

2022-2023 Comprehensive Instructional Program Review - BA Latest Version

2022-2023 Comprehensive Instructional Program Review

Program Overview and Goals

Mission and Alignment : Version by Hu, Jianli on 04/03/2023 05:49

The Business Administration (BA) Department at Cerritos College educates a diverse population of current and future business professionals to enhance learning and improve their opportunities for success. We accomplish this through maintaining and developing multiple high-quality instructional programs that prepare students to adapt and thrive in today's ever-changing business environment through broad exposure to key business disciplines.

Explain how your program supports the College's Mission.

The Business Administration Department supports the College's Mission by:

- Offering programs that embrace the knowledge, skills, and perspectives of the business communities and organizations;
- Designing current and responsive courses that help students to become critical thinkers and responsible, engaged citizens;
- Applying effective teaching strategies with appropriate technologies to prepare students for rapidly evolving business careers; and
- Engaging with industry partners and business professionals to enhance student learning and readiness for the workforce.

The Business Administration Department has created multiple pathways to guide students through the process, including CTE pathways that focus on the fundamental knowledge and skills that prepare students for transition to career training, the workforce, or four-year colleges.

Degrees and Certificates : Version by Hu, Jianli on 03/10/2023 09:21

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

	A Associate C Certificate	Certificates/Degrees	Units
1	C	BUSINESS ESSENTIALS CERTIFICATE OF ACHIEVEMENT(soon to be deleted from catalog)	18.5 Units
2	A C	BUSINESS ADMINISTRATION ASSOCIATE IN SCIENCE DEGREE FOR TRANSFER	27-28 Units
3	A C	BUSINESS ADMINISTRATION ASSOCIATE IN ARTS DEGREE	24 Units
4	C	BUSINESS ADMINISTRATION CERTIFICATE OF ACHIEVEMENT	12 Units
5	C	BUSINESS ESSENTIALS CERTIFICATE OF ACHIEVEMENT	12 - 12.5 Units
6	A C	BUSINESS MANAGEMENT ASSOCIATE IN ARTS DEGREE	24 Units
7	A C	BUSINESS MANAGEMENT CERTIFICATE OF ACHIEVEMENT	24 Units
8	A C	BUSINESS MARKETING ASSOCIATE OF ARTS DEGREE	24 Units
9	A C	HUMAN RESOURCE MANAGEMENT ASSOCIATE IN ARTS DEGREE	24 Units
10	A C	HUMAN RESOURCE MANAGEMENT ASSOCIATE IN ARTS DEGREE	24 Units
11	A C	HUMAN RESOURCE MANAGEMENT CERTIFICATE OF ACHIEVEMENT	24 Units
12	A C	INTERNATIONAL BUSINESS ASSOCIATE IN ARTS DEGREE	24 Units
13	A C	INTERNATIONAL BUSINESS CERTIFICATE OF ACHIEVEMENT	24 Units
14	A C	RETAIL MANAGEMENT ASSOCIATE IN ART DEGREE	24 Units
15	A C	RETAIL MANAGEMENT CERTIFICATE OF ACHIEVEMENT	24 Units
16	A C	BUSINESS ADMINISTRATION ENTREPRENEURSHIP AND INNOVATION CERTIFICATE OF ACHIEVEMENT	24 Units
17	A C	BUSINESS ADMINISTRATION ENTREPRENEURSHIP AND INNOVATION ASSOCIATE IN ARTS DEGREE	24 Units
18	C	TRAINING AND DEVELOPMENT CERTIFICATE OF ACHIEVEMENT	12 Units

Six-Year Program Goals : Version by Hu, Jianli on 04/03/2023 16:24

Below are the four primary program goals that will move the Business Administration (BA) program toward its vision in the next six years:

- Strengthening the growth of the Retail Management Program;
- Promoting areas of study including Business Management, Entrepreneurship & Innovation, Human Resource Management, International Business, and Marketing;
- Expanding partnerships with local high schools through dual enrollment and articulation agreements;
- Increasing the number of GE Plan B/C classes offered.

From the Fall 2022 to and first part of the Spring 2023 semester (cutoff date January 23, 2023), the BAL (Business, Accounting & Law) pathway student enrollment data are presented in Table 1 and Figure 1. Among the 5710 students enrolling in the BAL pathway, over 85% of the students (4893 out of 5710) choose the Business Administration pathway.

Table 1. BAL (Business, Accounting & Law) Pathway Student Enrollment Data

Pathway	# of Students	Percent
Accounting	171	2.99%
BA	4893	85.69%
BCOT	80	1.40%
Law	297	5.20%
Real Estate	269	4.71%
Total	5710	100%

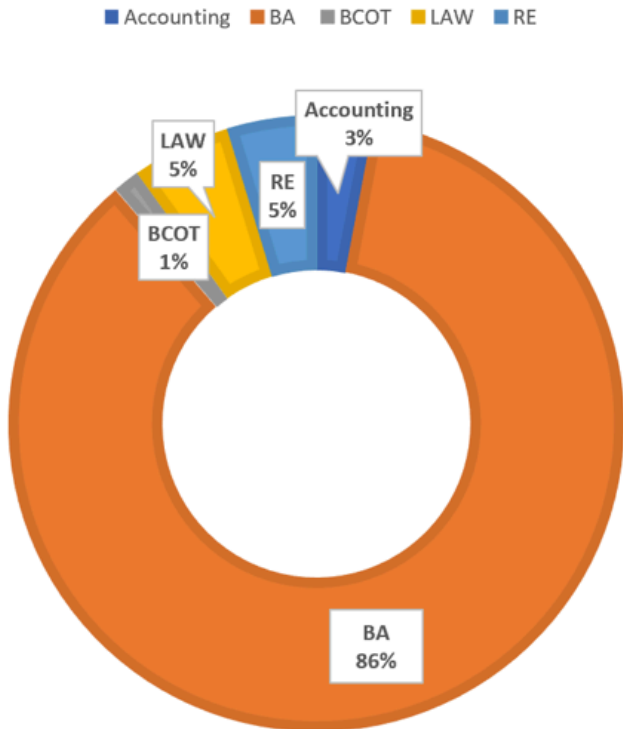


Figure 1. BAL Pathway Student Enrollment Chart

Figure 2 shows the number of students enrolled in each of the BA programs in Fall 2022 and first part of the Spring 2023 semester. Among the 4893 BA pathway students, 1240 students are now enrolled in the Retail Management Certificate (RMC) and 910 are in the AST Pathway:

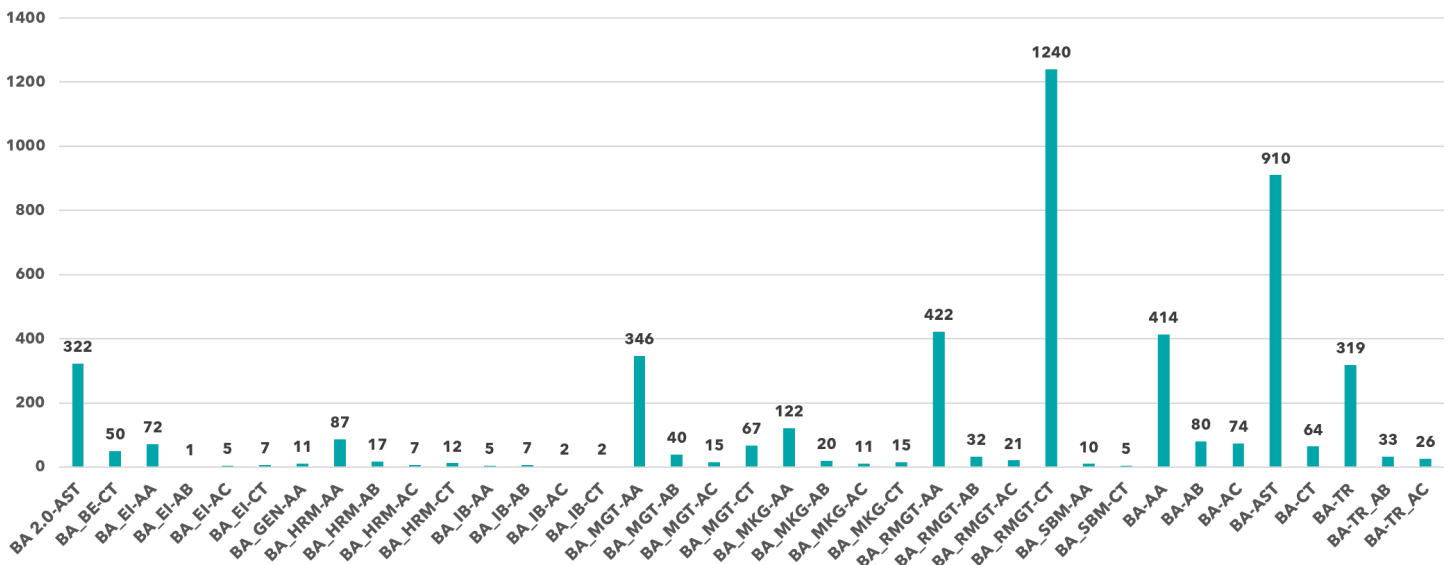


Figure 2. BA Pathway Academic Plans and Student Enrollment

The BA Department aims to provide a balanced, comprehensive program of courses that supports immersion in the essential knowledge base required in all of our major tracks. In addition to the strong enrollment numbers in our RMC and AST programs, we want to broaden and diversify our course offerings through building strong partnerships with industry partners and local high schools, promoting other BA programs, and designing courses reflecting our understanding of the rapidly changing, dynamic business environment.

CURRENTLY HAVING OVER 1400 STUDENTS ENROLLED, THE DEPARTMENT'S RETAIL MANAGEMENT CERTIFICATE (RMC) IS DESIGNED FOR THE FULL- OR PART-TIME WORKING PROFESSIONALS. ALL EIGHT REQUIRED COURSES ARE OFFERED EVERY SEMESTER AT THE CERRITOS COLLEGE CAMPUS, ONLINE, OR AT A BUSINESS TRAINING FACILITY. UPON COMPLETION, A STUDENT WILL RECEIVE A CERRITOS COLLEGE CERTIFICATE OF ACHIEVEMENT WHICH IS RECOGNIZED BY MANY RETAIL COMPANIES FOR CAREER ADVANCEMENT. STUDENTS ARE ALSO ENCOURAGED TO PURSUE AN A.A. OR BACHELOR'S DEGREE AFTER COMPLETING THE CERTIFICATE. OUR CURRENT INDUSTRY PARTNERS INCLUDE ALBERTSONS, BRISTOL FAMRS, COCA-COLA, COSTCO, FOOD 4 LESS, GELSON'S, NORTHGATE MARKETS, PAVILLIONS, RALPHS, SAFEWAY, SAVE MART, SMART AND FINAL, STATER BROTHERS, FOOD 4 LESS, SPROUTS, SUPERVALU, VONS, AND WHOLE FOODS.

