Program Description and Scope

1. **Program Review Title:** Business Supervisory Management
2. **Academic Year:** 2013/2014
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 _ No X

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 main focus for the program is an introduction into the world of first line managers/supervisors. The curriculum focuses on both operational and organizational management that directly and indirectly supports employees. This program is instrumental in helping community members who have struggled in the current economy and use the Business Supervision/Management program to improve their employment prospects.

9. **Describe how the program addresses current needs and applies current technologies.**
   Professionals who are currently employed in industry and who have Business Supervision/Management expertise and educational training teach these course. These facilitators bring both current 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. (The Business Administration program emphasizes business operations and the Certificate of Achievement and the Associates Degree options enhance the program by providing students the opportunity to seek employment in both management as well as business).
11. Discuss the impact of the program on the community and the impact of the community on the program.

Ohlone College is one of two colleges in the immediate area that offers a Business Supervision/Management program and/or certificate award for Supervisory/Management study. During the last few years, while the industry was in recession, courses from the Business Supervision/Management program served as a vehicle for retraining programs.

(See attached file, “Who else offers a BUSINESS SUPERVISORY MANAGEMENT type of Program?—updated for 2013-14)

College Mission

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.

Vision Statement
Ohlone College will be known throughout California for our inclusiveness, innovation, and superior rates of student success.
(Mission Statement and Vision Statement typed as written in the catalog 2013-14)

12. Briefly describe how the program supports the college mission, vision, selected college goals and values.

The Business supervisory management program supports the mission of the college through its core courses, which address the needs for basic skills, career entry (CTE), university transfer, economic development, and personal enrichment. Participants in the Business Supervision/Management program are guided through courses that begin with the fundamental and progress steadily to more formalized training, which allows for the option of industry certifications.

In relation to the vision statement, the primary focus of the Business Supervision/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, students who complete the program...
may choose to continue with upper division university courses. The Business Supervision/Management program primarily supports Ohlone’s core value of providing lifelong 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 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.

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

The Business Supervision/Management program embraces the following goals:

Goal #1: Improve through innovative programs and services, improve student learning and achievement.

The Business Supervision/Management program courses are offered sequentially which provides the student a natural progression into a focused path for management. Courses are developed which allows students to learn using innovative tools such as current, cutting edge software. (Example “Project Management, Business Supervision/Management program [BSM-105].”)

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

The Business Supervision/Management program keeps up with industry trends and employment needs. Students and their employers who participate in this program are regularly surveyed for their input (as to how this program can help stay current.) In addition, the Business Supervision/Management program faculty meets regularly with Ohlone’s Work Experience Program (WEX) faculty in order to exchange feedback and stay current with industry trends.

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 Ohlone Community College District to prepare for a career in business and industry or to obtain the additional required training necessary to advance in their business career.

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

College Goals

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

1. **By 2013, have in place an ongoing system for identifying and assessing student-learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.**
   The Business Supervision/Management program faculty are currently utilizing the “Course in a Box,” (CIB) protocol to access their SLO’s. Examples of the findings from these assessments can be found here:
   [http://www.ohlone.edu/org/sloacomm/sloassessments.html](http://www.ohlone.edu/org/sloacomm/sloassessments.html)

7. **By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.**
   Last year (2011-12) a Program Improvement Objective was compiled and submitted, to engage a full time faculty member to run the Business Supervision/Management program. Currently part time help mainly supports this program. Having a fully engaged full time employee would assist in promoting the Certificates and Degrees within the Business Supervision/Management program.

2. **Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**
   **Objective:**
   2. **By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.**
      This is achieved by utilizing experts in the field to teach this program and by hosting an annual Advisory Committee.

3. **Promote continuous, needs-based, learning and professional development opportunities for all district personnel.**
   2. **By 2014, establish an application/selection process for interested faculty and staff to have access to leadership development program.**
   3. **By 2012, establish a process whereby all classified staff may access professional development identified in the professional development plan.**
   4. **By 2015, provide district-wide customer service training for all employees.**

The Business Supervision/Management program continues to work closely with the Human Resources Department and the Professional Development Committee to provide workshops and needed current skillset training to all Ohlone employees.

