CIS & Business Department
Annual Planning for Academic Year 2015-2016
Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

It is the mission of the Department of Business and Information Technology to provide courses and instruction that will meet the academic, career, and general education needs of our students, college, and communities. We provide instruction leading to Associate degrees and certificates in multiple occupational areas including: Business Administration, Business, Management, Business Office Technology, Computer Information Systems, Computer Technology, Paralegal, and Web Professional.

The programs in the Department of Business and Information Technology provide life-long learning and support to students in their academic, technical, and vocational pursuits. The goal of our programs is to foster in students a lifelong desire to learn, a passion to excel, and a commitment to contribute actively to their local community. Students graduating from the department's programs will be prepared to transfer to a four-year institution to continue as students in Business, Business Administration, Business Management, Computer Information Systems, Management Information Systems, or other comparable courses of studies.

Students earning Associate degrees, certificates, and awards that are under the Department of Business and Information Technology will be prepared to enter the job market in entry level positions with a variety of focus including but not limited to: programmers, help desk providers, computer operators, desktop publishers, office clerks, administrative support specialists, computer support specialists, legal assistants, and web developers/designers.

Student Equity

Student Equity

The Department of Business and Information Technology has identified some areas are under-represented, but no area is completely missing from participation in any program area in a significant way. The department has been working on equity gaps for years, based on data that has been presented in core indicator reports.

Men participating in the Business Office Technology, program have ranged from 22-24% over the past several years. The college wide range is 38% male. The particpation of ethnic groups in comparison to college levels are higher or close (African American 8%BSOT - to 6% CCCC, American Indian 16% BSOT vs CCCC 2%, Hispanic/Latino is 26% BSOT and 30% CCCC, White is 42% BSOT and 52% CCCC, while other ethnic groups are comparable in the program to college wide. The department will continue to nurture the populations represented and continue to work toward inviting more of the male population to choose or succeed with this program option.
The age demographics for Business Office Technology shows that the program is under represented in the 19 and younger (9% BSOT to 15% CCCC) and the 20-29 (31%BSOT -46%CCCC) and over represented in the 30-39 (27% BSOT to 19% CCCC) and 40 and older (33% BSOT to 20% CCCC). The reason for these over representations in the more aged percentage of the colleg population is likely in part that many individuals return to learn program area skills when they find out that some other field didn't exactly work out and skills taught in this program are vital to a wide range of professions. BSOT is a common and popular re-training area for example, for nurses who have earned bad backs over the years. We can and do target younger populations through active particpation at events such as preview day and by articulating certain courses with high schools. The program is considering a Facebook page, though the adult learners who were surveyed said they don't have time for Facebook and were very luke warm on the subject.

Men participating in the Paralegal Studies, program have ranged from 17-24% over the past several years. The college wide range is 38% male. The particpation of ethnic groups in comparison to college levels are variable (African American 9% PARA - to 6% CCCC, Hispanic/Latino 25% PARA vs 30% CCCC, White is 57% PARA and 52% CCCC, while other ethnic groups are comparable in the program to college wide. The department will continue to nurture the populations represented and continue to work toward inviting more of the male population to choose or succeed with this program option. The age demographics for Paralegal Studies shows that the program is under represented in the 19 and younger (4% PARA to 15%CCCC) and the 20-29 (33% PARA - 46% CCCC) and over represented in the 30-39 (39% PARA to 19% CCCC) and 40 and older (37% PARA to 20% CCCC).

Men participating in the Business and Business Administration, program have ranged from 34-35% over the past several years. The college wide range is 38% male. The particpation of ethnic groups in comparison to college levels are variable, (Afician American 9% BSAD - to 6% CCCC, American Indian 4% BSAD to 2% CCCC. Hispanic/Latino 24% BSAD vs 30% CCCC, White is 51% BSAD and 52% CCCC, while other ethnic groups are comparable in the program to college wide. The male/female ratio in this program area is very near the college percentages and the ethnic groups represented are also very near or higher than college averages. The department will continue to nurture the populations represented and continue to work toward all populations to choose or succeed with this program option. The age demographics for Business shows that the program is under represented in the 19 and younger (8% BSAD to 15% CCCC) but the the 20-29 (45% BSAD - 46% CCCC) is right on. The program is over represented in the 30-39 (23% BSAD to 19% CCCC) and 40 and older (23% BSAD to 20% CCCC).

