Laney College

Instructional Program Review Handbook

Fall 2012

Revised version, October 2, 2012

Peralta Community College District

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions.
- Inform integrated planning at all levels in the College.
- Ensure that educational programs reflect student needs and encourage student success.

Components in the Process

The Instructional Program Review process consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions are consistent with the national movement toward learning assessment and the WASC/ACCJC Accreditation Standards. They direct faculty to examine the curricular, pedagogical, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Program Review process include:

- The Instructional Program Review Team
- Core data elements
- Completion of an Instructional Program Review Narrative Report

In addition, four attachments are provided to help link the Instructional Program Review findings to annual strategic or integrated planning. The attachments are:

- Attachment A: Laney College 2012-2013 Goals and Benchmarks
- Attachment B: *Laney College Institutional Learning Outcomes*
- Attachment C: The *SLO/PLO and assessment /course update list*, which summarizes the courses and programs that require further updating
- Attachment D1: The *Instructional Program Review Resource Needs Reporting Template* in which to summarize key resource needs
- Attachment D2: The *Facilities Needs Template*, which enables the department to list the facility needs in order of priority within a particular category

Thus, the recommendations and priorities from the Instructional Program Review process feed directly into the development of departmental and/or unit plans.

In turn, al and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Instructional Program Review Team

Each discipline, department or program at the college will assemble an Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair or Program Coordinator, if applicable.
- Division Dean
- Two additional faculty members, if possible.
- All faculty members within a department are encouraged to participate in the Instructional Program Review process, although participation is not mandatory.

The Instructional Program Review Team will review the core data elements and course outlines and complete the Instructional Program Review Narrative Report.

- The Instructional Program Review Team Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review. This will occur at District-wide disciplinary meetings.

- Once the narrative report is completed, the Executive Vice President of Student Learning will summarize the recommendations and priorities of all instructional units and submit the summary to the College President, the College's planning and/or budget committees (if applicable) and the Vice Chancellor of Educational Services.

Core Data Elements

1. The Vice Chancellor of Educational Services, with the assistance of the Associate Vice Chancellor of Institutional Research and Planning, will provide the following data to the college.

   - Degrees and certificates for each program or department awarded by major, ethnicity, and sex for the last three years.
   - Transfer rates by discipline, if applicable, for the last three years.
   - Enrollment data for each department (unduplicated) for the last three years, including the current semester, by age, gender, ethnicity and special populations.
   - Enrollment data for courses by time of day for the last three years.
   - Retention rates by course and department for the last three years.
   - Persistence rates by course and department/program for the last three years.
   - FTES per FTEF by course and department/program for the last three years.
   - Grades by course and discipline for the last three years.

2. The Office of Academic and Student Affairs will provide the following data to each department or program.

   - A list of active courses in dthat require SLOs and assessments.
   - A list of active Programs that require PLOs and assessments.
   - A list of active courses that require updating and curriculum review.
   - Core data elements aggregated by department.

The Instructional (Academic Affairs) Program Review Narrative Report

1. **College:** ***Laney College***
   Discipline, Department or Program: Business and Economics
   Date: November 11, 2012 (Due by November 13, 2012)
   Members of the Instructional Program Review Team: Anna Beavers

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2. **Narrative Description of the Discipline, Department or Program**:

   Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

   The Business and Economics Department at Laney College is comprised of eight Associate of Arts Degree and Certificates in the areas of: Accounting, Banking and Finance, Business Administration, Business Information Systems, Management and Supervision, Marketing and Sales and Retail Management.
   Additionally, we offer a Certificate of Proficiency in Entrepreneurship.

   In Economics, the department offers two transferable economics courses: ECON1- Macro Economics and ECON 2 – Micro Economics. Both courses are required for business majors seeking an Associate degree in business disciplines. Also, both courses are transferable to four-year institutions.

The overall goals and objectives common to the eight programs are to enable students to:

- Transfer to four-year colleges or universities with the intention of majoring in and earning a Bachelor of Arts degree in business, business administration or another business-related discipline;
- Earn a two-year Associate of Arts Degree in business administration or another business-related discipline;
- Obtain training and business skills for employment in business and industry;
- Obtain additional training to upgrade knowledge and skills for a current occupation; and
- Obtain continuing education training for job advancement, salary increase, or improved proficiency of current job-related skills.

