

CTE Program Review

Program Name: **Business & Management**

Program Contact: **VonBleichert, Peter**

Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

BUSINESS/MANAGEMENT

Program description: CSM's Business/Management programs is an integral part of CSM's Business & Technology Division. The department offers an array of certifications and degree tracks that are designed to prepare students seeking to launch a career, start their own business, or diversify knowledge and skills for promotion in their existing career. Taught by experienced, real-world business people, the business programs combine classroom learning with hands-on experience, and are built upon a foundation of entrepreneurship and ethical values; all with a global outlook.

Of CSM's declared majors (as of Fall 2012), Business/Management is ranked third after 'Undeclared' and 'University Transfer.'

Business/Management is, therefore, the primary declared course of study for students seeking to complete a degree on-campus, or utilize CSM-offered curricula for end-goal/course-of-study completion. Thus, Business/Management is a core program/college offering essential to overall college enrollment, and is deserved of administrative attention and allocation of resources. Data suggests that, should the college align its marketing to Bay Area Business/Management majors--especially to those residing in San Mateo County, and San Mateo specifically--alongside those seeking to acquire credits for transfer, greater campus enrollment could be achieved.

College Mission/Diversity: CSM's Business/Management program strives to align with the college's missions to improve student success, promote academic excellence, develop responsive, high-quality programs and services, to support professional development, to implement the integrated planning cycle and ensure fiscal stability, to efficiently use resources, and enhance institutional dialog:

The department seeks to *improve student success* by adapting and updating assessment, curricula, pedagogy, and outcomes; *promote academic excellence* by introducing and buttressing research methodology and academic ethics by integrating and upholding institutional policies with regards to plagiarism; and *develop programs and services*, such as updated curricula, reassessing degree requirements, and introducing market/workforce-responsive programs, such as the new certificate in entrepreneurship, thereby increasing enrollment and retention, and reinforcing *fiscal stability*. Furthermore, new programs have sought to *enhance institutional dialog* by working cross-discipline/intra-division, and integrating campus resources to further enhance the student experience and relevance of curricula to real-world demand. Students attending the business and management programs reflect the diversity of our community and, per the CSM Diversity Statement, our division fosters a *safe environment that encourages the exchange of ideas that promotes equal opportunity*. Like the college, the BUS/MGMT program has experienced an influx of international students. While this introduces instructional challenges, the trend also offers unique opportunities to bring a more global perspective to business issues and curricula. While we celebrate the diversity of the Bay Area, this increased international diversity offers a new reason for celebration, and is of benefit to the entire college and the quality of education offered to its students.

Business degrees and certificates include: Associate in Arts Degree in Business Administration or Business Information Processing; an AS-T Associate in Science Degree for Transfer/SB 1440 in Business Administration; a Certificate of Achievement in Business

Information Processing (Microcomputer / Office Assistant, or, Microcomputer / Database and Spreadsheet Functions); and Certificate of Achievement in Entrepreneurship; and a Certificate of Specialization in Office Assistant (I & II).

Management degrees and certificates include: Associate in Arts Degree in Business Management, Marketing Management, or Retail Management; a Certificate of Achievement in Business Management, Marketing Management, or, Retail Management; and Certificates of Specialization in Human Resource Management and Project Management.

COMPUTER CENTER

Program description: The Business Computer Center in 14-101, 103 and 105 provides a study support environment to help CSM students succeed in their business, business computer applications, and accounting courses, addressing the first Institutional Priority and Mission: to improve the academic success of all students (including course completion, retention and persistence), and the second: to promote academic excellence (and improve transfer rates). The Business Computer Center consists of three spaces: one room with 37 computers for students, another with 32 computers for students, and a third with 24 computers for students.

Students enrolled in any course at CSM are welcome to use the Business Computer Center but priority is given to students enrolled in Business courses, Business Computer Applications courses and Accounting courses. The Business Computer Center is open Monday through Friday mornings and afternoons. It is staffed by 2 full-time/day-time instructional aides. The Center offers a friendly, comfortable atmosphere, where students can get help from the instructional aides with homework or computer problems, work with other students in study groups, or work alone in the company of other students.

The Computer Center is also used as classrooms for business computer applications courses, math, dental assisting courses, and accounting course exams that are taken online (during class time). Furthermore, accounting software demonstrations and hands-on activities are held during some accounting courses.

The Business Computer Center labs are also used by other district activities and departments such as Community Education courses, College for Kids courses, Career Center courses, Physical Education courses, VITA tax preparation courses and tax preparation, Middle College, English courses, as well as other district approved organizations.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

Business/Management: Program level SLO assessment data are being compiled in TracDat. 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. Despite a lack of baseline data for this division, our goal remains a minimum 75% student success rate.

