

# PROGRAM REVIEW BUSINESS ADMINISTRATION 2016-2017

## 1. PROGRAM DESCRIPTION

The BA department offers business classes to students to enhance their understanding of business, improve their job performance, prepare them for advancement opportunities, retrain them to qualify for new positions, or provide them with classes that will prepare them for transfer to a 4-year college or university. In response to the needs of our students and our industry partners, we offer classes on campus, online, and at many offsite locations (such as supermarket training rooms).

In Fall 2012, the BA department received a \$2.3 million, 4-year, Department of Labor (DOL) grant we called the ACT-On grant. ACT-On stands for (A)laska, (C)alifornia, (T)exas, (O)regon and (n)evada. Nevada withdrew from the grant consortium, so they were given a lower case (n). The grant funding ended for our department in Fall 2015. The final year, Fall 2015 to Fall 2016 is for evaluating and reporting findings and deliverables to the DOL. Because of budgeting restrictions, prior to Fall 2012, the number of classes we were allowed to offer had been steadily decreasing from the high-60s to a low of 49 classes in Fall 2012. That semester, with the support of the grant, we were able to offer an additional 16 grant classes. The number of grant classes grew to 22 in the Spring 2013, and 36 in the Summer 2013. Each semester through Fall 2015, we were able to add grant classes to supplement the classes we were allowed to offer.

Because we had been steadily losing classes before the grant, we were over-enrolling our classes in an effort to maintain as much of our student base as we could. From Fall 2010 to Fall 2012 our average fill-rate was 109%. With the additional grant classes, after Fall 2012, we were able to get fill rates down to an average of 98.3% from Spring 2013 to Fall 2015. Excluding an outlier (124% in Fall 2013) that we have no idea how it could have happened, the average fill rate from Spring 2013 to Fall 2015 was 93.2%. This number is a bit lower than our usual high 90%<sup>s</sup>, but those were our growth years. The grant was a capacity-building grant, so we added as many classes as we could reasonably fill.

Through our growth years, with grant funded additional classes, we steadily climbed from 49 classes in Fall 2012 to 107 classes in Spring 2016 – more than double. However, in Spring 2016 our fill-rate dropped to an all-time low of 82%. We caused that drop to happen. Though our Vice President had promised we could keep our class level at what we had built it to with the grant, the word did not get through to other decision makers and our classes were cut from around 100 classes to 69 classes.. We completely restructured our schedules to do the best we could to minimize the impact on our programs. When the Vice President heard our classes had been cut, she immediately told us to add the classes back to our schedule. In the process of adding back the lost classes, we were given an extra 24 classes, putting us to 124 classes, 20 classes more than we had ever scheduled. So, we restructured our schedules for 124

classes and hired an addition 4 part-time faculty to teach that many classes. Subsequently, we were then told to cut 14 of the 124 classes, which put us to 110 classes. We were also told we could keep all of the classes we could get to make for the following year. Our printed schedule said we had 69 classes, the ticket numbers for our Industry Partners' classes had changed three times making block registration a nightmare, and even though we had an all-time low fill-rate of 82%, we were able to make 107 classes, the most classes we had ever had. Our fill-rates for Fall 2016 are back well into the high 90% range and we are positioned to not only sustain the results of the ACT-On grant years, we anticipate continuing to grow the department well into the future.

During our growth years, we went from 3 full-time faculty and 30+ part-time faculty to 6 full-time faculty and 30+ part-time faculty. These additional full-time teachers will be a key factor in our ability to continue to grow. Even with doubling our full-time ranks, we are at 42%/57% of classes being taught by full-time/part-time faculty instead of the obligatory 75%/25% stipulated by the State. We hope to hire an additional 3 full-time instructors sometime within the next 3 to 4 years. With our anticipated growth, we will still be well below the 75%/25%.

**a. INSTITUTIONAL DATA:**

**WSCH**

The WSCH for the Business Administration program is above 525 for the last 6 years. The high was in 2012-2013, with WSCH at 665.23.

**FTES**

The FTES for the Business Administration program has an upward trend over the last 6 years. The low was in 2012-2013 with FTES at 552.28. The high was in 2015-2016 with 777.68 FTES.