Currently having over 1200 students enrolled, the Department's Retail Management Certificate (RMC) is designed for the full or part-time working professionals. All eight required courses are offered every semester at the Cerritos College campus, online, or at a business training facility. Upon completion, a student will receive a Cerritos College Certificate of Achievement which is recognized by many retail companies for career advancement. Students are also encouraged to pursue an A.A. or bachelor's degree after completing the certificate. Our current industry partners include Albertsons, Bristol Farms, Coca-Cola, Costco, Food 4 Less, Gelson's, Northgate Markets,

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Stability and capacity building for the Retail Management Program.	A-B-E-D-F	In progress/continued	Funding for permanent full-time classified or contract and adult hourly positions to support the RMC (Retail Management Certificate) program. Capacity building at the division level, college level and in Admissions & Records, to handle the increased workload of a larger program which increased by over 1000 students in Fall 2022.
Full-time hire (one or two) (Succession planning, sustainability and growth)	A-B-E-D-F	In progress	The Department is in the process of scheduling committee meeting dates for the hire. The Department will continue to request new full time hires to support 161 classes currently being taught in fall 2022. This number is up from 117 classes in spring of 2022. Currently only 25.2% of classes are being taught by full-time faculty.
Integrate BCOT into the BA Department. Analyze and research current offerings to identify synergies and opportunities to support student success.	A-C-E	In progress	Partner with the future full-time hire to revise the BCOT curriculum and certificate/degree offerings.
Increase partnerships with high schools.	B-E-F	In progress	Funding for faculty and/or staff to seek and develop new partnerships with local high schools in district.
Explore BA/BCOT classes to GE Plan B and Plan C.	A-E-F	In progress	Research existing business GE courses at California Community Colleges for review and implementation at Cerritos.
Explore the development of Global Logistics/supply chain curriculum.	A-B-E	in very early exploration	Research the possibility of partnering with the WAFC (Western Association Food Chain).
Restructure/update the Retail Management Certificate (RMC) Pathways program.	A-B-C-D	In progress	Consult Web designer to design Website. Strengthening relationship with counseling. Create a communication plan each semester.
Create a data management plan for the Retail Management Program	A-B-C	In progress	Partner with campus resources to develop a data management system to support program growth and student tracking needs.
Full time faculty maintain currency in their industry.	C-F	ongoing	Attend conferences and workshops yearly, purchase subscriptions to applicable industry publications, associations and memberships. Purchase new books for the faculty library.
Strengthen the growth of the Retail Management Certificate (RMC) program.	A-D-E-F	Started March 2023.	Purchasing the Ocelot Program which is a texting subscription to allow for customized and tracked texting communication with the retail management students.

Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table) : Version by **Hu, Jianli** on **04/03/2023 05:49**

Course by SLO	Expected Performance	Performance
BA100 - Fundamentals of Business		
Students will demonstrate critical persuasion of a current business issue through a written position paper. (Active from 2020 FA)	100.00%	62.60%
BA108 - Labor Management Relations		

Course by SLO	Expected Performance	Performance
Students are able to analyze the weak points in a sample labor contract. (Active from 2013 FA)	100.00%	65.12%
Students discuss management's responsibilities to abide by current labor laws. (Active from 2013 FA)	100.00%	65.12%
Students discuss labor's responsibilities to abide by current labor laws. (Active from 2013 FA)	100.00%	65.12%
Students identify the systematic approach to carry on labor negotiations. (Active from 2013 FA)	100.00%	65.12%
BA109 - Human Resource Development		
Students distinguish between Human Resources Department (HRD) and Human Resource Management (HRM), and describe how HRD can be linked to the goals and strategies of an organization. (Active from 2013 FA)	100.00%	74.24%
Students discuss the purpose and advantages of conducting a needs assessment, describe the five steps that can be used to conduct a task analysis, and explain how to identify individual performance deficiencies and developmental needs in HRD programs. (Active from 2013 FA)	100.00%	71.97%
Students write training objectives for a specific program or HRD intervention, identify several sources outside one's own organization where HRD programs could be obtained, and compare the relative merits of developing an HRD in-house versus purchasing it from an outside source. (Active from 2013 FA)	100.00%	72.73%
Students discuss the content, outcomes, and process of organizational socialization, state the challenges faced by new employees entering an organization, the things they need in order to be successful, and the characteristics of an effective orientation program. (Active from 2013 FA)	100.00%	73.48%
Students identify basic workplace competencies, the role of apprenticeship programs in today's work environment, a typical technical skills training program, interpersonal skills training program, and professional development. (Active from 2013 FA)	100.00%	74.24%
Students define coaching and performance management, and explain how to analyze employee performance, and the steps involved in coaching to improve poor performance. (Active from 2013 FA)	100.00%	72.73%
Students explain the need for employee counseling in organizations, why counseling is an HRD activity, and the typical activities included in employee counseling programs. (Active from 2013 FA)	100.00%	73.48%
Students define the term career, explain the roles involved in career management and development, and describe how models of life and career development enhance our understanding of careers. (Active from 2013 FA)	100.00%	74.24%
Students explain specific ways that management development can be linked to organizational goals and strategies, and the options and trends in management education. (Active from 2013 FA)	100.00%	71.21%
BA110 - Advertising		
Students prepare a consumer research questionnaire given a specified product. (Active from 2013 FA)	100.00%	54.20%
Students describe how to use the selling points of a product to appeal to its target market. (Active from 2013 FA)	100.00%	50.95%
Students explain how to conduct basic consumer research. (Active from 2013 FA)	100.00%	52.57%
Students list the steps involved in behavioral research. (Active from 2013 FA)	100.00%	50.68%
BA113 - Legal Environment of Business		

Course by SLO	Expected Performance	Performance
Student will identify the advantages and disadvantages of the major types of legal business organizations. (Active from 2013 FA)	100.00%	47.18%
Students discuss product liability. (Active from 2013 FA)	100.00%	49.37%
Students outline the steps followed in a civil procedure case. (Active from 2013 FA)	100.00%	44.22%
Students explain the ethical standards used in the business environment. (Active from 2013 FA)	100.00%	49.75%
BA114 - Marketing		
Explain the overall importance of marketing and how it fits into the business environment. (Active from 2013 FA)	100.00%	58.96%
Discuss how the marketing mix (the four P's) is used to address the needs and wants of consumers. (Active from 2013 FA)	100.00%	56.77%
Explain the strategic function that marketing plays in the profitability of a business. (Active from 2013 FA)	100.00%	55.98%
Create and present a marketing plan for a product or service. (Active from 2013 FA)	100.00%	57.24%
BA115 - Management - Business		
Read and comprehend basic and technical business documents. (Active from 2013 FA)	100.00%	66.94%
Compose basic and technical business documents. (Active from 2013 FA)	100.00%	65.71%
Identify and apply relevant information needed to set goals, perform job-related tasks, and make business decisions. (Active from 2013 FA)	100.00%	66.12%
Prioritize and manage time to complete tasks within established deadlines. (Active from 2013 FA)	100.00%	67.49%
Collaborate and cooperate within a team structure and facilitate achievement of shared goals. (Active from 2013 FA)	100.00%	66.48%
Interpret oral instructions and communicate to a variety of diverse audiences. (Active from 2013 FA)	100.00%	66.11%
Interact with business contacts in a professional manner while accepting and delivering constructive feedback. (Active from 2013 FA)	100.00%	65.74%
BA117 - Introduction to Supervision		
Students prepare an organizational chart. (Active from 2013 FA)	100.00%	64.62%
Students prepare a flow process chart. (Active from 2013 FA)	100.00%	64.62%
Students discuss the steps involved in problem solving. (Active from 2013 FA)	100.00%	63.08%
Students list the principals of an organization. (Active from 2013 FA)	100.00%	67.69%
BA118 - Retail Management		
Identify and apply relevant information needed to set goals, perform job-related tasks, and make business decisions. (Active from 2013 FA)	100.00%	63.59%
Follow and enforce company policies, procedures, and perform job duties in an ethical manner. (Active from 2013 FA)	100.00%	63.43%
Adopt and lead change, refocus and prioritize actions in the business environment. (Active from 2013 FA)	100.00%	61.16%
Interpret oral instructions and communicate to a variety of diverse audiences. (Active from 2013 FA)	100.00%	63.47%
Promote products and services through techniques that lead to increased sales. (Active from 2015 SP)	100.00%	61.37%

Course by SLO	Expected Performance	Performance
Explain the flow of goods and services in a retail environment and recognize the cause and effect of issues in the supply chain e-activities and behaviors that maximize all aspects of the consumer experience. (Active from 2015 SP)	100.00%	59.93%
Motivate, influence, and support others to achieve desired outcomes. (Active from 2015 SP)	100.00%	63.11%
Utilize relevant technology-based business applications. (Active from 2015 SP)	100.00%	60.24%
BA120 - Management -- Accounting and Internal Control		
Read and comprehend basic and technical business documents. (Active from 2013 FA)	100.00%	64.04%
Compose basic and technical business documents. (Active from 2013 FA)	100.00%	62.35%
Identify and apply relevant information needed to set goals, perform job-related tasks, and make business decisions. (Active from 2013 FA)	100.00%	63.65%
Follow and enforce company policies, procedures, and perform job duties in an ethical manner. (Active from 2013 FA)	100.00%	64.69%
Adopt and lead change, refocus and prioritize actions in the business environment. (Active from 2013 FA)	100.00%	54.88%
Apply math skills to calculate, interpret, and analyze financial information to make business decisions. (Active from 2013 FA)	100.00%	53.01%
Utilize relevant technology-based business applications. (Active from 2013 FA)	100.00%	53.42%
BA124 - Fundamentals of Training		
Students conduct a need assessment and develop an action plan appropriate for participants' knowledge, attitudes, and skills. (Active from 2013 FA)	100.00%	0.00%
Students identify learning styles and explain how and why people learn, the difference between the andragogical and the pedagogical model, and the specific characteristics of adult learners. (Active from 2013 FA)	100.00%	0.00%
Students analyze trainer characteristics and competencies, training styles, and learner centered versus information centered training. (Active from 2013 FA)	100.00%	0.00%
Students explain the changing training environment, demonstrate a level of self-awareness, and an understanding of diversity issues in training. (Active from 2013 FA)	100.00%	0.00%
Students write an instructional plan beginning with an explanation of their design philosophy, the purpose of the instructional plan, and leading to the components of the plan, and the appropriate instructional methods that will be used. (Active from 2013 FA)	100.00%	0.00%
Students deliver a training workshop, in which they will create a positive learning environment using experiential and active-learning techniques, and visual aids. (Active from 2013 FA)	100.00%	0.00%
Students deliver a training workshop delivering content and activities at a distance. (Active from 2013 FA)	100.00%	0.00%
Students evaluate the training workshops of the other students using a four-level model for evaluators. (Active from 2013 FA)	100.00%	0.00%
BA125 - Designing, Developing, and Delivering Effective Training Programs		

Course by SLO	Expected Performance	Performance
Students are able to describe the basic principles that guide the design and development of a training program, and explain the role the trainer plays in helping organization's achieve their goals. (Active from 2013 FA)	100.00%	87.50%
Students discuss why learning objectives matter, what a learning objective looks like, what makes a learning objective useful, and how to develop learning objectives and enabling objectives. (Active from 2013 FA)	100.00%	87.50%
Students define a needs assessment and the proper way of gathering and analyzing information. (Active from 2013 FA)	100.00%	87.50%
Students are able to describe how to structure a training program, the best sequence for the content and activities and what materials the program requires. (Active from 2013 FA)	100.00%	87.50%
Students explain what delivery method or methods would be best for the learners and the situation. (Active from 2013 FA)	100.00%	87.50%
Students identify activities that help participants learn the content, and use what they have learned, after training has been completed. (Active from 2013 FA)	100.00%	87.50%
Students are able to analyze what to consider about materials and supplies, why and how to use a checklist and the importance of having a backup plan. (Active from 2013 FA)	100.00%	87.50%
Students explain how to schedule a workshop and plan an environment that will be conducive to learning. (Active from 2013 FA)	100.00%	87.50%
Students are able to design a training session to meet a specific need, deliver a workshop, and evaluate training success. (Active from 2013 FA)	100.00%	87.50%
Students explain adult learning principles that guide successful training programs. (Active from 2013 FA)	100.00%	87.50%
Students discuss how to feel more comfortable with the audience, reasons for thinking about your appearance, and how to practice your delivery. (Active from 2013 FA)	100.00%	87.50%
Students are able to describe how to get started on the right foot, what to do before participants arrive, how to make people feel welcome, and how to overcome anxiety and nervousness. (Active from 2013 FA)	100.00%	87.50%
BA126 - E-Learning		
A. Students will define E-training and E-learning, describe the benefits and pitfalls of their use, and identify levels of training and learning in terms of Bloom's taxonomy (Active from 2019 FA)	100.00%	0.00%
B. Students will discuss the purpose and advantages of E-learning implementations for various needs and learners (Active from 2019 FA)	100.00%	0.00%
C. Students will identify the content, outcomes, and process of E-learning design and delivery (Active from 2019 FA)	100.00%	0.00%
D. Students will explain specific ways that E-learning can be linked to organizational strategies and goals and the impact it can have in developing them (Active from 2019 FA)	100.00%	0.00%
E. Students will analyze the steps and processes used to integrate E-learning with existing training programs, and describe the impact on current training and the learning/training culture (Active from 2019 FA)	100.00%	0.00%
F. Students will describe the process of implementing an E-learning environment, the issues in making changes in the learning environment stick (Active from 2019 FA)	100.00%	0.00%
BA132 - Computer Applications for Managers		

