College of San Mateo

Program Review Submission

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Instructional Program Review

Program Name: **Business & Management**
Program Contact: **Willis, Janice**
Academic Year: **2013-2014**
Status: **Submitted**

1. 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 Program Planning** as appropriate.

The Business/Management Program continues to mirror the college's mission statement and its diversity statement. We want our students to take advantage of the exceptional educational opportunity provided at the college. We want all students to be successful and achieve excellence in their college courses. We want all students to develop the ability to organize and manage work tasks and information through the use of computer/office technology. We recognize the importance of technical knowledge as well as interpersonal, communications and conceptual skills. The department continues to increase in diversity with the percentage of minority students growing steadily over the last three years. The population by gender is equally divided as it has been for at least the last five years. The department is introducing a new entrepreneurship program in the next year.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. 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 indicated the need for shorter questionnaires and modification of questions to be more specific to each class.

Turning to the Management concentrations, the SLO assessments are in process. This is an adjunct-only area, and most of the assessments are based on exams/quizzes or a combination of exams and a project. The SLO assessments in the management courses are conducted by the individual instructors using the tools most applicable to the specific course they are teaching. In the Human Resources Certificate, the underlying courses are performing at 75% - 85% comprehension level. Program level SLOs will be assessed in the next academic year. Project Management will be assessed the next time it is offered (planned for Spring 2015), as it is only offered sporadically due to small numbers of students majoring in this certificate. The Retail Management Degree and Certificate has been designated for banking, since the college does not offer any concentrations that actually teach specific Retail Management skills. Turning to the Marketing Management concentration, student comprehension of the target SLOs has been between 83.7% and 92%. This is above expectations.

The Business Administration majors are primarily transfer students and, as such, many do not apply for either a certificate or a degree (even if they may have completed them in the process of finishing their transfer requirements). Our transfer rates are significant, but our assessment methods for this portion of the department are under discussion for the development of a survey to better capture more appropriate data. All the courses in this major concentration are assessed through a combination of exams and projects. The comprehension level in the courses is consistently above the 80% level.

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.

> The Business/Management program has a success rate of 71.4%, slightly higher than the overall college total of 70.1% in the 2012-2013 academic year. At the same time, the retention rate of 84.1% is slightly above the college total of 83.9%.
>
> a. Ethnicity: 5 of 9 ethnic groups continue to indicate increased success with completing classes.
>
> b. Female/Male: Males indicated greater percent of success with completing classes.
>
> c. Age: All age groups maintained consistent percentages of success with the greatest success rate being in the 35-39 year olds.
>
> Recent numbers indicated actual figures surpassed the target retention rate, as well as for successful completion rate, for completing courses on a college level.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

> There remains a divergence between the two modes of delivery within Business courses; however, the most recent total college figures indicate that those differences in retention/success have almost disappeared. The enrollment data indicates a continuing trend in the popularity of online courses in Business courses. Online classes attract a different type of student, those willing to spend more independent time working The age range is a factor, with older adults (age 30 and above) having a larger success rate.
>
> Load is a key factor in many of our classes. Currently, our target is 535, and we have achieved 565, which is very efficient. Program cuts have played a role in the numbers for Business classes.

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.)

> In 2008, there were six FTEF in the Division. To date, we have lost 66% of that team, and our use of adjuncts has dropped from 1.6 FTEF in 2009-2010 to 0.5 in 2011-2012. The continuing budget cuts have also caused cuts in adjunct-taught courses from the schedule. Last year's enrollment and student outcomes for distance and traditional courses indicate closely aligned numbers. The reality is that Business programs in the CSU system have the largest number of students with a declared major. Somehow this department has dwindling enrollment during a time when demand for this curriculum is at an all-time high. In 2010-2011, the FTES was 105.8; 2011-2012 it was 121.2; in 2012-2013 it was 893. We believe part of this attrition is due to the loss of a coordinator to manage the outreach and marketing of the department, as well as lead the innovation and currency of the curriculum.

3. Career Technical Education

D. 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 of the BUSW concentration. In the 2009-2010 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 disadvantaged economic situation and cannot attend full time 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 as 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.