**Program SLO’s & Assessment**
15. Program SLOs:

PLO #1
1. 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.
      • Skills Assessment
      • Group Project. To demonstrate proficiency for this PLO, students partake in skills assessment activities. Students are given real world case scenarios to study, and then use these cases to present findings to their peers through a group presentation. Each group presents one case study.

   b. Describe the criteria and standards used to appraise student work.
      Student success for reaching the PLO is measured through peer group ratings and comparisons of their responses with real world case scenarios. The instructors then use a checklist with the following criteria to ensure this PLO is achieved:

      Checklist Criteria:
      Did the students (group/individuals):
      1) Show understanding of the point for the case study.
      2) Present the facts of the case.
      3) Identify problem issues.
      4) Present solutions to solve the issues at end.
      5) Communicate clearly 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 during Spring2014.

   d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
      After Spring 2014 data is collected. Revisions may or may not be suggested.

   e. Future Actions (Improvements). It should be taken into consideration whether success is measured by completion of the Business Supervision/Management program courses with a C or better? (e.g. not dropping after W). If so, is there any data related to the online aspect of the courses and whether attrition is higher in fully online courses rather than face to face or hybrids, and if so what adjustments should be made?
2. PLO #2 Demonstrate proficiency in using the latest Project Management technology tools.

a. Indicate program assessment strategies used.
   - Performance Assessment
     The student is asked to participate in an open discussion describing projects they have managed or participated in. The student answers questions concerning project management topics and tools.
   - Skills Assessment
     The student’s skill is assessed using a timed exam using T/F, Multiple Choice and Essay questions.

b. Describe the criteria and standards used to appraise student work.
   - Criteria:
     The student must demonstrate a working knowledge of slack time and critical path by describing how changes in these values can impact the overall project schedule completion date.
   - Standard
     The Management Institutes Program Managers Book of Knowledge is the standard for this assessment.

For PLO#2 assigned in Business Supervision/Management program BSM 105, students are asked to post an original thread on the discussion board describing their experience in managing or participating in a project. At minimum the student must respond to the threads of two other students. The student will also answer two questions concerning the calculation of critical path and the impact of slack time of project schedules.

Students are assessed and graded on their discussion based on the rubric for discussion topics.

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

   Results can be seen below after section e.

   Students have demonstrated a firm grasp of critical path but seem to be more challenged by the concept of slack time.

   See data results below.

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

   None.
e. Future Action (Improvements- to SLO or course in general)

The data chart below show the results for PLO#2, (the assignment column) and SLO#2:

| Average | 91.2 | 7.7 | 41.4 |
| Percent | 91.21% | 76.55% | 82.83% |

The results for the assignment column above, show that 25/29 students were successful with demonstrating PLO#2.

For SLO#2, assignment, which was the discussion item, over 75% were successful in grasping the topic.

The final exam that tested both the PLO and SLO showed an 80% overall understanding. Moving forward, this process will be repeated Summer 2013 to see if the results are the same or if changes need to made to the course assessments.
3. Acquire and elevate skill sets needed for being a successful leader, manager, or supervisor in the 21st century.

Two adjunct faculty, Elisa Webb and Marie Ver Haar, assesses this program SLO. Results for both adjuncts are listed below.

a. Indicate program assessment strategies used.
   - Skills Assessment (Webb)
   - Exam (Webb)
   - Writing Assignment (Haar)

b. Describe the criteria and standards used to appraise student work.
   Students were asked to complete a test that included as one of the questions “What are the traits of successful leaders?” (Webb)

   Students completed a writing assignment that required them to explain how to acquire and evaluate skill sets needed to become a successful leader, manager, or supervisor in the 21st century.

c. Enter assessment results and analyze student success in achieving this program SLO.
   Results can be seen below after section e.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
   There are no changes to the course assessment strategies at this time. Elisa Webb, will repeat this assessment Spring 2014 to see if results change. Marie Ver Haar will do the same.

e. Future Action (Improvements)
   n/a
Data Results

Findings from Ms. Webb’s analysis showed in student test scores that almost 80% of the class grasped the concept.