To achieve these goats and objectives, the Business and Economics Department strives to have:
- Faculty who maintain currency in their respective subject areas

- Curriculum that is current with industry
- Classroom technology that is current with industry
- Adequate equipment and facilities
- Continuous input from the Business Advisory Council to ensure that the curriculum continues to address the needs of the workplace and the requirements of institutions to which students transfer
- Continuous collaboration with the Business and Economics Departments in its sister colleges (Merritt, Berkeley, Alameda) through monthly discipline meeting addressing new course design consultations, curriculum updates, current course offerings, and business events.
- Continuous input from the Articulation Officer and four-year institutions to ensure curriculum meets the requirements of institutions to which students transfer.

See Attachment A for the overview of the Priorities and Goals of Laney College.

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3. Curriculum:

a. Is the curriculum current and effective? Have course outlines been updated within the last three years?
The curriculum is effective and current. In the Fall of 2012 38%, 25 courses, were updated and were approved or are currently in the curriculum approval process. 25%, 16 courses were updated in the last 3 years or less. 14%, 9 courses, were updated four years ago, and 23% or 15 courses need to be updated.

The course outlines reflect the needs of industry and transfer requirements to four-year colleges and universities. The curricula include a variety of instructional teaching/learning methodologies--lectures; demonstrations; discussions; teamwork; black/white board; website research; study groups; open lab access; videos; interactive software; hands-on exercises; multimedia presentations; online courses; full semester, short-term and modular courses; current textbooks; tests; quizzes; field trips; and others—to enhance students' learning abilities.

b. Please indicate how many active courses are in the department inventory.
The Business and Economics Department has currently 68 courses, 2 of these are set for deactivation in Curricunet.

c. How many of those have been updated in the last 6 years?
Seventy seven percent of the courses have been updated in the last six years.

d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?
The goal of the department is to update all outlines older than four years in the Fall 2012, and courses with outlines four year older will be updated in Spring 2013.

e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

   Yes, see section a above

f. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

   In Spring 2012, the department developed a new transfer degree program for Business Administration. The principle of this degree is to provide students with a set of courses that meets the needs of many CSUs. Currently the program is at the State approval level.

   In Spring 2009, the department developed, and offered a new course entitle BUS-18 Governmental and Non-Profit Accounting.

g. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?
   Currently the Business and Economics department has ninety eight percent of outcomes in the curriculum.

   The department is working to complete all student outcomes by the end of Fall 2012.

h. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: <u>if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)</u>

   In the Spring of 2012 the department developed six program level outcomes and assessments. The outcomes align with the institutional outcomes.

i. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this Fall 2012 and Spring 2013.

   Below is an example of the Business Administration AA Degree approved by the SLO committee.

Program Outcome for: Business Administration AA Degree:

Laney Institutional Outcome	**Program Outcome**	**Associated Courses**	**Draft Assessment Method**
Ethics and Personal Responsibility	Apply legal and ethical principles in business decision making.	Bus 2 Bus 5 Bus 10	Case study analysis of business scenarios
Critical Thinking	Analyze a business situation and recommend a solution or plan for improvement.	Bus 2 Bus 5 Bus 10 Bus 56 Econ 1 Econ 2	Case study analysis of business scenarios
Computational Skills	Analyze data and prepare financial reports for public enterprises.	Bus 1A Bus 1B Econ 1 Econ 2 Math 13	Portfolio consisting of balance sheets, income statements, budgets, debt analysis, investment plans

j. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (*See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs)*

See table above.

k. Recommendations and priorities.

Curriculum: In this area, the department is working on updating all course outlines older than four years. Most of the updates will be done between Fall 2012 and Spring 2013.

Course Assessments: Complete one assessment cycle for all courses by Spring 2013. Some course offerings are only once year.

Program Assessments: Complete all program SLO's and assessments by Spring 2013

See Attachment C.
See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. <u>Be sure to check the appropriate boxes and submit completed forms as part of this Program Review</u>.

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4. Instruction:

a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

   In addition to the strategies listed in "3a", the department will continue to maintain its contact with industry leaders and representatives from institutions of higher learning. Faculty is current in their fields and transfer requirements. Faculty is active members of organizations relevant to their subject fields, subscribe to journals and magazines on their subjects, use the Internet and attend professional seminars and workshops.

   The department's computer labs are in constant use by the business students. Access to state-of-the art computers on campus is a must, especially for business students.