1. "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.

1. "Information and Records Clerks Occupations"

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 in 2011 were 108,977.

1. "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 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.

4. 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.

Information Processing programs have always been at the leading edge of CTE programs based on all the factors indicated above. Examples: currency of course revision process; currency of computer applications and equipment in alignment with State Business Education indicators. (BESAC); alignment with regional programs such as ROP; Adult Ed; Job Train.

The Business Management program is planning to add a new area of concentration with the development of an Entrepreneurship Program during the 2013-2014 academic year. (The first two courses for the program will be offered in the Summer, 2014, session.) 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.

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5. Planning

A. Results of Program 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.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. [**Note**: Specific plans to be implemented in the next year should be entered in C of the Planning section.
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 D1 and D2 of the Career Technical Education section.]

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).

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 Microcomputer Applications

The FTES and Load in this program has dropped each year since 2009. The load has moved from 617.2 to 512.9, and finally last year it dropped to 393.7. We believe this is a result of two factors. First, the increased tuition last year discouraged students from taking courses that were not absolutely required for transfer or graduation. Therefore, even though in practicality every business major needs skills in spreadsheets, PowerPoint, and Word, these are not required for transfer so the students stopped enrolling in them. Also, our students who are CTE/Certificate focused seem to be taking fewer courses per semester as they cope with increased costs and other economic pressures.

The students in this program have strong success and retention indications based on the measurements provided by PRIE. The retention percentages have been consistently high and incrementally increasing over the last few years. From 2008-2009 through 2010-2011, the retention rates have been 85%, 88% and 89%, respectively. The success rates have been somewhat less consist during that same period with results of 66%, 64% and 71%, respectively. We are examining the assessments of our SLOs to identify areas where improvements can be made in this area.

1. To guide future faculty and staff development initiatives, describe the professional 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 it 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.

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 Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

An immediate request is to replace the recently retired 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 past few years. The Management Department is now 100% adjuncts drawn from industry who have been here (on average) for 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

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

Instructional Materials

Microcomputer Department will need to update to the latest software for Fall 2014; other issues under discussion with the department.

Classified Staff

Under discussion with the department.

Facilities

C. Program 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. (Plans may extend beyond a single year.)

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.	Spring 2015	Click here to enter measurable outcome

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
The Microcomputer department will need a full-time instructor in the next few years. The need is necessary, since one of three remaining instructors retired late last year. Adjuncts are currently filling the slots at this time; however, it is important to recognize that adjuncts do not perform the many and varied responsibilities outside of teaching that a full-time faculty member does.	1
We need a full-time instructor in the Business/Management concentration. The majors in this area represent the largest declared major in the college, but the department does not have a single full-time instructor. There is a heavy component of transfer as well as CTE programming to be maintained and updated every year. The environment for business managers in Silicon Valley is one of rapid change, expectations of innovation, and challenging human resource environments. The program has declined in leadership in critical areas of the curriculum and program development. The Entrepreneurship Program has been under development for two years, but we have lacked consistent leadership to bring the certificate/degree to fruition. There is a large demand for this program that has been growing every year and the projections cannot be fully met. With only adjunct faculty we are struggling to fully launch this new program (or any others appropriate for the department).	1

Equipment and Technology

Description	Cost
52 chairs for Microcomputer Center at $220 each	11,440
3 new printers at $1500 each	4500
3 projectors at $1700 each	5100
96 computers at $1200 each Microsoft site license	115,200??

Instructional Material

Description	Cost

Classified Staff

Description	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

7. Program Maintenance

A. 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
Business/Mgmt. Course are up-to-date, but it is a constant struggle with the 24- month requirement in a large department without a full-time faculty lead	Please contact Dean, Kathy Ross	
Business Microcomputers	Janice Willis/Darrel Dorsett	
The courses are all up to date as are the certificates and degrees		

B. Website Review

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

Faculty contact(s)	Date of next review/update
Janice Willis	End of each academic year

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Janice Willis, Anne Figone, and Darrell Dorsett	Fall, 2014