

# Bakersfield College 2018-2019

## Program Review – Annual Update

Program Name: Business Administration AD-T

**Bakersfield College Mission:** Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

**Describe how the program supports the Bakersfield College Mission:** . Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

The Bakersfield College Business Administration Associate Degree for Transfer supports this mission by providing a pathway to obtain a degree for transfer. Students earning these degrees and certificates will obtain skills for transfer to a four-year college or university with critical thinking and communication skills for success.

### ***Instructional Programs only:***

- A. List the degrees and Certificates of Achievement the program offers [Business Administration AS-T](#)
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. [n/a](#)
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. [n/a](#)

### **Program Goals:**

- A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

#### **1. Program Goal: Facilitate the promotion of the transfer degree and transfer options for students**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

[Student Learning, Student Progression and Completion](#)

**Progress on goal achievement: A final Pathway for AD-T students was agreed upon by BC and CSU Bakersfield and published in April 2018. In addition, students earning the degree for transfer increased from 83 to 144 in the past year. There is still a great deal of resistance to the AD-T among students and advisors; note that the number of students earning the former Business Administration Degree continued to have strong numbers until the number of students who could earn that degree declined. We continue to have many students eligible for this degree who do not apply to graduate with the degree.**

**Status Update – Action Plan and any link to Resource Requests: Our program continues to struggle due to limited offerings of courses in the AD-T. The biggest obstacles to our students obtaining this degree continues to be lack of courses scheduled by the Math department, as well as the high**

demand for the required Business Law course for which we have no full-time instructors. We have been unable to persuade students to apply for earned degrees.

**2. Program Goal: Increase the number of students able to complete the AD-T by increasing the availability of BSAD B18 (Business Law)**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?** Student Learning, Student Progression and Completion

**Progress on goal achievement:** We requested a full-time position in Spring 2018 but received no feedback or response. For the 2018-2019 school year a full-time law professor is under a temporary one-year contract. However, his primary duties in Spring 2019 will be to teach accounting courses while a full-time faculty member is on leave.

**Status Update – Action Plan and link to Resource Requests** We intend to request a full-time position in Spring 2019 and hope to receive feedback.

