

Long Beach City College - Dept. of Business Administration - Program Review - FINAL

Program Review 2015-16 - Business and Business Administration ADT

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PR 2A - Enrollment Data:

In reviewing the enrollment, achievement and HR trends, it is important to understand that this Program has undergone dramatic changes over the past 8 years, and there are a number of extenuating factors which make it difficult to analyze these metrics in a truly realistic manner. We will present a recap of these changes in section 4.

In viewing enrollment patterns, the Business Program has experienced the following trends:

- Unduplicated Enrollment Count
 - o 4-Year Trend - The 4-year trend reveals a 5% increase in unduplicated enrollments, in relation to the 7% increase experienced by the School of Social Sciences & Arts (SSAR) and a 2% decrease for Long Beach City College. These numbers show positive growth trends for the Program, especially as compared to the College, although slightly behind the SSAR.
 - o Current Trend (prior year) - In relation to the prior year (2013-14 AY), the Program showed a 3% increase vs. a 7% increase for the SSAR and an 8% increase for LBCC. Although these numbers do show a positive growth trend for the Program, we are growing slightly slower than the SSAR and the College. As mentioned above, however, we feel that one of the extenuating factors can be found in the Real Estate Program discontinuance.
 - o As a point of reference, the Program consistently maintains 18-19% of the SSAR unduplicated enrollments and 10-11% of the LBCC unduplicated enrollments.

- Annual Enrollment Count
 - o 4-Year Trend - In analyzing the Annual Enrollment Count metrics in a similar manner to the above, we can see that the 4-year trend is quite positive, revealing an 11% increase in annual enrollments for the Business Administration and Economics Program, in relation to the 6% increase experienced by the School of Social Sciences & Arts (SSAR) and the 4% increase for Long Beach City College. These numbers show positive annual growth trends for the BA&E Program, especially as compared to the College and the SSAR.
 - o Current Trend (prior year) - In relation to the prior year (2013-14 AY), the Program showed a 2% increase vs. a 10% increase for the SSAR and an 8% increase for LBCC. Although these numbers do show a positive growth trend for the Program (year-to-year), we are growing slightly slower than the SSAR and the College. As mentioned above, however, we feel that one of the most extenuating factors can be found in the Real Estate Program discontinuance.
 - o As a point of reference, the Program consistently maintains 12-14% of the SSAR annual enrollments and 3-4% of the LBCC annual enrollments.

- Sections/Year
 - o 4-Year Trend – The 4-year trend in the total section offerings has shown a 23% growth rate, as compared to the 9% rate seen in the SSAR and the 11% rate seen in the College. This is one of the anomalies about this period, however, since it is affected by the RE discontinuance and by the integration of Economics into our Program.
 - o Current Trend (prior year) – On a more current basis (vs. 2013-14), the Program has experienced an 8% growth-rate of sections, as compared to the 17% exhibited by the SSAR and the 12% exhibited by the College.
 - o As a point of reference, the Program consistently maintains 11-12% of the annual sections for the SSAR and 3% of the annual sections for LBCC.

- Annual Enrollment/Section (efficiency metric)
 - o 4-Year Trend – The 4-year trend in the Program efficiency metric shows a 10% decrease, as compared to the 2% decrease seen in both the SSAR and the College.
 - o Current Trend (prior year) - The more current annual trend in the Program efficiency metric shows a 6% decrease, as compared to the 6% decrease seen in the SSAR and the 4% decrease for the College.
 - o Once again, we consider the metrics expressed in this section to be somewhat skewed by the state of flux that our Program has experienced over the past number of years. The most important observation to be made in this analysis is that the Program continues to maintain a significantly higher range in the average enrollment/section efficiency metric as compared to both the SSAR and the College.

PR 2B - Achievement Data:

In viewing achievement patterns, the Business Program has experienced the following trends:

- Success
 - o 4-Year Trend – The Business Program Success metric for the past 4-year cycle has improved from 64% to 65%, a 1% increase, as compared to the SSAR metrics of 65% to 62% (3% decrease) and the College results of 67% to 64% (3% decrease).
 - o Current Trend (prior year) - The most recent annual Business Program Success metric reflects a consistent 65% to 65% pattern, as compared to the SSAR metric change of 63% to 62% (1% decrease) and the College results of 66% to 64% (2% decrease).
 - o As a point of reference, the Business Program has consistently maintained a stronger performance in this area vs. the SSAR and the College.

- Retention
 - o 4-Year Trend – The Business Program Retention metric for the past 4-year cycle has improved from 81% to 84%, a 3% increase, as compared to the SSAR metrics of 82% to 84% (2% increase) and the College results of 83 to 84% (1% increase).
 - o Current Trend (prior year) - The most recent annual Business Program Retention metric reflects a slight decrease, from 86% to 84%, as compared to SSAR which had no change and the College, which dropped 1%, from 85% to 84%. All 3 levels (Program, School, College) experienced a retention rate of 84% in the most current AY.

- Awards
 - o The awards area is pretty tricky, because there is a building consensus on campus that the numbers are quite inaccurate. With that in mind, it appears that over the past 5-year period the Business Program has increased its AA/AS degree awards by 218%. This does not look at Certificates, which will be extremely higher during the next review cycle.

