

CIS & Business Department
Annual Unit Plan for Academic Year 2016-2017
October 2015

Describe 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.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

Department Wide: Ethnicity - African American

Population:

Ethnicity: African American

Analysis and Plan:

The biggest gap in the Business Office Technology area is that of the ethnic group, African American, with respect to success at 27% vs. 42% college wide. (-15%)

The next biggest gap in the Business Office Technology area is that of the ethnic group, African American, with respect to retention at 48% vs 71% college wide. (-23%)

Students may not come back for new classes when they have not succeeded with the initial classes.

The only real plan can be to support African American students as with all students, to ensure that advisories and pre-requisites are taken prior to courses where they are needed.

Class to Career inserts are being added to the gateway class BSOT C100 Introduction to Business Office Technology, to potentially support higher risk groups of students.

The department wide gap for success and retention with respect to ethnicity African American is mirrored exactly by the numbers in the Business Administration and Digital Media Arts area, where the gap is slightly less than other department programs at 38% vs 42% college wide for Success and 60% vs. 71% college wide for retention.

The Computer Information System and Computer Science data provided demonstrated student retention is close to the college

average at 80.6% and has risen over from the last five years from a 75.4%. Student Success rates are 63%, and are slightly below the college rate of 66%. Gender retention and success is close to the college averages. Age statistics are aligned pretty closely with our college numbers. There seems to be a huge gap in ethnicity for Computer Information System and Computer Science. The African American student retention is 57% to the college rate of 71%. Furthermore, African American student success is 36% in Computer Information System and Computer Science versus the college average of 42%.

Paralegal Studies has no gap with respect to ethnicity African American and retention and in fact exceeds college levels by 5% at 76% subject area and 71% college wide. Paralegal Studies also exceeds the college in success at 57% vs 42% college wide.

Overall, department wide, student success is increasing when 2014-2015 67.6% is compared to 2013-2014 62.9% which was fairly consistent with the prior four years at around 62-63%.

Overall, department wide, student retention is increasing when 2014-2015 79.9% is compared to 2013-2014 77.8% and though this fluctuates back and forth by a couple of percentage points, 79.9 is the highest achieved in the past five years.

Department Wide Success: Gender Males

Population:

Gender: Male

Analysis and Plan:

Department wide the success rates for males is 59% vs a college wide success rate of 68%.

Culturally it is not uncommon to see more female than males in the Business Office Technology field.

It is not uncommon to see more males than females in the Computer Science field.

Males, when registered, are given encouraging support that this is a useful program for them. A plan to reinforce this might be to have testimonials from males in the field, both in courses and in our marketing documents.

Many of the department's programs (BSAD, BSOT, CIS, PARA, DMA) are online and it may be that the **college average** for male success is influenced by on ground programs that are high in a large numbers of male participation such as those in Industrial Arts 79% success for males or Public Service which has 91% male success out of 97% overall in traditional on ground courses and only 57% online.

Nevertheless, the department recognizes that one factor that can influence success is student expectations for college readiness and we can focus on ways to help students know what types of strategies they need to be successful in various program areas.

In other words, in our marketing we can help students not only to know what they might be able to do when they have completed the programs, but we can focus on what is needed to succeed in a college program. CTE program areas sound attractive, but students may be surprised when they get here and take their first class. They find out that they have to read, write, do math, turn things in often and on time, pay for materials, and be disciplined in general.

Women in Computer Information Systems/Computer Science

Population:

Gender: Female

Analysis and Plan:

While women in Information Technology positions are a non-traditional population, the data suggests that the program is meeting the targets at 58%. In the past year, the MS Office classes were transferred to the Business Office Technology program. These

classes have not yet been credited to the BSOT program, so the percentages of females to males are not accurately reflected. In addition, the CIS program has been aligned with the state-wide model and will attract very specific student groups. Informal observation in on-ground classes reflects that women are not enrolling in the CIS curriculum. The 2015-16 data will more accurately portray the actual CSCI/CS student populations. Strategies to enroll more females into the CIS and CS programs will include direct marketing to the high school student and the college populations. These activities will include outreach activities, special events, hands-on labs and the formation of a student club.

