Ohlone College
Program Review Report

• Program Description and Scope:
  1. Program Review Title: Business Supervisory Management
  3. Review Type: Instructional Disciplines
  4. Program/Departments: Business Supervision Management (05006)
  5. Authority Code: 53-Dean, Business, Technology, and Learning Resources
  6. External Regulations: Yes X No
  7. Provide a brief narrative that describes the instructional program/discipline.

      The Business Supervision/Management program is designed to prepare students for Supervision/Management and Leadership positions in various industries.

  8. Describe how the program specifically serves students, faculty and staff:

      This program is designed to prepare students for Supervisory/Management and Leadership positions. The curriculum focuses on both operations and staff (direct support) organizational positions. This program has been instrumental in helping community members who are struggling in the current economy, as well as advancing the careers of students who wish to pursue management positions.

  9. Describe how the program addresses current needs and applies current technologies.

      The Business Supervision/Management Program is led by professionals with backgrounds in business and education. They bring both theoretical knowledge and hands-on experience to the classroom.

  10. Discuss the impact of the program on the college and/or other programs.

      The Business Supervision/Management Program complements the courses offered in the Business Administration Department at Ohlone College. Students can earn a Certificate of Achievement or an AA Degree in Business Supervision/Management. Students also have the option of taking Business Supervision/Management courses as an add-on to the Business Administration program. The Business Administration program is geared more towards business operations rather than having a strict management focus.

      Ohlone College is one of two colleges (see attached file, "Who else offers a BSM type of Program?"-updated file for 2011) in the immediate area that offer a Business Supervisory/Management Program and/or certificate award for Supervisory/Management study.

  11. Discuss the impact of the program on the community and the impact of the community on the program.

      The Business Supervision/Management Program complements courses offered
via the Business Administration Department. Through these programs, students can earn a Certificate of Achievement or an AA Degree in Business Supervision/Management. They also have the option of taking Business Supervision/Management courses as a supplement to the Business Administration program, for a more business operations-focused study. Ohlone College is one of two colleges (see attached file, "Who else offers a BSM type of Program?-updated for 2011) in the immediate area that offer a Business Supervisory/Management Program and/or certificate award for Supervisory/Management study.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. **Core Values, Goals & Objectives:**

**College Core Values**
- We provide life-long learning opportunities for students, college personnel and the community.
- We open access to higher education and actively reach out to under-served populations.
- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote team work and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

**College Goals/Objectives**
  1. **Through innovative programs and services, improve student learning and achievement.**
  2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**
     2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.
  3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**

  4. **Briefly describe how the program supports the college mission, vision selected college values.**
The primary focus of the Business Supervisory/Management Program is to provide the basic skills needed for career entry positions in business and industry. It also provides the opportunity for students to learn the skills necessary to advance to supervisory and management positions with their current employers. Although the program does not specifically focus on students who want to transfer to universities for upper division coursework, some students who complete the program eventually continue with upper division university courses.

The Business Supervision/Management Program supports all of the Ohlone College core values to some extent. The core value that is most directly related to the program is the providing of life-long learning opportunities for students, college personnel and the community. Students can enter the program at any point in their business careers. They can participate in a certificate or AA degree program, or they can simply take specific courses that will help them to advance in their careers. There are no academic or work prerequisites for students entering the program. The program is open to anyone in the community who meets the basic community college entry requirements.

5. Briefly describe how the program supports selected college goals.

The Business Supervision/Management Program embraces the following two goals:

Goal #1
Through innovative programs and services, improve student learning and achievement

The Business Supervision/Management Program courses are offered sequentially which means that for the student there is a natural progression into a focused path for management. Courses are developed using innovative features such as current, cutting-edge software. (Example Project Management).

Goal #2

This position is directly related to Ohlone College’s Goal #2 in that one of its focus areas is to keep up with industry trends and needs. Students (and their employers) who participate in this program are regularly surveyed for their input as to how this program can help keep up with the current employment needs.

