**akersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: Business Administration – Associate Degree for Transer

Program Type: X Instructional  Student Affairs  Administrative Service

***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: 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.

**II. Progress on Program Goals:**

1. 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.

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| **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)** | **Comments** |
| 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.** | X 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: \_\_\_9/15 \_\_\_ (Date) | Contact with the University of LaVerne has been established and their programs are being promoted through guest speakers. Contact with Cal State Channel Islands, Cal State Stanislaus, and Cal State Chico will be next on our list, along with several private schools.  We will also establish a list of low unit residency Community College AD-Ts so that students have the option to transfer to another Community College and obtain an AD-T in order to be able to transfer to the CSU program of their choice. |
| 2. **Increase the number of students able to complete the AD-T by increasing the availability of BSAD B18.** | X 1: Student Learning  X 2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  **X** Ongoing: \_\_9/15\_\_\_\_\_ (Date) | 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.  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 is very limited.  This course has the lowest success rate of any course in the Program (other than those offered outside of the Department.) An analysis of the outcomes for this course revealed that many students did not have the writing or critical thinking skills necessary to succeed in the course. Accordingly, a prerequisite of college level reading is being considered. This prerequisite will decrease the demand for the class and open space for the qualified students who need the course to complete their degrees.  Note that this course is only required for an Associate’s Degree and not for any certificate program. |

1. List new or revised goals (if applicable)

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| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

No demographic data breakdown has been provided for the AD-T program, and we cannot identify students in specific courses without either guessing as to the students‘ demographic information. Note that five of the eleven courses in the AD-T are not in the BMIT department. Students in other programs also take these courses, so it would be perplexing at best to contemplate this question.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).





A slight downward trend in all courses was apparent, with the exception of Math 23. An additional section of Math 23 was added. The prerequisites for both Economics courses as well as Business Calculus were changed, resulting in a decrease in enrollment. Productivity and students per section remained constant, with the exception of the single-section offering of Math 2.

1. Success and retention for face-to-face, as well as online/distance courses. See charts on the following page. In quite a few of the courses, a large drop in the withdrawal rate was noted. This is believed to be the result of the full implementation of financial aid changes. During the first year of these changes (2013-2014), many long-time students (some of whom had been here for ten years or more) were very vocal about their benefits being “cut off” and withdrew from classes. Most of these students have not returned to our classes. A noticeable drop in the withdrawal rate for BSAD B1 and BSAD B2 (both withdrawal rates cut in half) was the result of discontinuing to offer online courses. In general, we do not have data separating online and face-to-face course data for the courses in the program.





1. Changes in the achievement gap and disproportionate impact (Equity).

Since there is no previous data for comparison, this question cannot be addressed.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

An analysis of the outcomes for Business Law (BSAD B18) revealed that many students did not have the writing or critical thinking skills necessary to succeed in the course. Accordingly, a prerequisite of college level reading is being considered. This prerequisite will decrease the demand for the class and open space for the qualified students who need the course to complete their degrees.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.

n/a – no resources have been requested for this program.