Women participating in the Computer Science/Computer Information Systems program have ranged from 54-59% over the past several years. The college wide range is 62% female. The particpation of ethnic groups in comparison to college levels are variable (Afician American 5% CSCI - to 6% CCCC, Hispanic/Latino 22% CSCI vs 30% CCCC, White is 56% CSCI and 52% CCCC, while other ethnic groups are comparable in the program to college wide. The department will continue to nurture the populations represented and continue to work toward inviting more of the female population to choose or succeed with this program option. The age demographics for Computer Science/Computer Information Systems area shows that the program is proportionately represented in the 19 and younger (16% CSCI to 15% CCCC) and the 20-29 (42% CSCI - 46%CCCC) as well as in the 30-39 (21% CSCI to 19% CCCC) and 40 and older (21% CSCI to 20% CCCC). Computer Science and Computer Information Systems appears to be a popular choice for all age groups and is consistent with the demographic profile of the college with respect to age.

Women participating in the Digital Media Arts program have grown from 45-56% over the past several years. The college wide range is 62% female. The particpation of ethnic groups in comparison to college levels are variable (Afician American 5% CSCI - to 6% CCCC, Hispanic/Latino 22% CSCI vs 30% CCCC, White is 59% CSCI and 52% CCCC, while other ethnic groups are comparable in the program to college wide. The department will continue to nurture the populations represented and continue to work toward inviting more of the female population to choose or succeed with this program option. The age demographics for Digital Media Arts shows that the program is slightly under represented in the 19 and younger (12% DMA to 15% CCCC) and the 20-29 (43% DMA - 46% CCCC) and closely represented in the 30-39 (20% DMA to 19%CCCC) but slightly over represented in the 40 and older (25% DMA to 20% CCCC).

Stereotype issues in the past have been approached with stategies such as using images of men or women, or ethnic groups working in the field in brochures and ads.

Facebook pages may be tested for value in attracting students in the coming year.

Review And Planning

Progress Made on Program Review

Paralegal Studies

Year of Last Program Review:

Paralegal Studies 2012

Progress in the last year on Three-Year Strategies:

Create new LDA certificate: This is still being discussed at the advisory level since feedback from the advisory committee varies depending on which members of the committee are in attendance. The actual new certificate, still considered to be a good idea, has not yet begun.
Marketing to Employers: A full time faculty would be an advantage in this area, someone with knowledge of the field.
Marketing to Students: Brochures are considered a good option for the 2014-2015 year. The department is also very enthusiastic about offering this program in the correctional facility in California City.
Program Development: The revised program has been approved and is in the process of making its way into the college catalog with the California Forms class added to the required courses and the PARA C290 course deleted.
Course Development: Courses have all been maintained as up-to-date.
Application for ABA: The American Bar Association approval designation for our completers is at a stall, primarily because this requires a minimum of twelve units of on campus classes. A full time faculty could make this happen using ITV, perhaps with Bakersfield and/or Porterville college students linked in.
Tracking of students and jobs: This goal continues to perplex the department, particularly since we do not have a job specialist in house at this time.

Progress in the last year on Six-Year Strategies:

Advisory Committee: The department meets each semester with a dedicated group of professionals for the Paralegal Studies area and minutes are on file.
Student learning outcomes assessment: The chair is working with adjuncts for training on SLO assessment. A full time faculty in this area would be of great advantage.

Business Office Technology

Year of Last Program Review:

2010 Business Office Technology

Progress in the last year on Three-Year Strategies:

The last time the Business Office Technology program review was completed, there were five year strategies, not broken into three- and six-year strategies. See the progress on six-year strategies for details of progress on the following:
Currency with technological advancements, relevancy to employer needs, articulation with transfer programs, and marketing of programs, are the drivers of the business programs' five year plan. The department's faculty intend to work closely with Advisory Committees and Counselors to align programs with employer and student needs. Conference, training, and staff development opportunities will be evaluated for appropriateness and funding opportunities for attendance will be used where available. Long term schedules and enrollment data will be monitored and adjusted to maximize enrollment.