**B. List new or revised goals (if applicable)**

**Program Goal:**

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

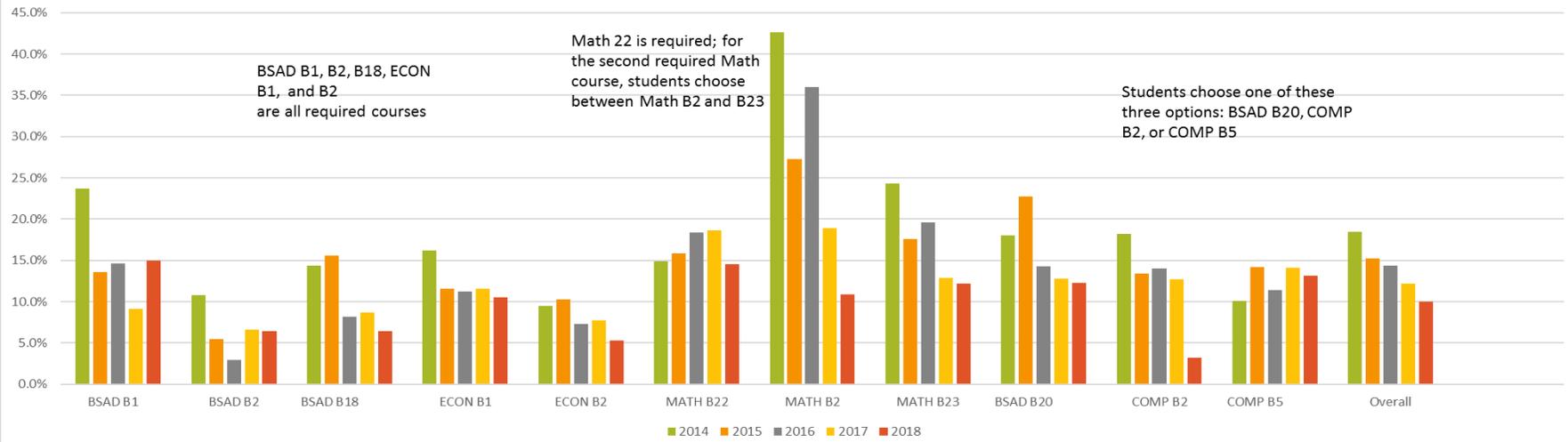
**Progress on goal achievement:**

**Status Update – Action Plan and