Learning

Level of Support Needed: Department

Goal: Departmental Effectiveness

Achieve a high percentage of courses that meet or exceed the course-level goals for student learning outcomes.

Year: 2011 - 2012

Start Date: 10/14/2009

End Date: 05/10/2012

Goal Status: In Progress

Goal Priority: High

Rationale: Review a random sample of two of the courses scheduled for routine review within the Department plan year to determine if the courses met the student learning objective goals.

Strategies: Continue development of Student Learning Outcomes and Assessment plans, along with contemporary teaching/learning strategies, to increase the percentage of C or better students (student success).

Enhance individual faculty/student communication patterns designed to motivate under-prepared or under-achieving students to follow thru on their academic commitment in order to reduce failures/withdrawals/NC's (completion).

Develop additional tactics to identify low-involvement students to determine individual strategies designed to motivate them to remain in the classroom in order to reduce withdrawals (retention).

Responsible Parties: All faculty.

Campus supported by this goal: Both

Specify if goal is for department or sub-area: Department/ Program

Level of Support Needed: Department

Related Resources Needed

* Resources Needed Name: Accounting lab software licenses

Resources Needed The Accounting labs will need site license updates for Windows 7 and for a variety of proprietary software

Description: programs, such as Quickbooks accounting software, necessary for student learning.

Inter-Level/ VP Level Group NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2011 - 2012

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 3000.0000

Type of Resource: Software

Requested:

Justification for Resource: To provide students with access to the most current versions of existing software and operating systems.

Request:

Department Code: 050100 Bus Admin

Requested Funding Source: VTEA

* Resources Needed Name: Internal marketing

Resources Needed: Glass enclosed bulletin boards (5) in the T-bldg. to promote BusAdm curriculum, enrollments and other

Description: communication needs with students.

Inter-Level/ VP Level Group: NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2011 - 2012

Duration: One-time

Estimated Cost: 2000.0000

Type of Resource: Facilities

Requested:

Justification for Resource: The 5 bulletin boards that we are currently using in the M-bldg have become very important promotional and

Request: communication tools for our students and have successfully worked toward achieving our enrollment objectives.

Department Code: 050100 Bus Admin

Requested Funding Source: Capital Outlay

* Resources Needed Name: RE registered course provider

Resources Needed: Become a registered course provider for the new State of California Mortgage Loan Originator license.

Description:

Inter-Level/ VP Level Group: NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2011 - 2012

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 700.0000

Type of Resource: Other

Requested:

Justification for Resource: The State of California will be requiring licensing for Mortgage Brokers. As a registered course provider we will

Request: become a "go to" resource for the required coursework. To become a registered course provider we will need to pay annual fees to the State.

Department Code: 050100 Bus Admin

Requested Funding Source: VTEA

* Resources Needed Name: Scanner/test-scoring machine

Resources Needed: Machine which can be used for testing and also validating results of outcomes assessment.

Description:

Inter-Level/ VP Level Group: Pending

Decision:

Fiscal Year: 2010 - 2011

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 1000.0000

Type of Resource: 640000 - Equipment

Requested:

Justification for Resource: For the purpose of student assessment, a data link machine will allow us to dig deep into the analysis of SLO

Request: assessment to help determine a higher-level of understanding of the results and to provide better solutions for future improvement.

Department Code: 050100 Bus Admin

Goal: Student interpersonal skills

To develop strategies throughout all programs/courses to enhance the development of our students' verbal and non-verbal skills: their ability to reflect, write, speak and respond in a personal and professional manner. Accomplishment of this goal will require all programs to develop course-level assignments, tests and assessments designed to challenge and observe the results of our students' ability to communicate both verbally and non-verbally, in a personal and professional manner.

Year: 2011 - 2012

Start Date: 10/04/2010

End Date: 05/11/2012

Goal Status: In Progress

Goal Priority: High

Rationale: Employers consistently rate new employees as having very weak interpersonal and communication skills.

Strategies: Incorporate interpersonal skill-builders as integral components in individual course projects and assessments. 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 engage others and communicate constructively and creatively.

Responsible Parties: faculty

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Level of Support Needed: Department