(Note: This department is dominated by adjunct faculty whom have yet to enter date into TracDat, save for Prof. Cynthia Erickson[*].)

BUS100 – Contemporary American Business: This course has been redesigned/realigned to program SLOs and has been renamed 'Introduction to Business.' This name-change redirects the curricula to a less American/Western-centric perspective and towards a more global one. This course's SLOs were reduced from 7 to 6. For the purposes of this review, the 7 original SLOs were assessed. This course has a 83%+ success rate for the relevant semesters.

BUS150 – Small Business Management: This course is both a stand-alone course and integral to the new certificate of achievement: *Entrepreneurship – From Idea to Success*. This course's SLOs were reduced from 8 to 6. For the purposes of this review, the 8 original SLOs were assessed. This course has a 86%+ success rate for the relevant semesters.

BUS180 – Marketing: This course has 8 SLOs.

BUS201 – Business Law: This course has 4 SLOs.

BUS295 – Computer Systems in Business: This course has 9 SLOs.

BUS315 - *Keyboarding I*: This course has 5 SLOs.

BUS316 – *Keyboarding II*: This course has 2 SLOs.

BUS317 – *Keyboarding Skills Building*: This course has 2 SLOs.

BUS401 – *Business Communication*: This course has 5 SLOs.

MGMT100*– *Introduction to Management*: This course has 4 SLOs. This course has a 78% success rate for relevant semesters, and exceeds basic performance standards (college, district, and state).

MGMT215* – *Management of Human Resources*: This course has 5 SLOs. This course has a 95% success rate for relevant semesters, and exceeds basic performance standards (college, district, and state).

MGMT220* – *Organizational Behavior*: This course has 5 SLOs. This course has a 86% success rate for relevant semesters, and exceeds basic performance standards (college, district, and state).

MGMT235* – *Fundamentals of Supervision*: This course has 6 SLOs. This course has a 95% success rate for relevant semesters, and exceeds basic performance standards (college, district, and state).

MGMT265 – *Project Management*: This course has 6 SLOs.

Computer Center: Seventy-six students completed the Spring 2016 Business Computer Center User Survey and 82.9% rated the quality of the Center's services Very Good or Excellent, 14% rating the services as Good and 2.6% rating them as Fair; 97.3% said the procedures for using the Center were clear and easy to follow; 94.7% said the Center's staff were helpful; and 78.3 % said that the Center was Very helpful in their academic performance in the courses for which they used the Center with another 20.3 % saying the Center was Somewhat Helpful.

Students are aware of Business Computer Lab resources, including how to access them, and, therefore, the lab has been getting more and more traffic and usage.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).

Business/Management: Course SLOs have been or are being realigned to umbrella program objectives (Accomplished Spring 2017).

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See [GE SLO Alignment Summary Report](#) or [All Courses GE SLO Alignment Data](#).

Business/Management: Across discipline courses, 50% of course SLOs reinforce GE SLOs. As courses are updated, increasing this percentage will be a core priority/design guidance factor.

Computer Center: n/a

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.

Business/Management: From 2013-2016, student success has increased from 70.6% to 75.4%, with retention during the same time period increasing from 82.8% to 87.0%, and withdrawal indicators decreasing from 17.2% to 13.0%. Though most ethnic groups increased their success rates, the following ethnic groups exhibited declining completion rates:

Asian (0.9%), Black (13.3%), Filipino (0.3%), Pacific Islander (31%). The substantial drops in Black and Pacific Islander completion rates match campus rates and need to be addressed with strategies tailored to these ethnic groups.

Both males and females exhibited increases in completion rates, with females having the larger increase (9.1% vs. 0.1%). Twenty-five to 29, and 35-39 year-olds exhibited a decrease in completion rates.

Computer Center: Fall 2015 usage included 2,512 student visits (135 more than Spring 2015) and 359 non-duplicated students (41 more than Spring 2013) for a total of 3,332 hours (22 more than Spring 2015)

CSM Community Education also uses our Center for their 1- to 4-day computer workshops (Word, Excel, QuickBooks) each semester and College for Kids every summer but this usage is not captured in academia for reporting purposes. Our Center is also used by the VITEA volunteer tax preparation program every Spring semester which is also not captured by SARS reports.