link to Resource Requests:**

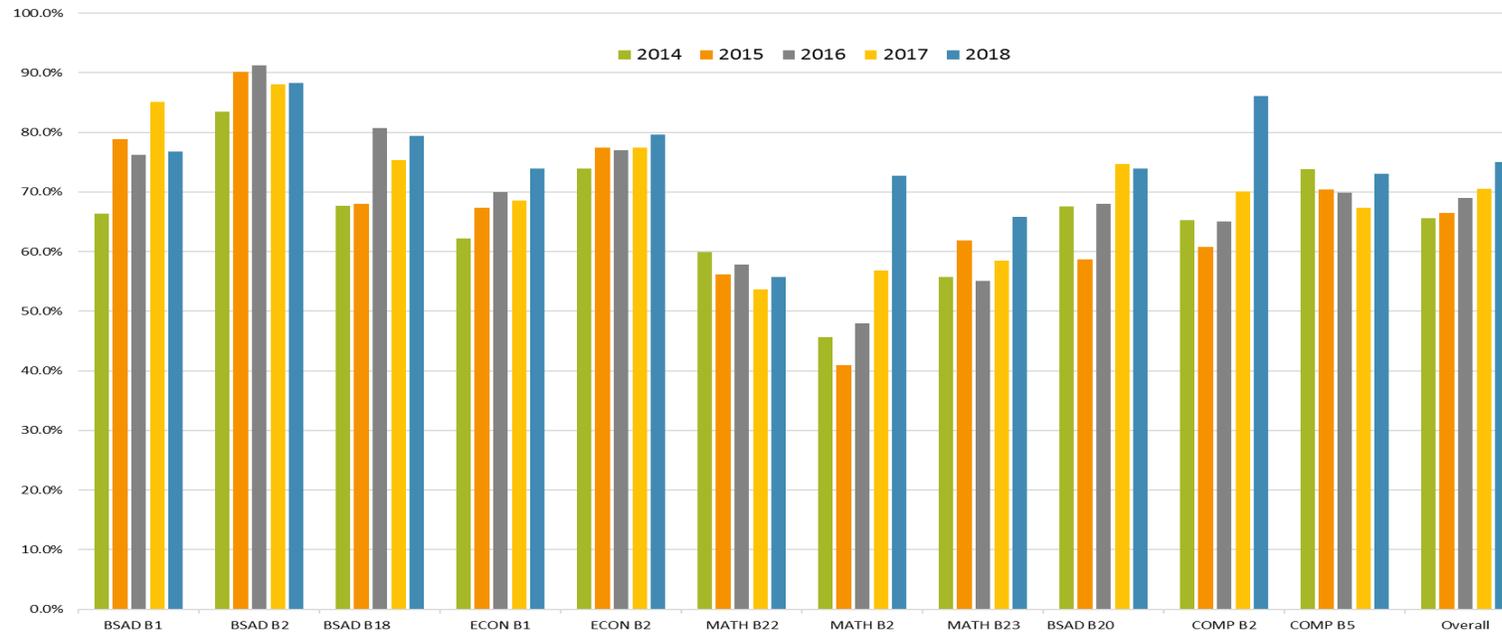
**Program Analysis:**

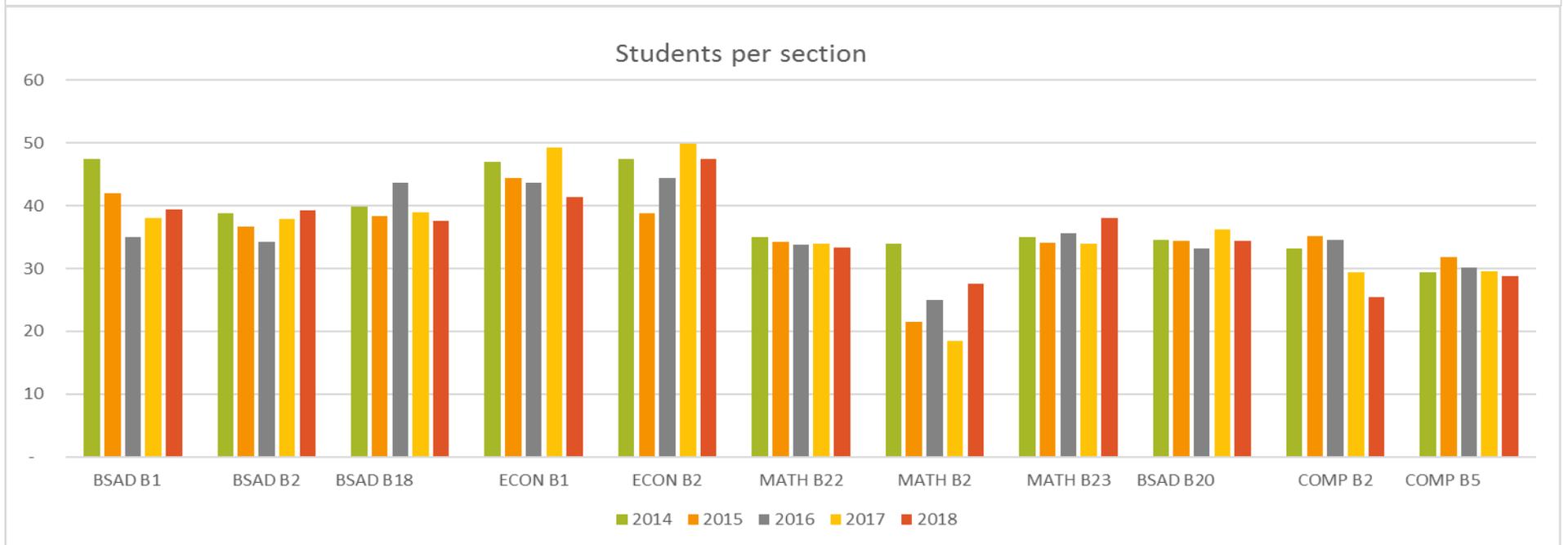
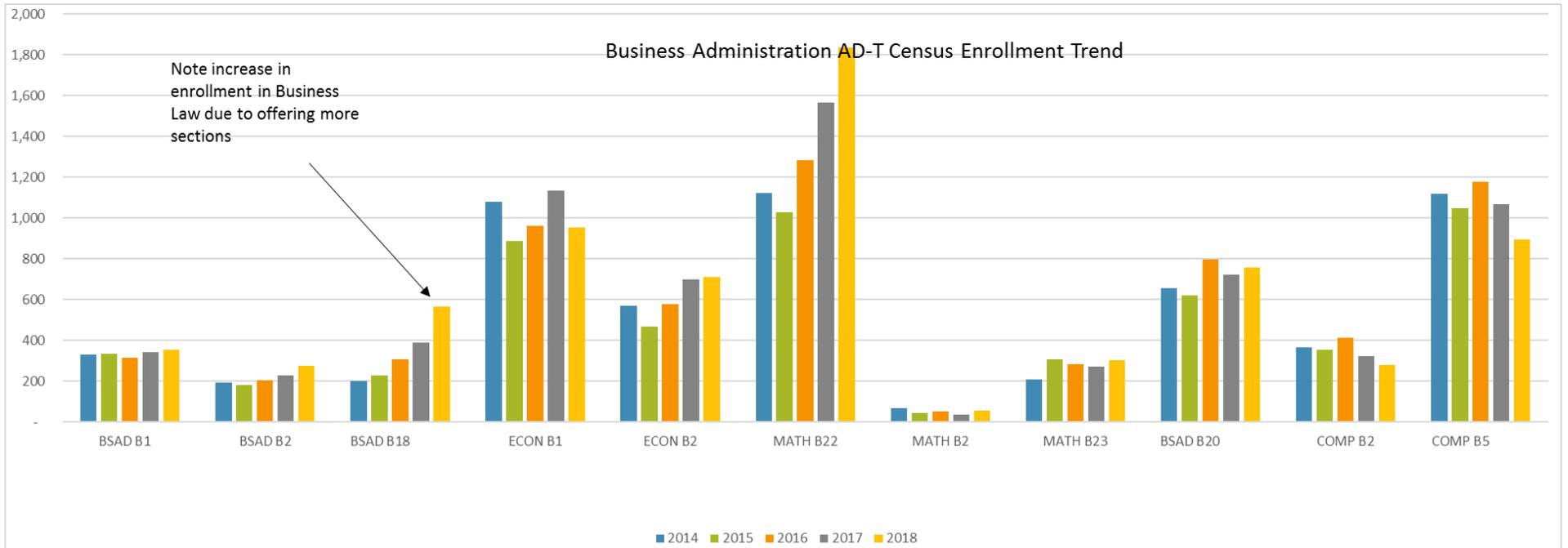
Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