Progress in the last year on Six-Year Strategies:

During the past few months, the program's courses have all been updated to reflect changes in technology in the are of software advancements. Course Outlines of Record have been updated to reflect business and industry use of Office 2013 (over Office 2010). The Acrobat class has also been updated. Meetings have been held with a dedicated Business Office Technology team each semester and minutes are on file. Career planning documents have been created and updated annually to contribute to student success.

Business/Management/Business Administration

Year of Last Program Review:

2010

Progress in the last year on Three-Year Strategies:

At the time of the last Business area program review, the goals were targeted for five years, not three and six.
Five year strategies were:

Currency with technological advancements, relevency to employer needs, articulation with transfer programs, and marketing of programs, are the drivers of the business programs' five year plan. The department's faculty intend to work closely with Advisory Committees and Counselors to align programs with employer and student needs. Conference, training, and staff development opportunities will be evaluated for appropriateness and funding opportunities for attendance will be used where available. Long term schedules and enrollment data will be monitored and adjusted to maximize enrollment.

Progress in the last year on Six-Year Strategies:

A full time faculty was hired in the Business area. The department has maintained relationship with an advisory committee dedicated to the business area and has help meetings each semester. The Business and Management terminal degrees have been revised and are up-to-date with design for student completion and employability.
The Business Administration A.A. degree courses have all been updated with C-ID designations and the program has been approved at the state level for A.A.T. transfer status.

Computer Science

Year of Last Program Review:

2013

Progress in the last year on Three-Year Strategies:

Progress in the last year on Six-Year Strategies:

Computer Information Systems

Year of Last Program Review:

unable to detect at the moment

Progress in the last year on Three-Year Strategies:

Progress in the last year on Six-Year Strategies:

Web Design

Year of Last Program Review:

2011

Progress in the last year on Three-Year Strategies:

The program review template in 2011 only called for 5 year goals, which will be discussed in the next section.

Progress in the last year on Six-Year Strategies:

Five-Year Program Goals:
1. Improve retention by 15 percentage points and success by 25 percentage points.
Since 2009-2010, retention has stayed almost the same (73%). Over the same period, success has improved 8 percentage points (49.4% - 57.6%).

2. Increase completion core indicators 26 percentage points.
The 2010-2011 Perkins IV Core Indicators, used for the previous Program review, showed Core Indicator 2 at 50.00. In 2014-2015, this had risen to 81.82, exceeding the goal. This goal is complete.

3. Implement instructional practices so that 80% of students attain program outcomes A, B, and C.
Outcome 2, formerly A, was assessed in Spring 2014, with an 88% success rate.
Outcome 3, formerly B, is being assessed in the 2014-2015 academic year.
Outcome 4, formerly C, was assessed in Spring 2014, with a 75% success rate. This is improved substantially from the previous assessment, which had 40% success.

4. Update course outlines for DMA C111 and DMA C109 to reflect course name changes.
This is complete.

Progress Made on Outcome Assessment

The department has a spreadsheet with all the courses identified as to when the assessments have taken place.

Type:

SLO

Semester Assessed:

Various

Target Missed/Gap Detected:

The table for programs SLO and PLO schedule is attached.

Analysis and Plan:

While very few if any gaps have been detected, and none were new this year for any program area. The department is currently strategizing a method to keep track of all top-down assessment tools for each outcome in the program.

The Business Office Technology program learning outcomes will be assessed in Spring 2015 in preparation for the program review due in 2016.
All Program Learning outcomes will be assessed in the year prior to Program Review for each area.

Type:

PLO

Semester Assessed:

Spring 2015

Target Missed/Gap Detected:

No gaps have been identified in the past year as no program outcomes were in cycle to be completed this year.

Analysis and Plan:

Progress Made on Prior Year Initiatives

Update Curriculum for Computer Information Systems to Business Office Technology discipline areas where needed.

Progress Made:

The courses that were previously designated CSCI, but were actually BSOT classes, were each updated and approved at CIC, with the exception of CSCI C070, where there was some debate. The CSCI C070 class was updated for currency, but the designation was not yet changed. This last course will be re-considered for a designation change during the next routine revision.

Apply for American Bar Association Certification for Paralegal graduates

Progress Made:

The application has been reviewed by adjunct faculty and it is a process that takes some time and also visits from the ABA committee; however, the big stumbling block is that in order to comply we need to be offering at least 12 units on campus. Right now, we only have three units available on campus and that is the Business Law course. This goal would be greatly facilitated by employment of a full time faculty in the area of Paralegal Studies.