**MAJORS**

Over the last 6 years, the number of students declaring as Business Administration majors was trending upwards until recently with a decrease in 2015-2016. The high was in 2014-2015 at 3,650 students and the low was in 2010-2011 at 2,506 students. That is a 47% difference between 2010-2011 and 2014-2015.

**ENROLLMENT (FILL)RATE**

The fill rate for the Business Administration program has a downward trend in the last 4 Fall terms (2012-2015). Prior to that, there was an upward trend, with the high being in Fall 2012 at 106%. BA 100, 101, 106, 107, 113, 114, 115 and 153 fill rates have all had a downward trend the last 6 Fall terms. In earlier terms, fill rates were high and in most recent years, fill rates have declined

**SUCCESSFUL COMPLETION (SUCCES) RATE**

The Business Administration program has a steady upward trend in terms of successful completion rates, however, most BA courses exhibit pass rates between 60-75%. BA 113 is the only course with consistently high success rates, with rates averaging in the high 70s. Program completion rates (gathered from the commencement announcements) indicate the following for the most recent 2 years. These increases can be directly attributed to the ACT-On grant:

**Business Administration Completions: 2014 and 2015**

	<i>AA/AS Degrees</i>			<i>Certificates</i>			<i>Completions</i>		
	<i>2014</i>	<i>2015</i>	<i>Total</i>	<i>2014</i>	<i>2015</i>	<i>Total</i>	<i>2014</i>	<i>2015</i>	<i>Total</i>
<b>Business Administration</b>	70	48	118	27	39	66	97	87	184
<b>Business Administration – Transfer</b>	62	125	187	N/A	N/A	N/A	62	125	187
<b>Business Management</b>	8	15	23	12	21	33	20	36	56
<b>International Business</b>	2	2	4	N/A	N/A	N/A	2	2	4
<b>Retail Management</b>	2	2	4	36	157	195	38	159	197
<b>Totals</b>	<b>144</b>	<b>192</b>	<b>336</b>	<b>75</b>	<b>217</b>	<b>292</b>	<b>219</b>	<b>409</b>	<b>628</b>

33% Increase
190% Increase
87% Increase

336% Increase in RMC

AA/AS degrees increased by 33% between 2014-2015 with the largest numerical increase (63 degrees or 124% improvement) in Business Administration-Transfer. Certificates increased from 2014-2015 to 190%. The certificate increases were spread across three programs with Retail Management, because of grant funding, increasing 336%. Overall AA/AS degrees and certificates increased 87% from 219 in 2014 to 409 in 2015.

Noteworthy is that the AA degrees are dominated by Business Administration and Business Administration-transfer while certificates are dominated by Retail Management. There is tremendous opportunity through developing under-performing programs.

**GRADE DISTRIBUTION DATE (DISAGGREGATED)**

The pass rates of Business Administration students stayed consistently high during the last 6 fall terms, where the substantial majority successfully completed their courses. The majority of students received an A or B grade, which stayed consistent during the past 6 fall terms. No measurable gender differences exist in student pass rates of BA courses. While most of BA students are between the ages of 20-24, there are no measurable differences in pass rates among age groups. Compared to White students, the success rates of Hispanics were 18% lower, Asians were 17% lower, and Black students were 22% lower. Compared to fall 2010, Hispanic students exhibited higher

success rates on average in Fall 2012-2015; Fall 2015 had an 11% higher success rate than Fall 2010.

**RETENTION RATE (Measuring in accordance with ACCJC Annual Report)**

The Business Administration program retention rate does not meet the institution set standard for the last 6 Fall terms. Retention rates range from 74-82%, but that does not come close to telling the complete story. Open Education Resources (OER) have played a significant role in improving our retention rates over the past 8 years. Our pilot program in 2009-10 demonstrated an improvement from 67.4% in 2008-09 (pre-OER) to 75.2% in 2009-10 (post-OER). Most interesting is the overall 7.58% increase was distributed at 1% for traditional classes and 17% for online classes. By Fall 2010 we had adopted OER textbooks for 10 of the 23 classes (39 sections) we offered that semester. We continued to adopt OER textbook and continued to see our retention numbers improve:

**Retention since OER pilot**



Fall/Spring 2008-09	67.4% (Pre OER)
Fall/Spring 2009-10	75.2%
Fall/Spring 2013-14	80.3%
Fall/Spring 2014-15	83.4%

