IMPERIAL COMMUNITY COLLEGE DISTRICT

REVIEW OF CAREER TECHNICAL EDUCATION TRAINING PROGRAMS
2016

BUSINESS ADMINISTRATIVE ASSISTANT

I. Program Description

The Business Administrative Assistant program provides students with education and training needed to quality for jobs that require a higher level of education and work experience in an office setting. These types of jobs require good communication and technology skills, and it helps to be someone who works independently, is organized, and take initiative. These individuals provide administrative support to an individual or an office. Job duties may include directing and coordinating administrative services.

A. Degree

Associate in Science, Business Administrative Assistant

B. Certificate

Certificated of Achievement, Business Administrative Assistant

II. Career Opportunities

- Administrative Services Managers
- Chief Executives
- Construction Managers
- Cost Estimators
- General and Operations Managers
- Management Analysts
- Managers, All Other
- Sales Managers
- Social and Community Service Managers
- Transportation, Storage, & Distribution Managers
- Executive Secretaries & Administrative Assistants
- Secretaries, Except Legal & Medical

III. Industry Certification/Accreditation

The Business Administrative Assistant program offers the courses that teach the skills participants need in order to take Microsoft Certification Exams and certify in Microsoft Word, Excel, PowerPoint, and Access.

IV. Industry Recognized Credentials (IRC)

Microsoft Office Certification is recognized nationally by industry.

V. Labor Market Demand

The Business Administrative Assistant program at Imperial Valley College meets a documented labor market demand. Employment trends for this field are derived from a variety of sources. These are listed below.

A. Employment Trends

Occupation	TOP Code	SOC Code	2012	Average Job Openings per Year
First-Line Sup/Mgrs of Office and Administrative Support Workers	0514.40	431011	410	17*
			Total	17*

*State Employment Development
Occupational Employment Projections 2012-2022
Imperial County
http://www.labormarketinfo.edd.ca.gov/CommColleges/

B. Employment Trends Assessment
Employment in the field appears to be holding steady, but continued growth of the governmental sector should lead to more opportunities for our graduates.

VI. Other Regional Programs
There are no other similar training programs in Imperial Valley.

VII. Employment and Completion
(Based on State Core Measures Report, 2012-2013, 2013-2014 & 2014-2015)

Core 2: Completions. Measures completions for Career Technical Education student concentrators. Receipt of a certificate or degree or enrollment in a California four-year public university with or without a degree is considered a completion.

Fiscal Year Planning	Program	Total Completions	IVC Completion Rate	State Avg. Completion Rate
2014-2015	Business Administrative Assistant	2/2	100%	96.28%
2013-2014	Business Administrative Assistant	1/1	100%	98.71%
2012-2013	Business Administrative Assistant	Not listed	Not listed	Not listed

PERKINS IV Program Performance Trend Report
Core Indicator Two – Total Completions – Certifications, Degrees and Transfer
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Core 3: Persistence and Transfer. The percent of Career Technical Education student concentrators (students who have successfully completed a minimum of 12 units of related Career Technical Education coursework) who persist in education at the community college level or transfer to a two or four-year institution.

Fiscal Year Planning	Program	Persistence	IVC Persistence Rate	State Avg. Persistence Rate
2014-2015	Business Administrative Assistant	2/2	100%	96.28%
2013-2014	Business Administrative Assistant	1/1	100%	77.93%
2012-2013	Business Administrative Assistant	Not listed	Not listed	Not listed

PERKINS IV Program Performance Trend Report
Core Indicator Three – Persistence and Transfer
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Core 4: Student Placement. The percent of Career Technical Education students who have earnings the following year (as found in the unemployment insurance base wage file) or are in an apprenticeship program, or the military.