Outcomes Assessment: Overall Report

All program area courses assessed during 2014-2015 met the level of goals as identified.

Paralegal Studies: Even though the assessed PARA classes indicate that students achieved the stated goal for success, the plan is to determine and identify a consistent set of student learning outcome assessment tools for PARA classes as they are offered.

Business Office Technology: Even though the assessed BSOT classes indicate that students achieved the stated goal for success, the plan is to determine and identify a consistent set of outcome assessment tools for BSOT classes as they are offered, in preparation for the next assessment cycle. This will be impacted by the Program Review for BSOT which will be completed in the 2015-2016 year.

Computer Information Systems: No shortfalls identified in course outcomes assessment.

Business: No shortfalls identified in course outcomes assessment. The program review for Business area will be completed in the 2015-2016 year.

Outcomes Assessment: Gaps Identified in Prior Year Assessments

BSOT C100 Business Office Technology

Type:

SLO

Target Missed/Gap Detected:

BSOT C154 Office Personnel Seminar now has pre-requisites in the BSOT discipline.

Type of Gap:

Need to alter/refine course content.

Analysis and Plan:

Several courses were added as pre-requisites for BSOT C154. BSOT C100 was created as a gateway to the program and some of the content from BSOT C154 was moved to BSOT C100 and other content was added.

Progress Made on Program Review

Computer Science

Year of Last Program Review:

2013

Progress in the last year on two-year strategies:

Create Transfer Model Curriculum and program. Faculty and Department Courses submitted to Curricunet Spring 2013

Once those courses are approved, submit the program. B. Marketing to students CTE brochures and other marketing products available This will be ongoing through the three years taking advantage of opportunities presented. C. SLO assessments for TMC curriculum and program. To be completed each semester after the course is completed Improve Advisory Committee Support inviting participants Find at least one new participant each year.

Progress in the last year on five-year strategies:

Move to online courses Get the onsite courses solidified with good enrollment.

Create the online courses in Moodle B. TMC Program SLO's updates Update after running the program. C. Increase success and retention Use the marketing and new program.

Computer Information Systems

Year of Last Program Review:

2011

Progress in the last year on two-year strategies:

There were no two-year strategies identified in the Program Review completed in 2011.

Progress in the last year on five-year strategies:

In the 2011 Program Review, the stated goal was to gather deeper and more meaningful data from an Institutional Researcher.

The College has developed much more detailed and specific information on all programs and it is published each year for the preparation of the Annual Unit Plans. Achieving the Dream and other efforts by the administration have improved our data and helped us to identify gaps. We can then develop strategies to close the identified gaps.

Secondly, there was a recommendation to develop a method to track students from their initial enrollment through occupational placement to have more accurate data and to determine how students needs and goals relate to the success of the program.

This area continues to be a struggle within the College and the department as we do not have a cohesive methodology to track our students from beginning at the college, through the college and into employment. This is not only a programmatic or department issue, but is a College issue and needs to be addressed at the divisional level.

Business Office Technology

Year of Last Program Review:

2010

Progress in the last year on two-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. During the past year, 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 pathways have been created and updated annually to contribute to student success.

Progress in the last year on five-year strategies:

1. Currency with technological advancements: To maintain currency, the faculty member has participated in conferences and received training and staff development in several technological areas.
2. Relevancy to employer needs: The department has met with advisory committees at the IWV and ESCC campuses on a regular basis. Input from the committees has been used to inform the content of the Business Office Technology degrees and certificates.
3. Creation of Long Term Plan and Alignment of Career Pathways: The long term plan has been created. Career Pathways have been assessed and re-aligned for increased retention and success.
4. Marketing of programs: The full-time faculty member at the IWV campus is working with the Public Information Office and Distance Education Office to market the Business Office Technology area courses and programs.
5. Program outcomes have been completed on all certificates and the degree in preparation for completion of the next Program Review for Business Office Technology, which is due spring 2016.