The data below shows the scores obtained by students who answered the specific questions from the writing assignment covered by Marie Ver Haar.

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</tr>
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16. SLO Matrix Key: I-Introduces, P-Practiced with Feedback, M- Demonstrated at the Mastery Level

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
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</table>

Course SLO & Assessment

For the academic year 2012-13, course SLO’s were as follows. The use of the Course in a Box (CIB) protocol was implemented to assess randomly selected SLO’s to ensure (see?) if students were attaining them. (For a listing of completed CIB’s please go here: http://www.ohlone.edu/org/sloacomm/sloassessments.html#b

**BUSINESS SUPERVISORY MANAGEMENT 101 Fundamentals of Supervision**

1. Acquire and evaluate skill sets needed for being a successful leader, a 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.

**BUSINESS SUPERVISORY MANAGEMENT 102 Interpersonal Relations in the Workplace**
1. Recognize the importance of the interpersonal relations in the business world today.
2. Demonstrate the skills necessary to establish and maintain positive working relations with supervisors, peers, and staff.
3. Apply principles and techniques to effectively handle conflict, stress, and achieve wellness.

**BUSINESS SUPERVISORY MANAGEMENT 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.

**BUSINESS SUPERVISORY MANAGEMENT 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.

**BUSINESS SUPERVISORY MANAGEMENT 106 Communication for Supervisors**
1. Demonstrate comprehension of the techniques of effective communication in the workplace.
2. Evaluate effective listening and feedback skills when interacting with others.
3. Apply effective public speaking techniques by using multimedia tools.

**BUSINESS SUPERVISORY MANAGEMENT 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.

Results below are from selected SLOs

Marie Ver Haar, Adjunct instructor, assessed BUSINESS SUPERVISORY MANAGEMENT 101-SLO #2.

Here is her Course in a Box (CIB) presentation with results:

Course Assessment in a Box
Course Assessment in a Box is a practical tool to conduct an assessment of course Student Learning Outcomes (SLOs). By following these steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, it should be easy to transfer your work to, or simply attach it to, the Program Review.

1. Number and name of the course being assessed:
   Business Supervisory Management, 101 – Fundamentals of Supervision

2. Course SLOs from the Course Outline of Record (simply cut and paste form COR)
   1. Acquire and evaluate skill sets needed for being a successful leader, a 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.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue).
   n/a

4. List the SLO(s) you are assessing in this particular instance: (above)

5. Describe the assessment strategy or tool that addresses the SLO(s):
   Assessment of this SLO occurs in two separate learning units in the course. In both parts of the assessment, the student is required to submit a written assignment. Together the assignment requires students to:

   1) Define communication and performance feedback for employees.

   2) Identify, describe, and give examples of formal and informal communications in the workplace in general and in performance feedback.

   3) Identify potential problems, advantages, and disadvantages of using specific types of communications in the workplace and give examples of effective uses of each type. (e.g. written, verbal face/face or telephone, etc.)

   Copies of the assignments Unit #4 Written Assignment and Unit #5 Written Assignment are included herewith. (attached files)
NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Example: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Test, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others…

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Criteria for the successful completion of this assignment are outlined in the Written Assignment Rubric available to students at the onset of the assignment, and included herewith.

7. By looking holistically at the results from all students, describe your findings:
Students who are still enrolled in the course at the time of assessment of this SLO are generally able to demonstrate their competence of this SLO and complete the assignment successfully. The majority of the students receive high scores equating to As and Bs. However, like all performance distribution patterns, there are one or two students who received average or below average score for their submissions.