Goal #3:
Promote continuous, needs-based, learning and professional development opportunities for all district personnel.

The Business Supervision/Management Program provides an opportunity for all personnel associated with the Ohlone Community College District to prepare for a career in business and industry or to get the training necessary to advance in their business career.

6. Briefly describe how the program supports selected college objectives.

When employees are taking courses offered through this program, work efficiency, performance, and attitude are affected positively.

- Program SLOs & Assessment
  1. Program SLO -

Identify the challenges and opportunities which define the job of being a leader, manager or supervisor in today’s high-tech global economy.

  a. Indicate program assessment strategies used.
     i. Skills Assessment
     ii. Other

Group Project. To demonstrate proficiency for this SLO, students will partake in skills assessment activities. They will be given real world case scenarios to study, then use these cases to present findings to their peers through a group presentation. Each group will present one case study.

  b. Describe the criteria and standards used to appraise student work.

Student success for reaching the SLO will be measured through peer group ratings and comparisons of their responses with the real world case scenarios. The instructor will also use a check-off list with the following criteria to ensure mastery of this SLO is achieved.

Check off list criteria:

Did the students (group/individuals) show;

1) understanding of the point of the case study
2) present the facts of the case.
3) indicate the main issues to solve for this case study
4) present solutions to solve the issues at end
5) clarity in both oral and written portions for the project.
c. Enter assessment results and analyze student success in achieving this program SLO.

Students will be assessed on this SLO during SPRING 2012. Data will be gathered.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

After Spring 2012 data has been collected, revisions may or may not be suggested here. (September 2011).

e. Future Action (Improvements)

2. Program SLO -

Demonstrate proficiency in using the latest Project Management technology tools.

a. Indicate program assessment strategies used.
   i. Skills Assessment
   ii. Performance Assessment

b. Describe the criteria and standards used to appraise student work.

Criteria:

For SLO#3, for BSM 105, students will be asked ot create an online project using Office Project. Students will work in groups.

Assessment:

Students will be assessed and graded on accuracy of project timeline from project inception to completion.

c. Enter assessment results and analyze student success in achieving this program SLO.

Students will be assessed on this SLO when it is offered SUMMER 2012.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

None at this time. Assessment cannot commence until the course is taught Summer 2012.

e. Future Action (Improvements)

3. Program SLO -
Acquire and evaluate skill sets needed for being a successful leader, manager or supervisor in the 21st century.

a. Indicate program assessment strategies used.
   i. Skills Assessment
   ii. Other

   Students will be asked to create an excel spreadsheet that details the skill sets needed for being a successful leader, manager or supervisor in the 21st century. There will be a check-off list used to ensure they capture specific skills.

b. Describe the criteria and standards used to appraise student work.

   Students will be appraised by the faculty using a check-off list to ensure specific skills sets and techniques have been recorded in the spreadsheet.

   The check-off list will contain:

   1) List of skillsets
   2) Types of managerial positions
   3) Examples of role models for leadership
   4) Resources that be used to acquire skillsets.
   5) Timelines on how to acquire skillsets.

c. Enter assessment results and analyze student success in achieving this program SLO.

   Data for this SLO will be gathered during Summer 2012.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   N/a at this time.

e. Future Action (Improvements)

• SLO Matrix

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM 101</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>BSM 102</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSM 103</td>
<td>P</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>BSM 105</td>
<td></td>
<td>M</td>
<td>P</td>
</tr>
<tr>
<td>BSM 106</td>
<td>P</td>
<td>M</td>
<td>P</td>
</tr>
<tr>
<td>BSM 108</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>
- **SLO Matrix Comments**