Business/Management/Business Administration

Year of Last Program Review:

2010

Progress in the last year on two-year strategies:

At the time of the last Business area program review, the goals were targeted for five years, not two.

Progress in the last year on five-year strategies:

Progress in the last year on five-year strategies:

Five-year Program Goals are:

1. Currency with technological advancements: A full-time faculty was hired for the Business area at the IWV campus. To maintain currency, the faculty member has participated in conferences and received training and staff development in several technological areas.
2. Relevancy to employer needs: The department has met with advisory committees at the IWV and ESCC campuses on a regular basis. Input from the committees has been used to modify the Management and Business degrees and certificates.
3. Articulation with transfer programs: The AA in Business Administration was replaced with the AS-T in Business Administration. The program is fully transferable.
4. Marketing of programs: The full-time faculty member at the IWV campus has worked with the Public Information Office to market the business area course and programs. He has also created a student club to help promote the programs.

Paralegal Studies

Year of Last Program Review:

2012

Progress in the last year on two-year strategies:

A full time faculty has been hired in this area and has initiated new marketing strategies that will continue to evolve.

Marketing to Students: Brochures are considered a good option and draft brochures have been initiated and used at Preview Day.

Program Development: The revised program has been approved and has made 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.

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 will be reviewed for feasibility by the new full time faculty just hired.

Progress in the last year on five-year strategies:

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. The newly hired full-time faculty is investigating use of ITV, perhaps with Bakersfield and/or Porterville college students linked in.

Tracking of students and jobs: This goal continues to perplex the department, but there is a new job specialist who may assist in the future.

SLO Assessment: Three further PARA classes were assessed in the past year.

Advisory Committee: The department meets each semester with a dedicated group of professionals for the Paralegal Studies area and minutes are on file.

Web Professional

Year of Last Program Review:

2011

Progress in the last year on two-year strategies:

Two-year strategies were not required in the program review template from that period.

Progress in the last year on five-year strategies:

Five-Year Program Goals:

1. Improve retention by 15 percentage points and success by 25 percentage points.

Since 2010-2011, retention has dropped by 4% points. Over the same period, success has increased 16% points, due to implementing prerequisites.

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.

This goal is complete.

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

This goal is complete.

Progress Made on Prior Year Initiatives

Increase retention and success in online sections.

Additional resources are being created and added to online courses to help increase retention and success, such as:

use of online journals

use of video

CC Confer office hours

Class to Career events

increased telephone contact

In the Business, Computer Information Systems, Computer Science, Digital Arts, Business Office Technology, and Paralegal program areas combined, retention and success was 77% and 62% respectively in 2010-2012 and is 80% and 68% respectively in 2014-2015, showing slow but steady growth.

Increase program completion.

Class to career events are being implemented both on campus and online.

Career pathways have been updated.

Employer endorsement of completion through guest speakers in class.

A Business Club has been created to help increase on campus interest and completion.

In the Business, Computer Information Systems, Computer Science, Digital Arts, Business Office Technology, and Paralegal program areas combined, trend data indicates growth in total certificates and degrees awarded:

Total AA awards from 2010-2011 through 2014-2015 as follows: 43, 48, 75, and 86, ending with highest.

Total AS awards from 2010-2011 through 2014-2015 as follows: 50, 34, 38, 40, and 57, ending with highest.

Total certificates from 2010-2011 through 2014-2015 as follows: 15, 26, 50, 34, and 55, ending with highest.

This upward trend may reflect the success and effectiveness of the department's responses to changes in industry/employer needs resulting in appropriate course and program updates or additions. This is an ongoing strategy in a department that is highly impacted by changes in technology and the workforce.

Ensure strong alignment of programs with industry needs.

Guest speakers are welcomed to on campus classes in Business and CIS.

Advisory groups are being expanded.