### Withdrawal Rates



### Business Administration AD-T Courses: Success Average over five year period





1. Please report on any unexpected changes or challenges that your program encountered this cycle:

Enrollment in BSAD B18 continues to increase, and we were able to increase the sections offered by 50% (from ten to 15) during the year without a noticeable decline in students per section. Note that the enrollment in this course continues to be more than the enrollment in either BSAD B1 or B2. Two full-time instructors teach the BSAD B1 and B2 courses. We desperately need to hire at least one full-time faculty to teach this course, as none of the current full-time faculty meet the minimum qualifications to teach it.

Withdrawal rates continued to drop for most courses. However, a noticeable increase in the drop rate for 2017 in BSAD B2 (Managerial Accounting) was noted and there was no improvement in 2018. This follows an increase in the drop rate the previous year in BSAD B1 (Financial Accounting). The 2015-2106 school year was the first year with widespread multiple measures used to clear prerequisites for BSAD B1. We noticed a significant number of students in that year who were unprepared for the reading and math skills needed to pass Accounting courses.

The courses with the best success and retention are those with direct and related prerequisites. BSAD B2 has a prerequisite of BSAD B1, while MATH B2 now has a prerequisite of MATH B1A. BSAD B1 has a prerequisite of MATH B70. ECON courses are experiencing a higher success rate since in the implementation of a MATH B60 prerequisite as required by the Transfer Model Curriculum. Courses without prerequisites such as BSAD B20, COMP B2, and COMP B5 have lower success rates, although they are far less rigorous. Most of the students enrolled in the option courses (BSAD B20, COMP B2, and COMP B5) are not Business AD-T students. The same can be said for MATH 22, which has a significant number of students who are not Business majors.

2. How does your trend data (or other data your area collects) impact your decision making process for your program?

We continue to strongly support the use of prerequisites to reduce the withdrawal rate and appropriately place students in courses in which they can succeed.

A review of Equity data showed that the success and retention rate among the targeted groups differed significantly in the same courses offered face-to-face and online. Accordingly, we made the decision to reduce and/or eliminate courses offered online. We do not plan to include online courses unless we develop a strategy for specifically supporting African-American students in the online environment.

3. Evidence of Department Dialog of data

- There are only two full-time faculty members in the department who teach required courses in this degree. We have not had the opportunity to get together to discuss at this time.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

We do not have access to this information on a program level. We requested a specific breakdown for our BMIT courses for all programs for the 2015-2016 school year and the five previous years. This information led us to reduce the offerings of online courses.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)  
None of the core courses in the BMIT department for this degree are offered online. We believe that the only core course in this degree that is offered online is MATH 22. Any data for that class would be available to the Math Department.
6. Equity gaps
  - Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).
7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work. This question appears to refer to the academic department as a whole and not to the specific program.
8. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.  
Our Pathways efforts focused on helping students enrolled in our courses change their majors to align with the courses they were taking. In this streamlined process, more than 100 students changed their major of record to Business Administration AS-T.
9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

The core courses for this degree (Accounting and Business Law) require qualifications that have not been identified in any part-time faculty who are not employed at the maximum at the main campus. Again, this question appears to address Department rather than Program involvement.

### **Analysis of Received Resources from Previous Cycle**

**Discuss the type of resources you received and their Impact on program effectiveness?**

#### **Facilities:**

*If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.*

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

We did not receive any resources from facilities.

#### **Technology:**

*If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?*

- 1: Replacement Technology

2: New Technology

3: Software

4: Other \_\_\_\_\_

We did not receive any resources from Technology.

### **Other Equipment**

*If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.*

### **Conclusion:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

We continue on a steady path with the very limited resources we have. In the BMIT department, we have only two full-time faculty teaching core courses in this program. The course in our program with the greatest enrollment is taught exclusively by adjuncts who are very hard to find. We need a full-time faculty member who can teach at least five of the fifteen sections of Business Law we need to offer each year.