

Program Vitality Review (PVR) Information and Recommendations

Introduction

The faculty and administrators of the Computer Business Applications Program (CBA Program) and the members of the Program Vitality Review – CBA Committee (PVR-CBA Committee,–) identified several challenges with program enrollment and course fill rates and overall retention and success rates. As a result of the Program Vitality Review (PVR) process conducted in the Spring 2019 semester, the following recommendations are offered in this report. As part of the PVR process, selected faculty members, students, and administrators reviewed pertinent documents, deliberated, and constructed the recommendations. Additionally, the recommendations of the CBA-PVR committee are based on the consultation with faculty and the Dean responsible for the CBA Program, and the review of the following material:

- 2018 Program Review – Curriculum Packet
- 2018-2019 Program Review, CBA
- Employer Demand for Business Information (BIW 2) Workers

Issues Addressed by the PVR Process

1. Program Enrollment and Course Fill Rate

The data below shows that there has been a steady decline in student enrollment, the maximum number of seats per course, and total course sections offered. For example, and specific to the data below, from 2013-2014 to 2017-2018 there has been a decline of 50% of the course sections offered. Furthermore, about 53% of the students who enrolled in 2013-2014 enrolled in the last academic year, 2017-2018 (see Program Review – Enrollment and Fill Rate, 2018-2019, p. 12). It is not surprising, therefore, that the CBA Program has not been able to reverse the trend of not achieving solid “efficiency” figures. Specifically, from 2013-2014 to 2017-2018, the CBA Program has not surpassed the college in FTES/FTEF yearly indices (see Program Review – FTES/FTEF by Academic Year, p. 12).

Enrollment, Total Sections, and Fill Rate

FALL

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Average Fill Rate
2013-2014	326	420	14	23.3	77.6%
2014-2015	313	450	15	20.9	69.6%
2015-2016	271	450	15	18.1	60.2%
2016-2017	166	330	11	15.1	50.3%
2017-2018	137	210	7	19.6	65.2%

SPRING

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Average Fill Rate
2013-2014	295	420	14	21.1	70.2%
2014-2015	294	480	16	17.3	61.3%
2015-2016	278	580	19	13.2	47.9%
2016-2017	168	384	12	14.0	43.8%
2017-2018	97	192	6	16.2	50.5%

SUMMER

	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Average Fill Rate
2013-2014					
2014-2015					
2015-2016					
2016-2017	32	100	2	16.0	32.0%
2017-2018					

Enrollment data from first census date.

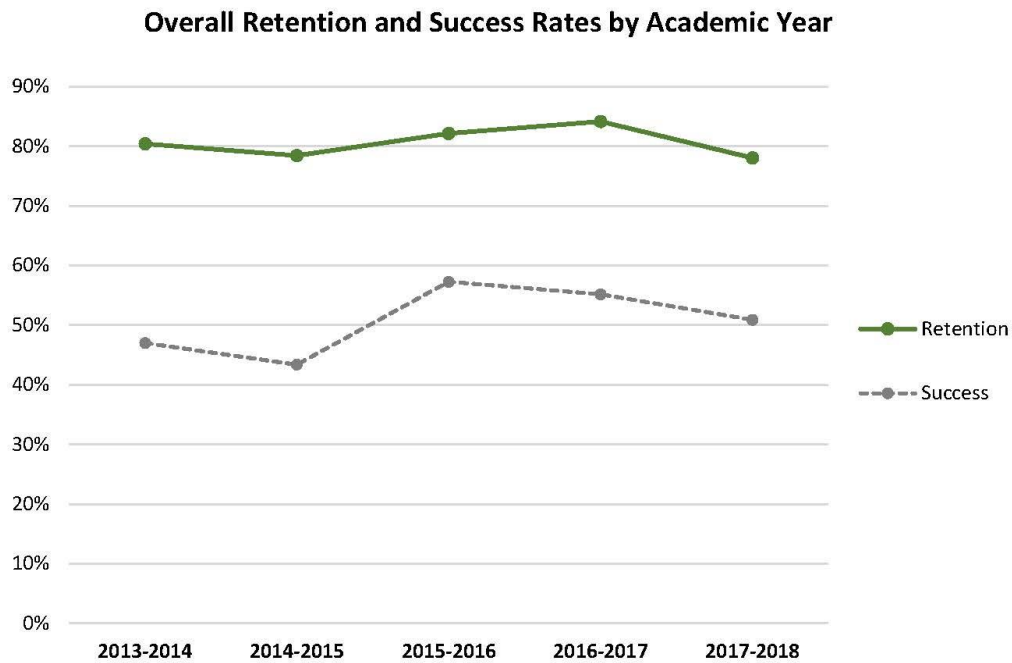
FTES/FTEF by Academic Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Golden West College	38.4	37.3	33.0	30.9	32.8
CBA	16.2	22.6	17.7	15.6	22.2

Recommendation 1: The CBA Program requests additional marketing and enrollment management interventions to increase program enrollment and course fill rates.