Faculty attend conferences that focus on business and industry partnerships. (California Business Education Association)

Increased department synergy and the addition of full-time faculty in Business, CIS, and Paralegal over recent years has provided champions for program areas with a ripple effect to all things related to student success.

From increased contact with the community through advisory and other groups to higher capacity to perform in area specific strategies, the department has increased power and energy to provide the attention needed to respond to changes that are good for the students.

Programs are being developed and modified in Computer Information Systems in response to industry needs.

Business Office Technology has just ended a modification of courses and the certificate/program structure that has been developed with input from advisory committees and state wide inputs over the last decade.

The Web Professional Program is launching a revamp of the certificate and program.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Engage with students through creation of new club

Action Plan:

Assist students in the development of a Computer Information Systems student club to promote learning, hands-on experiences and connection with employers. A club will also represent the discipline and the college at community functions (fair booths) and engage students on the ground in their area of interest.

Measure of Success:

Club will be created and activities to promote the discipline, student success and employment pathways will result.

Person Responsible:

Valerie Karnes

It directly addresses a college Strategic Goal or Objective

Strategic Goal 1, Success Goal 1 Completion: The creation of a club will assist in targeting Student Completion as they form a club

Strategic Goal 1, Success Goal 3 Engagement: Increased contact with and between students and faculty.

Strategic Goal 3: Provide Workforce and Economic Development Programs that Respond to Local Industry as employers engage with our students through Industry Speaker events and classroom visitation.

Increase classroom and storage space

Action Plan:

As a strategy to increase student retention, success, completion and job placement in the Computer Information Systems (CIS) in the Networking and Cybersecurity pathways, the development of a student club has been proposed to engage and connect

students, provide supplemental hands-on experiences and employer connections with the program. In order to have these types of interactions and learning experience, the CIS program needs a dedicated space in which to have the meetings, hands-on exercises and employer visitation.

The CIS program has a lot of equipment that has been purchased and is currently housed in the CIS instructors' office. New equipment was ordered last year to modernize the program and provide students with an educational experience that would assist them in the engagement of learning as well as prepare them for job placement. Faculty currently have to transport all the equipment each day to the classroom and set it up for class. Following the end of class, the equipment has to be disassembled and transported back to the office. The daily setup and tear down could compromise the cables and connections after a period of time and result in the failure of components. A dedicated classroom for the CIS program would provide housing for the on campus classes as well as a place for the students to get together for club activities. Local donations of old equipment for students to repair and configure would provide valuable experience that would translate to employment. The problem is that there is not a location for the CIS equipment to be housed. The current classroom (LRC 709) is used by multiple disciplines and so storage in that room is limited. Additionally, LRC 710 and LRC 631 are used for proctoring and Library Research classes and do not have additional space to house the equipment.

Employers have stated in the Advisory Committees in the past that hands-on exercises are valuable and research also demonstrates in a field where hands-on activities are done, students engage. Employers will provide priority hiring for those students that have this experience. Inquiries to students in the Fall 2015 semester on the development of a club have been very positive and in a short time, 14 have signed up. The student learning experiences in the classes and through club activities will assist students struggling with the content by providing hands-on exercises and a group identity. This social connection and learning community will build the program and the students.

Our previous CIS addendum in the AUP 2015-16 requested a dedicated space and equipment to fully bring up a Cybersecurity program. The newly approved and state model aligned CIS certificates and degree will serve to meet the needs of our employers, but further development will be restricted without dedicated space. The building of a degree program in Cybersecurity requires becoming a member of the Cisco network of schools, where the cost for textbooks will be reduced or eliminated. The state model lists the Cisco IT Essentials curriculum as a recommended option. The online learning platform provides interactive online textbooks and exercise that are free for students from partner schools. This is a win-win for the college and our students. If we do not bring up a full degree program, we could develop a higher level certificate, but again, this would require dedicated space, servers, and partnerships with industry and Cisco. Additional costs for Cisco certification for adjunct professors would be required.

