

Bakersfield College

Program Review – Annual Update

Program Name: Business Administration AD-T

Program Type: Instructional Student Affairs Administrative Service Other

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: Describe how the program supports the Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain 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.

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.

Program Mission Statement: The Associate of Science in Business Administration for Transfer degree provides a study of key business concepts. Business Administration majors will be able to analyze business scenarios and use numerical, graphical, symbolic, and verbal representations to effectively solve problems and communicate those solutions. Business Administration majors will be able to communicate economic effects, effectively convey financial information, and explain social, political, and ethical implications of business decision-making.

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

Progress on 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.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
<p>1. Facilitate the promotion of transfer options for students as the Bakersfield College AD-T has very limited applicability to the CSU system due to declared impaction and BC being in a single school region.</p>	<p>X 1: Student Learning X 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 9/16/2017 _____ (Date)</p>	<p>We have met several times with the Dean of the Business and Public Administration at CSU Bakersfield. We also met with this dean and the head of Enrollment Management. The dean and most of the BPA faculty have no problem with the AD-T and our students' preparation for their program. However, the BC counseling department and the CSUB transfer advisors continue to advise students not to obtain the AD-T if they plan to transfer to CSUB. Ongoing discussions with our administration and Enrollment Management and CSUB will hopefully improve the situation where most students do not obtain the AD-T, although they are eligible.</p> <p>In Spring 2017, we had a discussion with the lead advisor for the Business Department at Cal State Chico, which also refuses to accept our AD-T as a package. They are in the process of revising their process. If this process is successful, perhaps CSUB will follow.</p> <p>We continue to refer students to private colleges and have a positive</p>

			ongoing relationship with those private colleges.
<p>2. . Increase the number of students able to complete the AD-T by increasing the availability of BSAD B18.</p>	<p>X 1: Student Learning X 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>9/16/2017</u> (Date)</p>	<p>Business Law was previously a lower-division course for accounting majors only (Accounting majors generally take two business law courses in their four-year program). All other business majors took only one law course. The change with the AD-T to move all Business Law courses to lower division took us by surprise and we were not properly staffed for the increase in the number of students enrolling for the course.</p> <p>Our request for a full-time faculty member to teach this course was decline. As this course requires a law degree (JD), it is very difficult to find qualified applicants to teach the course during the day. As a result, the number of sections was very limited. We have been able to offer more sections and offered three during the summer of 2017. All of these sections were full.</p> <p>Accordingly, we are going to again request a full-time faculty member to teach Business Law.</p>

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
<p>All of the current faculty (both full and part time) in the program are expected to retire in the next three years. In order to decide whether to maintain or discontinue the program, various constituencies need to be consulted. If there is no documented support for program continuance, the program should be discontinued. The primary goal will be to gather information in order to make a recommendation of whether to continue or discontinue</p>	<p>X 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p>Retirements have been postponed so a thorough review of the need to continue the program has not taken place. We will continue this process as upcoming retirements are confirmed.</p>

Best Practices:

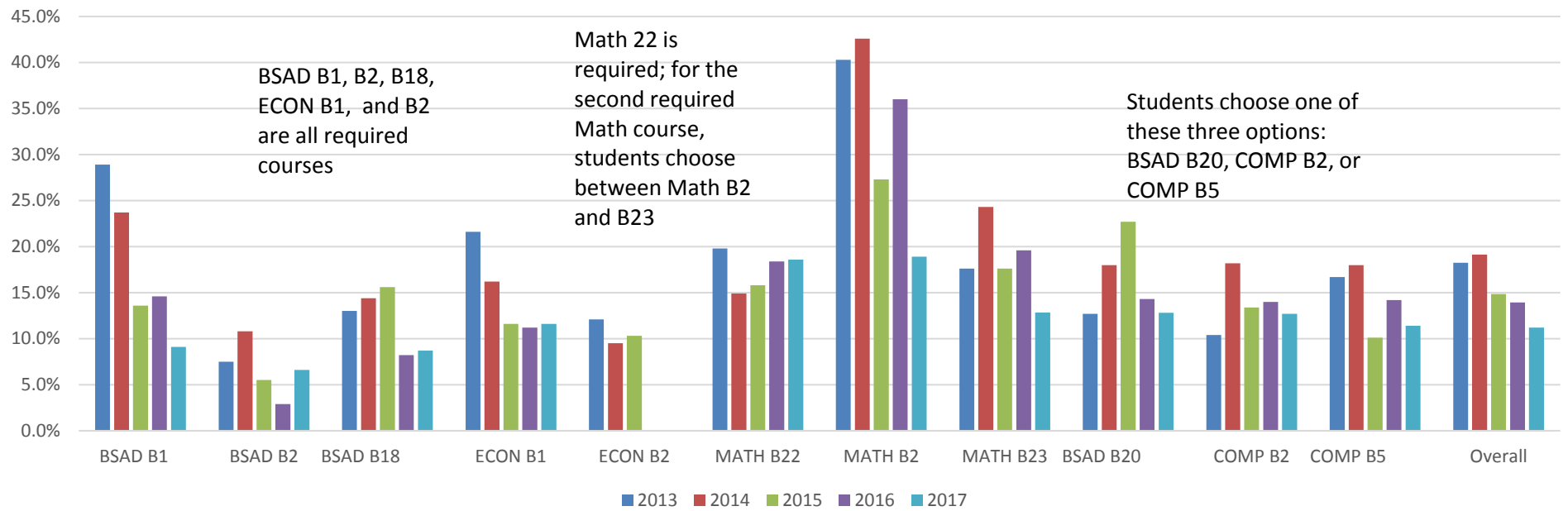
Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