   In 2010, the department opened an Accounting Tutoring Laboratory, supervised by a full time instructor, and staff by three accounting tutors. The laboratory serves students enrolled in the eleven sections of accounting courses offer every semester. Since its opening, the lab is serving to over 160 students per semester.

b. How does the department maintain the integrity and consistency of academic standards within the discipline?
   The department faculty meets periodically to discuss curriculum development, curriculum enhancement and consistency in course content throughout its programs.

c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.

   The student enrollment in the Laney Business and Economics Department is the highest among the four colleges in the Peralta District Enrollments. The department generates the most FTES than any other college.

   The enrollment trends in the different areas of the Business Department are as follows:

   In Business Administration the census enrollment decreased from 2,318 in Fall 2009 to 1,736 in the Fall of 2011 students due to a reduction of course sections in response to budget cuts. However student retention has increased 10 percent from 64 percent in Fall 2009 to seventy two percent in Fall 2011.

   In Banking and Finance, the census enrollment has been increased tremendously from 49 students in the Fall of 2009 to 71 students in the Fall of 2011. Student retention has increased twelve percent.

In Management and Supervision, the census enrollment has decrease from 68 students in the Fall of 2009 to 33 students in 2011 of the same semester. This program is composed mostly of students from the Alameda County cohort program. The changes are due to the timing of the course offerings to satisfy the course cycle of the cohorts. The program enjoys an average of 45 percent retention. See Chart-1 below.

d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.

Continual efforts are made to schedule classes on a rotation basis—day/evening/Saturday and/or (Fall/Spring/Summer). The department offers several online distance learning to meet the needs of its service area. High enrollment exists in the following courses: Financial Accounting, Managerial Accounting, Introduction to Business, Office Information Systems, Management and Supervision and Real Estate.

The department day time program are schedule to maximized the number of classes students can take in a day.

e. Recommendations and priorities.

Re-established high demand courses that were cut in previous semesters, and that are needed to complete AA degree and Certificates.

Chart-1

Headcount by Department

Campus Descr Long	Laney College							
		2010		2012		2011		2013
		Headcount		Headcount		Headcount		Headcount
Subject		S10	F09	S12	F11	F10	S11	F12
BNK/F Total		57	42	66	56	38	42	56
BUS Total		2251	2083	1370	1271	1433	1461	1260
ECON Total		450	349	355	276	257	320	255
M/SVN Total		126	67	104	33	55	74	75
RLEST Total			31		64			37
Note:	Real Estate is composed of one course only offered once a year.							

5. Student Success:

a. Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

   As noted in section 4c, retention continues to improve in Business Administration. In the school year of 2011-12, 81 students earned an Associated of Arts Degree, and 80 earned a certificate in one of the business areas, which is an increase of 21 percent from 2009-10 school year. *See Chart-2 below.*

   In the following semesters we expect an increase of number students transferring to a CCCs or CSU, the department will serve those students with the new Business Administration Degree transfer program that streamlines the number courses needed to obtain an Associates of Arts Degree.

   Additionally, we continue to expect increased enrollment for student who are changing careers, need to upgrade their skills, and may have been displaced by company downsize. For this population it is imperative to continue offering certificate programs in which offerings are flexible, and course content is current with industry trends.
   The department has been in conversation with Green Technology Department to bring entrepreneurial skills to their program.

   The department has been very active in seeking, and placing student interns with local profit and non-profit organizations. The department would like to increased those efforts by developing a direct connect from the classroom to the community via intern or volunteer positions, and using the Cooperative Education Courses as means to that link.

b. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

   Business students need instructors who are up-to-date in their field of expertise and who can link classroom theory to the practical world of business enabling students to use those skills in the workplace.
   The department has lost three contract experience instructors in the last five years, one in Accounting and Law, and two in Business Office Technology. To provide the best service to our students, it is imperative to replace the Accounting and Law instructor in the very near future to keep consistency in the program.

   The department currently uses instructional media presentation equipment (PowerPoint software, PowerPoint projectors and overhead projectors) as visual enhancements in courses such as Accounting and Office Technology.

   During the 2008-2009 academic year the Business Department was able to upgrade all of its computer labs with new computer workstations and furniture for its program using

Measure A funds. Some of the equipment is becoming obsolete and is need to replacement.
However, in the area of accounting, F-202, F-203, F205, where those courses are held, and the number of students per section is over 50, poor classroom maintenance and lack of proper equipment makes it difficult for student to view the screen and white board. These classrooms are in dire need to "Smart Classroom Technology".

c. Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

The department Chairs are working with faculty to guide them through the assessment process. Since last year, more instructors are using student assessment in their courses to help them review class content.