Course by SLO	Expected Performance	Performance
Search for information on the Internet, open, save, and print a URL Web page . (Active from 2013 FA)	100.00%	78.05%
Revise information from the Internet to create or enhance business documents. (Active from 2013 FA)	100.00%	74.78%
Create, edit, save, and print a variety of word processing documents using formatting, graphics, and integrated information from the internet. (Active from 2013 FA)	100.00%	72.43%
Design a spreadsheet with charts, utilizing features such as formatting, formulas, conditional formatting, and functions. (Active from 2013 FA)	100.00%	71.01%
Apply several methods to integrate documents from multiple programs (e.g., copying, pasting links, exporting, merging, and embedding features). (Active from 2013 FA)	100.00%	69.13%
Design a presentation using wizards, graphs, tables, animation, embedded objects such as video, and transition features. (Active from 2013 FA)	100.00%	73.11%
BA155 - Introduction to Global Logistics		
Students identify opportunities for improving customer service performance (Active from 2013 FA)	100.00%	57.14%
Students describe how supply-chain-management can play a key role in achieving corporate success (Active from 2013 FA)	100.00%	57.14%
Students explain how logistics contributes to value creation (Active from 2013 FA)	100.00%	57.14%
Students identify the main factors in bringing a new product to market across numerous geographic regions (Active from 2013 FA)	100.00%	57.14%
BA157 - Principles of Public Relations		
Students identify the publics (distinguishable target audiences) in a simple public relations project. (Active from 2013 FA)	100.00%	77.08%
Students explain why public relations is considered a marketing tool. (Active from 2013 FA)	100.00%	74.75%
Students explain how to communicate ideas and communicate to a diverse audience. (Active from 2013 FA)	100.00%	70.00%
students explain the ethical standards used in public relations. (Active from 2013 FA)	100.00%	78.02%
BA204 - Project Management		
Students will be able to list and explain the four key factors that constrain the achievement of a project objective (Active from 2013 FA)	100.00%	45.45%
Students map out a project flow chart. (Active from 2013 FA)	100.00%	45.45%
Students are able to identify the factors that contribute to a project budget. (Active from 2013 FA)	100.00%	45.45%
Students list the software available for project management use. (Active from 2013 FA)	100.00%	45.45%
BA205 - Organizational Leadership		
Students are able to describe the process of organizational leadership. (Active from 2013 FA)	100.00%	72.27%
Students identify the different leadership styles. (Active from 2013 FA)	100.00%	76.47%
Students are able to describe how to initiate change in an organization. (Active from 2013 FA)	100.00%	79.83%
Students list the steps involved in formal decision making. (Active from 2013 FA)	100.00%	75.65%
BA208 - Leadership for Women in Business		
A. Describe the challenges that women leaders face managing work and family life (Active from 2018 FA)	100.00%	74.44%
B. Describe the obstacles facing a woman as a leader in business (Active from 2018 FA)	100.00%	74.44%

Course by SLO	Expected Performance	Performance
C. Examine the entrepreneurial alternatives for women in business (Active from 2018 FA)	100.00%	74.44%
D. Explore information relative to the status and impact of women leaders in the workplace (Active from 2018 FA)	100.00%	74.44%
E. Assess strategies for how to best integrate women into leadership and managerial positions (Active from 2018 FA)	100.00%	74.44%
F. Evaluate the entrepreneurial alternative for women in the US and in countries throughout the world (Active from 2018 FA)	100.00%	74.44%
BA208 - Leadership for Women in Business		
Students describe the challenges that women leaders face managing work and family life. (Active from 2013 FA)	100.00%	80.95%
Students describe the obstacles facing a woman as a leader in business. (Active from 2013 FA)	100.00%	80.95%
Students list the entrepreneurial alternatives for women in business. (Active from 2013 FA)	100.00%	81.93%
BA100 - Fundamentals of Business		
Students explain the factors of business profitability. (Active from 2013 FA)	100.00%	59.75%
Students describe the role of ethics in business. (Active from 2013 FA)	100.00%	54.55%
Students describe the role of finance and accounting in business. (Active from 2013 FA)	100.00%	54.93%
Students describe the various management leadership styles. (Active from 2013 FA)	100.00%	58.87%
BA101 - International Business		
A student will identify the five main factors that give the U.S. an effective trade program. (Active from 2013 FA)	100.00%	58.64%
Students will identify the main obstacles of being involved in international business. (Active from 2013 FA)	100.00%	55.00%
Students evaluate five main factors that give the U.S. an effective trade program with a designated foreign nation. (Active from 2013 FA)	100.00%	60.00%
Students classify ten countries that trade with the United States into three economical groups. (Active from 2013 FA)	100.00%	58.64%
Students name four sources of international trade information. (Active from 2013 FA)	100.00%	57.27%
Students list the basic economical factors that establish product pricing. (Active from 2013 FA)	100.00%	60.45%
BA104 - Managing Cultural Diversity		
Students explain three instances when their ideas, beliefs, or perception have been changed as a result of this course. (Active from 2013 FA)	100.00%	73.23%
Students differentiate between a business culture and a corporate culture. (Active from 2013 FA)	100.00%	76.50%
Students relate the basic differences between three major religions. (Active from 2013 FA)	100.00%	74.87%
Students list the sources which provide relevant cultural information. (Active from 2013 FA)	100.00%	77.00%
BA106 - Human Resource Management		
Select different leadership styles and management models in order to respond to a variety of situations. (Active from 2013 FA)	100.00%	72.57%
Select optimal methodologies to deal with change-management and conflict resolution in the workplace. (Active from 2013 FA)	100.00%	71.06%
Identify the challenges and opportunities of managing a diverse workforce. (Active from 2013 FA)	100.00%	71.64%

Course by SLO	Expected Performance	Performance
Apply different motivational theories, reward strategies, and life-work balance considerations to maximize individual and group performance. (Active from 2013 FA)	100.00%	72.34%
Define how individual and group human behavioral theories and concepts are applied in the workplace. (Active from 2013 FA)	100.00%	72.60%
Identify strategies that address the challenges of interfacing technology and employees. (Active from 2013 FA)	100.00%	74.64%
BA107 - Human Relations in Business		
Follow and enforce company policies, procedures, and perform job duties in an ethical manner. (Active from 2013 FA)	100.00%	63.16%
Identify and apply relevant information needed to set goals, perform job-related tasks, and make business decisions. (Active from 2013 FA)	100.00%	61.50%
Adopt and lead change, refocus and prioritize actions in the business environment. (Active from 2013 FA)	100.00%	56.49%
Collaborate and cooperate within a team structure and facilitate achievement of shared goals. (Active from 2013 FA)	100.00%	58.70%
Interpret oral instructions and communicate to a variety of diverse audiences. (Active from 2013 FA)	100.00%	59.47%
Interact with business contacts in a professional manner while accepting and delivering constructive feedback. (Active from 2013 FA)	100.00%	59.69%
Motivate, influence, and support others to achieve desired outcomes. (Active from 2013 FA)	100.00%	59.50%
Utilize relevant technology-based business applications. (Active from 2013 FA)	100.00%	58.03%
Interpret oral instructions and communicate to a variety of diverse audiences. (Active from 2013 FA)	100.00%	59.57%
BA121 - Sales		
Students define the seven steps of the sales process. (Active from 2013 FA)	100.00%	54.05%
Students identify the basic buying motives of customers. (Active from 2013 FA)	100.00%	56.59%
Students give examples of several objections encountered in a sales presentation. (Active from 2013 FA)	100.00%	54.26%
Students describe how to overcome price resistance in a sale. (Active from 2013 FA)	100.00%	48.06%
BA152 - Fundamentals of Importing and Exporting		
Students provide the data needed, including calculating value, for a Customs House Broker to prepare the necessary customs import forms. (Active from 2013 FA)	100.00%	42.86%
Students discuss the various forms of payment used International businesses. (Active from 2013 FA)	100.00%	42.86%
Students identify the risks involved with transportation of International products (Active from 2013 FA)	100.00%	45.71%
Students will be able to describe the major functions of customs (Active from 2013 FA)	100.00%	42.86%
BA153 - Introduction to Entrepreneurship		
Students create a Business Plan signifying the advantages and challenges to the proposed new business. (Active from 2013 FA)	100.00%	71.13%
Students to recite the advantages and disadvantages of self-employment. (Active from 2013 FA)	100.00%	75.63%
Students identify the important records that must be kept by a small business. (Active from 2013 FA)	100.00%	75.18%

Course by SLO	Expected Performance	Performance
Students list the basic steps in making a sale. (Active from 2013 FA)	100.00%	72.83%
BA156 - Motivational Presentation Skills for Managers		
Demonstrate communication principles and critical thinking through written and oral formats . (Active from 2013 FA)	100.00%	66.59%
Demonstrate the use of on-line resources for research and communications (e.g., Internet, electronic mail). (Active from 2013 FA)	100.00%	66.29%
Use software tools (e.g., Microsoft Word, Excel, and PowerPoint) to produce, edit, and revise professional quality business communications (e.g., letters, memos, presentations, and emails) that address a variety of business situations. (Active from 2013 FA)	100.00%	65.39%
Edit documents to improve conciseness, precision, tone, and layout. (Active from 2013 FA)	100.00%	65.06%
Prepare a business report that integrates data from multiple sources and tools to illustrate and emphasize key information. (Active from 2013 FA)	100.00%	63.69%
Create and deliver virtual presentations using technology and visual support tools and material. (Active from 2013 FA)	100.00%	64.22%
Identify components of the communication process, including sender encoding and receiver decoding. (Active from 2013 FA)	100.00%	63.73%
Evaluate choices of communication channels and barriers to effective listening. (Active from 2013 FA)	100.00%	63.34%
Participate in a group to solve problems and make decisions. (Active from 2013 FA)	100.00%	63.27%
BA173 - Business Administration Occupational Work Experience		
Demonstrate the ability to research prospective employers and jobs using all available resources (e.g., print media, on-site and telephone interviews, job shadowing, internships, job fairs, personal network and Internet research) (Active from 2016 FA)	100.00%	0.00%
Develop a career portfolio, using appropriate tool, of items including resumes, sample cover letters, letters of recommendation, examples of work and technical skills and awards. (Active from 2016 FA)	100.00%	0.00%
Prepare paper and electronic resumes and cover letters. (Active from 2016 FA)	100.00%	0.00%

Assessment Report (Part 2: Assessment Responses) : Version by Hu, Jianli on 04/03/2023 05:58

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

The BA Department assesses the SLOs every semester and discusses the SLO outcomes every year. We also conduct periodic reviews as needed to ensure the course SLOs are updated to match the current textbooks adopted or changes in the curriculum. In addition to the monthly department meetings, the faculty team have hosted half-day meetings devoted to discuss the objectives, goals, assessment, and future development strategies of the Department. In collaboration with our Division Dean, we have also established a three-year cycle to assess and analyze all course SLOs beginning Spring 2023.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

The BA Department currently reviews and analyzes the performances of the course SLOs each semester. For courses with low SLO assessment performance, we discuss possible causes and explore viable strategies to improve the student success. Those issues will be further discussed in our upcoming special department meeting scheduled for Spring 2023.

