1. Enrollment Patterns

Data provided by Institutional Effectiveness and Academic Services

2. Achievement Data

Data provided by Institutional Effectiveness and Academic Services

3. Staffing

Data Provided by HR

4. SLOs

Data provided by Department Faculty

5. Goals

Department Plan

6. College Wide

Overall – How does this information fit with the College Wide Goals?

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and accreditation.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages). Each question includes the “Feedback Rubric Prompts” that will be used by the committee to read, reflect, and provide feedback on your Program Review; please use these to guide the formulation of your responses. Each program (curriculum guide) within your department requires a separate Program Review Document.

Program Review Questions

Name of Program being reviewed: Business

1– 3. Enrollment, Achievement, and HR Data

Summarize and interpret the data for each of the first three above as they relate to your program.

Response:

The Business Administration Department completed a reorganization in 2011-2012 to a consolidated Business Administration program, offering a single Business Administration associate degree with concentrations in Accounting, General Business, International Business, Business Management, Marketing, and Real Estate. The reorganization and consolidation aligns the Long Beach City College Business Administration Department with the organization and degree options available to business administration students through California State Colleges and California Universities.

As a result of this reorganization and consolidation, we expect that those Long Beach City College students who choose to attain an associate degree will have broader appeal in the job market and those students who plan to transfer to a four-year college will have a more comprehensive business education to help them succeed with their business administration courses.

Although the reorganized and consolidated Business Administration degree and curriculum plan was first published in the 2012-2013 College Catalog, Business Administration faculty announced the planned reorganization to our students in the 2011-2012 school year. Student response was extremely positive and the upward trends in success rates and awarded
degrees and certificates for the Business Administration Department provides an early indication that the reorganization and consolidation will achieve the desired results for Business Administration students.

The following quantitative information is drawn from the President’s Load Study report, the Business Administration report and Degrees and Certificates Awarded report, all of which are located on the Data for Program Review website [http://www.lbcc.edu/ProgramReview/ProgramReviewData.cfm](http://www.lbcc.edu/ProgramReview/ProgramReviewData.cfm), Oct. 2012. Although the data reports housed on the Program Review webpage do not match up particularly well with the TracDat textboxes (Access, Efficiency and Effectiveness), this is our best attempt toward consistency.

**Access and Efficiency** (President’s Load Study/Enrollment Patterns/Waitlist):

As recapped in the Business Administration document titled "DeptPlanning_AnnualMetrics201213", located in the Documents section of TracDat, the following observations can be made relative to Enrollment Patterns during the past 3-year period beginning Fall 2009 thru Fall 2011:

- Sections - during this 3-year period the total number of sections offered by the Department increased by 5%, as compared to the College decrease of 5%. This reflects well on the accessibility component of the Department’s offerings.
- Enrollments – student enrollments into Business courses increased by 4% during this period, while LBCC enrollments dropped by 23%. Correspondingly, the Business Program enrollments as a percentage of the LBCC total enrollments rose from 2.5% to 3.3%.
- Program Load – the most recent Program Load indicator (the productivity relationship between WSCH and FTEF) is 478, which reflects a slight decrease over previous years. Traditionally, the Department has scored higher than the LBCC average on this indicator, although we are still higher than the Ave. Vocational Load metric of 433.

**Effectiveness** (Success/Completion/Retention):

As recapped in the Business Administration document titled "DeptPlanning_AnnualMetrics201213", located in the Documents section of TracDat, the following observations can be made relative to Enrollment Patterns during the past 3-year AY period beginning Fall 2009 thru Spring 2012.

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. This is important because it keeps our focus on the prevention of grade inflation. The other important factor in viewing this report is the W grade, which has been reduced from 27% in the 2009-10AY to 21 in the 2011-12 AY. This is a notable achievement and reflects very positively to the Business Faculty’s commitment to Student Success.

The Business Administration Program saw a 7% increase in the success rate of Business Administration students from 2010-2011 to 2011-2012, which outpaced the 3.3% increase in the success rate for the College as a whole for that period. Business Administration faculty used various strategies to increase the success rate, including changes in the modes of instruction and increased involvement in college planning with Business Administration students. The Business Administration faculty continues to collaborate with each other on classroom techniques and other strategies that have proven to increase student involvement and student success in the Program.

