

Program Viability Executive Summary
For
Business Management and Information Technology (BMIT)

The Business Management and Information Technology Department is the relatively new department created in the 2007/2008 academic year from the merger of Business and Computer Studies. We offer a wide variety of programs, including:

- From Business - Administrative Office Assistant, Bookkeeping, Business Administration, California Real Estate, General Management, Marketing, and Retail Management
- From Computer Studies - Computer Information Systems, Computer Science, Geographic Information Systems, Networking, and Web Development

This document will first highlight key factors that the department strongly believes should be included in a fair evaluation of our two distinct programs. These are factors that may not be known by the decision makers assessing our programs. This document will then address the program viability criteria, specifically requested by the Academic Senate's Program Viability subcommittee, in two separate sections; first for Business and then for Computer Studies.

Factors that may be unique to our programs:

- For CTE Programs, the commonly used Perkins IV CORE Indicators data is used for the purpose of evaluation. In some cases, this data does not fully describe the success and completion rates of our students due to a mismatch between our students and the criteria for those measures that has been established by the Perkins Program. For example, a graduate of our Computer Information Systems is hired by a local agriculture company doing work that aligns with their degree. Because they are hired by an agriculture company rather than a computer/information systems company, we do not get credit for their employment according to the Perkins criteria.
- Many of our students do not declare Business or Computer Studies as their major because they are not seeking a degree or certificate, but rather are here solely for a single skills-based course.
- Trend statistics based on certificates awarded should factor in that the Board of Trustees recently (2009) eliminated the majority of our single-course, skills-based certificates. We strongly opposed this action because many of our students are here to take one course and those students need the certificate for promotion or wage increase. This is especially true on the Computer Studies side of the department.
- We are efficient. With very few exceptions, our classes have full enrollments and we are turning away students when we decrease the number of sections that are offered. Between 2007-08 and 2011-12 we reduced the number of FTF course sections by 20% from 184 to 147. Between 2010-2011 and 2011-12 that number

was 13%. This 13% corresponds to the headcount decrease of 13% (5,894 to 5075). This indicates that our resources are fully utilized. We were requested to do more with less, but we can't get around the physical limitations of classroom sizes, especially those that require computer labs.

- We have been streamlining our course catalog and modifying our programs so that we offer only those courses that are required for students to graduate from our programs or are high-demand courses. We have done this because some courses have outlived their relevance (new technologies have replaced them), or because we have not been able to hire back replacement faculty, nor hire qualified adjunct faculty, to teach those courses. The following is a list of the courses that have been deleted from the catalog in the last year:

BSAD 73, COMS 16, COMS 52a, COMS 53, COMS 57a, COMS 61, COMS 62a, COMS 70a, COMS 73, COMS 74f, COMS 75a, COMS 75b, COMS 76b, COMS 77, COMS 78, COMS 79, COMS 91, COMS 92, COMS 93, COMS 95, COMS 96, COMS 110, COMS 201

- We have tried to respond to community needs by working closely with our Community Advisory Committee. We have attempted to implement some of their requests for new courses or programs, but have been largely unsuccessful. Numerous factors exist, but a major factor is that we have been prevented from, or have been unsuccessful in, filling vacant positions with either permanent faculty or qualified adjunct faculty. There is much competition for qualified faculty in our areas, especially for Computer Science faculty. Our inability to hire qualified faculty only supports the argument that the demand is high for employees (our students) who possess the skills we teach, and that the job prospects for our students is good. Until this year, we have consistently asked for replacement positions and new positions in our Annual Program Review. Largely because we have been unsuccessful in recent years, and considering the current budgetary realities, we did not request positions in this year's APR.
- National employment trends and labor data indicate that we should be increasing, not decreasing, our course and program offerings for both Business and Computer Studies. Relevant data can be found below.
- Frequently, we are contacted by business owners who are looking for students who they can hire. They are looking for students with skills in web development and e-commerce, bookkeeping and accounting, database management, networking, user support, general office and clerical, systems development and programming and many more. These inquiries reflect numbers that are not captured by most of the metrics used to evaluate the viability of the programs that our department offers.

Program: BMIT - Business

Viability Criteria	Program's Response	
Employment outlook for Kern County and State that demonstrates community needs (<i>labor market, EMSI, and/or advisory committee</i>)	<p>Projections from the Bureau of Labor Statistics of the U.S. Department of Labor state that, "the office and administrative support occupations group, with projected slower than average growth of 10.3 percent, is expected to add the largest number of new jobs (2.3 million)."</p> <p>The average wage earner in the field of Business and Financial Operations in Kern County made \$69,000 last year.</p> <p>This field is both high-demand and high-earning.</p>	
Employment statistics for BC students (<i>employment rate from latest VTEA core indicator report and/or program-generated data</i>)	73% of our students find employment (TOP CODE 05)	
CTE licensure exam pass rates of graduates or completers (<i>generated by program for those who have licensure processes</i>)	We do not have the data, and it is unlikely that students would be able to take certification exams, such as the Certified Public Accountant or Certified Financial Planner, without first obtaining a 4-year degree.	
Success rate of program (<i>KCCCD Course Book data, compared to similar programs in the state from CCCCCO Data Mart</i>)	BC: 57%	Statewide: 66%
Retention rate of program (<i>KCCCD Course Book data, compared to similar programs in the state from CCCCCO Data Mart</i>)	BC: 68%	Statewide: 93%
Completion rate of program (<i>KCCCD Course Book data, compared to similar programs in the state from CCCCCO Data Mart</i>)	BC: 78%	Statewide: Statewide rate was not available.

