**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: Business Administration – Associate Degree for Transfer

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.

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| ***Instructional Programs only:***1. List the degrees and Certificates of Achievement the program offers
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
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**II. Progress on Program Goals, Future Goals, and Action Plans:**

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 goals, please duplicate this section.

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| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College 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: Student Learning x 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**X** Ongoing: \_9/26/16\_\_\_ (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: Student Learning x 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  X Revised: \_9/26/16\_\_\_\_(Date)**[ ]** Ongoing: \_\_\_\_\_\_\_\_\_\_ (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 was very limited. As 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 was considered. The thought was that having a prerequisite would decrease the demand for the class and open space for the qualified students who need the course to complete their degrees. However, we have realized that the placement tests are now being disregarded for incoming students. We were able to find some part-time faculty and have increased the offerings to five sections during the regular semester and added a summer session. All of the sections are now filled, despite the odd hours of those offerings due to the aforementioned difficulty finding qualified faculty. The number of degrees completed has declined, but the changes made were recent.  |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1. Assess Program Outcomes by collaborating with other departments that offer most of the specific required courses in this degree.
 | [ ]  1: Student Learning  X 2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Attempt to obtain assessment data related to the Program Outcomes from the Math and Economics area. Once that data is received, identify trends and propose strategies for improvement.  | Spring 2017 | To be determined |
| 1. Replace the retiring faculty in the program.
 | X 1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | 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.  | Spring 2017 | To be determined  |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

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.

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

Enrollment, sections, headcount and productivity have declined in all courses offered in this program, other than Business Law.

1. Changes in achievement gap and disproportionate impact.

 The achievement gap continues to grow for the entire BMIT area. We have requested this information on a course-by-course basis in order to begin to pinpoint the areas in which the gaps are greatest and develop a plan. This information was requested in late July and was promised by the end of August. We do not know where to begin without some information. Our experience with student retention and success for those students whom we can identify as African-American is not consistent with the numbers presented from IR, so we are perplexed by this data.

1. Success and retention for face-to-face as well as online/distance courses.

There are no online or distance education courses offered in the core courses for this degree, other than Statistics, which is out of the department area for BMIT.

1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

 This degree was first offered in the 2014-2015 school year. Since then the number of degrees has doubled, but the total number of Business Administration degrees has declined; this is consistent with the enrollment declines. We have reduced one barrier to obtaining this degree by offering additional sections of BSAD B18. Most of the course are outside of the BMIT area. We expect the number of degrees to decline over the next three years due to declining enrollment in courses.

1. Other program-specific data (please specify or attach).
2. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| AS-T Business Administration  | n/a | n/a | n/a | 21 | 51 | 40 |
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**IV. Program Assessment:**

Use attached **Assessment Report Form Comprehensive Tab**

1. Discuss your program’s strengths.

 1,135 students have declared this program as their major.

1. Discuss your program’s weaknesses.

 Most students who have declared this program as their major do not attempt to take the courses to obtain this degree.

1. *If applicable,* describe any unplanned events that affected your program. n/a

**V. Resource Analysis:** 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.
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.

 This information was requested from the faculty and no response was received.

1. What professional development opportunities and contributions can your program make to the college in the future?

This information was requested from the faculty and no response was received.

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

The general dirty conditions of our building negatively affect our program. Some success in basic cleaning has been achieved, but there is need for significant improvement.

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

If basic cleaning were to be done, students would no longer register complaints about the building conditions on faculty evaluation forms. The more positive perception of their place on campus would improve.

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? n/a for this program
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? n/a for this program
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

The required courses in this program in this department use very limited or no technology.

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

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.

Each full-time faculty member participates in at least one college-wide committee. There are only two full-time faculty members in the department who teach courses in this program. Of those two, one is the faculty chair and the other participates on at least two committees.

1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

There is only one ongoing adjunct faculty member who teaches courses in this program. He is consulted and makes independent decisions about the sole course he teaches. Until recently, this adjunct faculty member was the only faculty member who taught this course.

**VIII. 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 primary need will be to replace retiring faculty in the next three years. Once the exact timeline of these retirements is known, it will be appropriate to have a broader discussion about continuing or discontinuing this program.