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

Business/Management: Business course online delivery effectiveness is divided vis-à-vis overall college results on success and retention. Specifically, while results for online delivery at the college level is 63.2% for success and 79.2% (2013-2015) for retention, the course BUS401 *Business Communication* delivered 65.9% success and 84.1% retention (exceeds college average for online delivery mode), BUS115 *Business Mathematics* delivered 38.8% success and 60% retention. While this discrepancy may be grounded in the nature of the curriculum (Mathematical concepts may be inherently more difficult to convey in an online environment), a survey of BUS115 participants should be conducted with results/lessons learned extrapolated and applied to all business/management online courses. For comparative purposes, department traditional courses had a 75% success rate and 87% retention rate.

The current Business/Management curricula is deficient in the distance education arena. Business/Management had substantial television-based curricula, and, when cancelled, online options were not sufficiently pursued. For future departmental and college success, increasing Business/Management online offerings is essential, and this reviewer suggests focusing on entrepreneurship--specifically BUS150 Small Business Management--as well as international business (BUS125).

Computer Center: The on-campus courses use the lab much more than the online courses but there has been an increase in online class usage due to software requirements. Furthermore, the Business Computer Center offers substantial phone support.

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.)

Business/Management: Across indicators (2013-2016), business/management delivers programs efficiently. Load has increased from 456 to 481, with full-time FTEF increasing from 1.7 to 2.5 with a concurrent decline in Adjunct FTEF from 4.4 to 3.8 (this reflects hiring of a full-time faculty member whom now carries 40% of department FTEF), and total FTEF re-stabilizing at 2013 level of 6.3.

Computer Center: The Fall 2015 Business Center User Survey indicated that the students are satisfied with the services received.

Staffing: Students indicated that the Business Computer Center staff was helpful and that they were able to get the help they needed 'always or most of the time'.

Hours of operation: 88% of students indicate that the Business Computer Center is available when needed 'always or most of the time'.

Tutorial and other services: The assistance-on-demand structure seems to be working well and there are no current plans to make changes.

Space Utilization: Accounting instructors are utilizing the computer center more and more, either to proctor online exams or to have students do an online homework assignment during class (the respective instructor is present to offer assistance/guidance).

However, during morning hours, the center is often closed, though students are aware of other locations on campus where they have access to computers that can be used to complete assignments.

Equipment and Technology: 95% of students indicate that computers were always or most of the time available when needed and had necessary software loaded.

3. Career Technical Education

A. Career Technical Education Data (This information is required by California Ed. Code 78016.)

1. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State Of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information)
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area.

Business/Management

Fiscal Year 2016-2017 state data for General Business and Commerce, General (Top Code 050100) has students at 78.37% skill attainment (GPA 2.0+), 92.51% completion rate for certificates, degrees, and transfer-ready programs, 88.86% persistence in higher education, and 68.19% employment. During the same period, SMCCD's General Business and Commerce data has students at 44.83% skill attainment (GPA 2.0+), 100% completion rate for certificates, degrees, and transfer-ready programs, 96.43% persistence in higher education, and 54.55% employment.

General Business and Commerce positions and careers are among those growing fastest in the Bay Area. In the San Francisco-San Mateo-Redwood City Metropolitan Division. Large increases—over 25%—are projected for several related positions/careers from 2012-2022, such as:

- Market research analysis and marketing specialists: 41.3% increases in projected employment, with an annual average percent change of 4.1.
- Management analysts: 33.3% increases in projected employment, with an annual average percent change of 3.3.
- Marketing managers: 26.7% increases in projected employment, with an annual average percent change of 2.7.
- Human Resources managers: 24.0% increases in projected employment, with an annual average percent change of 2.4. (Note: Job growth is expected to be impacted by the use of computerized human resources information systems, which allow companies to handle many administrative processes more productively and with fewer workers, so this projection may be optimistic).
- General management: 17.6% increases in projected employment, with an annual average percent change of 3.3.
- Sales: 24.0% increases in projected employment, with an annual average percent change of 2.4.

This data has revealed the need to create a certificate of achievement in marketing management and, perhaps, sales. Otherwise, the data supports current department curricula. Though there is overlap with other district campuses in these areas, CSM continues to excel at delivering market-relevant curricula.

Computer Center

Business microcomputer positions and careers are also among the fastest growing in the Bay Area:

Software developers/Systems software: 32.8% increases in projected employment, with an annual average percent change of 3.3.

Computer systems analysts: 26.4% increases in projected employment, with an annual average percent change of 2.6.

Database administrators: 24.7% increases in projected employment, with an annual average percent change of 2.5.

Computer network architects: 23.8% increases in projected employment, with an annual average percent change of 2.4.