The new electronics laboratory has very similar equipment (benches, test equipment) that we could share with an electronics program. All CSCI C101 classes and CSCI C070 classes could be held in that classroom where all the equipment and materials would be stored. This would free up LRC 709 for other classes that require computers. Electronics and other disciplines (Engineering) could also share the space and we could work out a rotation for the room. The new classroom would need college computers for students to use for simulations online, email, assignment uploads, etc. Equipment for hands-on labs could be pulled from old college computers that are being excessed or replaced each year.

Measure of Success:

Dedicated classroom would be established and CIS classes would be taught in the room. Club activities and Employer Advisory Committee would work together with the faculty to enhance the educational experience for students. This enhancement would improve student retention, success, completion and employment.

Person Responsible:

Valerie Karnes

It addresses a program review strategy

To build the program and develop connections with industry.

It also addressed Strategic Goals #1 and #3 for the college.

Investigate Paralegal Studies offering on campus/ITV

Action Plan:

Investigate the viability of iTV courses within the Paralegal Studies program. Contact Porterville, Bakersfield, and our college campuses to see if they will engage and assist in providing the classrooms and equipment to make the iTV courses possible. Survey program students to see if they would be interested in completing a course through iTV format. This will also help with achieving ABA certification for percentage of hours for on-ground instruction. (If successful, the next year would focus on approval of iTV courses, development, and scheduling.)

Measure of Success:

College contact outcomes and results. Completion of surveys to students and summary of data.

Person Responsible:

Dawn Ward, Paralegal Instructor

It directly addresses a college Strategic Goal or Objective

Strategic Goal 1 - Maximize student success by increasing student success and engagement.

Strategic Goal 2 - advance student equity measures

Strategic Goal 3 - Ensure Student Access by allowing for other formats to take and access the courses.

The program is currently all online and the iTV format may attract more learners from different backgrounds.

Data Analyst I Follow up

Action Plan:

At the time of the 2015-2016 Unit submission, the Data Analyst I Certification of Achievement program is awaiting approval from the State. The program was approved at the College and Region level prior to Fall 2015.

Once the program receives approval from the State and is implemented at the District level, the program must be marketed. The action plan for marketing includes four activities:

1. Contact current students and prior completers of BSAD 220, BSAD 222, CSCI 251, and CSCI 270 to make them aware of the certificate and the completion possibilities. This can be done electronically.
2. Market the certificate to employers and the communities. This can be done by presentations to the Advisory Committees, Chambers of Commerce, and associated employers.
3. Create a brochure for inclusion in the marketing efforts.
4. Create a website for prospective students under the existing CTE site.

Measure of Success:

Initial goals for the program are to have 10 completers per year. The projected time frame for this to begin is the end of academic year 2016-2017.

Person Responsible:

Matt Hightower

It directly addresses a college Strategic Goal or Objective

Strategic Goal #4: Community Connections Provide Workforce and Economic Development Programs that Respond to Local Industry Increase college prominence in local workforce development

Marketing programs and increased community awareness**Action Plan:**

Increase marketing of all department area programs through well prepared and relevant brochures, flyers, posters, and banners, as well as other methods that may include social media.

Discuss an employer recognition program with the Office of Public Relations and the Job Developer.

Update and or develop materials lists for all programs.

Update and or develop introductory letters to respond to student enquiries in a systematic and consistent way that includes a description of recommended advisories and pre-requisites.

Measure of Success:

The evidence of success will be the marketing materials and tools that will be created. If the Business marketing reflected increased enrollment, and it appears that it did during 2014-2015, there should be increased enrollments after the 2016-2017 year as these planned marketing tools and strategies are implemented. This may take some time to be reflected in the data.

If successful, this initiative should increase success and retention as well.

Person Responsible:

Karen O'Connor with program area faculty

It addresses a gap in student equity

Effective Marketing can help the under represented groups make the right choices for entry to the college.