2. Retention and Success Rates

The data below indicates that from 2013-2014 to 2017-2018 retention slightly declined, as did student success rates. However, an influential variable on the above mentioned decline in retention and student success rates is the steady decline in enrollment (see table below – Enrollment, Retention Rates, And Success Rates by Academic Year, p. 15).



Enrollment, Retention Rates, and Success Rates by Academic Year

	Enrollment*	Retention	Success
2013-2014	596	80.4%	47.0%
2014-2015	602	78.4%	43.4%
2015-2016	503	82.1%	57.3%
2016-2017	359	84.1%	55.2%
2017-2018	232	78.0%	50.9%

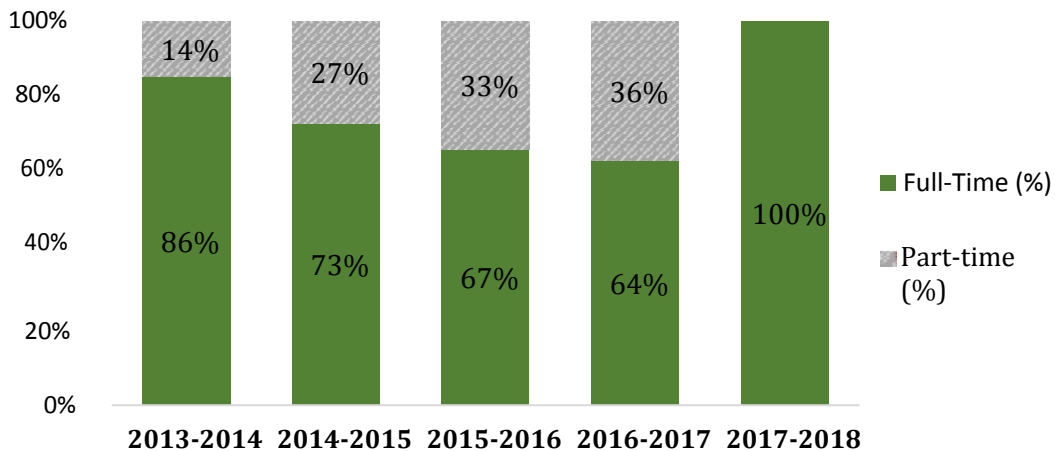
**Enrollment based on grade submission*

Recommendation 2: The CBA Program requests training for its faculty to address retention and student success strategies. Additionally, the CBA Program requests supplemental instruction support for its students – e.g., tutoring or embedded tutoring for its courses.

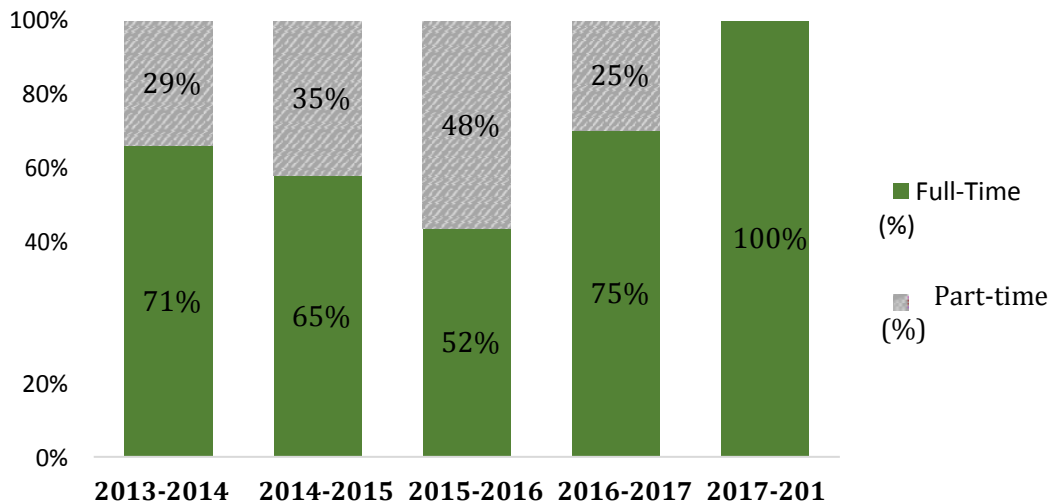
3. Full-Time and Part-Time Faculty Instruction Rates

From the 2013-2014 to the 2017-2018 school year there has been a steady decline in the number of courses offered, as previously shown. The resultant effect of the decline in courses offered is that one full-time (FT) faculty member taught the entire year, beginning in the 2017-2018 academic year. It is noteworthy that the last FT faculty member in the CBA Program retired at the end of the last academic year, 2018-2019, leaving the CBA Program staffed only by part-time (PT) instructors. The table below documents the distribution of courses taught by FT or PT instructors across multiple years.