This data has revealed the need to better coordinate with CIS to refine curricula and to seek guidance on design of new curricula (certificates, degrees, etc.).

2. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishment and areas of concern.

collegeofsanmateo.edu/institutionalresearch/degcert.asp

Of CSM's declared majors (As of Fall 2012, per CSM Self-Evaluation), Business/Management is ranked third after 'Undeclared' and 'University Transfer'. Business/Management is, therefore, the primary declared course of study for students seeking to complete a degree on-campus, or utilize CSM-offered curricula for end-goal/course-of-study completion.

3. 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. address industry needs and changes; c. potential to open an office of the SBDC on campus; d. launching an entrepreneurship program.

All these goals have been met as of Fall 2016.

A new advisory committee must be organized and meet in Spring 2017. It would be ideal if, besides incorporating full- and part-time faculty, this advisory committee could include community, industry, and student advisers.

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.

Business/Management: California's Strong Workforce Initiative—a CTE-focused funding program—is guiding curricula development/evolution. This includes the launch of the new Entrepreneurship certificate, as well as planned Business Information Worker certificate.

Computer Center: Business and Accounting faculty and staff will continue to be asked to provide input to improve the Center's effectiveness.

5. Planning

A. Results of Program Plans and Actions

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

Business/Management:

1. The department is core to CSM's success, beyond offerings to transfer and undeclared major students.
2. The new certificate of achievement, *Entrepreneurship: Idea to Success*—designed and shepherded through Col during Spring and Fall 2016—has been approved and its eight new courses will be offered beginning Spring 2017.
3. Other certificates will be designed: Business Information Worker and Marketing Management.
4. Online course offerings will be increased, including BUS125 (International Business) and BUS150 (Small Business Management).

Computer Center: The Business Computer Center continues to maintain updated software as needed by all Accounting, Business, and Business Computer Applications, as well as any software requested by Community Education or College for Kids courses.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Business/Management: The department will continue to refine curricula—including courses and new certificates—including a new Business Information Worker certificate of achievement (Fall 2016).

Labor demand for microcomputer skills considered by the State Chancellor's Office to be the highest in the state, and this new certificate will help meet this demand. Courses for this certificate exist, therefore the certificate only needs to be submitted through CurriCUNET. Furthermore, the department will help establish an Entrepreneurship Center in conjunction with the campus-based SBDC and The Edge (San Mateo Chamber of Commerce) and provide internships and interactions for students with actual enterprises.

Computer Center: The Business Computer Learning Center plans to continue to provide quality student tutorial-type services unique to the needs of each student, including summer students and online students. We will count on faculty input to drive which software version we teach and keep up with business and job market.

6. 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. All courses updated during Spring 2016 semester. New courses created/approved by Col.	Peter von Bleichert	

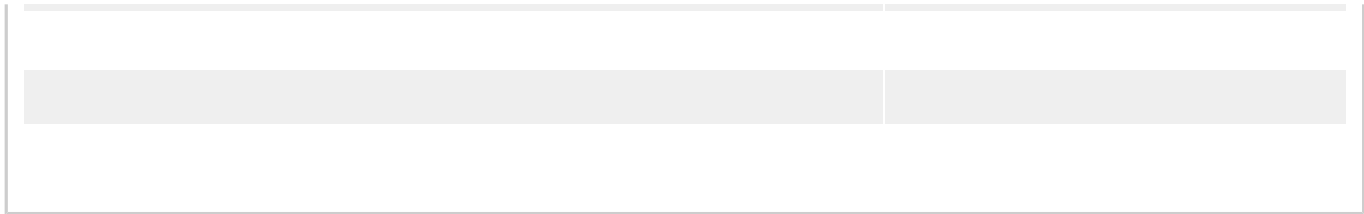
B. Website Review

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

Faculty contact(s)	Date of next review/update
Peter von Bleichert	Business updated 2016.
Peter von Bleichert	Management to be updated Spring 2017.
Darrel Dorsett	Computer Center to be updated Spring 2017.

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Peter von Bleichert (Business/Management)	Spring 2018.
Darrel Dorsett (Business Microcomputer Applications)	Spring 2017.



7. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Business/Management: Success rates have increased and withdrawals decreased. Despite business/management being the lead declared major at CSM, decrease in departmental load is concurrent with drop in campus enrollment. Increased offerings of certificate of achievements, including a new Business Information Worker and Marketing Management, are currently being designed.

Computer Center: The center continues to serve the needs of various departments/programs. The need for a replacement (due to retirement) of night Instructional Aide is pressing.