8. Describe faculty dialogue (if any) involved in the assessment process: n/a.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teachings strategies implemented to promote student success:

In Fall 2011, the Unit #5 Written Assignment was completed in two parts and submitted separately. Three (3) out of 15 students submitted only one part of the student resulting in their receiving up to only one-half of the credit, and preventing a complete review of the student performance on the SLO. In subsequent semesters, the assignment was revised to be one pat assignment only instead of two, which eliminated the problem.

10. After the improvements are implemented, describe the results:
When comparing the data from Fall 2011 and Spring 2012, it shows there was a improvement in the students’ scores after revising the assessment. The average score on this assessment in Fall 2011 was 36/40, while the average score in Spring 2012 was 38.44/40.
Business Supervisory Management, BSM 105 – SLO #2 was studied. Results can be seen in the PLO area of this Program Review, as the instructor for this course, Daniel Edwards, assessed this SLO along with PLO.
17. **Student Achievement**: A series of measures including course completion, course retention, persistence, program completion, and others.

i. List expected student achievement outcomes: see #2

ii. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, and program completion).

Program awards for the Business Supervision/Management program show a decline. (see data table below). However, while the numbers may initially appear low, (increasing to 7 in Spring 2013) it is important to recognize that the major successes of the Business Supervision/Management program are not limited to the distribution of certificates, but rather that students come to Ohlone with the sole objective of obtaining updated and relevant information for today’s management issues. Often they succeed in this endeavor by taking a couple of 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 Business Supervision/Management program emphasis should not be on the certificate, but rather on keeping the student current, whether they are certificate-hopefuls or not.

Although fewer students are completing a Business Supervision/Management program AA degree course, or even taking all components of the Business Supervision/Management program 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.

Certificate Award Data from Data Dashboard 2013:

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<th>2012-13</th>
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</tbody>
</table>
### iii. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

Although there is no formal dedicated budget to this program, operations costs are low as most of the course offerings are mostly in hybrid and online format. Use of technology along with the Blackboard Course Management system, allow the Business Supervision/Management part time faculty, to maintain interactive and sustainable program offerings. Any funding needs at this point to run this program have come from the Part Time salary Fund 10 GL line, and use of the CARL PERKINS Grant fund which is subject to terminate June 2014. Perkins has also provided coverage for salary for the Work Experience (WEX) coordinator and mileage reimbursement when visiting industry sites and monitoring students. (approx. $8000.00/academic year). Perkins also sent several Business Supervision/Management program faculty for professional development training so that they could enhance their online CTE courses. Instructional supplies for the online conversion training were also covered by Perkins and estimated $4500. During the years 2011-12 the SVICT grant helped support student assistants’ salary to for converting the entire WEX program into an online format. WEX provides on-the-job training for most of the CTE programs offered at Ohlone. More information about the WEX program is on the CTE homepage of the Ohlone website. This video was also sponsored by CTE/Perkins funds and can be found along with the list of other CTE informational videos, [http://www2.ohlone.edu/org/cte/](http://www2.ohlone.edu/org/cte/) or directly here at: [https://www.youtube.com/watch?v=eG87BQggmEc&feature=youtu.be](https://www.youtube.com/watch?v=eG87BQggmEc&feature=youtu.be)

A permanent budget would include salary/benefits coverage for a dedicated faculty member, student assistant (tutor) and Instructional supplies and the continuance in running the Work Experience Program. Office supplies needed for the Business Supervision/Management program are minimal. There would also need to also be an initial outlay of funds to cover IT equipment (computer) needed by the new hire full time faculty member in order for them to teach in the classroom and oversee online course content materials.