PR 2C - HR (Staffing) Data:

The Business Program was recently merged with the Economics discipline and also added 1 new tenure-track faculty in accounting and 2 new tenure-track faculty in business, bringing the total number of full-time faculty to 12. The following is a full-time faculty breakdown, by discipline:

- Brennan Carr – Business, Management
- Bryan Corsnitz - Accounting
- Fred Beebe - Economics
- Geetha Rajaram - Economics
- Jim Noggle - Accounting
- Jeannie Harris – Business, Marketing
- Karen Faulkner – Business, International
- Kirk Canzano - Accounting
- Myke McMullen – Business, Management, Marketing
- Nick Carbonaro – Business, Marketing
- Sandra O’Toole – Business Law
- Surendra Verma - Accounting

Currently, the Program is also supported by 24 adjunct-faculty, a 2:1 adjunct/full-time ratio, in terms of individuals. In terms of teaching load, the Program will be offering 95 sections for Spring 2016, with adjunct faculty teaching 40% and full-time/overload teaching 60%. Although there is currently a need for another full-time Economics instructor and there will soon be a need for an Accounting replacement, we feel that this is a reasonable level of faculty members and will allow us to maintain our high program-load metric as well as grow and improve our levels of student success.

PR 3A - SLO - summary of collected program data:

The Business Program has always been a strong advocate of the principles behind ASLO. We feel that this is one of the most effective ways in which to provide our students with the highest level of quality learning through a process of continuous improvement of our courses and our methods of instruction.

As seen in the Summary Data for Departments (Oct. 2015), our SLO activities over the past number of years have been the development of course-level outcomes and assessment. As the report indicates, our Program has achieved a 98% attainment of course-level outcomes, along with a 65% attainment of course-level assessment. Our course-level outcome/assessment strategy is now fully-integrated into the routine course-review cycle, meaning that as we move forward through future routine-review cycles we will be closing the gap on our goal of 100% attainment of course-level assessment (closing-the-loop).

Since this is the 1st program review of our newly restructured Business Program, we are still at the beginning of our data collection cycle. As seen in the Summary Data for Departments (Oct. 2015) and the slo_Business-ProgramSLOs-2-18-2016 report located in the TracDat Documents folder, we have developed assessment strategies for 100% of our planned outcomes. We will now begin to close the loop on these assessment strategies in the Spring 2016 semester.

An anomaly that we will begin to work on during this review cycle is to address the inclusion of the new Business Administration AS/T curriculum guide. Since this is a newly implemented degree designed at the State level, which includes our regular “owned” courses in addition to courses from other Programs, we are not sure how to distinguish this from our traditional Program outcomes plan since, as can be seen in the file titled "slo_BusinessAdministrationADT-ProgramSLOs-2-18-2016, located in the TracDat documents folder), there is very little difference between the two and we have grafted the two curriculum guides into one Program here in TracDat. This will be one of our goals during this cycle.

PR 3B - SLO - uses in program improvement :

All SLO strategies in the Business Administration and Economics Program have begun with faculty development of both Program and Course-level outcomes, which are based on the Department/Program mission statement and learning philosophies, and are designed to identify the higher-level learning goals that should be attained by our students. These higher-level Program goals are then re-interpreted and implemented into the course-specific outcome/assessment plans.

Assessment, at both the Program and course level, will enable faculty to view not only the degree of our students’ higher-level learning achievement, but also to observe the effects of the individual course-level learning on the bigger picture, a more holistic approach which is designed to prepare our students for their next level of growth.

The analysis and reflection upon assessment results enables the faculty to monitor and improve teaching methods and learning goals of the Program and the individual courses, and to continuously build upon a stronger and more secure platform for future student success.

PR 3C - SLO - action/ change based on results:

This information will follow, when Program assessment results have been collected and reflected upon.

PR 4A - Projects/ Strategies-development & change:

Since this is our initial Program Review in this restructured Program, responses to this section will be more appropriate in the future. In the meantime, the following narrative describes our journey over the past few years:

As seen above, the Business Administration and Economics Department completed a reorganization in 2011-2012 into a consolidated Business Administration and Economics program, offering a single AA Business Administration 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. The newly organized Department of Business Administration became official in the 2012-13 College Catalogue.

Additionally, after this newly revised Program became official, we were approved to offer an AS Business Administration – Transfer degree (the ADT degree). We requested (and were approved) to include both degrees into the Business Administration Program review.

PR 4B - Projects/ Strategies - results:

As we prepared this Program Review, we have been quite pleased with the results of our work, as are our students. We feel that it has made our offerings more focused and understandable and also made it easier for students to choose a course of study.

With respect to specific Projects/Strategies, at this point in time, our primary strategy will be to focus on student learning, student success, enrollment management and closing the loop on outcomes and assessment.

PR 4C - Projects/ Strategies - future plans:

With respect to specific Projects/Strategies for the future, at this point in time, our primary strategy will be to continue to develop the quality of our learning system and to continue to raise the standards for student success. Additionally, there will be a much stronger emphasis on feedback and collaboration with our industry partners/advisory committee.

PR 5 - Dept - how does it fit into big picture?:

This is quite simple. Our importance to Long Beach City College and the local community will only be maintained by continuing to meet our Program expectations of high-rates of student success and by continuing to grow as viewed through the lens of enrollment management metrics (Program Load, etc.), combined with keeping a keen eye on the important elements of diversity and equity.

Additionally, it will be paramount that we continue to develop our Program's course offerings through innovation and creativity in our teaching styles and course development.

And finally, it will be our continued responsibility to engage with all stakeholders in a responsible and ethical manner.

Project/ Strategy and Resource Needed