In addition to the traditional Student Success metrics, the Department uses a metric that we refer to as Persistence Success, which is the relationship of A-C grades to all students who complete the course (NOT including those who drop). We feel this is a much more accurate measurement of Student Success because the measurement is based on the cohort that actually is committed to their education, not to those who quit. The irony is that while our traditional Success Rate has improved (as seen in the prior paragraph) the Persistence Success Rate has declined, so we will be working to figure this out.
Another method of measuring of Departmental and Student success is the extent to which students enrolled in the Business Administration Program earn degrees or certificates in the Program. In school year 2011-2012, Business Administration students earned Associate degrees at the rate of 18.1 degrees per 1,000 of enrollment, approximately three times the rate of the College (6.4) and School of Business and Social Science (5.9). The Business Administration Department produced 9.5% of all Long Beach City College students earning an Associate degree while Business Administration students made up only 3.4% of the total College enrollment, and Business Administration faculty represented only 2.9% of the College full-time equivalent faculty. The rate of Associate degrees per 1,000 enrollment in the Business Administration Program increased by nearly 30% from school year 2010-2011 to 2011-2012.

With respect to certificates with 6 or more units, Business Administration students earned 5.8% of the total number of certificates awarded at the College, again with 3.4% of the total enrollment. Business Administration students earned certificates at the rate of 14.6 per 1,000 enrollment in 2011-2012, about twice the rate of the College as a whole, and over 25% higher than the rate of the School of Business and Social Science. From 2010-2011 to 2011-2012, the rate at which Business Administration student earned certificates increased by over 12%. Combined, Business Administration students earned 7.4% of the degrees and certificates with 6 or more units awarded by the college.

In summation, we are pleased with the outcome of our efforts toward developing strong patterns of Student Success but will also use these metrics as points of reflection toward our focus on continuous improvement within our Program.

**Feedback Rubric Prompts:**

- How has the program explained their data for the columns 1-3 (enrollment, achievement, staffing)?
  - Was the content concise yet sufficiently in depth?
  - Was there sufficient detail to understand their point?
  - Were the data effectively related to trends in student access and performance during the review cycle? If there were anomalies in the data, were they adequately explained?
  - Did the review explain how the staffing structure (including full-time to part-time ratio of faculty) has affected, positively or negatively, the program’s ability to fulfill its mission and goals?

4. SLOs

   a) Summarize the collected program data

**Response:**

As mentioned above, our Program was originally calendared to begin Program Review last AY. However, due to our reorganization, we were given the opportunity to postpone the Review for a year, which we are now implementing. With this in mind, we are only beginning to collect Program data and there is no significant information to report at this time.

**Feedback Rubric Prompts:**
Business Program Review
For Cycle 2012-13 (1st Year Group)

o How has the program explained their SLO data (class and program level)?

o Were changes and responses made to the courses and/or program as a result of the data analysis?

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

  Response:

  As mentioned, Program-level collection has not begun. With respect to Course-level assessment, we have been continuing to follow the originally proposed strategy of beginning the course assessment cycle in conjunction with the course routine-review cycle. Using this as an operating strategy, all calendared courses have been assessed and have achieved their assessment goals. Our internal narrative at this point, is to continue the process to determine whether we should reassess on the same pattern or stretch our assessment goals. Additionally, the faculty feeling is that once the assessment cycle has begun it will be shortened into a 3-year cycle.

- Summarize how the program has responded to SLO assessment results.

  Response:

  As mentioned above, this cannot be addressed at this point.

- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

  Response:

  Ditto.

Feedback Rubric Prompts:
Do you feel that you have an understanding of how the program has used their SLO data for program improvement?

5. Goals

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

  Response:
Business Program Review  
For Cycle 2012-13 (1st Year Group)

Since this is the first year of our Program Review we can only speak to our current Program goals in the present tense, without the ability to view the historical timeline from AY’s past. We are very confident that we have chosen the best possible set of goals for our Program which will contribute ultimately to a strong record of Student Success and that in the future when we reflect on the trends they will be positive and validating. That is our vision.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

Response:

As mentioned above, we have spent the past 2 years reorganizing the Business Program. Consequently, a Department that had previously been comprised of 7 separate Programs now consists of 1 unique Program with 6 separate concentrations. This has benefited students in a number of ways, as the focus of these changes has been pointed toward our Program goals.

c) Based on the new data collected (4), what are your plans for change in the future?

Response:

We’ll soon know.

**Feedback Rubric Prompts:**

Describe what appears to have contributed significantly to the program's plan development for the past three years.

- Do they have a vision?
- Have the data from questions 1-4 (of the program review template) informed their planning?

6. College Wide

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Response:

All of the goals of this Program have been written with a focus around, and pointed toward, the Academic Affairs Student Success Agenda, the ACCJC Rubric for Evaluating Institutional Effectiveness and the LBCC Educational Master Plan.

**Feedback Rubric Prompts:**
Business Program Review
For Cycle 2012-13 (1st Year Group)

Do you have a clear idea of how their program supports institutional goals?
  o Did they reference the institutional goals and mission?
  o How does their Program Review give you a clear idea of how their program fits into the college mission?