Instructors often recommend updates or changes to the class outline via this process. An example will be Bus-204 Business Machines Calculators; course outline was updated to include current trends in the area, based on the instructors' recommendations after completing a student assessment.

d. Recommendations and priorities.

Chart-2

AWARDS BY DEPARTMENT
Date run: 8/31/2012
Notes: AA: Associate in Arts Degree AS: Associate in Science Degree CA: Certificate of Achievement CP: Certificate of Proficiency

Campus	Laney College															
		2011-2012					2010-2011					2009-2010				
		AWARDS				AWARDS Total	AWARDS				AWARDS Total	AWARDS				AWARDS Total
SUBJECT	DESCR	AA	AS	CA	CP		AA	AS	CA	CP		AA	AS	CA	CP	
BNK/F Total		4		5		9	3		3		6		3	4		7
BUS Total		81		80	1	162	72		76	1	149	64		65		129
M/SVN Total		8		26		34	3		23		26	10		46		56

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (http://web.peralta.edu/indev/research-data/documents/), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

6. Human and Physical Resources (including equipment and facilities)

1. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

   As of November 2012, the Business and Economics Department has 5 contract faculty, and 15 currently teaching part-time faculty.

2. Describe your current use of facilities and equipment.

   Business classes are held on the second floor of the F Building complex. F Building consists of 4 computer business labs used for labs and instructional computer application courses, and 6 classrooms that are used for instructional courses.

3. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

   Human Resources:
   The number of full time faculty members has decreased due to retirement and death. Since 2008 the department lost three faculty members, one to passing, and two to retirement.

   At this time, the department needs to replace two faculty members in the areas of Accounting / Business Law, and Business Administrations.

   The department hopes that at least one position will be granted next year in the area of Accounting/Business Law, and a second position in Business Administration following.

   These positions are key to the success of our programs. With eleven sections in the area of accounting and three in Business Law, it is imperative to have a contract faculty that will keep the rigors of the program, and contribute to course updates, assessments, and the development of new programs.

   Technology:
   1. Upgrade Classrooms F-202, F-203, F205 with smart classroom equipment
   2. Need a projector screen for F-202 and F203
   3. Replace 144 computers in the computer labs F-251, F252, F253 and F254.
   4. Replace 144 monitors in the computer labs F-251, F252, F253 and F254.
   5. Need high volume industrial printers for F-251, F-252, F-253 and F254

Repairs and Maintenance:
1. Classroom F-200 surplus furniture needs to be removed. This classroom contains smart classroom technology. The classroom is storing cabinets and surplus chairs and desks that prevent students from coming in and out of the aisle easily. This is a safety issue that should be address immediately.

2. Classroom F-202 carpet needs to be replaced with linoleum as the other classrooms. The carpet is in very poor condition.

3. Classroom F-205 lighting fixtures need to be repair.

If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.
When smart classroom were plan for the F building, the smallest classrooms where chosen, instead of the larger classrooms that holds over 50 students. Those classrooms F-202 and F203 are design wide and narrow. Therefore those students on the sides are not able to see the projector screen or the white-board.

1. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

   As far as Human Resources, we will continue hiring qualified part-time instructors that are in contact with industry.

   As far as the technology, Measure A or B could be used to purchase the technology.

2. What does the department recommend that the college do to maintain quality educational programs and services?

   Facilitate the collaboration with other vocational departments to bring business education to the trades.

   Collaborate with departments in contacting business partners, and public agencies to create internships for students.

   Faster response to maintenance issues to help create a welcome and safe atmosphere for faculty and students. EI: classroom cleanness, change broken light fixtures, clean white boards, keep bathrooms clean and with proper amount of supplies.

3. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

7. Community Outreach and Articulation

For Career and Technical Education Programs:

a. Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?

The department is in constant contact with business leaders. Our Advisory Board Committee members are steamed professional from private and Government agencies.

For five years the Business Department with the support of its faculty, students, administration, and the assistance of its Advisory Council, presented annual business symposiums to bring students with market and careers trend information. Those Symposiums were highly successful in providing valuable insight to students of industry needs from the business entrepreneurs who participated as speakers/workshop presenters.
The department will be planning further events in the coming semesters.

The Business and Economics Department works with VITA a free income tax preparation service to recruit business students to help in the preparation of taxes for low-income families in the community.