A strategy that addresses increased effective communication about our courses and programs will help groups understand the expectations and entry skills that facilitate success in courses and programs. The better informed students are about college options and what is involved in each program area, why the advisories are what they are, the better prepared they will be for success and completion.

Revise Web Professional Program**Action Plan:**

Revise program to include a Web Design and a Web Development offering. The last revision of the program excluded a significant population of students who were interested in multimedia web content. We will bring back several of those courses and give students a focused design option.

Measure of Success:

Unduplicated headcount will increase by 100%, and award completion will increase by 50%

Person Responsible:

Suzie Ama, Digital Media Arts Professor

It directly addresses a college Strategic Goal or Objective

Strategic Goal 1: Improve CTE completion rate

Strategic Goal 3: Enrollments

Evaluate Resource Needs

Facilities

Existing classrooms are needed for the on campus Business program offering at IWV and ESCC as well as the following:

Computer Information Systems is in need of a dedicated (or shared) classroom to provide instruction, store equipment and work with students and employers.

As a strategy to increase student retention, success, completion and job placement in the Computer Information Systems (CIS) in the Networking and Cybersecurity pathways, the development of a student club has been proposed to engage and connect students, provide supplemental hands-on experiences and employer connections with the program. In order to have these types of interactions and learning experience, the CIS program needs a dedicated space in which to have the meetings, hands-on exercises and employer visitation.

The CIS program has a lot of equipment that has been purchased and is currently housed in the CIS instructors' office. New equipment was ordered last year to modernize the program and provide students with an educational experience that would assist them in the engagement of learning as well as prepare them for job placement. Faculty currently have to transport all the equipment each day to the classroom and set it up for class. Following the end of class, the equipment has to be disassembled and transported back to the office. The daily setup and tear down could compromise the cables and connections after a period of time and result in the failure of components. A dedicated classroom for the CIS program would provide housing for the on campus classes as well as a place for the students to get together for club activities. Local donations of old equipment for students to repair and configure would provide valuable experience that would translate to employment. The problem is that there is not a location for the CIS equipment to be housed. The current classroom (LRC 709) is used by multiple disciplines and so storage in that room is limited. Additionally, LRC 710 and LRC 631 are used for proctoring and Library Research classes and do not have additional space to house the equipment.

Employers have stated in the Advisory Committees in the past that hands-on exercises are valuable and research also demonstrates in a field where hands-on activities are done, students engage. Employers will provide priority hiring for those students that have this experience. Inquiries to students in the Fall 2015 semester on the development of a club have been very positive and in a short time, 14 have signed up. The student learning experiences in the classes and through club activities will assist students struggling with the content by providing hands-on exercises and a group identity. This social connection and learning community will build the program and the students.

Our previous CIS addendum in the AUP 2015-16 requested a dedicated space and equipment to fully bring up a Cybersecurity program. The newly approved and state model aligned CIS certificates and degree will serve to meet the needs of our employers, but further development will be restricted without dedicated space. The building of a degree program in Cybersecurity requires becoming a member of the Cisco network of schools, where the cost for textbooks will be reduced or eliminated. The state model lists the Cisco IT Essentials curriculum as a recommended option. The online learning platform provides interactive online textbooks and exercise that are free for students from partner schools. This is a win-win for the college and our students. If we do not bring up a full degree program, we could develop a higher level certificate, but again, this would require dedicated space, servers, and partnerships with industry and Cisco. Additional costs for Cisco certification for adjunct professors would be required.

The new electronics laboratory has very similar equipment (benches, test equipment) that we could share with an electronics program. All CSCI C101 classes and CSCI C070 classes could be held in that classroom where all the equipment and materials would be stored. This would free up LRC 709 for other classes that require computers. Electronics and other disciplines (Engineering) could also share the space and we could work out a rotation for the room. The new classroom would need college

computers for students to use for simulations online, email, assignment uploads, etc. Equipment for hands-on labs could be pulled from old college computers that are being excessed or replaced each year.