Create the Legal Document Assistant Certificate within the Paralegal Studies Program and update curriculum accordingly

Progress Made:

Consider this as a work in progress. This certificate is still on the table, but the last advisory committee, some of whom were in attendance and who suggested this was a really good idea in previous meetings, have now expressed a bit of hesitation on whether this is a good idea. We are still discussing the option and researching the viability of such certificate. There is also discussion ongoing about a possible Legal Secretary certificate that is a cross over with select Business Office Technology area.
Program development is greatly facilitated if there is a full time faculty in the area, and the department heartily requests that a full time faculty be hired for Paralegal Studies as soon as possible.
The A.S. degree and the Paralegal Studies Certificate have each been updated in the meantime.

Align the Computer Science A.S. degree with Transfer Model Curriculum

Progress Made:

The Computer Science A.S. degree upgrade has been completed. All courses have been aligned with C-ID and the program has been approved at CIC. The program was not approved at the state level because there are too many units required.

The department is discussing strategies to minimize the units and is hopeful that the program will be approved at the state level prior to the end of June 2014. A full time faculty in this area resigned and though the department is hopeful that the program could be run with adjunct instructors, it would be desirable for obvious reasons to have a full time faculty again in the Computer Science designation.

Increase student retention, success and degree/certificate completion in Digital Media Arts

Progress Made:

The Web Professional A.S. degree and certificate have been updated and are approved. Suzie will provide more here. Over the past year, retention has dropped slightly (0.4%), but success has improved by 6.2%. We have adopted prerequisites for advanced courses, which has improved success over time. In 2012-2013, there were 8 completers of the associate degree and certificate. The data incorrectly shows 3 completers having earned an AS in Digital Media, which is a degree that has never existed. These should be attributed to the Web Professional Program.

Initiatives for Next Academic Year

Advisory Committee Expansion

Strategic Plan Goals Addressed:

1,3

Action Plan:

Invite additional professionals from business and industry to participate in the Advisory Committee for various areas to expland committees.

Measure of Success:

Contacts will be made and invitations sent out to new centers or potentially new members.

Expected Completion:

Sping 2016

Person Responsible:

Faculty chair and program faculty

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion

Employment Placement Reporting

Strategic Plan Goals Addressed:

1,2,3

Action Plan:

Business and Information Technology faculty will evaluate data and develop strategies for employment placement reporting. This is contingent upon data being provided by the CTE Dean for Employment Study done by Santa Rosa College District in the Spring of 2017.

Measure of Success:

Business and Information Technology faculty will evaluate data and develop strategies for employment placement reporting.

Expected Completion:

Spring 2017

Person Responsible:

CTE Dean

Designed:

It is designed to increase student success

Student Experience:

Post-Graduation

Paralegal Studies and Business area Program Extension to Correctional Facility

Strategic Plan Goals Addressed:

1,3

Action Plan:

The department wishes to participate in the suggested expansion of program offerings to the correctional facility in California City.

Measure of Success:

Begin scehduling one or more pathways in dedicated classes in fall 2015 or spring 2016.

Expected Completion:

Fall 2015 or spring 2016

Person Responsible:

Chair working with office of instruction

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, Intake

Department Marketing

Strategic Plan Goals Addressed:

1,3

Action Plan:

Program area faculty will work with college resource personnel in duplicating to prepare tri-fold brochures for each program area. These brochures will be used at preview/career day, the fall fair, and by the counseling department and any appropriate venue that will enable students to enter programs.

Measure of Success:

The result will be program area brochures containing information for potential students.

Expected Completion:

Fall 2015

Person Responsible:

Faculty from various program areas

Designed:

It is designed to increase student success

Student Experience:

Intake

App Development Program

Strategic Plan Goals Addressed:

1,3

Action Plan:

Research the feasibility of establishing an App Development Certificate and AS, which has strong employment demand

Measure of Success:

Labor market information will be compiled and evaluated.

Expected Completion:

May 2015

Person Responsible:

Suzie Ama

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year

Revision of Computer Information Systems AS and Cert to align with State Model Curriculum

Strategic Plan Goals Addressed:

Action Plan:

CIS faculty and the chair will work together to move forward with the alignmentof the CIS program with new state model curriculum.