Data Analysis of Program Data : Version by Hu, Jianli on 04/03/2023 05:49

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

Student demographics for the BA Department have not changed significantly over the past seven years (see Figure 3). In 2021-2022, the primary demographic of the student population remains Hispanic/Latino (56.00%), followed by White (22.62%), and Black/African American (10.30%). During the same time period, the primary demographic at Cerritos College is Hispanic/Latino (67.48%), followed by Asian (10.73%), and White (7.45%) (see Figure 4).

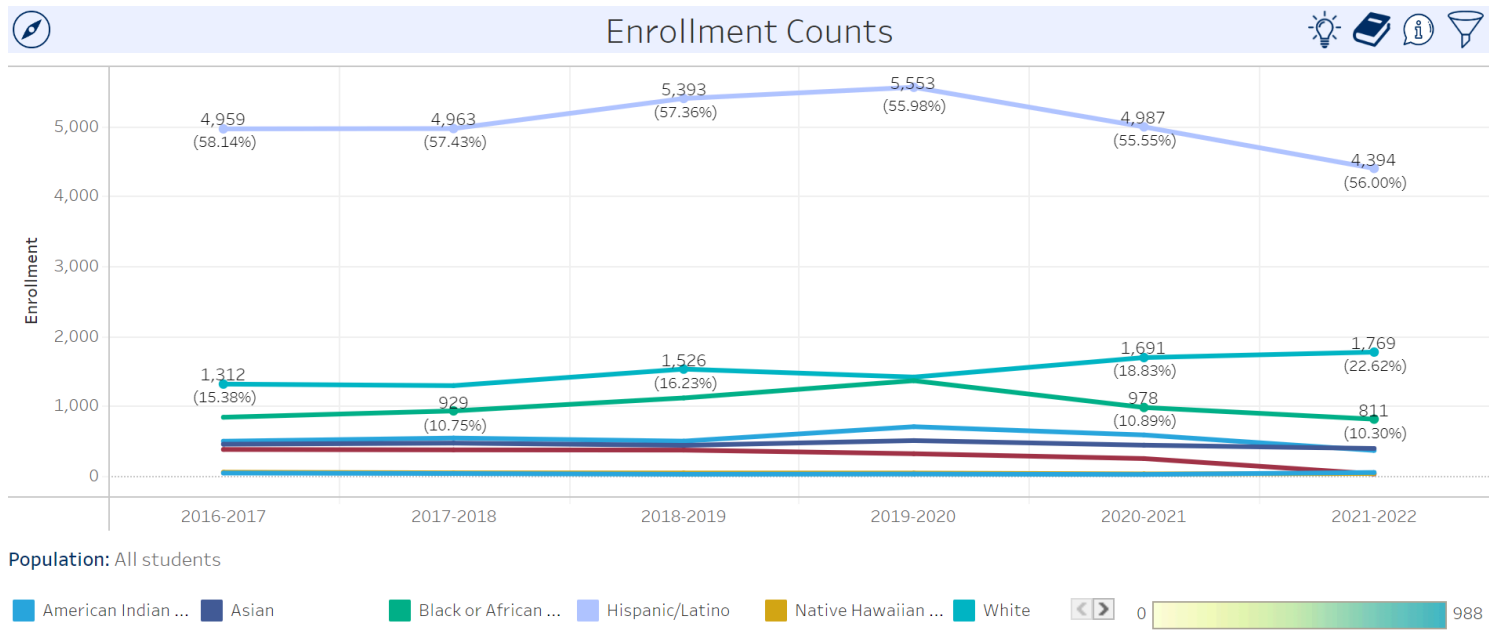


Figure 3. BA Department Student Race/Ethnicity Data (2016-2022).

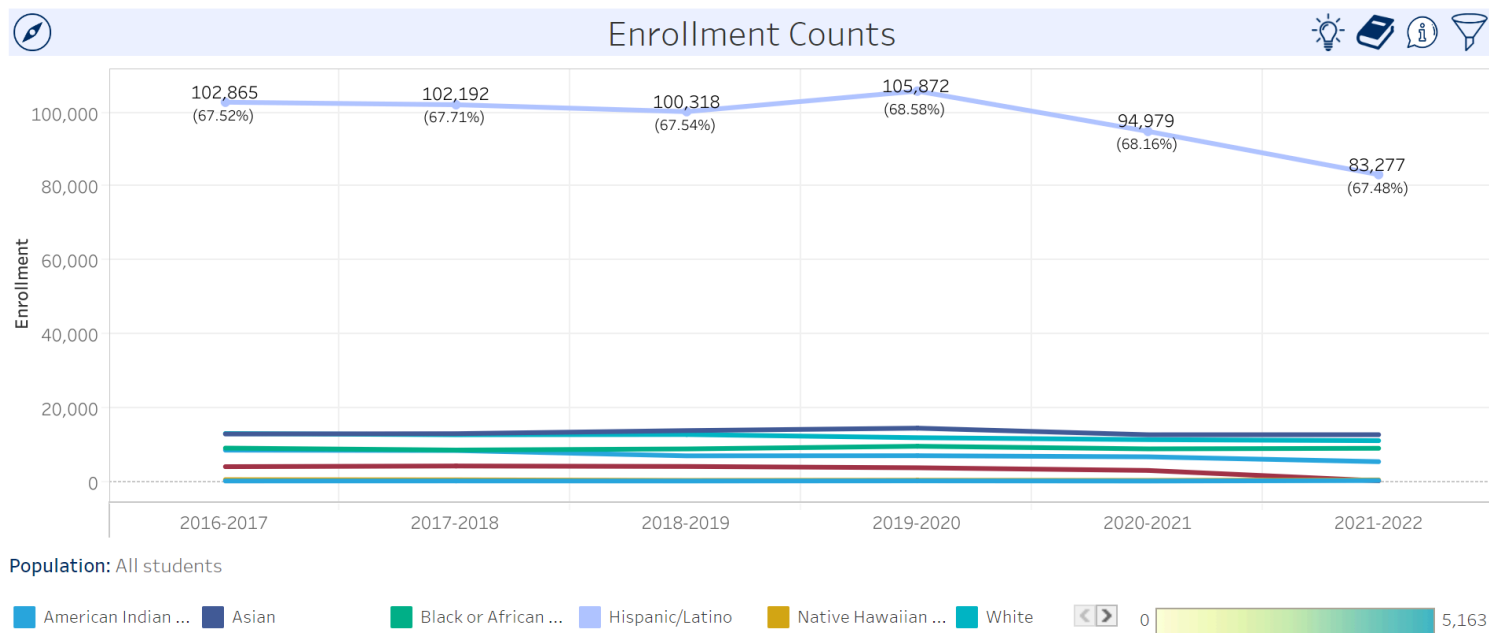
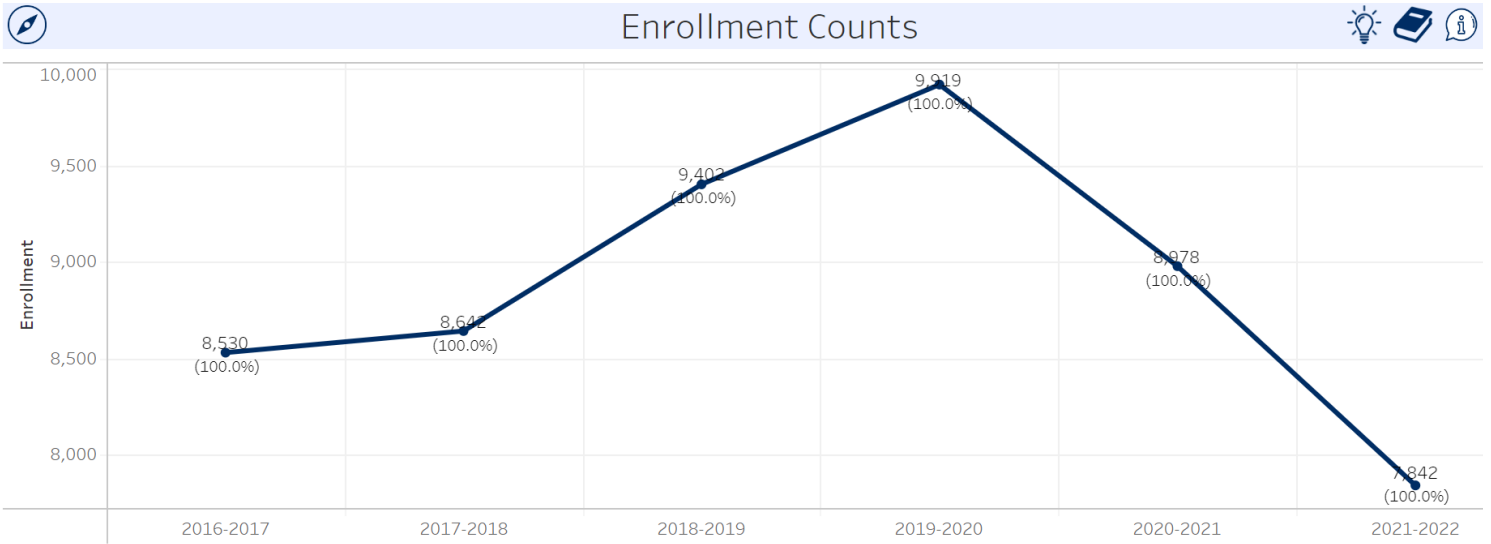


Figure 4. Cerritos College Student Race/Ethnicity Data (2016-2022).

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

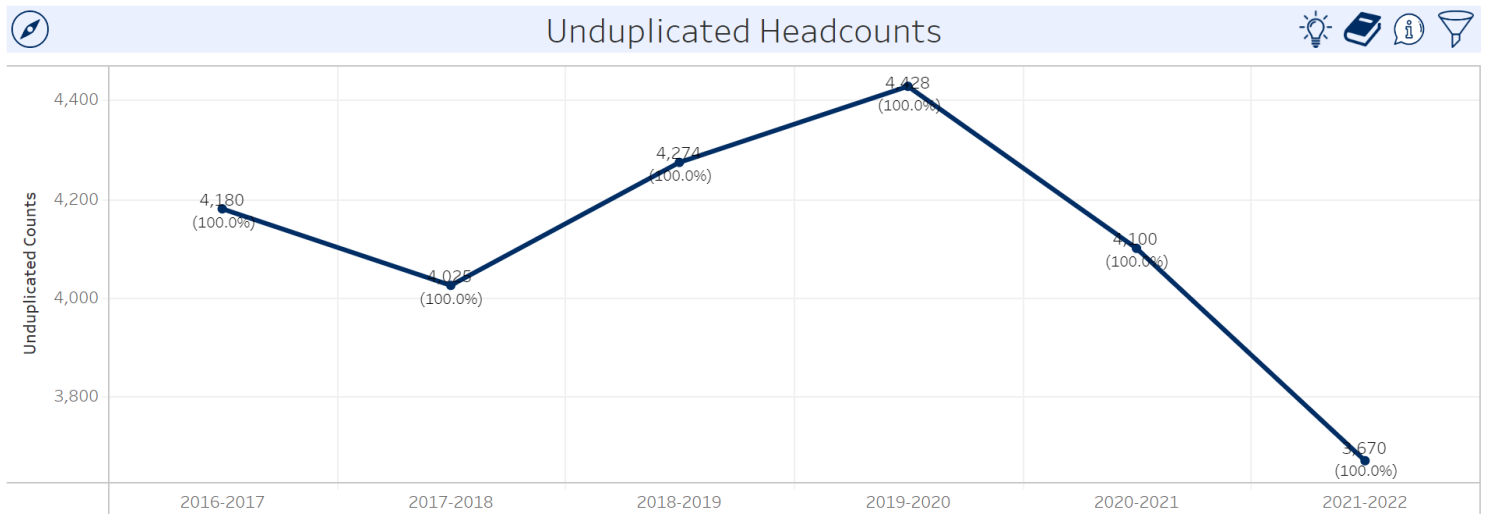
In the past six years, BA's overall enrollment numbers, duplicated and unduplicated counts have shown an upward then downward trend from 2016 to 2022 (see Figures 5 & 6). In 2019-2020, the BA program had a total enrollment of 9,919 and an unduplicated enrollment of 4,428. In 2021-2022, the BA program had a total enrollment of 7,842 and an unduplicated enrollment of 3,670. This is approximately 20.7% drop in total enrollment and 17% drop in unduplicated enrollment counts. In the meantime, Cerritos College's total enrollment counts have dropped from 154,375 (2019-2020) to 123,669 (2021-2022), and unduplicated enrollment counts have dropped from 33,247 to 28,664. This is approximately a 19.9% drop in total college enrollment and a 13.7% drop in unduplicated college enrollment. The decrease in enrollment counts is likely caused by the pandemic and bot student (scammers) issues.