A significant number of students in Managerial Accounting lack basic math computation skills, although Math 70 is a prerequisite for Financial Accounting (the prerequisite course for Managerial Accounting.) For example, in one section during the Fall of 2017, 20% of students were unable to correctly solve this (or a similar) problem: "Brundy's Bone Company made 100,000 dog bones and spent \$50,000. How much did Brundy spend to make each bone?" Of those who incorrectly answered this question, half used addition rather than division. One used multiplication. A more common mistake is to divide the number of bones by the amount spent. Since this is the more common error, the computation is reviewed in class. Each

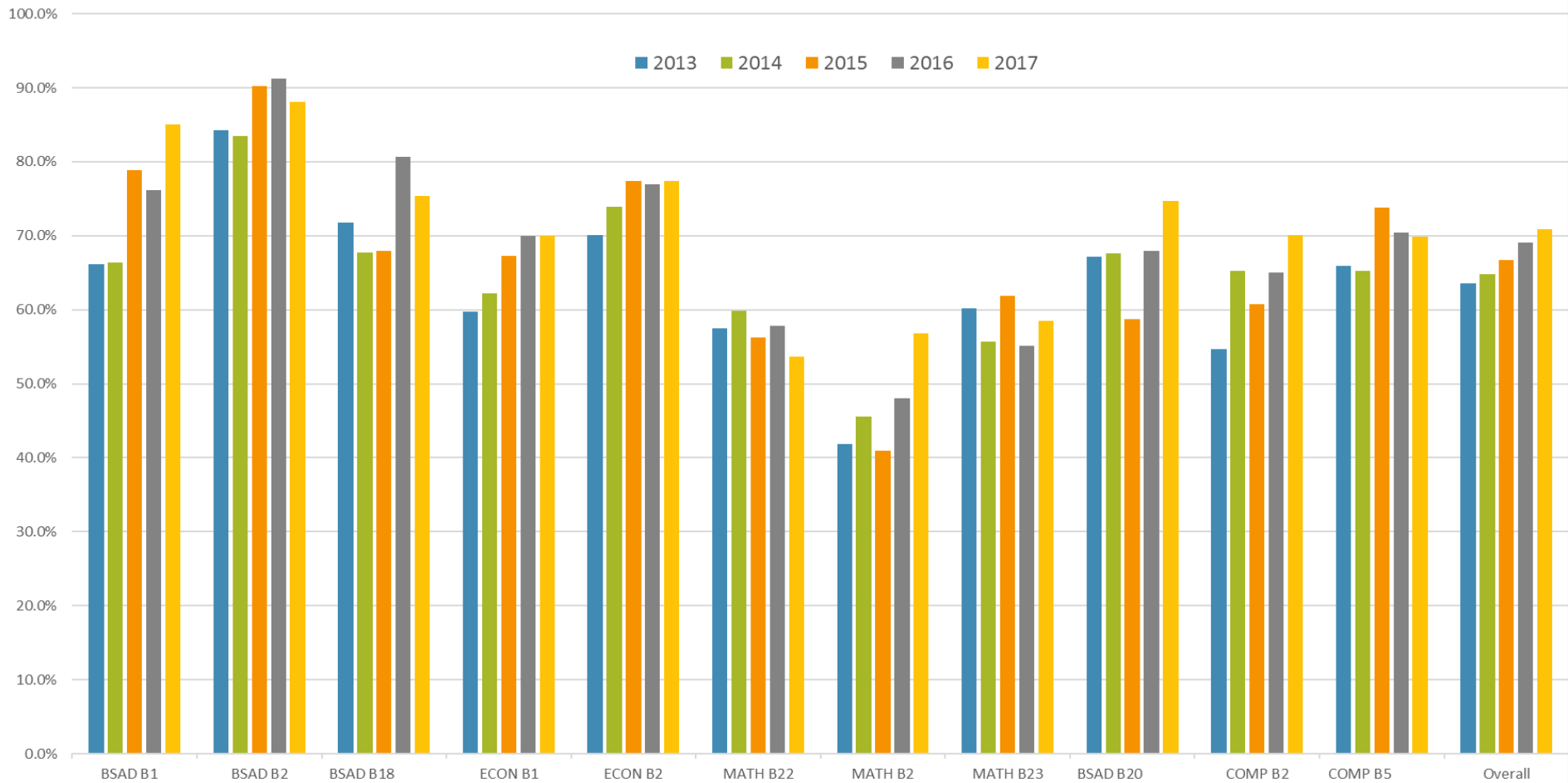
Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