We will need to revise the A+ classes, CSCI 140, 141, 143, and 146 to match the draft CID Descriptors. Probably 140 and 141 would need to be combined to match ITIS 110 but maybe they can remain separate. The department has already considered joining 140 and 141.

For section 2 we have the C143 and C146 but, there was discussion at the IWV Advisory committee meeting that the Systems and

Network Administration might be useful. But that would create a choice of 2 of 3 from that section. It makes scheduling and pathways much easier without the extra choice. The same might go for the Math section.

Additional impacts:
We would no longer require BSAD 100. That could cut enrollment in BSAD C100.
We would not need the CSCI 241 telecommunication course.
We would not need the Java or C++ courses.

Measure of Success:

If the plan is successful, the revised CIS Certificate and A.S. degree will be accepted at the state level and a career pathway will be built to guide Cerro Coso students through the Computer Information Systems A.S. Degree.

Expected Completion:

Fall 2015

Person Responsible:

CIS Faculty working with chair,

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake

Computer Science AS-T Transfer project

Strategic Plan Goals Addressed:

1,2,3

Action Plan:

The proposed Computer Science AS for Transfer degree and courses required for same is developed in Curricunet but has been refused at the state level because of the units required for completion. Although the proposed CS AS-T is matched exactly with C-ID for courses and content, the unit value of the two PHYS and two MATH classes are each five units, bringing the combined unit value with the four three-unit computer science classes to 32. The other courses required by transfering students totals 39, and only 8 units are permitted for a cross-over, leaving the proposed CS AS-T degree at 63 minimum units for students to complete. Therefore, the proposed degree must be reduced by a minimum of 3 units to be accepted at the state level. Discussions are ongoing and projected with the Science and Math department regarding the five unit classes, since around the state since it appears other courses are deemed equivalent even when 4 units. If a solution can be found without upsetting the articulation value of the existing MATH and PHYS courses, it is possible the CS AS-T degree would be accepted. The college will not be able to offer the Computer Science degree program AT ALL if the new transfer model is not accepted.
If this issue is resolved, the department plans to market the CS AS-T program to high school students and other individuals so we can have a healthy cohort of classes on campus or possibly as a hybrid on campus/online program. It is not reasonable that the PHYS classes would ever be offered onlne, but it is possible that some or all of the CSCI classes could be offered online and create a larger cohort for the four classes that would be unique to the Computer Science program.

Measure of Success:

Career Pathways built and marketing in place for Computer Science program for fall 2016 or later.

Expected Completion:

fall 2016 or fall 2017

Person Responsible:

Chair, CTE Dean,

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year, Intake, Post-Graduation

Resource Needs

Facilities

The Computer Information Systems and Business area would benefit from having more than one classroom available, as has been the case up to the past couple of years with only 709 available. The Business area uses a classroom with no computers, but computers are used for many of the classes. Our options for computer class scheduling has been greatly reduced with only one classroom available. The screen needs repair in 709 as it needs to be tied to a chair for it to stay down. The instructor's station in 709 is not anywhere near ergonomically correct for a faculty who is using the station with a computer while instructing a class. The business faculty office in the LRC needs a digital phone with speaker capability to make conference calls, and, have hands free capability. The business faculty has a need to participate in state-wide and advisory conference calls from time to time. The Business area needs at least one and sometimes two classrooms available in East Wing in the evening, since Business classes are an evening offering at IWV campus. The existing room, 206 works fine though sometimes a smaller classroom would be okay for some smaller classes. The computer and projection and monitors as exists is fine 206 but the suggested flat projection would be better so the faculty doesn't need to stand in front of the light beam. The department continues to need offices as allocated for the full time faculty and any new faculty would also need offices if hired.