Population: All students



Figure 5. BA Department Enrollment Counts (2016-2022).



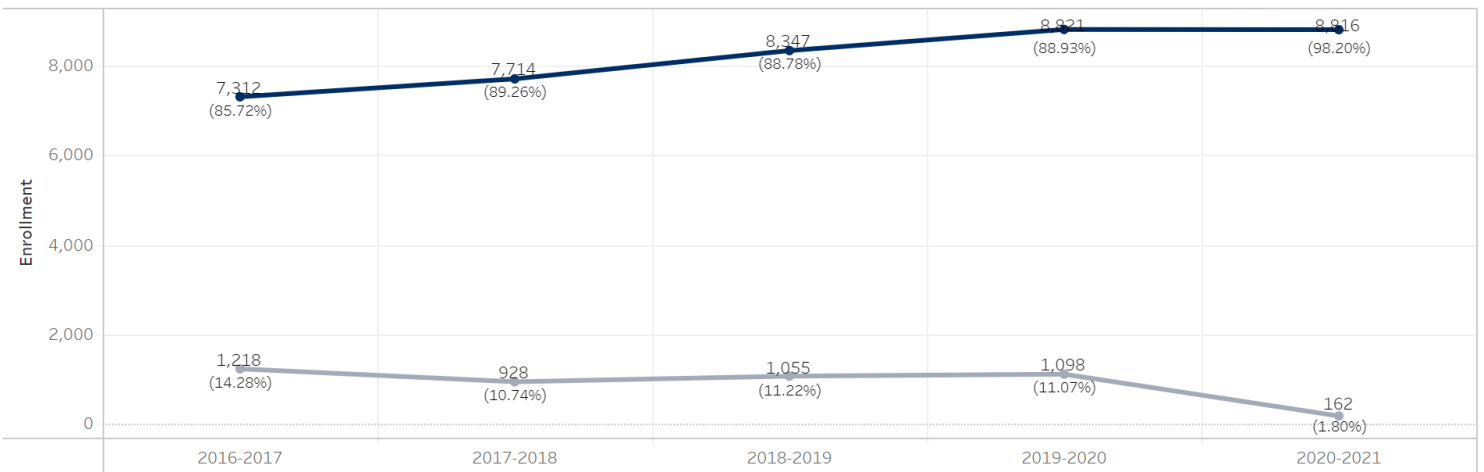
Population: All students



Figure 6. BA Department Unduplicated Enrollment Counts (2016-2022).

Enrollment statistics indicate that online learning has become much more popular (see Figure 7). The online enrollment has grown from 85.72% in 2016-2017 to 98.2% in 2020-2021 (note that we omitted the 2021-2022 dataset as it contains significant errors). The majority of the BA students prefer online classes, and those classes are the first ones to fill. The Department has been one of the first departments on campus to pioneer online teaching and has since honed online teaching methodology, technology, course content, and software. Online instructions allow us to reach students who would otherwise not have these classes available to them.

Enrollment Counts



Population: All students

■ Online ■ Traditional

Figure 7. BA Enrollment Counts by Mode of Instruction

Although more recent data is not yet available in the IERP database, our program has grown significantly starting Fall 2022. The number of BA course sections offered has increased from 104 sections in Fall 2018 to 156 sections in Fall 2022. A major contributing factor to the section increase was that our retail management program has worked with our industry partners and brought in more than 1000 new students in Fall 2022.

Table 2. Number of BA Class Sections Offered, Fall 2018 to 2022.

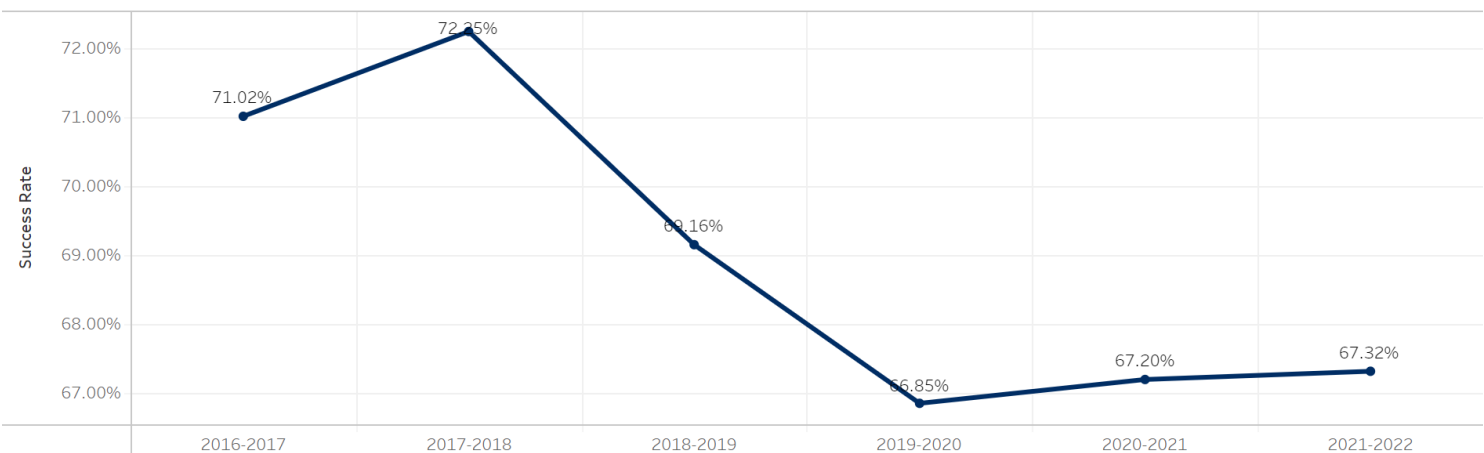
Semester	Number of BA Sections Offered
Fall 2018	104
Fall 2019	114
Fall 2020	105
Fall 2021	119
Fall 2022	156

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

Over the last seven years, BA's success rates have changed from 71.02% (2016-2017) to 67.35% (2021-2022) (see Figure 8), similar to the College's overall success rates (from 69.56% in 2016-2017 to 67.36% in 2021-2022) (Figure 9).

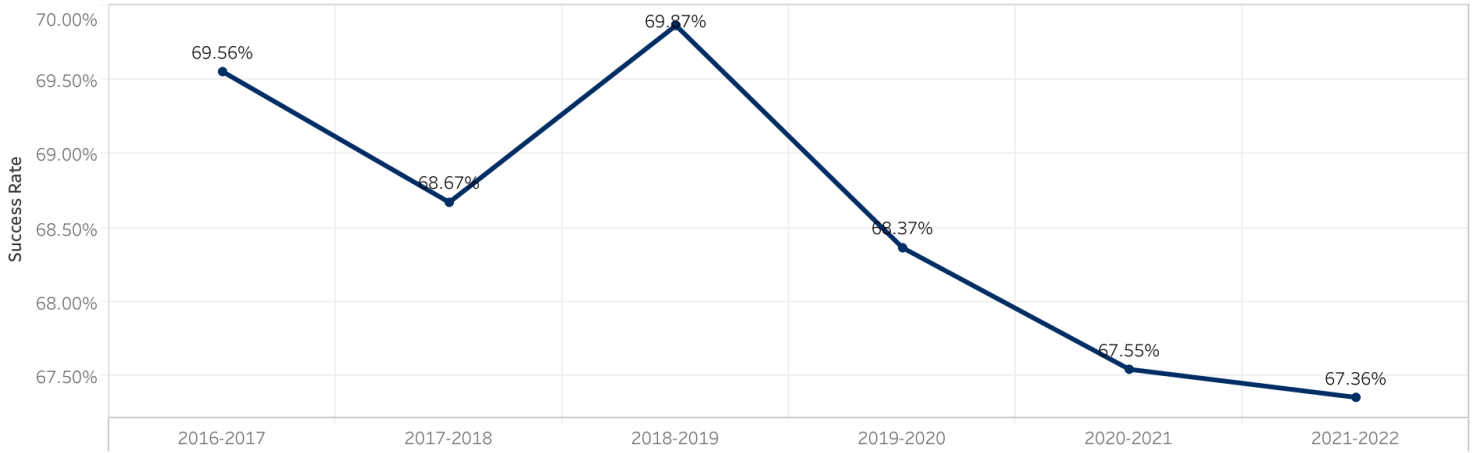
Success Rates



Population: All students

Figure 8. BA Student Success Rates

Success Rates



Population: All students

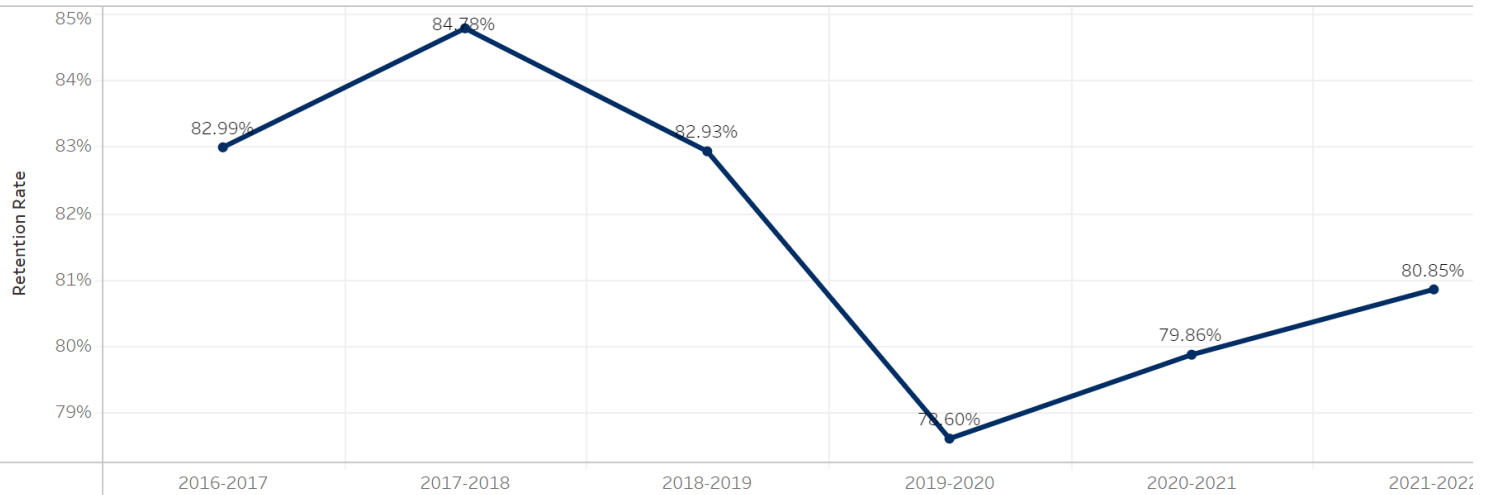
All students



Figure 9. Cerritos College Student Success Rate

BA's retention rates has remained relatively stable, from 82.99% (2016-2017) to 80.85% (2021-2022) (Figure 10), while the College's overall success rates changed from 82.34% (2016-2017) to 81.62% (2021-2022) (Figure 11).