Fiscal Year Planning	Program	Placements	IVC Placement Rate	State Avg. Placement Rate
2014-2015	Business Administrative Assistant	2/2	100%	70%
2013-2014	Business Administrative Assistant	1/1	100%	82.65%
2012-2013	Business Administrative Assistant	Not listed	Not listed	Not listed

PERKINS IV Program Performance Trend Report
Core Indicator Four – Employment
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Pursuant to the FCMAT report, CTE programs are also being evaluated for student demand, certificate and program completion, local labor demand, and a facility utilization for CTE programs in the new CTE building.

VIII.   Enrollment Trends

Course	Year	Sections	Avg. Class	Fill Rate
BUS126	2014-2015	6	31	87.14%
BUS126	2013-2014	6	32	91.43%
BUS126	2012-2013	6	30	88.73%

Course	Year	Sections	Avg. Class	Fill Rate
BUS136	2014-2015	1	17	48.57%
BUS136	2013-2014	1	17	48.57%
BUS136	2012-2013	2	18.5	52.86%

Course	Year	Sections	Avg. Class	Fill Rate
BUS167	2014-2015	2	29	96.67%
BUS167	2013-2014	1	31	103.33%
BUS167	2012-2013	1	31	103.33%

Course	Year	Sections	Avg. Class	Fill Rate
BUS172	2014-2015	1	36	102.86%
BUS172	2013-2014	1	35	100.00%
BUS172	2012-2013	1	30	107.14%

Course	Year	Sections	Avg. Class	Fill Rate
BUS180	2014-2015	1	27	77.14%
BUS180	2013-2014	1	23	65.71%
BUS180	2012-2013	1	26	92.86%

Course	Year	Sections	Avg. Class	Fill Rate
BUS210	2014-2015	6	30	98.33%
BUS210	2013-2014	6	31	104.44%
BUS210	2012-2013	5	33.8	102.42%

Course	Year	Sections	Avg. Class	Fill Rate
BUS260	2014-2015	4	23	76.67%
BUS260	2013-2014	3	29	97.78%
BUS260	2012-2013	2	26.5	94.64%
Course	Year	Sections	Avg. Class	Fill Rate
CIS101	2014-2015	19	31	87.94%
CIS101	2013-2014	20	28	80.43%
CIS101	2012-2013	2	23.5	84.53%

IX. Completions

	2014-2015		2013-2014		2012-2013	
	Degrees	Certificates	Degrees	Certificates	Degrees	Certificates
Business Administrative Assistant	3	0	2	0	3	0

X. FTES/FTEF Analysis

Year	FTES	FTEF	FTES/FTEF
2014-2015	149	10.13	14.71
2013-2014	136.92	9.53	14.37
2012-2013	132.61	10.07	13.17

XI. Facility Utilization Plan
The programs needs are being met with our current facilities.

XII. SWOT Analysis

Strengths	*Weaknesses*
One of the strengths of this program is the fact that many of our alumni are working in the field. The skills that they have learned are clearly serving those that complete the program well.	Low completion rates. Many of the students that enroll in the program have limited English skills or are non-traditional students, which can make it difficult for them to pass the more difficult courses in the major.
Opportunities	*Threats*
We expect growth in the program after our current update which is designed to will prepare students to take and pass the CAP certification exam.	Anecdotally, we are hearing from our Advisory Board that our students face more and more competition from graduates from four year colleges with degrees in other areas who cannot find work in their field of study.

XIII. Program Evaluation

The Business Administrative Assistant program does not show significant performance numbers in the Perkins measures with very small student numbers in the cohorts. There appears to be a mismatch between the number of students taken these classes and the students captured by the State in their analysis. It is recommended that the faculty work with our MIS staff to assess any potential data reporting deficiencies that may be creating this deficiency. Class fill rates appear to be strong and consistent with other college programs. The program averages 2-3 degree completers per year, with no certificate completers. Labor market demand for program completers averages 17 positions per year.

XIV. Recommendations

It is recommended that the Business Administrative Assistant program continue with mitigation. Faculty needs to work with the MIS department to evaluate the low number of students identified by the CCCCO in the Perkins indicators. The faculty should also evaluate the low number of completers and develop strategies to increase these numbers.