

2019-20 Business Computer Systems and Management Comprehensive Program Review

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

Business Computer Systems & Management (BCM) focuses on developing office skills and applications needed to succeed in the workforce, and in higher education. The program echoes the College's Mission, "transform a global community of learners" by providing students with open access, transfer opportunities and workforce development by giving students the necessary skills to succeed in their careers. Students are able to "Get In, Get Through and Get Out on Time" because they are better prepared to complete assignments and compete in the workforce.

The main goals of the program are to:

- (a) Provide excellent instruction by highly qualified faculty to prepare students for success in business careers, the classroom and personal growth
- (b) Encourage faculty research, collaboration, faculty-student interaction, and professional activities that enhance faculty skills and student learning
- (c) Continue to build strong partnerships with industry and the community by strengthening outreach programs
- (d) Provide support to enhance distance-learning opportunities for staff and students by implementing latest learning tools, software and technology
- (e) Provide new areas of study and certificates that align with the College's Mission, industry standards and workforce development

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Narrative

The following are PSLO's for BCM:

- Apply critical thinking and analytical skills in decision- making and problem solving.
- Understand and apply accounting principles to prepare financial statements.
- Develop an understanding of the law and the legal environment as it relates to business operations, including its ethical implications
- Identify the basics of information technology and apply software applications to enhance efficiency of business functions.
- Create effective oral and written business communications utilizing modern communication technologies.
- Demonstrate knowledge of basic economic concepts and how they affect business.

I.C. Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

The staffing structure for the Business Computer Systems & Management Program is:

Michael Kane, Dean Business, Education & Professional Programs

Soledad McCarthy, Coordinator (BCM, BUS & HTM) and full-time business faculty

Barbara Corzonkoff, Adjunct Instructor

Sita Motipara, Adjunct Instructor

The coordinator and faculty are all trained in online teaching. Additionally, coordinator is a member of the Online Education CTE Pathways Design and Professional Development Grant. The grant provides opportunities and tools for online teachers. This will not only inspire and "transform our global community of learners", but also allow students to "get in, get through ad get out" on time.

I.D. Personnel FTE

- Provide the current FTE of each category of personnel.
- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

Provide the current FTE of each category of personnel.

- FT Faculty FTE: 0
- Adjunct Faculty FTE: 0.8
- Classified Staff FTE: 2.0
- Administrator FTE:(Personnel FTE) 1.0

I.E. Program Review Team

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Narrative

Michael Kane, Dean, Business, Education & Professional Programs. Provided support, SWOT and assistance to Soledad McCarthy

Soledad McCarthy, Business, BCM & HTM Coordinator/Professor. Soledad teaches business, management and entrepreneurship courses for the Business Department, SPOL entry and narrative.

Barbara Corzonkoff, Adjunct Instructor, BCM provided suggestions and support for process

Sita Motipara, Adjunct Instructor, BCM provided suggestions and support for process

Grace Beltran, Adjunct Instructor, BUS provided suggestions, support for process and Course Outline Prerequisite Checklist

II.A. Progress on Prior Program Objectiveness (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative

The program objectives are continuing:

1. Faculty will continue to use other methods to contact students who are not successfully fulfilling course requirements. At Division Meetings, representatives of student support services will discuss the support services offered at the College so faculty and staff are aware of student services offered - This is an ongoing objective. Student services representatives visited BEPP meetings to provide information and support. BCM faculty is piloting synchronistic meeting for her online class in fall 202 to provide additional support to online students.
2. Faculty will continue to attend CTTL workshops/seminars to learn new pedagogical approaches to teaching and learning and learn best practices to implement in the classroom. Faculty are committed to increasing success rates for students to fulfill the Skyline Promise goals. -Ongoing Objective
3. All BCM faculty who teach online courses or were interested in teaching online courses have completed Canvas online training and are certified. Additional Canvas online training will continue for faculty in the Division who want to expand to teaching online courses or using Canvas to post resources and materials for students. The goal is to continue training and workshops and be fully implemented by June 2019.-Completed

Associated Objectives

[1034-Re-design of BCM Curriculum](#)

II.B Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes.

Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

Using various instruments, we learned that students are achieving the set course SLO's for the current year and met learning outcomes. Although learning outcomes were met, new assessment measures should be used for continuous improvement. The Department completed all course assessments for all courses in Spring 2019. They were entered into TracDat.

The annual success rates from 2017-2018 to 2018-2019 went up from 63.2% to 68.5% for online BCM courses.

The Retention rates from 2017-2018 went up from 78.8% to 92.1%. The withdrawal rates from 2017-2018 drastically went down from 21.2% to 7.9%. These numbers are in part due to the great work of the BCM faculty.

Outdated courses have been deleted and current courses are being updated to meet the changing technical environment.

Critical thinking assignments have been embedded into all BCM courses.

II.C Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

The BCM Department made significant progress towards raising retention rates and success rates and lowering withdraw rates. BCM 200 was changed from a 2 unit course to a 3 unit course. The curriculum was updated to reflect Google Suites which is currently used by many employers and professionals. Outdated courses were deleted.

II.D Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative

All of the BCM courses are fully online. Our BCM instructor, Sita Motipara is piloting synchronistic meetings for her fall 2020 online course to provide additional support to students and to create class community.

II.E Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

The BCM Program is currently inline with the online college initiative to provide access to students who are unable to go to class. Our fully online offerings allow students of all schedules to take courses and to gain skills to assist with careers.

II.F Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative

Although our enrollment numbers are down from 2014, our success and retention rates are up. The department adjusted course offerings and deleted courses that had not been offered in over a year. Our headcount by gender has been steady since 2014-2015. The overall female headcount is 61.9% and the male headcount is 35.3%. The success rates of Black-Non-Hispanic Students has gone from 23% in 2014-2015 to 25% in 2018-2019, whereas Hispanic/Latino success rates jumped from 36% in 2014-2015 to 88% in 2018-2019. We would ideally like to see the same progress for Black-Non-Hispanic students.

Synchronistic meetings are being piloted in fall 2020 to provide additional support.

III.A. Curriculum Review

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/programreview/cpr.php>
3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

1. Completed
2. In Progress
3. Form uploaded
4. Uploaded

Evidentiary Documents

Course Outline and Prereq Checklist Table BCM final.xlsx

(Please access the Excel document in the Attachment tab.)

IV.A Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative Strengths

- ACBSP accreditation for the department
- No equity gaps in student population

Weaknesses

- Lack of full-time faculty
- Success, retention and drop rates

Opportunities

- Potentially dual enrollment

Threats

- Enrollment numbers have been in significant decline
- Job outlook

Recommendations and Next Steps

- Develop 2-year scheduling plan
- Investigate expansion into dual enrollment
- Investigate why success, retention and drop rates are where they are
- Investigate the Business Information Workers Certificate work at the state
- Assess how the lab and its resources are being used

IV.B Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

The ideal future for BCM is to offer dual enrollment courses as well as solidify a collaboration with adult schools. Additionally, adding more BCM courses to existing certificates and to create a stand-alone BCM certificate would also be ideal.

The program would like to provide OER/ZTC to all BCM courses. This change in pedagogy and delivery will provide access to students and hopefully increase enrollment, retention, and successful completion.

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative

Over the next six years, the program would ideally have larger enrollment numbers, newer/updated software and be fully OER/ZTC. The Information Worker Certificate would be up and running and BCM courses would be added to more existing certificates.

V.B. Action Plan and Resources Requests

Develop one or more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative**Associated Objectives**

[1034-Re-design of BCM Curriculum](#)

[1035-Fully OER \(Open Educational Resources\) Model for BCM Courses](#)

Enhanced Budget with Objective and Task Detail

[Business Computer Systems and Management Enhanced Budget with Objective and Task Detail](#)