Retention Rates



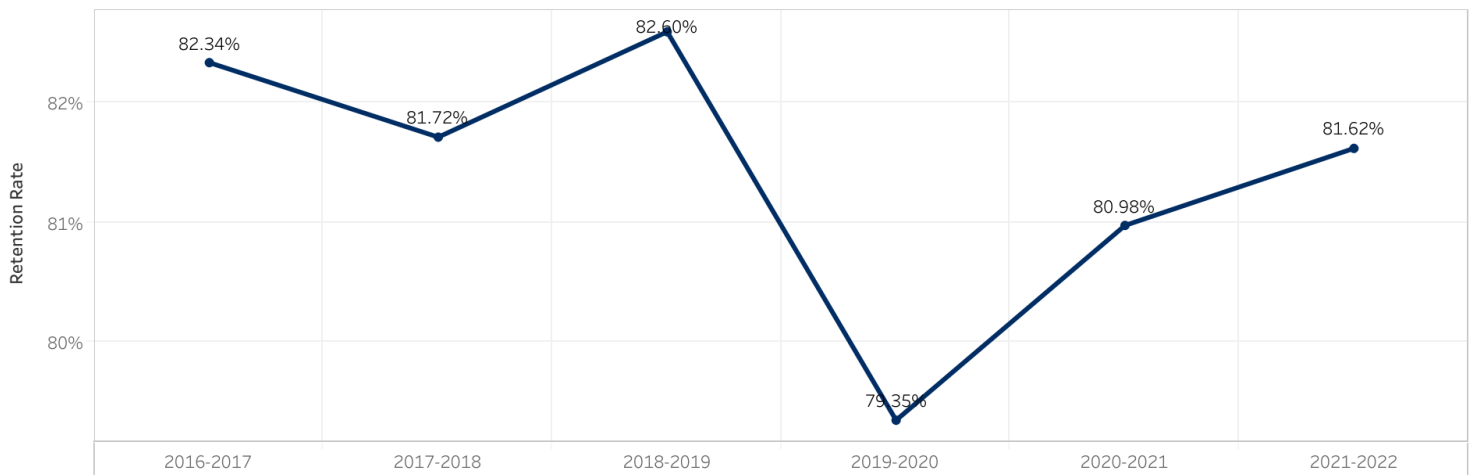
Population: All students

All students



Figure 10. BA Student Retention Rates

Retention Rates



Population: All students



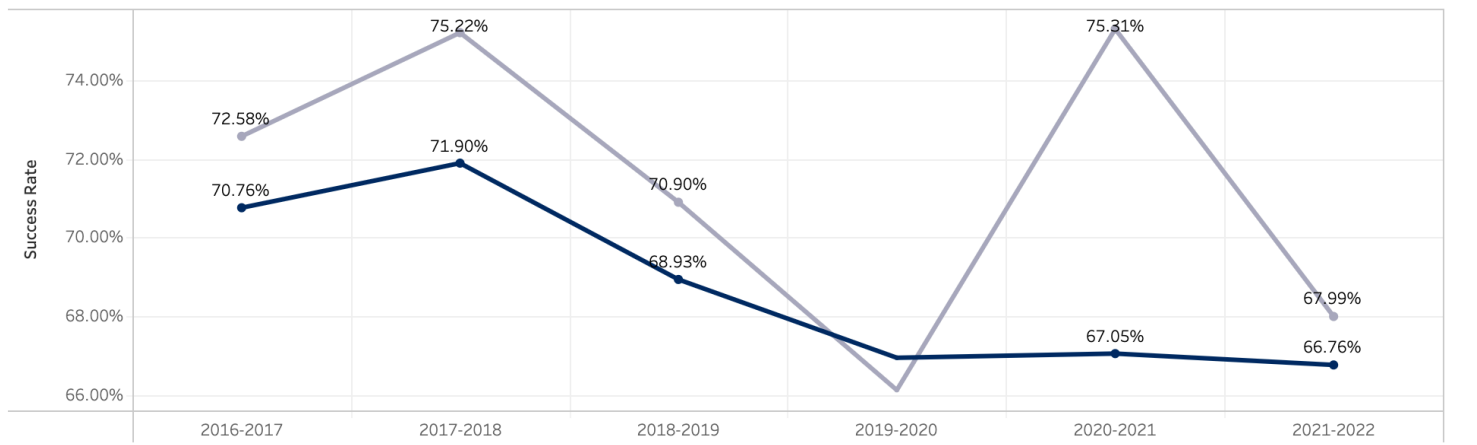
Figure 11. Cerritos College Student Retention Rates

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

There are differences in success rates between traditional and online instructions. Based on the IERP data, success rates are slightly higher in our traditional classes than in our online classes for most of the years (Figure 12). However, BA classes taught on campus represent a much smaller percentage of our student population, thus the results could be affected by the small population. BA's online success rates are consistently higher than the Cerritos College overall online success rates (shown Figure 13). For example, in 2020-21, BA's online success rate was 66.76%, while the College's success rate was 64.49%. For traditional classes, BA's success rates in 2021-22 was 67.99% which was lower than the College success rate of 69.33%. Note that when analyzing success rates on a class by class basis, we noticed some inconsistencies between our schedule of classes offered on campus versus online and the data points provided in our research. For example, BA 107 was not offered on campus in 2020-21 yet we have data showing 22% success rate and DI. Likewise, BA 132 was not offered in a traditional format in 2018-19 either, yet we have data for traditional instruction for BA 132 in 2018-19. We will focus our efforts to improve success rates in classes where the data aligns with our course offerings.

Success Rates



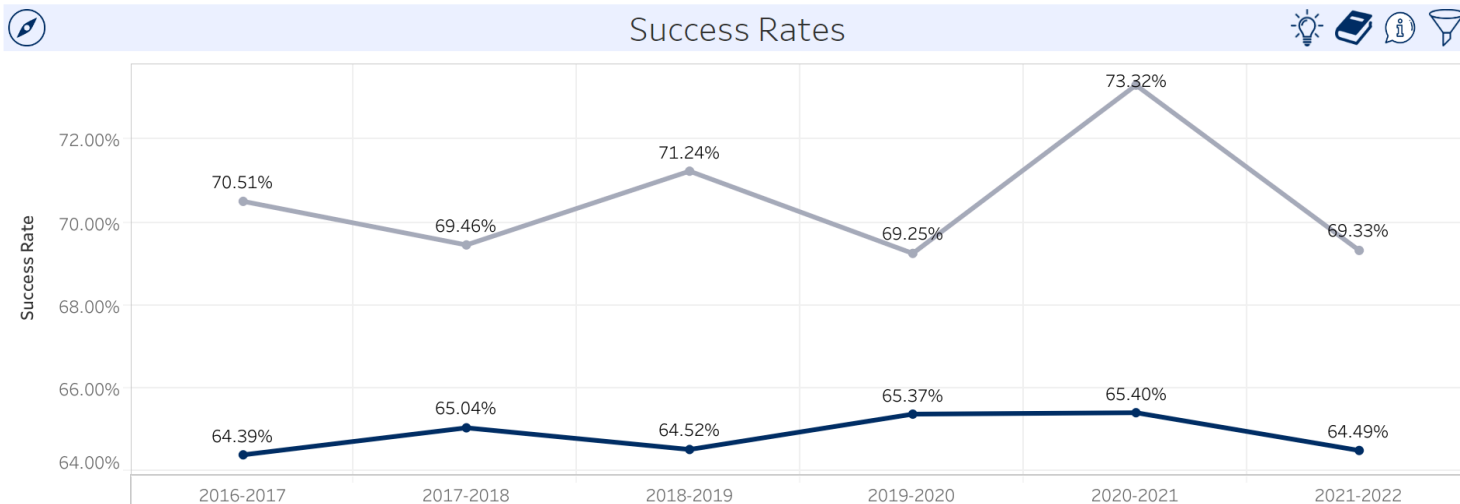
Population: All students



Division	Department	Subject	Select Student Attribute	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
				Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Business, Humanities & Social Scienc..	BA	BA	Online	70.76%	71.90%	68.93%	66.94%	67.05%	66.76%
			Traditional	72.58%	75.22%	70.90%	66.12%	75.31%	67.99%

Figure 12. BA Student Success Rates: Online vs. Traditional Classes

Success Rates



Population: All students



Figure 13. Cerritos College Student Success Rates: Online vs. Traditional Classes

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data. Please note that we have identified inconsistencies/errors in the IERP data, especially in teaching modality and success rates. Regardless, we are actively taking action to address the Disproportional Impact (DI) calculation by identifying the ethnic groups that are disproportionately impacted and providing additional support and resources to assist these students. To begin, we have already taken efforts to expand our onboarding/orientation to support our diverse student population and identify students lacking digital equity. In partnership with local companies, we have been able to expand access to computers and hotspots for specific groups of students. In partnership with our retail partners we have also begun to identify students at risk due to English language barriers and built a small industry sponsored program called "English at work" which aims to bridge the language gap and prepare students for academic success. A small cohort moved together into their first Retail Management Certificate (RMC) classes at Cerritos College in Spring 2023. We will review their academic performance and plan to expand the program to engage additional students that maybe at risk due to English language barriers, as an onramp to BA classes, specifically in retail management.

Furthermore, we plan to host a series of events to actively recruit students as well as increase student participation and community involvement. Examples include dual enrollment opportunities, articulation agreements, outreach events such as hosting the Future Business Leaders of America (FBLA) annual conference for high school students, and participating in the Senior Day and Majors Exploration Fair to promote our programs. Reinstating our annual Business Week and Student Pitch Competition events in Fall 2023 and Spring 2024 will provide additional opportunities to connect with our students and local community.

Curricular Course Review : Version by Hu, Jianli on 04/03/2023 05:58

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years. The BA Department reviews its curriculum every 2-3 years and selects courses that need to be revised, updated, or deactivated. Explain any course additions to current course offerings.

BA 210 Entrepreneurship and Innovation and BA 233 Apple APP Design and Development for Entrepreneurs were created and added to course offerings as part of the requirements for the new Entrepreneurship and Innovation Certificate in the 2021-2022 course catalog.

Explain any course deletions and inactivations from current course offerings. We have deactivated the following courses as they have not been taught in the past six years or more:

- BA 102 International Business Law
- BA 123 Fundamentals of Retailing
- BA 149 Current Management Theory

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

All BA courses have been offered each fall and spring semester to meet students' transfer or career training needs.

BA department program completions were at a 6 year high in 2019-20 with 1069 certificates and degrees awarded. In 2020-21 and 2021-22, the awards have dropped to 955 and 945, respectively. We believe this could be a result of lower overall enrollment due to the pandemic. As our enrollment increases again in Fall 2022, we expect the completion numbers will also increase. Despite a downturn in enrollment overall for the college, BA has been able to maintain and grow in areas such as Retail Management.