- **Course SLO & Assessment**

  **BSM 101 Fundamentals of Supervision**

  1. Acquire and evaluate skill sets needed for being a successful leader, manager or supervisor in the 21st century.
  2. Identify effective communication techniques and develop a process for performance feedback to employees.
  3. Compare and evaluate various techniques for motivating, leading, and managing personnel.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubrics</td>
</tr>
<tr>
<td>Performance Assessment</td>
</tr>
<tr>
<td>Skills Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the criteria and/or performance standards used to appraise student work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria:</td>
</tr>
<tr>
<td>For SLO #1 for BSM 101, students will create an excel sheet comparing skill sets</td>
</tr>
<tr>
<td>needed for various managerial positions in the 21st century.</td>
</tr>
<tr>
<td>Assessment:</td>
</tr>
<tr>
<td>Students will be appraised by the faculty using a check-off list to ensure specific skills sets and techniques have been recorded in the spreadsheet.</td>
</tr>
<tr>
<td>The check-off list will contain:</td>
</tr>
<tr>
<td>1) List of skillsets</td>
</tr>
<tr>
<td>2) Types of managerial positions</td>
</tr>
<tr>
<td>3) Examples of role models for leadership</td>
</tr>
<tr>
<td>4) Resources that be used to acquire skillsets.</td>
</tr>
<tr>
<td>5) Timelines on how to acquire skillsets.</td>
</tr>
</tbody>
</table>

| Criteria:                                                                     |
| For SLO #2 for BSM 101, for BSM 101, students will create an inventory diagnostic test that shows effective communication techniques that they will test on their peers for self assessment. |
| Assessment:                                                                  |
| Students will create a survey to issue to their peers. This survey will be appraised by the faculty using a check-off list which will contain questions pertaining to; |
| 1) Skills interest                                                           |
| 2) Self esteem                                                               |
| 3) Education                                                                |
| 4) Future Goals                                                             |
Criteria:

For SLO #3 for BSM 101, students will create a powerpoint presentation demonstrating techniques on how to motivate, lead, and manage personnel.

Assessment:
Presentations will be assessed and graded on a rubric

<table>
<thead>
<tr>
<th>TASK</th>
<th>Not satisfactory (0 points)</th>
<th>Satisfactory (10 points)</th>
<th>Exceptional (20 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contains categories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate # of slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All group members participated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critiques given to other groups</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enter assessment results and analyze student success in achieving course SLOs.

In progress to be collecte Spring 2012

Describe revisions in curriculum or teaching strategies implemented to promote student success.

n/a

Future Action (Improvements)

Describe changes you will make to promote improved student learning

Implementation Plan
Timeline:

Key/Responsible Personnel:
BSM 102 Interpersonal Relations in the Workplace
1. Recognize the importance of interpersonal relations in the business world today.
2. Demonstrate the skills necessary to establish and maintain positive working relations with supervisors, peers and line/staff people.
3. Apply principles and techniques to effectively handle conflict, stress, and achieve wellness.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Assessment</td>
</tr>
<tr>
<td>Skills Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the criteria and/or performance standards used to appraise student work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For SLO #1 for BSM 102, students will do an interview with someone from another culture and write about it in essay form following course guidelines.</td>
</tr>
<tr>
<td>For SLO #2 for BSM 102, students will be asked to partake in a role play where they can demonstrate their understanding of this SLO.</td>
</tr>
<tr>
<td>For SLO #3 for BSM 102, students will prepare a personal plan detailing a wellness strategy for themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enter assessment results and analyze student success in achieving course SLOs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012: At first students had difficulty with team projects. As the class progressed and given clear guidelines and expectations they did better. When the transfer they will surely have team assignments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe revisions in curriculum or teaching strategies implemented to promote student success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012: Students interviewed a person from another culture. New activities: Students participated in team projects. Team work progressed from simple to more complex team assignments. They began by creating a team charter, did some role playing exercises, team log, and team evaluations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Action (Improvements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain current student learning plan</td>
</tr>
</tbody>
</table>

BSM 103 Management of Human Resources
1. Demonstrate an understanding of fundamental operations for the Human Resources Department and the legal implications for decision making.
2. Create and implement specific professional development plans for employees within an organization.
3. Examine and make sound recommendations on issues in Human Resources that impact an organization.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Assessment</td>
</tr>
<tr>
<td>Skills Assessment</td>
</tr>
<tr>
<td>Indirect Assessment: Survey, Focus Group Discussion, Interview</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the criteria and/or performance standards used to appraise student work.</th>
</tr>
</thead>
</table>
For SLO #1 for BSM 103 students will prepare a report based on a CASE STUDY. The report will cover the problem (Situation), the outcomes, and how it was resolved.