In the last year the Department is working with the National Associated of Black Accountants. This national association chapter is sponsor by Deloitte and Price Waterhouse. Both accounting firms have expressed an interest in students working towards an AA degree at Laney College. The chapter provides student with field trips, career conferences, scholarships, and internship opportunities. Last year one Laney College accounting student were chosen for a summer internship with Deloitte, and another student was hired full time after receiving a AA from Laney and a BA from San Francisco State. The co-chair of the department has been named the advisor of the San Francisco chapter.

Over the past 4 years, the Business Department has developed student internship partnership opportunities for its students with several non-profit and profit organizations. Several of the business students majoring in the area of Accounting, Management and Supervision, Business Administration, and Business Information Systems were employed as interns. The internship program has been very valuable to our students' learning success as well as for the organizations that hired them.

Over the past 8 years, the department has established working partnerships with the Oakland African-American Chamber of Commerce, Metro Chamber of Commerce, Chinese Chamber of Commerce, Korea Chamber of Commerce, City of Oakland, BART, County of Alameda, SCORE, several medium and large Oakland corporations such as Wells Fargo, Men's Warehouse and Give Something Back and Small Business Administration.

The Business Work Experience has grown student enrollments due to the Business Department faculty marketing and recruiting students to enroll in the various business occupational program courses.

b. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

Yes. The skills that they acquire in our programs are demanded by industry employers and can be readily applied in the workplace. The completion rates for our programs are 67%.

c. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

Students working towards on of the degrees or certificates offered by the Business Department are most likely to be employed in one of the positions shown in the table below or related position:

The following are the employment projections for Alameda County from 2008 to 2018 developed by the California Employment Development Department:

Occupational Employment Projection Oakland0- Fremont-Hayward California Employment Development Department		
Occupation Title	**Employment Change (2008 – 2018)**	**2010 Wages**
Business Administration		
Business Operations Specialist	9.5%	N/A
Office and Administrative Support	4.1%	$38.905
Supervisors, Office and Administrative Support Workers	7.9%	N/A
Customer Service Representatives	15.7%	$37,207
Executive Secretaries and Administrative Assistants	7.5%	$49,280
Marketing and Sales		
Sales and related occupations	4.6%	$29,447
Supervisory	7.9%	N/A
Advertising and sales agents	2.8%	$44,249
Sales Representatives	5.8%	$59,779

Occupational Employment Projection Oakland0- Fremont-Hayward California Employment Development Department		
Occupation Title	**Employment Change (2008 – 2018)**	**2010 Wages**
Accounting		
Bookkeeping, Accounting and Auditing Clerks	6.3%	$42,350
Financial Clerks	7.1%	N/A
Payroll	6.3%	$48,203
Banking and Finance		
Tellers	10.5%	$27,462
Loan Counselors	26.1%	$41,088
Loan interviewers clerks	7.2%	$41,095
New accounts clerks	7.1%	$37,565
Management and Supervision		
Administrative Service Manager	9.4%	
Social and Community Service Managers	7.7%	$65,298

d. What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department Labor Market Information? (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004 , and http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/ for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

See table above.

d. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

Current business trends most vital to our program are computer technology, accounting/financial management, management training,

***For transfer programs*:**

e. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?

Articulation agreements are in place with four-year colleges and universities. The Business Department has articulation transfer agreements with Cal State CSU and other colleges. The Business Department also has Tech-Prep high school agreements with the following high schools: Encinal and Oakland High School in entrepreneurship.

f. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

   Yes, the Business Administration Transfer Degree was approved by CIPD in September 2012, and it is now waiting to be approved by the State.

***For all instructional programs*:**

g. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

   The Business Department has been working with college counselors, staff and its sister colleges in order to create an effective communication and awareness in our college's mission. Some of the accomplishments have been to establish SLOs and developing assessment criteria to the department achieve its effectiveness in its curriculum and outcomes.

h. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculties that have not been evaluated in the last three years, what are your plans to become current.

   All our part time faculty has been evaluated consistently every three years. A new instructor to Laney will be evaluated in Spring 2013.

i. Recommendations and priorities.

   Our priorities are as follows:
   Need a full time faculty in the area of Accounting and Business Law

   Obtain Measure A or B monies to develop smart classroom labs. And purchase the technology needed to update F-251, F-252, F-253, and F-254.

Checklist of Tasks

1. The Office of Academic and Student Affairs will establish the schedule for completion of the Instructional Program Review at the beginning of the academic year or the semester in which the Instructional Program Review will occur. The schedule will include a timeline and deadlines for completion.