Table 3 shows BA's certificate/degree awards, unduplicated enrollment, and awards-to-enrollment ratios from 2016 to 2022. In 2021-22, BA had an unduplicated enrollment of 3670 students and 945 certificate/degree awards, resulting a ratio of 26 awards for every 100 students in the program.

Table 3. BA Certificate/Degree Awards, Unduplicated Enrollment, and Awards-to-Enrollment Ratio

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Certificate/Degree Awards	787	919	1069	1147	955	945
Unduplicated Enrollment	4180	4026	4274	4428	4100	3670
Awards-to-Enrollment Ratio	19:100	23:100	25:100	26:100	23:100	26:100

Even though our enrollment dropped in 2021-22, there was higher certificate/degree award ratio per unduplicated enrollment. Especially when compared to 2016-17 where our enrollment number was strong but the number of certificate/degree awards was low, we see that there are sufficient completers compared with the size of our program.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

No licensure or certification exams are required for BA program completion or career entry.

Program Reflection

Six-Year Program Reflection : Version by Hu, Jianli on 04/03/2023 05:58

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

Student demographics for the BA program have not changed drastically. The majority of our students have been attending our online classes and the average age of our Retail Management Certificate program students is mid 30s. These students come to us from the grocery industry as full-time working professions attending our online Retail Management Program. The BA Department's other certificate and degree programs bring a more traditional age group of college students.

Table 4 shows that Black or African American and Native Hawaiian or Other Pacific Islander are at a lower success rate than the other areas. WHEN PERFORMING THE SUCCESS/RETENTION RATE COMPARISON BY ETHNICITY/RACE, WE NOTICED THAT THE DISPROPORTIONATE IMPACT (DI) WAS MORE SIGNIFICANT IN OUR INTRODUCTORY CLASSES (E.G., BA 100). AS STUDENTS PROGRESS THROUGH THE PROGRAM, THE DISPROPORTIONATE IMPACT HAS BEEN REDUCED. TO MAKE BA CLASSES MORE ACCESSIBLE TO ALL STUDENTS, THE BA DEPARTMENT HAS IMPLEMENTED STRATEGIES SUCH AS LOW-COST TEXTBOOKS THROUGH ADOPTING OER LEARNING MATERIALS AND NEGOTIATING PRICES WITH PUBLISHERS. MOST BA CLASSES HAVE A COURSE FEE LESS THAN \$40, WHICH INCLUDE FULL E-TEXT ACCESS AND/OR AN INTEGRATED PUBLISHER LEARNING PLATFORM WHERE STUDENTS CAN ACCESS VARIOUS LEARNING TOOLS SUCH AS SIMULATIONS OR VIDEO EXERCISES. THE DEPARTMENT ALSO CREATES AND MAINTAINS MASTER-CLASSES FOR ALL BA COURSES TO ENSURE CONSISTENCY IN MEASURING STUDENT LEARNING OUTCOMES (SLOS) AND COURSE QUALITY MANAGEMENT. FURTHERMORE, WE PROVIDE MENTORSHIP TO ALL NEW PART-TIME HIRES, OFFER TRAINING SESSIONS, AND COURAGE FACULTY MEMBERS TO SHARE GOOD PRACTICE IN TEACHING, ESPECIALLY STRATEGIES ON HOW TO REDUCE DISPROPORTIONATE IMPACT.

When performing the success/retention rate comparison by ethnicity/race, we noticed that the disproportionate impact was more significant in our introductory classes (e.g., BA 100). As students progressed through the program, the disproportionate impact has been reduced. To make BA classes more accessible to all students, the BA Department has implemented strategies such as low-cost textbooks through adopting OER learning materials and negotiating prices with publishers. Most BA classes have a course fee less than \$40, which include full e-Text access and/or an integrated publisher learning platform where students can access various learning tools such as simulations or video exercises. The Department also creates and maintains master-classes for all BA courses to ensure consistency in measuring student learning outcomes (SLOs) and course quality management. Furthermore, we provide mentorship to all new part-time hires, offer training sessions, and encourage faculty members to share good practice in teaching, especially strategies on how to reduce disproportionate impact.

The BA Department also plans to take a more active role in events such as Black History Month celebrations, APIDA week, and Asian American History Month. We also seek opportunities to partner with UMOJA, the Black Collaborative, partner with HUBCUs, and work with the APIDA committee. In Spring 2023, one of our part-time instructors, Barbara Van Dine, will be participating in Women in History month on campus by leading a workshop featuring the artwork of the talented women Jo Hay who celebrates women persisting to bring hope and healing to others.

Table 4. Success Rates by Race/Ethnicity

Race/Ethnicity	Sum of Graded Count	Sum of Course Completion Count	Success Rates
American Indian or Alaskan Native	16	16	100%
Asian	172	149	87%
Black or African American	397	299	75%
Decline to State	172	146	85%
Hispanic or Latino	2866	2403	84%
Native Hawaiian or Other Pacific Islander	13	10	77%
Race/ethnicity Unknown	5	5	100%
Two or More Races	150	136	91%
White	1123	978	87%
Grand Total	4914	4142	84%

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

In 2021-2022, the BA Department contributed 945 total awards, which is approximately 18.23% of the total awards for Cerritos College. As the influx of the new 1200 students that entered the Retail Management Program in Fall 2023 have not progressed through the certificate yet, we expect to see significant increase in certificate completions in Spring 2024.

Table 5. Total Awards for Cerritos College and for BA Department.

	2016-2017	2017-1018	2018-2019	2019-2020	2020-2021	2021-2022
Total Awards for Cerritos College	3,326	4,271	5,031	5,092	4,657	5,182
Business Administration AA Degree Transfer	198	184	206	220	202	190
Business Administration Certificates	445	584	651	653	514	471
Business Administration AA Degree Non-Transfer	144	151	212	274	239	284
Total Awards for BA Department	787	919	1,069	1,147	955	945

Implementing our six-year program goals will help the BA Department to continuously increase the number of students who acquire degrees and/or transfer. Specifically, we believe that by hiring more full-time instructors, incorporating some BCOT courses into BA, increasing our partnerships with high schools, increasing our Plan B and Plan C general education courses, developing a global logistics curriculum, and restructuring the RMC pathways program will provide more opportunities for our students to acquire degrees and/or transfer.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

SINCE ALL BA CLASSES WERE DISTANCE EDUCATION QUALIFIED PRIOR TO THE COVID PANDEMIC, THE BA DEPARTMENT WAS WELL PREPARED FOR THE INCREASING ONLINE TEACHING NEEDS. OUR ENROLLMENT REMAINED RELATIVELY STABLE THROUGHOUT THE TWO-YEAR PANDEMIC PERIOD, EXCEPT IN FALL 2020 AND SPRING 2021 SOME OF OUR CLASS SECTIONS WERE SIGNIFICANTLY IMPACTED BY ALLEGED SCAMMERS WHO USED PHONY STUDENT APPLICATIONS IN ATTEMPTS TO SCORE STUDENT AID AND FEDERAL PANDEMIC RELIEF GRANTS. THE DEPARTMENT REPORTED THE BOT STUDENT ISSUES TO THE BHSS DIVISION AS WELL AS THE ADMISSIONS & RECORDS OFFICE.

Since all BA classes were distance education qualified prior to the COVID pandemic, the BA Department was well prepared for the increasing online teaching needs. Our enrollment remained relatively stable throughout the two-year pandemic period, except in Fall 2020 and Spring 2021 some of our class sections were significantly impacted by alleged scammers who used phony student applications in attempts to score student aid and federal pandemic relief grants. The Department reported the bot issues to the BHSS division as well as the Admissions & Records office.

In Fall 2022, the BA Department has a huge influx of approximately 1200 new students to the college due to the additional efforts of promoting the certificate program by the Western Association of Food Chains (WAFC). The Department only had two months to hire 17 new part-time faculty for the newly added 30 sections of 2nd 9 week classes. With the addition of these new faculty, the BA Department has increased from 33 to 50 part-time faculty. The increased part-time faculty team and the additional class sections brought additional strains on the Department Chairs and the full-time faculty team in terms of training/mentoring, scheduling, and evaluating.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

The BA Department has hosted events such as Business Week (seminars and guest speaker series) in Spring 2019, 2020 and 2021, as well as a Tri-College student Pitch Competition with Mt. Sac and Norco College in Spring 2021. The Department has developed articulation/matriculation agreements with Artesia High School and assisted the school teachers building its Business Essential program.

- **Business Week:** The Department hosted Business Week in Spring 2019, 2020 and 2021. Business Week is a college-wide event that is open to all students. It connects hundreds of students with the business world and industry. Business Week was held at the Cerritos College campus for multiple days during the week. The BA team worked to host presenters from industry and academia in business and other areas, to connect students to the business world. This event required extensive preparation and strong execution, and was led by Dr. Jianli Hu and the full-time BA faculty.
- **Tri-College Student Pitch Competition:** The BA Department has also hosted a Tri-College Student Pitch Competition with Mt. Sac College and Riverside College in Fall 2020 and Spring 2021. The Student Pitch Competition was open to all students from any of the three colleges. The Competition supported entrepreneurship and small business ideas, allowing students to pitch their idea to a panel of evaluators, with the top students winning cash prizes. The Student Pitch Competition required much planning and fundraising. The event was initiated and led by the BA full-time faculty.
- **PARTNERSHIP WITH ARTESIA HIGH SCHOOL:** THE DEPARTMENT HAS DEVELOPED ARTICULATION/MATRICULATION AGREEMENT WITH ARTESIA HIGH SCHOOL AND ASSISTED THE SCHOOL TEACHERS BUILDING ITS BUSINESS ESSENTIAL PROGRAM THAT INCLUDES TWO CLASSES TO BE TAKEN AT THE HIGH SCHOOL AND TWO CLASSES TO BE TAKEN AT CERRITOS COLLEGE.
- **Partnership with Artesia High School:** The Department has developed articulation/matriculation agreements with Artesia High School and assisted the school teachers building its Business Essential program that includes two classes to be taken at the high school and two classes to be taken at Cerritos College.
- **STUDENT CLUBS:** CERRITOS COLLEGE CHARTERED ITS AWARD WINNING BUSINESS CLUB CHAPTER, FUTURE BUSINESS LEADERS OF AMERICA PHI BETA LAMBDA (FBLA-PBL) SINCE 1960. TODAY, THE CERRITOS COLLEGE DIVISION HAS AN AVERAGE 120 ANNUAL MEMBERSHIPS. STUDENTS MEMBERS RAISE FUNDS TO ATTEND STATE CONFERENCES AND COMPETE IN ACADEMIC DECATHLON-TYPE EVENTS.
- **Student Clubs** Cerritos College chartered its award winning Business Club chapter, Future Business Leaders of America Phi Beta Lambda (FBLA-PBL) since 1960. Today, the Cerritos College division has an average 120 annual memberships. Student members raise funds to attend state conferences and compete in academic decathlon-type events. BA 100 was approved for general Education CSU Plan B.

Professor Marcela Dalro recently completed her Professional in Human Resources (PHR) recertification. It is critical that our faculty members keep up-to-date with the skills, knowledge, and experience to lead a classroom. The Department congratulates Professor Dalro for her achievement.

Provide a status update on goals from the last program review cycle.

The BA Department continues to pursue new opportunities outside of the Retail Management Program to increase student enrollment as listed in our Goal section of this report. The Department also continues to develop our part-time faculty team as we currently have over 50 part-timers and they are a vital component to the success of the Department's programs.