For SLO #2 for BSM 103 students will prepare a professional development plan for sample employee roles issued to them by their employer. The plan will cover a date range for one year, detailing the Professional Development training.

For SLO #3 for BSM 103 students will prepare a presentation showing how various issues can impact an organization.

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

BSM 105 Operations Management
1. Compare and contrast operations strategy in a global environment.
2. Evaluate location and layout strategies, operations management and job design.
3. Demonstrate proficiency in using the latest project management technology tools.

Indicate planned course assessment strategies

Rubrics
Performance Assessment
Skills Assessment

Describe the criteria and/or performance standards used to appraise student work.

Criteria:
For SLO #1, for BSM 105, Students will be asked to complete a case study that looks at Industries which have international locations.

Assessment:
Answering case study questions that demonstrate understanding of global awareness and strategic methods. These will include the students being able to read a GANTT chart, draw Activity on Arrow (AOA) and Activity on node (AON) networks, complete forward and backward passes for a project, and determine a critical path.

Criteria:
For SLO #2, for BSM 105, Students will be asked to visit a local fast food chain and compile a presentation. In groups of 5 they will complete the presentation that will
include layout considerations for the restaurant, employee positions and, from the HR perspective how review of Labor planning policies, ergonomics, and work environment issues.

**Assessment:**

This presentation will be graded on a rubric.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Not satisfactory 0 points</th>
<th>Satisfactory 10 points</th>
<th>Exceptional 20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Contans categories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation Leading Managing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate # of slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All group members participated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creatitivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critiques given to other groups</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Criteria:**

For SLO #3, for BSM 105, Students will be asked to create an online Project using MS OFFICE PROJECT. Students will work in groups.

**Assessment:**

Students will be assessed and graded on accuracy of project timeline from project inception to completion.

**Enter assessment results and analyze student success in achieving course SLOs.**

Data to be collect Summer 2012.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

N/A

**Future Action (Improvements)**
BSM 106 Communication for Supervisors
1. Demonstrate comprehension of the techniques of effective communicating in the workplace.
2. Evaluate effective listening and feedback skills when interacting with others.
3. Apply effective public speaking techniques by using multimedia tools.

<table>
<thead>
<tr>
<th>Performance Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the criteria and/or performance standards used to appraise student work.</th>
</tr>
</thead>
</table>

**Criteria:**
For SLO #1 for BSM 106, students will be asked to complete a Case Study that demonstrates various ways to communicate effectively in the workplace.

**Assessment:**
The assessment and grading criteria for this SLO will be based on the questions answered by the students from this case study. The questions will include:

1. What are the basic business issues in this case?
2. Is gender really the main issue in this case study?
3. Who are the key stakeholders in this case?
4. What courses of action are being pursued by the parties in this case study?

**Criteria:**
For SLO #2, for BSM 106, students will respond to sample interactive exercises after viewing selected video samples that focus on managers and employers listening and giving feedback to each other.

**Assessment:**
This SLO will be assessed and graded by having students review their interactive exercise scores.

Scores 35-45 will show understanding
Scores 25-35 will show some understanding
Scores 15-25 Little understanding
Scores Less than 15 no understanding of subject matter.

**Enter assessment results and analyze student success in achieving course SLOs.**
Will be collect Fall 2012.
Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

Maintain current student learning plan

BSM 108 Leadership in Organizations

1. Define effective leadership and discuss its significance in the workplace.
2. Identify the ethical issues or questions facing supervisors today and discuss social responsibilities of management.
3. Examine the effectiveness of various leadership styles and techniques.