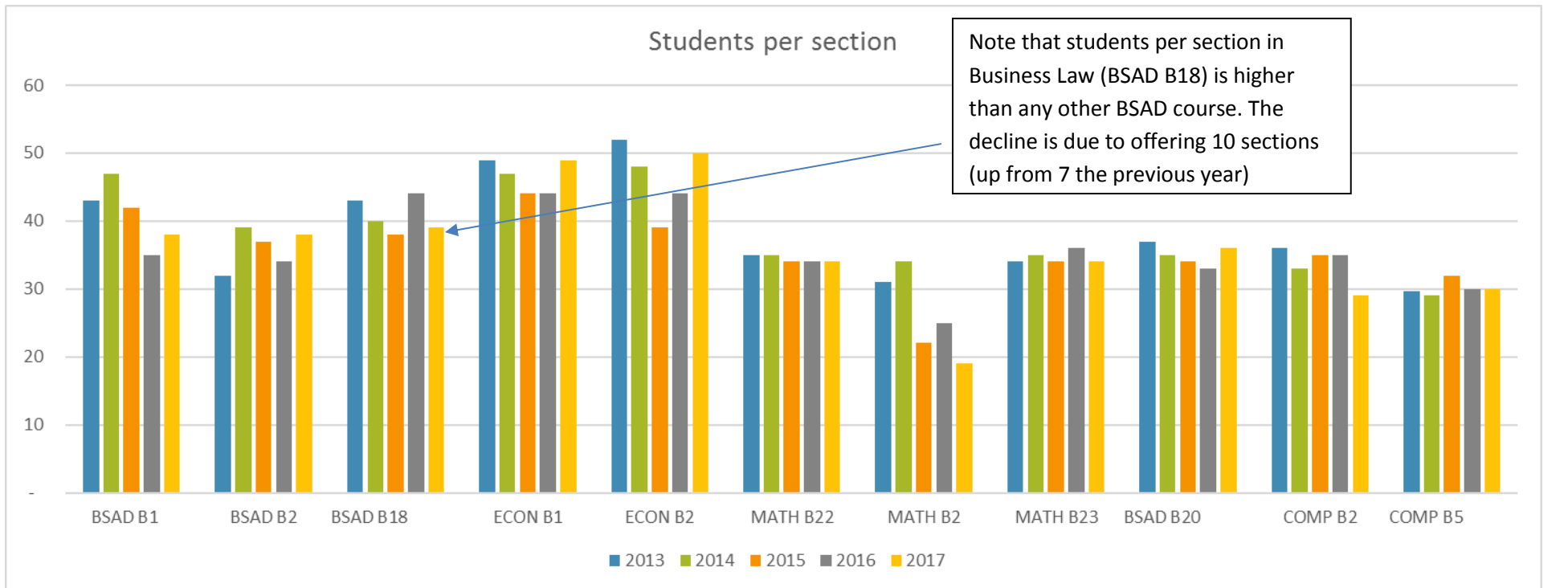
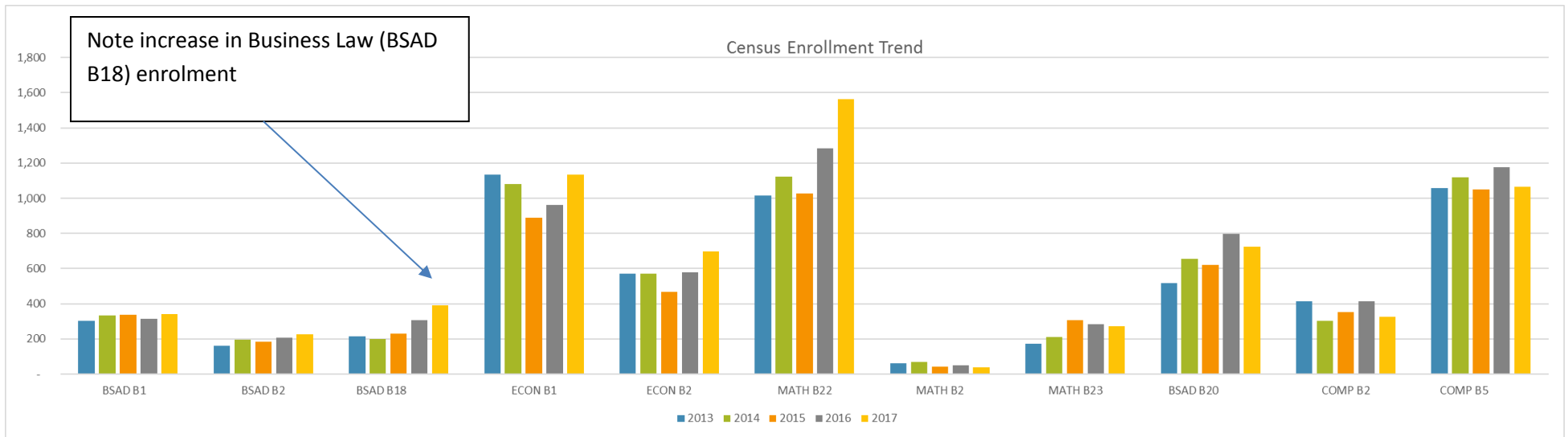
Withdrawal Rates