### iv. 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.

Currently there are no full-time faculty members. Four Adjunct faculty serve to teach program offerings and one of them as stated earlier, currently maintains the Work Experience program (WEX). There are currently 120+ students in this program. Having a dedicated full time person would create a strong foundation to allow oversight and act as a liaison with our industry partners and our Work Experience (WEX) program. Their success can be measured by the data as shown above for student success.
A full time faculty person could provide the liaison with the two departments mentioned above. The Business Supervision/Management program has been called upon several times to provide training and leadership skills. A recent example in using Business Supervision/Management program for a current professional development contract, is the partnership Ohlone College has formed with the Alameda County Water District (ACWD). The Business Supervision/Management program and faculty were contracted and delivered such an excellent Leadership program, in Spring 2013, that the ACWD has requested to re-contract with Ohlone to repeat this leadership-training program for some more its employees in Spring 2014. A full time faculty member could assist in reaching out to industry and providing more of these leadership and professionals training opportunities.

Also as stated earlier, costs to run this program are low in that most courses are offered either fully online and/or in hybrid format which reduces the need for a physical classroom. This in itself reduces facilities costs.

v. Describe any additional notable program achievements (optional).

As mentioned above, the Business Supervision/Management program has also provided training for our industry partners via the Ohlone Contract Education Department.

vi. Addition Program Table Data: n/a

vii. Future Action: Current levels or student achievement indicators will be maintained.

18. Program Analysis

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 finding. Use this data and trends to prioritize, revise, and develop new PIOs. Describe program achievements and successes.

According to the evidence, what are the areas needing improvement?

It appears that the Course in a Box (CIB) data shows that course SLO’s and PLO’s are being met. While this is good news, what this program is not meeting is outreach to the community, Ohlone Goal #1, Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

In order to support this goal a PIO was compiled requesting the hire of a full time faculty member. This person would reach out to the community to engage experts and services in the field to participate in researching what is best needed for tomorrow students in their classroom and in the workplace. This new full-time faculty member could also help with the WEX program in visiting industry partners and/or student worksites.
The Business Supervision/Management program student survey taken Fall 2013, (see link to survey at end) shows from the students’ perspective that the program goals and mission are meeting their needs.

Example comment from student:
“I absolutely love how this BUSINESS SUPERVISORY MANAGEMENT class is set up. It fits perfectly with my busy schedule and still provides enough workload in order to gain a better understanding and education about this field.”

The Business Supervision/Management program Survey taken with industry partners showed:
“Please keep the program and be sure to continue rotating the classes so that the students can obtain the certificate in a timely fashion.”

“Excellent! It is great to be reaching out to the employers for their feedback. The Business Supervision/Management program sounds like a very appropriate curriculum as we move toward Community Colleges, Employers and WIB’s all working together for future employment opportunities.”

19. Program Improvement Objectives (PIO):

Objective:
Provide cohesive direction and curriculum clarity to promote student learning and linkage to industry partners.

Action Plan
A PIO was submitted that proposed hiring a full time faculty member who would have specific direction in the Ohlone job description for this department.

a. Staffing
   One full time faculty person. (1FTE)

b. Technology
   Laptop and necessary operating system for the new faculty member to use for teaching purposes at all three Ohlone campuses. (Fremont, Newark, and eCampus).

c. Assessment Plan: How will you assess the effectiveness of your PIO?
   Review of Student Retention and Student Success indicators

d. 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.

The following goals are what the program strives to achieve:
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 identify employment needs.
3. Promote continuous, needs-based, learning and professional developments opportunities for all district personnel.
PIO Assessment
Enter assessment results with analysis.
To be completed once full-time-faculty person commences employment.

a. Future Action
   Outside Review Results
   Attached Files
   Will include a survey and results of “Who else offers a BSM type of Program?”- updated for 2013-14.
   Student survey taken Fall 2013, which also shows from the student’s perspective that the program goals and mission are being achieved.
   https://www.surveymonkey.com/sr.aspx?sm=5M2NWbOmuwTpIrDyJhAowrocRe_2fHcHq0_2f5e3perVHYU_3d

   Employer survey sent in lieu of cancelled face-to-face meeting April 2012.
   https://www.surveymonkey.com/sr.aspx?sm=fGVA4JLuIzGvW0NJMU9ngysniFhdoQu4zZTWfjYg_3d