

## CWCC Program Mapping Process Guide

	Program title: Business Management AAS	CWCC Rep: Erica Brindisi
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<b>Process Step</b>	<b>Question</b>	<b>Response</b>
<b>Degree Purpose</b>	1. For what type of path was this degree created: transfer or job readiness?	Terminal degree
	2. Is this an AOS, AAS, AS, or AA?	AAS
	3. List the current number of credits required to complete this degree.	64
<b>Complete "Math Pathway"</b>	Answer the following questions: 1. What is the highest-level math in your program? a. What are the math skills that are required for that course? E.g. is this the highest course because it is the only place that the student will get logarithms, but that is the only reason they need this as the highest-level math?	MA115 - Intermediate Math or MA110 – Elementary Statistics
	2. What is the path from the lowest-level math to your highest-level math?	NA
	3. Are there any corequisites for any of those math courses in the math pathway?	No
	4. How well does this math transfer to other schools?	NA
	5. How well does this math serve job readiness for graduates?	Intermediate Math and Elem. Statistics both provide students a necessary foundation in math.

<b>Complete prerequisite/corequisite analysis</b>	For each required program course: 1. Are there any 100-level courses that have prerequisites? a. What is the rationale for the 100-level course having a prerequisite?	AC115 for AC116. EN101 for EN102 IS-101 for IS-200
	For each required program course: 2. Are there any 100-level courses that have corequisites? a. What is the rationale for the 100-level course having a corequisite?	No
	3. Are there any courses that have prerequisite or corequisite courses that are not part of the program? b. What is the rationale for that prerequisite or corequisite?	No
	For each elective course: 1. Are there any courses that have prerequisite or corequisite courses that are not part of the program? a. What is the rationale for that prerequisite or corequisite? b. Is the prerequisite or corequisite course a separate elective on the program?	No
<b>Gateway Courses</b>	1. What course or courses are crucial to determine early success in this program?	IS-101, and AC-115
	2. What course or courses are crucial as a prerequisite in this program?	Developmental math
	3. What course or courses have a high failure rate in this program?	MA-115, BM-110, IS-101, and AC-115
	4. What course or courses do students put off until late in the program? Does this delay have effects on other course sequences?	none

<b>Exclusive Course Scheduling Issues</b>	1. Are there any courses in this program that are <b>only</b> ever offered during the day?	No
	2. Are there any courses in this program that are <b>only</b> ever offered during the evening?	No
	3. Are there any courses in this program that are <b>only</b> ever offered during the fall semester?	No
	4. Are there any courses in this program that are <b>only</b> ever offered during the spring semester?	No
	5. Are there any courses in this program that are <b>only</b> ever offered during the intersession or summer semesters?	No
	6. Are there any courses in this program that <b>are</b> offered during the intersession or summer semesters?	No
	7. Are there any courses in this program that are <b>only</b> ever offered online?	No
	8. Are there any courses in this program that <b>are</b> offered online?	Applicable BCCS Dept. Online Classes: BM108/110/115/120/251 AC115/116 IS101/200
	9. Are there any courses in this program that are <b>only</b> ever offered in hybrid format?	No
	10. Are there any courses in this program that <b>are</b> offered in hybrid format?	Applicable BCCS Dept. Hybrid Classes: BM108/110/115/120/251 AC115/116 IS101/200
	11. Has this program been designed to work for a <b>cohort</b> of students? (This is very specific, e.g. was this program adapted in collaboration with Adult Learning Services?)	Yes
<b>Course Cost Analysis</b>	1. Identify any courses that require or recommend costs beyond normal textbooks (i.e. cameras, laptops, internet access at home, tools for classes). Identify whether the cost is required or recommended.	No