Information Technology

Technology required for classrooms and or online student use in the labs include: Office 2013 including Word, Excel, Access, PowerPoint, and Outlook (at a minimum) for classes and also OneNote is desired as an instructional tool and for student use. Acrobat 11 Professional is requested on at least a pod of computers for use by online students. Plug-ins to support Cengage products such as CengageNow, Aplia, KBPO, and SAM 2013. Internet Explorer, Firefox, and Chrome No changes to SAM 2013 requirements are anticipated for the coming year but existing requirements to support SAM include: For the computer: Processor: Intel Pentium 4 or higher processor required; Intel Centrino or an equivalent multi-core processor recommended Memory: 512 MB RAM required; 1 GB RAM recommended Operating Systems: Windows 7 32- or 64-bit or Windows 8 32- or 64-bit; Macintosh OS X 10.6 Snow Leopard or higher For Audio and Video: Graphics: SVGA Resolution: Minimum recommended 1024 x 768 Color: 32-bit Video Memory: 64 MB minimum; 128 MB recommended Video Card: Modern DirectX compatible For the Network: Internet Connection: 56K modem minimum; broadband connection (cable, DSL, T1 or ISDN) recommended; persistent connection required. For Software and Disk Storage: Web Browsers: 4 MB ? Adobe Flash Player 11 recommended; versions 10.2 or higher have been tested and are supported; versions prior to 10.1 are not supported: 2 MB ? Adobe Reader 8 minimum; 9 recommended: 22.4 MB ? For SAM 2010 Projects: Microsoft Office 2010 Professional for Windows ? For SAM 2013 Projects: Microsoft Office 2013 Professional for Windows, Professional Plus, RT and Office 365 (Home Premium, University) Keyboarding Pro Deluxe Online is web based but requires the following for user functionality: ? KPDO Client Tools ? KPDO WORD 2013 Add-In ? Flash Player 10.3.0 or higher ? Visual Studio Tools for Office 3.0 or higher ? WORD 2013 presence on local drive The Web Professional faculty member needs a subscription to Adobe Creative Cloud for instructional purposes and to stay current in related digital media skills areas. The college used to purchase Adobe licenses for faculty when software was installed from licensed disc media. However, all of Adobe's software is cloud-based now. She is currently paying for this out of pocket. The cost is $240.00 per year. Visual Studio 13 is also required for the classroom.

Marketing

Each area in the department would like to create brochures for marketing to students. Faculty attend preview day, fall fair, and other outreach activities where possible. Facebook will be considered for department pages. The Web Professional program would like to continue to advertise on Facebook. The department is interested in a billboard advertising campaign.

Professional Development

Faculty are recommended to use flex day and various presented "lunch and learn" type professional development activities including Moodle training throughout the year. The department area would like to have a retreat, possibly in Mammoth, to meet with ESCC advisory members and also to work together as a team to share teaching strategies, SLO assessment, strategies for student success/retention and development of Moodle tools for the learning environment. A retreat would also facilitate program and course outcomes assessment related conversation prior to various upcoming program review completions. The department would like to include adjuncts where this is feasible. Additionally, department members will attend conferences, workshops, and retreats, pending funding, as individuals or in groups to expand teaching and technology skills and strategies. Conferences include those such as Cengage Learning, National or California Business Education Association, and others relevent to various program areas, or home built or in-house workshops and/or retreats. Since we can not always know a year ahead what conferences, workshops, or retreats might be available or appropriate to attend, or know what events might become available, the department requests to have funds set aside to the amount of a minimum of $2000 per full time faculty for use at department discretion throughout the year. Usually these funds will come as a result of VTEA planning/Perkins funding, but not limited to same if alternate funding may be available. Faculty will write a report outlining the benefit to the students/college/teaching methodologies upon return from a conference or paid off campus event of any nature.

Staffing

The area needs a full time Paralegal Studies faculty. This is expanded in the budget section. The area needs a full time Computer Science faculty. This is expanded in the budget section.

Resource Requests

1000 Category - Certificated Positions

Paralegal Studies Full time faculty

Location:

CC Online, Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2,3

Estimated Amount of Funding Requested:

$90,594.42., Ongoing from General Fund.

Detailed Rationale:

The Paralegal Program has grown to a steady 2.4-2.8 FTEF over the past few years.

The program currently runs with four adjunct faculty. Success is at 73.4% for the online classes, which is higher than the college average of 61%. Retention is also slightly higher than collegewide,with 82% for the program area vs. 78.5% college wide.