It does NOT end here: In partnership with Lumen Learning, we are developing a model program called Waymaker that combines OER with digital learning. We feel certain that this new model will create a paradigm shift beyond anything we have done to date – all in an effort to increase accessibility, availability of resources, and reducing textbook costs through the expansion of digital materials and OER in courses, certificates and degree programs. Here are the initial results of a pilot Cindy Moriarty conducted using the Waymaker model:

		enrolled	completed	Ds & Fs	Retention
17.6%	on-campus	623	545	66	87.5%
82.4%	Online/Hybrid	2914	2522	407	86.5%
	total	3537	3067	473	86.7%
6.4%	Lumen	225	200	56	88.9%

With 88.9% retention, the Waymaker program exceeds the on-campus retention of 87.5% and our Online/Hybrid retention of 86.5%. We are in the process of enhancing and updating our OER materials and moving them into the Waymaker shell over the next 2 years. Most importantly, it makes our OER program sustainable and scalable. We are 3 OER textbooks away from having 6 of our 8 programs 100% OER.

**COURSE SUCCESS RATE**

Though significant improvements were made by our OER program and additional grant funding, beside Fall 2015 (71%), the course success rate for the Business Administration program has been below the institution set standard in the last 6 Fall terms. Success rates in other observed fall terms range from 62-75%. With the changes

we plan to make, especially the Waymaker model, we anticipate student success to improve because of the adoption of OER to be well ahead of the institution set standard.

## 2. Course, Program and Institutional SLO assessments

### Totals for Course SLOs

#### Report Totals for CSLOs for Business Administration Fall 2016

Good Performance		Satisfactory Performance		Emergent Performance		N/A		Total	
853	49.48%	461	26.74%	295	17.11%	115	6.67%	1724	100%
853	49.48%	461	26.74%	295	17.11%	115	6.67%	1724	100%

The Business Administration Department faculty which consists of six full-time and 30 part-time evaluated 25 courses, 132 SLOs and 1,724 students. The **Good Performance** is steady in most courses between 40 and 50%. The **Satisfactory Performance** is a steady average between 20 and 30%. The **Emergent Performance** is an average between 8 and 22%. In the **N/A** category the average was 6.67%. Most classes had 0% in the category with one class BA 121 (Sales) at 15%. We evaluate each SLO each semester and will determine an Action Plan in the N/A category. When looking at individual classes for the department, the emergent category for BA 204, Project Management has a percentage of 22.73%. The department will be evaluating the SLOs for this class and creating an action plan.

## SWOT ANALYSIS

### STRENGTHS:

- 1) Robust full-time and adjunct faculty team that come with industry experience.
- 2) Department offers a variety of teaching formats: on campus, hybrid and online.
- 3) Department offers classes at Industry Partners sites like Northgate, Gelsons, Ralphs, etc.
- 4) The BA department currently partners with Lumen Learning to provide digital and OER materials for multiple classes
- 5) Robust Retail Management Certificate (RMC) program
- 6) Having access to Grant funding
- 7) Administrative support from our Dean and other school administrators.

**WEAKNESSES**

1. Catalog (2016-17) does NOT accurately represent our programs, degrees or certificates.
2. No resources for strategic and succession planning.
3. No method of communicating with our part-time instructors of the daily news from the BA department.
4. Thousands of students in program only 80 A.A. degrees
5. Underdeveloped programs need to be promoted to their potential
6. Outdated OER material in need of revision
7. Low ratio of full-time teacher to adjunct teachers, currently is 6 to 32.
8. No pathway for online students to an A.A. Degree. The school does not provide all of the needed classes online for our online students to complete an A.A. Degree at Cerritos College.
9. With all of our 6 full-time instructors teaching a full load and a full overload, we are at 40% of our classes being taught by full-time and 60% being taught by part-time instructors. Adding another full-time instructor would increase classes being taught by full-time instructors to 49%.

**OPPORTUNITIES:**

1. To rewrite curriculum for many of the BA classes could qualify to be General Elective classes.
2. Create pathways to A.A. and transfer degrees (primarily online students)
3. Opportunity to grow underdeveloped programs such as Small Business Entrepreneurship, International Business, Marketing, and Human Resources Programs
4. Create bridge programs to local high schools to our CTE programs
5. Attend conferences to remain current in technology and industry practices
6. Use current technology in the classroom to better engage students
7. Assess viability of all classes and programs that we currently offer and grow or delete as necessary.
8. Grow hands-on experiences for students by offering work experience or internships.