CTE program completion rate (completion rate from latest VTEA core indicator report and/or program generated data)	This is what COMPLETION RATE above refers to.				
Trend enrollment for five years (Yearly FTES of program for these five years from KCCD Course Book data)	2007-08 280	2008-09 298	2009-10 305	2010-11 318	2011-12 283
Cost per FTES (using correct data)	2,413.39 BMIT				
Productivity (FTES per FTEF)	14.1	14.8	16.9	17.2	16.9
Number of student contacts (for student services programs)	Does not apply				
Transfer-ready rates of students	Data Not Available				
Program meets one of the three missions : basic skills, CTE, transfer	<p>Basic Skills – This one does not apply using the strict definition. However, we could effectively argue that typing and Personal Finance meets this requirement.</p> <p>CTE – YES (Our entire program, single course, certificates and degrees.)</p> <p>Transfer – YES (BSAD B1, B2, B5, and others for Business Majors)</p>				
Provides necessary student services	Does not apply				
Ability to meet outside agency standards , such as accrediting, licensing, and governing boards.	Does not apply				
Ability for students to complete their program of study (explanation/rationale) or the need students have who are in the program (numeric data)	See discussion under “domino effect” below.				

<p>Transfer Model Curriculum (either completed or in process)</p>	<p>Business has decided not to offer the TMC major. The primary rationale for this decision is that with our limited staff, we cannot offer the math or communication component required by the TMC major. The Math and Communication departments are similarly restricted and cannot offer the additional sections that our majors would need. However, our Business degree closely models the state-wide requirements for most business programs at both CSU and UC campuses.</p>
<p>Additional revenue-generating data that the program wishes to be considered as a evidence of viability</p>	<p>None</p>
<p>Additional comments relating to the effect on other programs and services on campus should this program be altered from its current condition (the “domino effect”).</p>	<p>Most of our BSAD students are required to take COMS B2, COMS B3 or COMS B5 from the Computer Studies side of our department. A reduction in our students would substantially impact Computer Studies enrollments in these courses.</p>

Additional data, information, and rationale that demonstrates program viability:

Adjunct faculty are critical to all Business degrees and certificates, and without them, students would not be able to complete the requirements for those programs. Adjunct faculty provide those specialized skills, that are necessary for meaningful Business programs, not possessed by our full-time faculty. An example of a required course is BSAD B18 (Business Law) which is required for the Accounting Associate in Arts Degree. This course is taught by an adjunct because we do not have a full-time faculty member who has a law degree. The Management, Marketing and Office assistant programs are almost entirely taught by adjunct faculty.

We have already eliminated our real estate program. Our course offerings went from 8 real estate courses per semester in 2010 to 0 this year.

Program:

BMIT - Information Technology (Computer Studies)

Viability Criteria	Program's Response
Employment outlook for Kern County and State that demonstrates community needs (<i>labor market, EMSI, and/or advisory committee</i>)	<p>Projections from the Bureau of Labor Statistics of the U.S. Department of Labor state that, "Employment in computer systems design and related services is expected to increase by 47 percent, driven by growing demand for sophisticated computer network and mobile technologies. Employment in management, scientific, and technical consulting services is anticipated to expand, at 58 percent. Demand for these services will be spurred by businesses' continued need for advice on planning and logistics, the implementation of new technologies, and compliance with workplace safety, environmental, and employment regulations. Combined, the two industries—computer systems design and related services and management, scientific, and technical consulting services—will account for more than half of all new jobs in professional, scientific, and technical services."</p> <p>The average wage earner in the field of Computer Information Systems in Kern County made \$85,000 last year.</p> <p>This field is both high-demand and high-earning.</p>
Employment statistics for BC students (<i>employment rate from latest VTEA core indicator report and/or program-generated data</i>)	84% of our COMS students find employment in the field (TOP CODE 07)

CTE licensure exam pass rates of graduates or completers (<i>generated by program for those who have licensure processes</i>)	Does not directly apply to Computer Studies, although feedback that we receive from students who have taken industry equivalent certification exams (A+, Network+, Linux+, Microsoft MCSE) indicates a very high pass rate.				
Success rate of program (<i>KCCD Course Book data, compared to similar programs in the state from CCCCO Data Mart</i>)	BC: 57%		Statewide: 79%		
Retention rate of program (<i>KCCD Course Book data, compared to similar programs in the state from CCCCO Data Mart</i>)	BC: 76%		Statewide: 79%		
Completion rate of program (<i>KCCD Course Book data, compared to similar programs in the state from CCCCO Data Mart</i>)	BC: 95%		Statewide: Not available.		
CTE program completion rate (<i>completion rate from latest VTEA core indicator report and/or program generated data</i>)	This is what COMPLETION RATE above refers to.				
Trend enrollment for five years (<i>Yearly FTEF of program for these five years from KCCD Course Book data</i>) Department Enrollment	2007-08 280	2008-09 298	2009-10 305	2010-11 318	2011-12 283
Cost per FTEF (using correct data)	\$2819.69				
Productivity (FTES per FTEF)	14.1	14.8	16.9	17.2	16.9
Number of student contacts (for student services programs)	N/A				
Transfer-ready rates of students	Data Not Available				