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

An example of the mapping worksheet. These were completed for all courses in the program.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [**BSAD B1 Financial Accounting**](http://www.curricunet.com/kccd/reports/record_outline_tst.cfm?courses_id=7784&format=pdf) | | | | |
| **Student Learning Outcomes** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Explain what a system is and how an accounting system is designed to satisfy the needs of specific businesses and users; • Identify the ethical implications inherent in financial reporting and be able to apply strategies for addressing them. • Summarize the purpose of journals and ledgers; • Explain the nature and purpose of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). •Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information; • Distinguish between cash basis and accrual basis accounting and their impact on the financial statements, including the revenue recognition and matching principles; • Explain the importance of operating, investing and financing activities reported in the Statement of Cash Flows; • Interpret company activity, profitability, liquidity and solvency through selection and application of appropriate financial analysis tools; and • Explain the content, form, and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors, and other users; | Simulated Problems, Objective Examinations, Expository Writings, Oral presentations | 1-1  1-2  1-3  1-4  1-5  2-1  2-2  2-4  3-1  3-2  3-4  4-2  4-4  5-1  5-3  5-4  6-2  6-3  6-5  6-6 | I  II  III | N/A |
| 2.Apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements; • Explain the nature of current assets and related issues, including the measurement and reporting of cash and cash equivalents, receivables and bad debts, and inventory and cost of goods sold; •Explain the valuation and reporting of current liabilities, estimated liabilities, and other contingencies; • Identify and illustrate issues relating to long-term asset acquisition, use, cost allocation, and disposal; • Distinguish between capital and revenue expenditures; • Identify and illustrate issues relating to long-term liabilities, including issuance, valuation, and retirement of debt;(including the time value of money) • Identify and illustrate issues relating to stockholders’ equity, including issuance, repurchase of capital stock, and dividends; | Simulated Problems, Objective Examinations, Expository Writings, Oral presentations | 1-1  1-2  1-3  1-4  1-5  2-2  2-4  2-5  3-1  3-2  3-4  3-5  4-2  4-3  4-4  5-1  5-2  5-3  5-4  6-3  6-5  6-6 | I  II  III | N/A |
| 3.Define and use accounting and business terminology; | Simulated Problems, Objective Examinations, Expository Writings, Oral presentations | 1-1  1-2  1-3  1-4  1-5  2-1  2-2  2-4  2-5  3-1  3-2  3-4  3-5  4-1  4-2  4-3  4-4  5-1  5-2  5-3  5-4  6-1  6-2  6-3  6-5  6-6 | I  II  III | N/A |
| 4. Identify and illustrate how the principles of internal control are used to manage and control the firm’s resources and minimize risk. | Objective Examinations, Expository Writings | 1-1  1-2  1-3  1-4  1-5  2-4  3-4  4-1  4-3  4-4  5-2  5-3  5-4  6-2  6-3  6-4 | I  II  III | N/A |

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

n/a

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year. None noted
2. Describe *any significant changes* in your program’s weaknesses since last year. None noted
3. If applicable, describe any unplanned events that affected your program. None noted

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled. No positions are requested.
3. Professional Development:
4. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success. Instructors in this program who are Certified Public Accountants (2) complete 40 hours of continuing education as required by the State Board of Accountancy. In addition, one faculty member attended the Central California Accounting Symposium of Educators on January 9, 2015 at Fresno City College. Author John Wild was the keynote speaker and his topic was “The Future of Accounting.” This faculty member shared information with the participants about encouraging student preparation employing quizzes in Moodle.
5. What professional development opportunities and contributions can your program make to the college in the future?

Faculty in this program are active in Flex week, with Drs. Moseley and Chamberlain both having been presenters.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

Our facilities continue to be a problem area, with many students remarking as to the lack of cleanliness and basic repairs in instructor reviews. The restrooms in the Business Education building continue to deteriorate. Some of the locks in the women’s restroom stalls are inoperable.

How will your Facilities Request for next year contribute to student success?

Numerous requests for basic cleaning and work order submission for basic repairs is met with no response, so we either clean or make the repairs ourselves, and we ask our students to accept the poor conditions.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

The computer lab used in this program continue to be a detriment to our students’ success, with wait times of excess of 30 minutes for computers to be up and running on startup. Many students bring their own laptops in order to work on assignments. We are unable to effectively implement the use of network software, or restricted license software due to the poor condition of the computers in the computer lab.

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? n/a
2. Discuss the effectiveness of technology used in your area to meet college strategic goals. Computers that are extremely slow and take 30 minutes to be useable are a detriment. The extremely poor design of the computer lab used in this program continues to be a problem with multiple students commenting in instructor reviews that they are unable to seek instructor assistance at their own workstation due to the position of the student work stations. Multiple instances of computers locking up and having to be restarted are also a problem.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program. n/a

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The AD-T degree was first available in the 2014-2015 school year. The number of degrees awarded was 21.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

X [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

X Curricular Review Form **(Instructional Programs Required)**

n/a [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form X [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) X [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

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