Indicate planned course assessment strategies

Rubrics
Performance Assessment
Skills Assessment
Other

Other

1. role play

Describe the criteria and/or performance standards used to appraise student work.

Criteria:

For SLO#1, for BSM 108, students will study various leaders from all types of industries. They will note if these leaders make a significant impact to the industry they work in.

Assessment:

For SLO#1, for BSM 108, Students will create a spreadsheet that will show the various companies, leaders types and styles.

Criteria:

For SLO#2, for BSM 108, students will search the OHLONE COLLEGE LIBRARY DATABASE, BUSINESS ARTICLES to find current ethical dilemmas faced by todays Supervisors and Managers.

Assessment:

For SLO#2, for BSM 108, Students will be assessed and graded on how they explain and summarize the article in a mini report to the rest of the class.

1) Was the ethical dilemma quoted in the article made clear?
2) Citations clearly stated.?
3) Article current to last 5 years.
4) Mini report template issued by instructor used.

For SLO#3, for BSM 108, students will study various sample leaders and their effects on their employees.

**Assessment:**

For SLO#3, for BSM 108, each student will be given a well known leader to review. They will prepare a bio of this leader and will be asked to present the bio to the class using a presentation framework that includes, the leaders name, leadership style, accomplishments, weaknesses and state whether they (the student) like or dislike their leadership style.

Framework can be either a mini video, powerpoint presentation or poster. Presentation will be graded on content, creativity and style.

**Enter assessment results and analyze student success in achieving course SLOs.**

Data will be collected in Fall 2012.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Assessment review and results can be found in the website: http://ohlonebsm108.blogspot.com/

**Future Action (Improvements)**

- Maintain current student learning plan

- **Student Achievement:** A series of measures including course completion, course retention, persistence, program completion, and others.
  1. List expected student achievement outcomes:
  2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

There is current data for the BSM program which shows a decline in student awards. However, while the numbers may appear lower, it is important to recognize that the major successes of the BSM program are not limited to the distribution of end certificates; but rather that many students come to Ohlone with the sole objective of obtaining updated and relevant information for today's managers. Often they succeed in this endeavour by taking a couple courses relevant to their work situation over the span of several years. Most students taking the program already have a higher level degree and so the BSM emphasis should not be on the award certificate, but rather on keeping the student current, whether they are certificate-hopefuls or no.

Although fewer students are completing a BSM AA degree course, or even taking
all components of the BSM certificate program, it has been found that most of the students are taking the program to complement what they already know, as well as to learn more about supervisory management theory through the guidance and support of qualified faculty.

3. **Analyze program budget trends and expenditures.** Comment on how the program can best use budget resources.

4. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources.** Comment on how the program can best use these resources.

5. **Describe any additional notable program achievements (optional).**

6. **Additional Program Table Data**

7. **Future Action**
   - Current levels of student achievement indicators maintained.

- **Program Analysis**
  - After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs
    1. **Describe program achievements and successes.**
    2. **According to the evidence, what are the areas needing improvement?**

- **Program Improvement Objectives:**
  1. **Objective:**
     - Provide cohesive direction and curriculum clarity to promote student learning and linkage to industry partners.

  a. **Action Plan**
     - **Year 1:**
     
     This PIO can be fulfilled by ensuring full time faculty member hired, has specific directions in the Ohlone Job Description for this department.

  b. **Staffing**
     - **Year 1:**
     
     One full time faculty person. (1 FTE)

  c. **Technology (Include items that fit under IT budget codes)**
     - **Year 1:**
     
     Laptop and necessary operating software, for new faculty member to use for teaching purposes at all three Ohlone Campuses. (Fremont, Newark and Virtual campuses).
d. Assessment Plan: List Assessment Strategies

Year 1:

Review of Student Retention and Student Success indicators.

e. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
Rationale:

The Business Supervisory Management Department serves about 120 students annually and has assisted in bringing students who are pursuing management and supervisory positions into the 21st century. The increasing demands being on tomorrow's employees demonstrate how crucial this department has become to its student population. In order to keep up with these demands, and to maintain high level of service that the college has come to expect of this program, it is now necessary to hire a full time faculty member.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

This position is directly related to Ohlone College’s Goal #2 in that one of its focus areas is to keep up with industry trends and needs. Students (and their employers) who participate in this program are regularly surveyed for their input as to how this program can help keep up with the current employment needs.