<p>Program meets one of the three missions: basic skills, CTE, transfer</p>	<p>Basic Skills – This one does not apply using the strict definition. However, we could effectively argue that basic computer literacy, including COMS B2, COMS B3 and our office applications course meet this requirement.</p> <p>CTE – YES (Our entire program, single course, certificates and degrees.)</p> <p>Transfer – YES (COMS B2, COMS B3, COMS B5 for many campus majors) (COMS B25, B35, and others for Computer Science Majors)</p>
<p>Provides necessary student services</p>	<p>Does not apply</p>
<p>Ability to meet outside agency standards, such as accrediting, licensing, and governing boards.</p>	<p>Does not apply</p>
<p>Ability for students to complete their program of study (explanation/rationale) or the need students have who are in the program (numeric data)</p>	<p>See discussion under “domino effect” below.</p>

<p>Transfer Model Curriculum (either completed or in process)</p>	<p>Computer Studies is finalizing the Computer Science AS-T degree. Final approval and program requirements were posted in September 2012 and we are well on our way to completing the new degree Curricunet forms. A survey was sent to all CSU campuses requesting their preference for the language(s) to be used in each course and the results were tabulated October 30. We are finalizing our curriculum decisions and should have those completed by mid-November. Our goal is to have the program quickly approved so that we can begin instruction in the Fall of 2013. Two new courses, not currently in our catalog, will be developed to implement the new AS-T degree. Even without the addition of new faculty, we will be able to add these courses by shifting teaching assignments within the department.</p> <p>Even though we have a limited number of faculty in which to implement this new, specialized degree, we are doing for these reasons:</p> <ul style="list-style-type: none"> • Students will benefit from the priorities derived from the SB1440 legislation • We hope to increase our transfer rates when students see these benefits • We anticipate increased enrollments because of the much higher educational costs of CSUs and UCs
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<p>Additional revenue-generating data that the program wishes to be considered as a evidence of viability</p>	<p>We offer employment screening exams for the County of Kern for two of their positions – ISS III and Systems Analyst. Providing these exams brings in as much as \$1500 to a low of \$75 per year. These funds have been used to purchase technology supplies, Microsoft MSDN license fees and software for some of our courses.</p>
<p>Additional comments relating to the effect on other programs and services on campus should this program be altered from its current condition (the “domino effect”).</p>	<p>COMS B2, COMS B3 and COMS B5 are required or elective courses for numerous campus programs. The programs are:</p> <ul style="list-style-type: none"> • Agriculture Business Management Certificate of Achievement • Agricultural Business Management Associate in Arts Degree • Agricultural Business Management Associate in Science Degree • Forestry Associate in Arts Degree • Forestry Certificate of Achievement • Forestry Associate in Science Degree • Automotive Management Job Skills Certificate • Accounting Associate in Arts Degree • Office Assistant Job Skills Certificate • Office Assistant Certificate of Achievement • Administrative Office Assistant Associate in Arts Degree • Bookkeeping Certificate of Achievement • Business Administration Associate in Arts Degree • General Business Job Skills Certificate • Marketing Certificate of Achievement • Marketing Associate in Arts Degree • Retail Management Certificate of Achievement • Human Services Job Skills Certificate • Human Services Associate in Science Degree • Industrial Technology (General) Associate in Science Degree • RADIOLOGIC TECHNOLOGY

Additional data, information, and rationale that demonstrates program viability:

In conjunction with the creation of the Computer Science Transfer Model degree, we are completely revising our current degrees and certificates to achieve these goals:

- To more closely reflect the realities of the limited faculty who can teach much of our curriculum
- To reduce the number of degrees from four to two. The first being the Computer Science Associate in Science – T (Transfer model), and the second being a Computer Science Associate in Science (for non-transfer students). This second Associates degree will have two tracks: Systems (specializing in CompTIA industry certifications) and Web Development. Additional tracks, such as Application Development, can be added more easily than entirely new degrees, should an increase in faculty occur. Having multiple tracks will also increase student completion rates by allowing students the flexibility to “jump” to another track while still attaining a balance of the skills necessary for the degree.
- In anticipation of increased enrollments, based on national trend data in computer-related fields, we have streamlined our programs to enable us to be more responsive to student needs.

We believe that by restructuring our degree programs in alignment with the C-ID Transfer models and by streamlining our programs overall, we will increase the rate of student success (as measured by completion rate).