**THREATS:**

1. Outdated OER materials with no ongoing institutional support to update them
2. Heavy reliance on RMP (Retail Management Program) students
3. Potential Loss of institutional knowledge due to retirements
4. Availability of FTEs

### 3. GOALS FOR BUSINESS ADMINISTRATION

Mid-Range (1-3 years)	Mapped to SWOT	Action to be Taken	Completion Date	Person Assigned
Convert the Candela OER textbooks to the Waymaker program within next year	S4	Coordinate with Lumen Learning in developing OER materials and add-in tools for Canvas: align learning outcome assessments to quizzes and assignments	June 2017	Bob Livingston
Develop three additional new OER textbooks	S4	Coordinate with Lumen Learning in developing OER materials for BA 113, 118, 132	June 2017	Bob Livingston
Communicate more effectively program A.A./B.A. pathways	O2, W1, W4, W8	Update BA Website to inform students of pathways to A.A. / B.A. degrees and communicate Website for online students.  Visit individual classroom to inform students of certificates and degrees.  Create interactive Web exercises for student awareness of the BA programs.	June 2017	Bob Livingston
Improve the current Waymaker content	S4, W6, T1	BA faculty working with Lumen Learning giving feedback on content and system improvements	June 2017	Wendy Wright
Enhance and develop Program Leads and strategic partnerships	S1, O4,O5, W5, T2,	Attend conferences, participate in industry associations and events	June 2018	Jianli Hu
Expose students to current industry practices, helping to bridge academics to local businesses.	S3, S6,	Coordinate department field trips  Invite guest speakers  Attend business events	June 2018	Wendy Wright
Hire one additional full-time instructor	W9, O3, T3	Gain approval to hire one additional full-time instructor	June 2018	Cindy Moriarty
Explore opportunities for International business and educational partnerships.	S7, W5, O3, T2	Create cohort programs for international students to study at Cerritos College. Create exchange programs for students and instructors.	June 2018	Jianli Hu

Provide training for succession planning	T3	Setting aside specific time to shadow chair to learn school processes: meetings, curriculum, textbook ordering, CTE funding, evaluations, grants, and everything else.	June 2018	Marcela Daltro
Stay abreast of emerging industry trends	S1, O5	Join professional business associations	June 2018	Cindy Moriarty
Improve long-term student learning using SLO's as the way to measure this.	O1,S4, O6	<ul style="list-style-type: none"> <li>a. Assess and analyze SLOs so that they are aligned with course objectives.</li> <li>b. Update SLOs as needed</li> <li>c. Update rubrics for measuring SLOs.</li> <li>d. Update and analyze data from e-Lumen</li> <li>e. Develop classroom assessment techniques.</li> <li>f. Re-analyze data for potential revisions.</li> </ul>	Spring 2018	Cindy Moriarty & Marcela Daltro
Diversify and pursue opportunities outside the Retailing Industry	T2	<ul style="list-style-type: none"> <li>a. Research and analyze industry job providers, other than retail management in our district.</li> <li>b. Solicit/contact key industry providers, other than retail management, in our district to join Advisory Committee.</li> <li>c. Invite participating industry job providers to meet for inaugural Advisory meeting.</li> </ul>	January 2018	Marcela Daltro
Put together a Department Strategic Planning Retreat	W3	Coordinate a fall and spring retreat at an offsite location.	May 2018	Wendy Wright
Develop our part-time instructors teaching skillset.	W4	Sharing Best teaching practices with full-time and part-time BA faculty	June 2018	Marcela Daltro
Work toward increasing the number of BA faculty	O3	Provide evidence to the Faculty, Executive Council and/or committee working on faculty prioritization as to the need to increase the number of BA faculty.	June 2018	Cindy Moriarty



---

Assess and update existing curriculum	W1	Review enrollments and completion rates to determine viability and sustainability of individual courses and programs	October 2017	Cindy Moriarty & Marcela Daltro
Create Process to evaluate SLOs	S1, O3	Review SLO data and determine which class SLOs need to be updated or rewritten.	June 2018	Marcela Daltro & Jianli Hu