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



[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]



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

Enrollment in BSAD B18 continues to increase, and we increased the number of sections offered from seven to ten sections, with only a small decrease in FTE/FTEF. Note that the enrollment in this course is more than the enrollment in either BSAD B1 or B2. Two full-time instructors teach the BSAD B1 and B2 courses. We desperately need 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. 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 sharp increase in drops from Math B2 is also noticeable in that timeframe, after the sharp decline the previous year when the prerequisite course was changed.

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.

How does your trend data 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.

2. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?
There were no significant changes.

3. 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.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	<p>We have no new or replacement faculty in this program in the BMIT department. New faculty in the other departments (Social Science and Math) may have had an impact, but we would be unable to determine any such impacts.</p>
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>One faculty member attended a teaching conference. Most faculty members attend FLEX activities. These activities lead to improved technical knowledge and teaching.</p>
<p>Facilities: <i>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.</i></p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>n/a – the building in which many of our courses are conducted received no consistent routine maintenance or other items in the past year. Facilities in the other departments (Social Science and Math) may have had an impact, but we would be unable to determine any such impacts.</p>

<p>Technology: <i>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?</i></p>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>During the 2016-2017 school year, the program did not directly receive any technology. Most of the courses in this program are taught with little or no technology, with the exception of an instructor computer and projector. Two of the option courses are hands-on computer courses, but most students completing the program do not take these option courses. New technology in the other departments (Social Science and Math) may have had an impact, but we would be unable to determine any such impacts.</p>
Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>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.</i></p>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	<p>n/a – the building in which many of our courses are conducted received no other equipment in the past year. New equipment in the other departments (Social Science and Math) may have had an impact, but we would be unable to determine any such impacts.</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>The budget for our department has been cut by 20% for the 2017-2018 school year. Repeated requests for an explanation have been unanswered. We would like our former budget to be restored.</p>

Conclusions & Snapshot:

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.

Our program has consistently sent the highest (or second highest) number of transfer students to the CSU system in the last ten years. Of the incoming class in 2017-2018, two hundred and twenty-three students specifically chose Business Administration as their major.

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 ten sections of Business Law we need to offer each year.