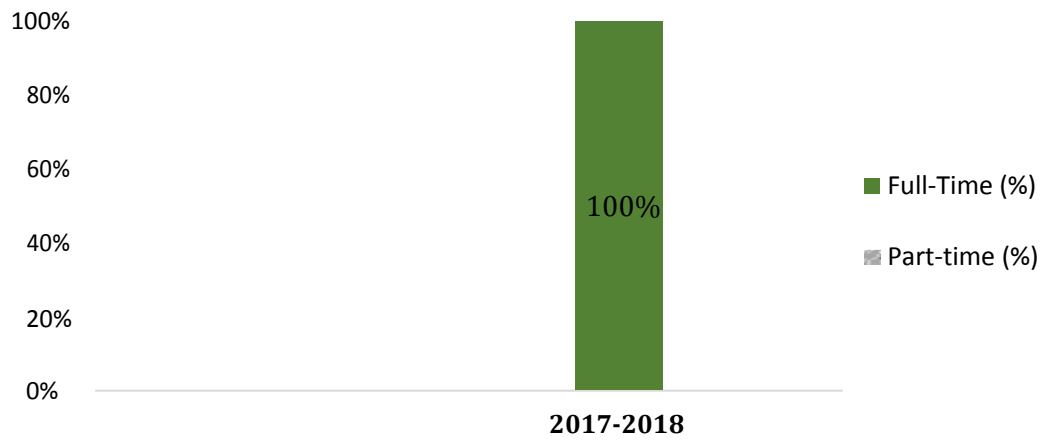
Distribution of Courses by FT and PT Faculty (Fall)



Distribution of Courses by FT and PT Faculty (Spring)



Distribution of Courses by FT and PT Faculty (Summer)



Recommendation 3: The CBA Program request a full-time (FT) faculty member in the next round of Program Reviews. This FT faculty member may teach courses that support the Program and the Division's direction given the College's current imperatives.

4. Curriculum and Course Offerings

Table 1 of the 2018-2019 Program Review shows that multiple courses in the CBA Program compete with one another. Specifically, the non-credit and credit courses compete for the same students. It is noteworthy, furthermore, that numerous CBA Program courses are unlikely to ever maintain student enrollments or generate FTEs, as the content of these courses is available either by software manufacturers, or easily accessed from free internet sources.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
CBA G101	x	x	x	x
CBA G101N				x
CBA G115	x	x	x	
CBA G117	x	x	x	
CBA G119	x	x	x	
CBA G120	x	x	x	x
CBA G145	x	x	x	x
CBA G145N				x
CBA G149	x	x	x	x
CBA G149N				x
CBA G152	x	x	x	x
CBA G152N				x
CBA G155	x	x	x	x
CBA G155N				x
CBA G156	x	x	x	x
CBA G157	x	x	x	x
CBA G160	x	x	x	x
CBA G160N				x
CBA G161	x	x	x	x
CBA G165	x			
CBA G170	x	x	x	x
CBA G171	x	x	x	x
CBA G181	x	x	x	x
CBA G183	x	x	x	
CBA G190	x			
CBA G195	x	x	x	x
CBA G196	x			

Recommendation 4: Given market trends for employment in the CBA field as it relates to Business and the State Approved Business Information Worker (BIW) Certificates, it is recommended that the CBA Program focus on the current Level 1 BIW Certificate. It is recommended that the current CBA courses for this Level 1 BIW certificate be transferred to the Business Department to be combined with the other business courses required for the State's BIW Certificates. It is further recommended that the Business department focus on the creation of the subsequent BIW Levels 2 and 3, which are also state-approved certificates. This process of transferring the current CBA courses and certificates will create and maintain consistency and continuity with the College's Business, Management, and Marketing Programs, which are covered by these BIW Certificates.

Analysis and review will be made of the current list of CBA courses that fulfill the requirements of the BIW Levels 2 and 3 to ensure the Course Outlines of Record are up-to-date and reflect the requirements of all the BIW Certificates.

Further analysis of the remaining CBA courses not required by the three BIW levels will be reviewed to determine course viability and relevance given the College's degrees and certificates; hence supporting sound non-credit and credit programs.

It is further recommended that the Computer Business Applications (CBA) department be eliminated, and that Recommendations 1, 2, and 3 be modified to reflect the following changes to promote the Business department's newly acquired BIW certificates:

The Business Program requests additional marketing and enrollment management interventions to increase and promote the BIW program enrollment and course fill rates.

The Business Program requests training for its faculty to address retention and student success strategies for the BIW program. Additionally, the Business Program requests supplemental instruction support for its students – e.g., tutoring or embedded tutoring for its courses.

The Business Program request a full-time (FT) faculty member in the next round of Program Reviews. This FT faculty member's focus will be to teach courses that support the Business Information Worker (BIW) Program and the Division's direction given the College's current imperatives.

Respectfully submitted by,

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