Table 6. Status Update for 2016-2017 Department Goals

Goals (2016-17)	Status Update
Mid-Range (1-3 years)	
Convert the Candela OER textbooks to the Waymaker program within next year	Completed
Develop three additional new OER textbooks	Completed
Create and communicate program A.A./B.A. pathways	The pathway has been created. Communication plan requires additional work and human resources to fully accomplish.
Improve the current Waymaker content	Completed.
Enhance and develop Program Leads and strategic partnerships	
Bridge academics to local businesses. Expose students to current industry practices.	We currently have online guest speakers. When possible field trips were provided to students and we are slowly resuming these activities post-Covid.
Hire one additional full time instructor	Completed FA22
Explore opportunities for International business and educational partnerships.	Conversations took place with a board member with connections to schools in China. Early work took place but the program never fully developed for numerous reasons. During the Covid pandemic, we have paused work on this goal.
Long Term Goals	
Provide training for succession planning	Completed and ongoing
Stay abreast of emerging industry trends	Completed and ongoing
Diversify and pursue opportunities outside the Retailing Industry	This is an ongoing concern for the BA Department. The fear is that is something were to happen with the Retail Grocers (WAFC) like a strike, the Retail Management Courses could not be filled.
Department Strategic Planning Retreat	Completed
Develop our part-time instructors	Ongoing due to additional new hires
Increase the number of BA faculty	Ongoing as our program continues to grow
Assess and update existing curriculum	Ongoing based on advisory committee recommendations

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

The resources that have been provided to the BA Department have come from the Strong Workforce Grant as well as Perkins funds. We were able to host business week and pitch competition. Hourly workers have been funded to support our program as well. The faculty have attended conferences which support personal growth as well as professional connection.

We have purchased computers and tablets, microphones, lights, screens and cameras which have enabled faculty to work remotely as well as provided a more robust online learning environment for students.

Resource Requests

Faculty Resource Request(s) : Version by **Hu, Jianli** on **03/10/2023 18:06**

Full-time Tenure Track Business Administration Instructor

Program/Department/Division:

Retail Management/Business Administration Department/Business Education Division

Title of instructor position:

Two Full-Time Business Administration Instructors

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New

Cost estimate:

\$220,000 for two faculty

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

The Business Administration Department offers 10 certificates, the AS-T degree/pathways, and multiple transfer programs to four-year colleges and universities. In Fall 2022, we offered 156 sections, with a ratio of approximately 29% sections taught by full-time faculty and 71% part-time faculty. To best serve our students and align to the 75/25 college guideline of full-time to part-time faculty ratio, we are requesting to hire two additional full-time faculty starting in Fall 2023, and another one in Fall 2024.

If this position is not filled, what is the potential impact to student success?

Hiring additional full-time faculty members is crucial in ensuring the development of our programs, creating new curriculum, reaching out to more students and industry partners, and maintaining and increasing student retention and success rates. The BA faculty members pride themselves with high student success rates and degree/certificate completions. We believe in continuous improvement. Our faculty is currently working on additional AA and AS degree completions, offering new joint certificates with other departments, articulating dual enrollment agreements with local high schools, and expanding our GE class offerings to better serve the campus community.

In the last few years, our growth has been substantial and the trend will continue in the future. Currently only staffed with six full-time faculty, we are all stretched to our limits. Our full-time faculty members initiate and lead projects outside the scope of their regular load to support and grow our completions. Examples include:

- Partnering with departments such as Automotive Technology to create new joint certificates;
 - Holding annual Business Week and Student Pitch Competition events with guest speakers, panel discussions, and field trips;
 - Achieving Plan B - GE approval for our classes;
 - Developing pathways to articulate our programs with more four-year universities; and
 - Maintaining and growing the Retail Management Program, which supports approximately 20 industry partners and 2,000 retail store employees, creating promotional readiness and opportunities for these students.
- * Training, mentoring, managing, scheduling and evaluating a large 50 person adjunct pool.

As a result, our department has been the leading contributor to the degrees and certificates awarded at Cerritos College. However, we can only grow and innovate if we have a reasonable number of faculty to take on the needed tasks and responsibilities. An investment in two additional full-time faculty in B.A. will be of tremendous help to sustain our growth and open up new opportunities of innovation and excellence.

Classified Resource Request(s) : Version by **Hu, Jianli** on **04/03/2023 05:49**

In order to sustain the Retail Management Program, a full time coordinator should be hired to maintain the program and improve certificate/degree completions. This program generates more than 2,000 completions each year.

Program/Department/Division:

Retail Management Program/Business Administration Department/Business Education Division

Position requested:

Full-time coordinator to be a liaison with over 20 grocery stores up and down the state of California, scheduling their employees and each individual enrollment of over 1,200 Retail Management Students.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New

Cost estimate:

\$85,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce Fund Round 7

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

Currently this program is funded through the Strong Workforce Fund and is handled by Venea Meyer. Venea maintains correspondence with over 20 grocery stores and is in constant contact with all BA students to assist them with registration and remind them of registration and graduation deadlines. She also helps to maintain a database that supports the tracking of the RMC students in order to put them in the correct classes each semester. Venea is a key player in ensuring our student completions and the growth of the RMC program.

If this position is not filled, what is the potential impact to student success?

It will impact BA's completions significantly and stop the growth of our RMC program.

Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by Hu, Jianli on 04/03/2023 05:49

Three student adult hourlies to assist in the maintenance and sustainability of the RMC program.

Program/Department/Division:

Retail Management Program/Business Administration Department/Business Education

Position requested:

Hourly employees

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New

Cost estimate:

\$80,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce Fund Round 7

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

These adult hourly positions assist our Business Program Advisor, Venea Meyer, with the correspondence and registration of RMC students. They also help in maintaining the database that keeps track of each student's progress. This database helps track students progress and ensures that each students is placed into the correct course in order for then to complete their RMC certificate.

If this position is not filled, what is the potential impact to student success?

Cerritos College could potentially lose up to 2,000 completions each year.

Professional Development Resource Request(s) : Version by Hu, Jianli on 04/03/2023 05:49

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

As a CTE program, it is critical that faculty remain abreast to current business trends. In order to help faculty with this effort, we are requesting yearly funds to attend industry conferences and workshops, memberships and industry publications.

Professional Development Resource Request(s):

Faculty conference and training workshops at \$3000 per year per full time faculty member; \$24,000 total from Perkins funds. This will enable faculty to remain current in industry practices.

Memberships and industry publications at approximately \$250 per full time faculty member per year.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. Critical

Cost estimate:

\$26,000 per year

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Perkins and Strong Work Force

Facilities Resource Request(s) : Version by Hu, Jianli on 04/03/2023 05:58

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

Equipment needs:

2 laptops for our new hires. One for the new BCOT hire and one for the new BA hire.

5 iPads for classroom teaching and discussions.

Computer accessories such as stylus, webcams, and earphones.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Instructors will need to communicate with students since they will be teaching online. If the instructor does not have up-to-date equipment, this could have a negative impact on student success.

iPads and other computer accessories allow interactive classroom discussions as well as online instructions.

Facilities Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1

Cost estimate:

\$15,000

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity

- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce Fund Round 7

Technology and Software Resource Request(s) : Version by **Hu, Jianli** on **04/03/2023 05:58**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

Ocelot software

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

The project is simply to add a texting subscription to allow for customized and tracked texting communication with the retail management students. This tool would allow us to reach our Retail Management students directly, more easily, regarding enrollment, completion paperwork, term start reminders and more. With over 2000 students currently in the program, many of whom are not at a computer all day, we speculate that we would receive a higher response rate to text messaging than what we currently receive with email. We believe better communication will result in higher start rates, success rates and completion rates for this program. Ocelot also enables tracking of the text communication which is critical to successful ongoing communication with the current size and anticipated growth of the program.

Technology and Software Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. Critical

Cost estimate:

\$11,250.00

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce 7

Other Resource Request(s) : Version by **Hu, Jianli** on **05/02/2023 20:53**

Identify and justify any other needs. Explain how it will help the program better meet its goals.

Faculty adult hourly for organizing the annual Business Week, Student Pitch Competition, high school outreach, retail management program development, and new certificate/curriculum development.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

The activities listed above fulfills the educational responsibilities of the BA Department by making available academic and career-oriented events beyond the regular schedule of classes and faculty office hours. These events increase our student participation and engagement, which leads to higher success rates and certificate/degree completions. Without those events, students lose unique opportunities to learn about our certificate/program offerings and from leaders and entrepreneurs in our business community. The development of new curriculum

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

1. Critical

Cost estimate:

\$30,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity

- Categorical – 3SP
- Categorical – Other
- Other funding

Strong Workforce Fund Round 7

Prioritized Resource Request Recommendations : Version by Hu, Jianli on 03/10/2023 17:52

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Two full time-time faculty	High	\$220,000	Full-time hire (one or two) for succession planning, sustainability and growth.
Faculty conference and training workshops at \$3000 per year per full time faculty member; \$24,000 total from Perkins funds. This will enable faculty to remain current in industry practices. Memberships and industry publications at approximately \$250 per full time faculty member per year.	Critical	\$26,000	Full-time faculty maintain currency in their industry
Ocelot Software	Critical	\$11,250	Purchase the Ocelot Program which is a texting subscription to allow for customized and tracked texting communication with the retail management students.
Faculty Adult Hourlies	Critical	\$30,000	Host events and outreach activities, develop new curriculum.
Faculty library	Important	\$2000	Purchase new business books to give faculty access to valuable insights, tools, and strategies for achieving professional success.
Coordinator for the RMC program	Critical	\$65,000	Be a liaison with over 20 grocery stores up and down the state of California, scheduling their employees and each individual enrollment of over 1,200 Retail Management Students.
Student adult hourlies	Critical	\$60,000	Assist in the maintenance and sustainability of the RMC program.
Equipment including laptops and accessories	Critical	\$15,000	Allow interactive classroom discussions, presentations in outreach events, as well as efficient online instructions.

Career Technical Education (CTE) Supplemental Questions : Version by Hu, Jianli on 03/10/2023 09:21

How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

Over the last six years, for individuals 25 years or older with some college or an associate's degree, changes in labor demand have fluctuated, due in part to impacts from the COVID-19 pandemic. The unemployment percent for this population for the past six years was as follows: 2017 was 3.8%; 2018 was 3.3%; 2019 was 3.0%; 2020 was 7.8%; 2021 was 5.1%; and 2022 was 3.2%. (source accessed 1/25/23: <https://www.bls.gov/webapps/legacy/cpsatab4.htm>).

The labor market for business occupations holds strong. Per the U.S. Bureau of Labor Statistics, "Overall employment in business and financial occupations is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations; this increase is expected to result in about 715,100 new jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupations permanently. About 980,200 openings each year, on average, are projected to come from growth and replacement needs." (source accessed 1/25/23: <https://www.bls.gov/ooh/business-and-financial/home.htm>)

How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The Cerritos College Business Administration programs serve both on-ground students and online students. We are the predominant community college for students residing in cities close to the college. The Business Administration program had a strong online presence prior to the COVID-19 pandemic, and we continue to maintain and grow our online courses to serve students. We believe that we are able to have a unique contribution to students, brought by our experience and expertise in online teaching.

Additionally, a distinctive component of the Business Administration program is that we serve the Western Association of Food Chains (WAFC) students, offering online programs and certificates.

What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

For Retail Management - Retail employs over 42 million people in the United States, and the need for a workforce skilled in marketing, management, technology, budgeting, and leadership is at an all time high. Among the 8 retail management courses, success rates have fallen between 67%-74% over the last 5 years. Specifically for fall and summer 2022, when we look at just program tracked Retail Management majors, our students have a pass rate C or better of 75% in this program. Because our students in this program are company sponsored, their employment rate is near 100%. Many are promoted upon completion or while they are enrolled in the program and many of our company partners have made working or completing the retail management certificate a requirement for promotion into management roles.

List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates. Licensure/certification exam(s) are typically not required for entry into the workforce for most jobs in the Business Administration field.