	2. Does your department have a program to loan these items to students if a student cannot afford these costs?	No
	3. Identify any courses that are offered in locations other than the main campus in Utica and the location of the class.	Rome
	4. Does this program require job shadowing, observation, internships, entrance exams, or CCED courses as part of the program? List, describe their importance. What costs are associated with these things?	No
	5. Does your program have any courses that use OERs? (Open Education Resources)	None
	6. Does your program incur any costs for certifications, certification exams, or certification preparation? Identify these costs and for exams, identify the locations of the exams.	No
<b>Elective Rationale</b>	For each elective within the program, we need to identify best advising options. The goal is not to limit the total number of electives. Instead, we want to provide better advising guidance by elaborating more beneficial elective choices given individual student context.	
	1. Within the program, are there any important sequences that are built into restricted electives (i.e. math sequences to allow for developmental options, science sequences, articulation agreement requirements, etc.)?	None the suggestion is to include BM, AC, and IS courses outside their plans.
	2. Within the program, are there any restricted electives where the choice of the elective in that category will make a big difference for career development OR transfer credit?	Concentration options include Marketing, International Business, Human Resource Management, Computer Applications, and Recreation Management.

	a. What are the recommendations that you would give to a student about why to choose one of the options in that restricted elective?	
	3. If there are any free electives, what are the two or three most important recommendations that you would give a student when they are trying to fill out that requirement?	Choosing an elective path that matches their career goals.
<b>Part Time Students</b>	Define a pathway for success for students who would be taking only 6 to 9 credits a semester. a. What courses would be the most problematic for scheduling every semester?	None
<b>Transfer Program Analysis</b>		
<b>SUNY Transfer Pathway Compliance</b>	SUNY defines a series of Transfer Paths on their website (it's a long URL, just google "SUNY Transfer Paths"). 1. Does the program have a prescribed SUNY Transfer Path?	No
	2. Does this program meet the minimum requirements prescribed by the SUNY Transfer Path?	No
<b>Articulation Agreements</b>	MVCC articulation agreements can be found on the MVCC website at <a href="https://www.mvcc.edu/transfer-services/transfer-agreements-guides/transfer-articulation-agreements-advising-guides-by-mvcc-major">https://www.mvcc.edu/transfer-services/transfer-agreements-guides/transfer-articulation-agreements-advising-guides-by-mvcc-major</a> .  1. Are there any articulation agreements that exist for this program?	No
	2. How up-to-date is the agreement? a. Have there been course changes at MVCC that need to be updated in the agreement?	There is no agreement.

	b. Should the agreement be updated to include the SUNY Transfer Paths?	
<b>Review IR Data</b>	1. What are the trends for this degree? Are students using an AAS as a transfer degree? Are students entering the college with that as an intention?	Few students would be using this program as a transfer program.
	2. Are there any trends in where students transfer to? a. Are students graduating before transfer? b. How does the MV program fit with the transfer institution?	Typically students that decide to transfer tend to transfer to SUNY Poly, Utica College, or SUNY Oswego.
<b>Job Readiness Analysis</b>		
<b>Advisory Committee Analysis</b>	Was there any feedback from prior advisory committee analysis that would lead to beneficial changes within your program?	Inclusion of more Excel into classes was suggested as business rely so heavily on Excel.
<b>Job Qualifications</b>	Are there any barriers to employment in future vocations for graduates? (e.g. if a person applies for any job at a casino, they must get a gaming license. Felony convictions prohibit that.)	None
<b>Career Exposure</b>	Are the opportunities for students to learn about careers in their degree field early on in the program, either informally or formally? Describe these opportunities.	We have job fairs and potential employers would be present.
<b>Career Placement</b>	1. Does your department have any tracking data on job placement?	IEC would have this data.
	2. Does your program or department have any career training agreements or opportunities that you participate with? (i.e. long-term care facility that pays CNAs to go to nursing school in exchange for tuition assistance, a machining company that adapts their shifts around a person's school schedule)	BM-290 would be a great example of how students could test the training and knowledge they are getting in their classes to a career path of interest.