3. Promote continuous, needs-based, learning and professional development opportunities for all district personnel.
Rationale:

The Business Supervision/Management Program provides an opportunity for all personnel associated with the Ohlone Community College District to prepare for a career in business and industry or to get the training necessary to advance in their business career.

2. PIO Assessment

a. Enter assessment results with analysis.
To be completed once full time faculty person commences employment.

b. **Future Action**

- **Outside Review Results** 12/01/2011

  1. List each team members name and title.

     Ohlone/Industry Team:

     Lesley Anne Buehler  
     Elisa Webb, Adjunct BSM/CAOT faculty

     Surveys were conducted by this team. Results are attached.

     Ohlone Team BSM STUDENTS: Group Two  
     Survey results and questions can be found in the Files ATTACH section thank you

   2. Discuss key feedback provided by team and how it was incorporated into the report.

     Current feedback from Advisory member took the form of a dialog about how Ohlone College meets current and future employee needs.

     Current and future needs are met by

     a) Having advisory meetings and obtaining feedback from members  
     b) Conducting surveys of students (results attached)  
     c) Having the BSM team form a relationship with the TRI CITIES one stop center for up-to-date current information on jobs that are hiring managers.(See attached spreadsheet that shows a table comparison of what BSM courses can relate to
From the student surveys, emailed to all BSM students from the academic year 08-09 (summer) most feedback resulting from 12 respondents yielded

Q.1
Students taking the program this last year had either been at Ohlone one semester, 1-2 years or even longer.

Q.2
The most commonly selected course for BSM was BSM 108- Leadership (Online)

Q.3.
Majority of students taking BSM program were fulfilling an AA Degree

Q.4
2 Students taking the BSM courses were College Graduates already

7 graduated high school

Q.5
The majority of students (8) liked the set up of the current program
1 said ok, 1 said "somehow". 2 didn't respond.

Q.6.

3 students stated they would prefer weekend only classes. (Friday evenings).

Q.7

Most are content with the program as it is currently structured.

Q.8

Occupations held by current BSM students included:
Supervisor, Admin Asst. Student Asst for purchasing dept at Ohlone College,
Team Leader @ NUMMI, Global Program Manager, Admin, CMA

Q9 & 10 concerned joining the BSM Advisory Comm and being on an email list
serve.

In a separate class survey of a single BSM course, Fall 2008
the following remarks were made:
1) Offer BSM 101 as a hybrid. As it's the first class in the sequence, students may need the face-to-face with the teacher and others in the class.

2) Offer a class in Blackboard to students, may be a 0.5 unit? (Not sure to which BSM course they may be referring to).

3) Offer Mentor Managers? Provide a place where experienced managers can sign up and then mentor beginning managers. (A place where students can go,...meetings newsletters...etc.) (There is the WEX program --not sure if Mentors are issued at that time. Something to research for the future.)

4) Offer BSM 103 again. (Yes this will be offered in the Spring 2010- with plans to move it to either a hybrid format or fully online).

5) Acquire MS Project to offer sample project management program. (We do offer students this for free via the Microsoft Academy Program).

(Full results are attached at end of Program Review under attached files)

- **Attached Files**
  1. [lbjobsbsm_PDF](#)
  2. [BSM Statistics 7-2009LB.xlsx](#)
  3. [WhoElseOffersBSMProgramx1.pdf](#)
  4. [BSM Program Database Recommendations-1.docx](#)
  5. [SLO1ManagerDefintion.xls](#)
  6. [BSMJobLinkTable.pdf](#)
  7. [Updated-BSM Courses Near Ohlone2011.xlsx](#)