2. The Division Dean, in conjunction with the department Chair (or lead faculty in the discipline) will assemble the Instructional Program Review Team.

3. The Instructional Program Review Team will review and analyze the Core Data Elements.

4. The Instructional Program Review Team will assemble and review the course outlines.

5. The Instructional Program Review Team will complete the Instructional Program Review Narrative Report.

6. The Instructional Program Review Chair will submit the narrative report, electronically, to the Division Dean. The Dean will review the report and forward it the Vice President of Instruction at the College.

7. The Instructional Program Review Chair will share the recommendations and priorities with the other Colleges that have completed a comparable disciplinary program review at District-wide disciplinary meetings.

8. The Instructional Program Review Team will develop an action plan based upon the recommendations and priorities from the Instructional Program Review that feeds directly into the College's integrated planning process.

9. The Executive Vice President of Student Learning will compile a summary of recommendations and priorities from all the Instructional Program Review Narrative Reports and submit the summary to the College President, the College's planning and/or budget committees (if applicable), and the Vice Chancellor of Educational Services.

Definitions

Department/Program: For the purpose of the Instructional Program Review, a department/program is defined as a course or series of courses which share a common Taxonomy of Programs (TOP) number at the four digit level of specificity. TOP is a classification system for academic programs in the California Community Colleges.

WSCH (Weekly student contact hours): The number of class contact hours a course is scheduled to meet per week in a given semester. A "full load" of study is considered to be 15 WSCH for two semesters, or 30 WSCH.

FTES (Full Time Equivalent Student): This unit is used as the basis for computation of state support for California Community Colleges. One student attending 15 WSCH (class hours) per week for 35 weeks (one academic year) generates 1 FTES. Thus:

1 FTES = 15 WSCH for two semesters = 30 WSCH.

Since a standard semester meets for 17.5 weeks, it follows that

1 FTES = 15 WSCH x 17.5 weeks x 2 semesters = 525 class contact hours.

FTES for a class = (Enrollment) x WSCH x 17.5 / 525 = (Enrollment) x WSCH / 30

Example: 25 students in a class that meets 3 hours per week:
FTES = 25 x 3/30 = 75/30 = 2.5

FTEF (Full Time Equivalent Faculty): Also known as load equivalency.

1 FTEF = 1 instructor teaching 15 "equated hours" per week for 1 semester.

One lecture hour = 1 equated hour. One lab hour = .8 of one equated hour. For lecture classes, equated hours = class contact hours. For lab classes, equated hours = 0.8 x class contact hours.

Example: An instructor teaching a lecture class that meets 3 hours per week for 1 semester:
FTEF = 3/15 =.2

Example - An instructor teaching a lecture class that meets 3 hours per week and a lab class that meets 5 hours per week: FTEF = (3 + 5x.8)/15 = 7/15 = 0.47

FTES/FTEF – Productivity: FTES/FTEF is a measure of the productivity of a class or group of classes (e.g, department, division, special program, college).

Interpretation: FTES/FTEF = number of full time students per full time faculty member

Example: 40 students taking a lecture class that meets 3 hours per week:
FTES = 40 x 3 /30 = 4
FTEF = 3/15 = 0.2
FTES/FTEF = Productivity = 4/0.2 = 20

In this example, Productivity = 20 and Enrollment = 40, and so Productivity = Enrollment/2.

This is true whenever class contact hours = equated hours:
FTES/FTEF for a lecture class = Enrollment/2.

DSCH - Daily student contact hours (applies only to DSCH designated classes):
Number of class hours a course is regularly scheduled to meet each day. DSCH total for a class is obtained by multiplying DSCH by the number of students actively enrolled in the class and then multiplying by the number of days the course is scheduled to meet (CLM) in the semester.

Successful Course Completion Rate for a Class: Number of course completions with grade A, B, C or Pass divided by Total number of course completions.
Course completions = A, B, C, D, F, I, W, Pass, No Pass, In Progress, Report Delayed.

Retention Rate for a Class: Class completion with grade other than W divided by Census Enrollment (CW1) not counting non-graded courses.
Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade.

Persistence Rate Fallto Spring: Number of students enrolled in at least one course in Fall Semester who then enrolled in at least one course in Spring Semester divided by Number of students enrolled in Fall Semester at census date

College Drop Rate: Number of students who dropped all classes, including W grades, divided by Students enrolled at census date.

Student Learning Outcomes: The desired knowledge, skills, abilities, and attitude that a student attains as a result of engagement in a particular set of collegiate/academic experiences.