The program is thriving but could be better with a full time faculty. Effective student and program learning outcomes assessment lags somewhat with adjunct turnover. The program would like to expand to offer some ITV classes, possibly in partnership with Bakersfield and Porterville colleges, but at minimum within our own campus network. There are limited colleges offering American Bar Association certification in this state for Paralegal graduates and there is no competition in the Central Valley for ABA approved schools (so I have been told), but our own ABA certification application as a school is snagged because we do not have a minimum 12 units of courses on site. Our program, though successful, is entirely online.

In the period ranging from 2009 to 2013 the number of sections offered annually ranges from 15 to 18. In 2012-2013 there were 372 students at census with average of 29 per section.

FTES total 34.6 for 2012-2013. FTEF for 2012-201 was 2.4. with FTES/FTEF at 14.4
Enrollment dropped 7% from 2012 to 2013 but the collegewide drop was 16%. Paralegal more than held it's own.

Paralegal Studies had ten completers in 2012-2013 with four degrees awarded and six certificates. The completion rate is ramping up now that the bottleneck of the internship has been removed from the program.

Computer Science Full time faculty

Location:

CC Online, Ridgecrest/IWV

Priority:

Medium

Strategic Plan Goals Addressed:

1,2,3

Estimated Amount of Funding Requested:

$90,594.42., Ongoing from General Fund.

Detailed Rationale:

The department has lost a Computer Science faculty just as the proposed A.S. Transfer model curriculum was developed. The department does not currently have any full-time members with qualification in Computer Science, though at least one new adjunct faculty has been hired to teach the classes left without an instructor with the resignation of the one full time faculty hired three years ago.

The Computer Science program is desired by many high school students and employers state that they need us to keep feeding the transfer level students in this field, because there is much demand that is unmet at the four year graduate level for entry into jobs.

Although there is an increase in grads last year for this program, since we were finally offering courses that will allow completion of the program, we were just getting ramped up to better meet industry demand when we lost the computer science faculty member.

It is difficult to separate the CIS data from the CS data at this time. At preview day recently, at least ten students reported they wanted the Computer Science Program at CCCC, and they were not mixing it up with CIS. They wanted CS for transfer. Employers who attended career day also expressed concern that there are not enough graduates from the four year system to meet their needs. The urged us not to stop preparing students for the transfer level.

There are currently 19 students who have declared Computer Science as a major, but the department believes that this might not be the full picture.

The CTE dean has reported that local high school administrative individual has pressed that there are a probably 15-20 students a year that would feed from the high school to the college, if our Computer Science AS-T program is in place. Any program can benefit from a full time faculty. The hire from three years ago was gaining momentum with interest and viability of our program, but a void is left with the resignation.

2000 Category - Classified Staff

Location:

Priority:

Strategic Plan Goals Addressed:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

, from .

Detailed Rationale:

4000 Category - Supplies and Equipment

Cisco Partnership and Servers and Systems

Location:

Ridgecrest/IWV

Priority:

Medium

Strategic Plan Goals Addressed:

1,2,3

Estimated Amount of Funding Requested:

500., Ongoing from General Fund.

Detailed Rationale:

Cisco partnership — $500

CIS Faculty would like to Cerro Coso CIS program to become a Cisco partner ($500) to provide
an option for a new textbook online that would be free to students, and would provide us faculty training at a reduced cost as well as
the ability to be listed as an "approved" provider. Other benefits is that this should draw students to the program.

Adobe Creative Cloud Subscription

Location:

CC Online

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

$240, Ongoing from General Fund.

Detailed Rationale:

Required by Web Professional Program since Adobe's software is cloud based.

Office and instructional supplies

Location:

College-wide

Priority:

Medium

Strategic Plan Goals Addressed:

1

Estimated Amount of Funding Requested:

$200, Ongoing from General Fund.

Detailed Rationale:

Office and instructional supplies such as markers, calendars, paper clips, binders, folders, note pads, staplers, hole punches, etc.

Head sets for classroom use

Location:

Ridgecrest/IWV

Priority:

High

Strategic Plan Goals Addressed:

1,2

Estimated Amount of Funding Requested:

$450, One-time from General Fund.

Detailed Rationale:

We need thirty headsets for classroom use in 709 when media is used that includes audio for individuals.

5000 Category - Service, Utilities, and Operating Expenses

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale:

6000 Category - Capital Outlay

Location:

Priority:

Strategic Plan Goals Addressed:

Estimated Amount of Funding Requested:

, from .

Detailed Rationale: