

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Business and Management Department
Faculty Contact: Janice Willis

Academic Year: 2013-2014
Program Review Submission Date: March 25, 2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

Management is an essential function of every business. There is variety of management positions based on the differing organizational needs of businesses based on industry, size, delivery channel, etc. These positions range from first-line supervisor in an in-person retail outlet to the Chief Executive Officer of a high tech enterprise in Silicon Valley. However, there are universal skills that are needed in each of these positions but are utilized in different ways. Managers need technical knowledge as well as interpersonal, communications and conceptual skills. The people in management positions are responsible for the overall wellbeing of the business functions they manage as well as the human assets working to deliver those functions. The success of the unit/division/company relies on the management ability to deliver a success outcome using the team and other resources of the business.

The Business and Management degrees and certificates are structured to provide a set of skills that are universally valued in American business as key to leading a business or group to success. Students who are interested in advancement or are retraining for new or better employment acquire these skills as part of their career training.

Transfer students take several courses from this program as part of the AS-T in business. Business is the largest declared major at College of San Mateo.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Most recent SLO assessments for microcomputer-based classes were completed by using a questionnaire which was sent to all students via their my.smccd.edu email accounts. The responses were tallied by the Planning and Research Office and reviewed by the department chairperson. Most classes indicated 80-100 % comprehension of SLOs. Results of assessment were entered into Trackdat with notes about percentage of answers that indicated success with the SLO's; notes that indicated need for shorter questionnaires and modification of questions to be more specific to each class. [Click here to enter SLO assessment narrative](#)

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

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- a. Ethnicity: In the 9 ethnic groups reported the success comparisons reported between 2010-11 and 2011-12 reflected a decrease in success rate. In comparison with the college averages the success rates of the great majority of groups (with enough students to be statistically valid) are slightly less than the overall results. Turning to the retention rates of the same groups, the average withdrawal rate for the department was 13.1 in comparison to the college average of 15.3%. This performance of higher than college average was evident in seven of the nine groups.
- b. Female/Male: In the areas of success rates and retention there has been less than a 1.6% difference either way over the last two academic years.
- c. Age: The age demographics for these programs are interestingly balanced. Business Administration has the below 25 group representing 75% of the enrollment in 2011/12 while the group over 40 accounted for 12.3% population. In Management the enrollment of those under 25 was 37.3% while the over 40 population was 21.9%. The difference is found in the high transfer rate for those who intend to pursue a business degree at a four-year university and those that are seeking management skills for a career growth or transition.

- 2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).
Neither Business Administration nor Management programs currently deliver any courses outside of the traditional classroom environment.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-Time FTEF, etc.).

. Load is a key factor in many of our classes. Currently, our target is 535, and we have achieved 531.1 in Business Administration, , which is very efficient. Program cuts have played a role in the numbers for Business classes. In the Management program the load is 468.4 – down from 495 in the previous year. The Management and Business Administration programs do not have a full time instructor as the last one retired two years ago.

The overall enrollment numbers for the Management program has grown from a headcount of 95 in 2009/10 to 228 in 2011/12. The emphasis on “soft skills” in the technology other industries has created a demand for these courses. The adjunct faculty in the department are working on reconfiguring the certificates offered.

D. Course Outline Updates

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division’s [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
BUS 150, 180, 201	Anne Figone	All others completed Fall 2012; next revision Fall 2014.

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BUSW courses	Darrel Dorsett	All completed Fall 2013 – next update Fall 2014
		Tab to add rows

E. Website Review

Review the program’s website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Darrel Dorsett and Janice Willis for content	Fall 2013
Michelle Schneider – technical support	Tab to add rows

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program’s [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

The Gainful Employment Report reflects the following: It takes 10 months to complete either option 1 or option 2 in the BUSW concentration. In the 2009-10 data, only one person graduated in each option and did not complete the options in the normal period of time. These courses attract two types of students: those who are from a disadvantage economic situation and cannot attend fulltime and those who want to acquire skills that will make them more successful when they transfer to a four-year college (and do not want the certificate/degree).

Research shows that employment growth for human resources/business managers largely depends on the performance and growth of individual companies. As new companies form and organizations expand their operations, they will need more human resources staff to oversee and administer their programs.

Turning to community data covering the top 50 categories of jobs in the Bay Area between 2011-2017, it is clear that the business programs are designed to support students seeking employment in these areas. The most applicable areas are:

1. “Other Management Occupations”
These are general management positions not tied to specialty industries. The employment growth in these positions from 2011-2017 is projected at 9% and the annual number of openings is projected at 5,081. The average wage is \$34.68/hour. Jobs existing in 2011 were 132,527.
2. “Secretarial and Administrative Assistant Occupations”
The growth for employment in this career track from 2011-2017 is projected at 6% with annual openings of 2,228. The average wage is \$23.30/hour. Jobs existing in 2011 were 93,618.
3. “Information and Records Clerks Occupations”

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The growth for employment in this area is projected at 6% from 2011-2017 with annual openings of 4,612. The average wage is \$23.30. Jobs existing 2011 were 108,977.

4. "Business Operations Specialists"

The growth for employment in this career track is projected at 12% from 2011-2017 with annual openings of 5,800. The average wage is \$39.15. Jobs existing in 2011 were 136,119.

Managers will be needed to ensure that firms adhere to changing, complex employment laws regarding occupational safety and health, equal employment opportunity, healthcare, wages, and retirement plans.

Job growth is expected to be tempered, however, by the use of computerized human resources information systems, which allow companies to handle many administrative processes more productively and with fewer workers. Our program is largely dependent on adjunct faculty who, for the most part, are directly involved in major businesses in the Bay Area. Their feedback and instruction provide current trends and technology.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

The most recent date for the Advisory Committee was January 10, 2013. Under discussion at that time were the following items: a. curriculum; b. industry needs and changes; c. potential to open an office of the SBDC on campus; d. launching an entrepreneurship program.

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

In the Business program, no change is made to the assessment process. Next assessments are planned for fall, 2013 in all courses being offered; most of the courses in this program will have been updated as of Spring 2014.

In the Business Management concentration, we are realigning SLO's this semester and will institute new assessments of the amended SLOs in Fall 2013.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

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No change to assessment process in the Microcomputer centration. Next assessments are planned for fall, 2013 in both 1st and 2nd mod classes by means of questionnaire sent to students' emails and tallied by Planning and Research Office.

In the Business Management program, courses are being re-written and SLOs are being amended to properly reflect the changes in curriculum.

Assessment methodologies are based on the results from quizzes, exams, and projects. The progressive comparison of cumulative knowledge is measured throughout each course. The assessment methodologies will remain the same.

[Click here to enter program assessment narrative](#)

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

Research has shown that course-level SLOs are effective in the following manner:

1. They are aligned to the program-level student learning outcomes. Each course is part of an overall program curriculum and, therefore, helps to develop one or more of the program outcomes. A course SLO may be exactly the same as one of the program SLOs. More often, a course SLO represents a SUB-OUTCOME, a specific concept or skill that develops understanding of the program SLO. Providing and discussing course SLOs helps students understand how the course fits into the whole picture.
2. They are focused on the essential understandings or essential questions of the discipline. According to Wiggins and McTighe (1998), material worth understanding should be “enduring, [and] at the heart of the discipline” (p. 23).
3. They are assessable. SLOs should use descriptive, action words that can be observed and measured by the instructor.

Research has shown that the purpose of the SLO assessment process is to improve teaching, learning and institutional effectiveness through an ongoing, systematic, documented procedure. The assessments are used to stimulate discussion about student needs and issues and ways to improve the teaching/learning process. Student Learning Outcomes (SLOs) are explicit statements that describe the knowledge and skills that a student will be able to demonstrate at the end (or as a result) of a course program, or educational experience. College of San Mateo's slos speak to the issues of effective communication, quantitative skills, critical thinking, social awareness and diversity. The college is committed to its primary mission of educating students to participate successfully in a changing world and, therefore, is committed to improving teaching and learning at the course, department/program, student services unit, and college levels. To achieve this mission, the College of San Mateo community-- instructional faculty, counseling faculty, librarians, classified staff, students, and administrators--is committed to the student learning outcome (SLO) assessment cycle, a process fostering dialogue and a vehicle for continuous education improvement. An effective SLO assessment cycle requires self-examination and reflections, leading to curricular improvement.

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[Click here to enter discussion](#)

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

The Business Management program is planning to add a new area of concentration with the development of an Entrepreneurship Program during the 2013-14 academic year. This new program will add not only new traditional 16-week courses but also will offer smaller courses, targeting specific knowledge where entrepreneurs need familiarity, not expertise, in order to manage the professional service providers with whom they contract (e.g., contracts, selected topics in finance, wage and hour laws, etc.). We have great support from the college and the business faculty for this new endeavor. The college was also awarded a new grant to open an SBDC Office in San Mateo County; this operation will be closely aligned with the Entrepreneurship program. Our intention is to provide internships to our students with entrepreneurs who are working with the SBDC staff.

[Click here to enter additional factors narrative](#)

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Because the Business Management areas have only recently been combined and the direction has been altered for both groups as a result, we do not have a prior year to reference. The combination will impact the students selecting the programs/majors as well as individual courses. The intent is to introduce a variety of new courses and certificates.

[Click here to enter descriptive narrative](#)

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note:* CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note:* Specific plans to be implemented in the *next year* should be entered in Section V.C.]

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This Division is working together to build an entrepreneurship program that will have a subcategory for specialty CTE subjects, such as Cosmetology, Digital Media, and in the Arts for musicians and other artists. Management has specific visions.

1. Establish a new concentration in Entrepreneurship
2. Finish updating all Management and Business Administration curriculum.
3. Build an Entrepreneurship Center in conjunction with the SBDC and The Edge (San Mateo Chamber of Commerce)

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2. Finish updating all Management and Business Administration curriculum.
3. Build an Entrepreneurship Center in conjunction with the SBDC and The Edge (San Mateo Chamber of Commerce)
4. Provide internships and interactions for students with actual entrepreneurial enterprises through a partnership with the SBDC. In particular seek opportunities with specialty businesses related to the subject areas above.

Student Success Indicators

Business Management

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Our commitment is to stay current in technology, to invest in equipment to ensure that supports the technology.

There will be a need to keep the faculty in the Entrepreneurship program current and ensure that they are in regular contact with entrepreneurs in the community. This is a fast-moving vibrant part of the economy and currency is critical to success. Instructors in the Business Management program who have skills from working in industry will be encouraged to take occasional paid consulting assignments through the SBDC and first-hand experience the current challenges in the start-up/small business environment.

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Webinars provide an effective tool for maintaining currency for faculty. Attending conferences at the Bay Area, state and national levels provide

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The Learning Center has backup software for everything that the Business Department uses; this backup works as the support for students to achieve their course objectives.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: An immediate request is to replace the retiring full-time faculty, so that there is cohesion and follow through on department goals, planning and development of programs. The department has experienced a large turnover in faculty in the few years. The Management Department is now 100% adjuncts drawn from industry who have been here (on average) of three-four semesters. In the process of this transition, faculty has rewritten its curriculum to bring it up to date and establish agreed upon SLOs for each course. This department also has a very large number of students in its program. Adjunct faculty has worked on establishing an Entrepreneurship Program and is establishing appropriate curriculum and outside partnerships to support this endeavor.

Equipment and Technology: 4T

Continue to stay current with leading technology and with updating equipment to accommodate updates and to accommodate the needs of students.

Instructional Materials: Under discussion with the department.

Classified Staff: Under discussion with the department.

Facilities: 4T

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

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Plan 1

Title:

Scheduling Problem

Description

This problem occurred because of rotating the courses, which changed the load schedule.

Action(s)	Completion Date	Measurable Outcome(s)
Meet with the department and talk about rotating classes in a more convenient manner.		4T
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

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Full-time faculty requests (identify specialty if applicable)	Number of positions
The Business Administration program is the largest declared major in the college. However, the program has been without a full time instructor since 2009/10. The adjuncts have been heroic in maintaining the quality and currency of the curriculum but to move forward with new initiatives like an Entrepreneurship major requires leadership on a full time basis.	One

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost
Microsoft Project 2013 is the latest piece of software. It is not part of our district wide; Microsoft site license.	

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

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Classified Staff

Description (for ongoing program operation)	Cost
Not available	

Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost
Not available		

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title Released Time for Full-Time Faculty	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	