The Paralegal Program may need ITV rooms depending on the outcome of the investigation initiative regarding expanding offerings to classroom/ITV.

Information Technology

Existing computer programs as are taught in the BSOT, CIS, BSAD, and DMA programs are required to maintain the status quo in campus labs. This includes Office 2013 and appropriate operating systems. Plug-ins for SAM, CengageNow, and Keyboarding Pro Deluxe Online, continue to be needed for online students who are completing work on campus. Please add Movie Maker for room 709.

Additionally, Computer Information Systems needs 30-35 computer work stations for the new classroom. An instructor station with a computer, projector, speakers and wireless access is also required. The classroom could be shared with Engineering and Electronics.

The Computer Information Systems certificate and degree program requires that students can take and pass industry certification exams. This is also a key component in the VTEA success, completion, non-traditional participation and employment. Partnership with the CompTIA testing agency, Cisco and the Cerro Coso Community College Testing Center through Pearson Vue are critical for students and staff. Placement of our students into industry partners requires industry certifications. The new server was paid through VTEA funds as a critical component of the CIS program and will increase our student success, completion and job placement. The partnerships with CompTIA, Cisco and Pearson Vue will provide students that are economically disadvantaged with a 50% discount on exam certifications.

Access to expensive course-specific computer software is required for students and faculty in the Computer Information Systems and Data Analyst I programs. The College/District has supported this in the past by providing faculty and student free access to operating systems, database management systems, and other applications via the DreamSpark program from Microsoft. Additionally, the College/District has participated in other Microsoft programs which allow all students free access to the Office 365 applications. The Business and Information Systems department relies on the continuation of these programs for student equity and success.

The following is a list of what was requested at the beginning of the 2015 school year. As we are planning a year ahead, it is difficult to keep up with changing technology that we cannot necessarily predict a year in advance, but this is the best for the moment.

For DMA C102 students need:

Adobe Photoshop CC 2014

Adobe Reader

Firefox (preferred)

A compression utility to zip files & folders

Word 2013

Quicktime or another way to view mp4 video files

Access to microphone is optional but useful when attending office hours using CCC Confer

CCC Confer-ready

BSOT C070 Business Math - online – Access to Moodle

BSAD C100 Intro to Business – on ground, Access to Moodle + Ability to use PowerPoint in the classroom

BSAD C101 Financial Accounting – on ground, Access to Moodle & CengageNow + Ability to use PowerPoint in the classroom

BSAD C102 Managerial Accounting – online - Access to Moodle & CengageNow + Ability to use PowerPoint

BSAD C110 Intro to Personal Finance - on ground, Access to Moodle + Ability to use PowerPoint in the classroom

BSAD C155 Human Resource Management online - Access to Moodle & Cengage/Aplia

BSAD C152 Managing Diversity - online – Access to Moodle + Ability to use PowerPoint

BSAD C171 Intro to Marketing on ground, Access to Moodle + Ability to use PowerPoint in the classroom

Office 2013 including Word, Excel, Access, PowerPoint (should be the same as this semester)

plug-ins needed for SAM 2013 (should be the same as this semester)

KBPO plug ins (Should be the same as this semester)

Internet Explorer

Chrome

BSOT C135 Adobe Acrobat Professional

BSAD 220 Principles of Project Management – MS Project 2013

BSAD 222 Problem Solving, Decision Making, and Computer Applications in Business – MS Office 2013 (Word, Excel, Access, and PowerPoint)

CSCI 270 Database Design and Management – Access 2013, MySQL Workbench

CSCI 251 Introduction to Programming Concepts and Methodologies – MS Visual Studio

Marketing

Computer Information Systems has re-developed the certificates and degree to align with the California state model. Additionally, there are new certificates that provide programs for entry level cybersecurity and information assurance positions. There is also a new Data Analyst certificate that will serve our business community. All of these new certificates (three of them) and the degree need to be marketed to all the CCCC communities. Brochures, online marketing, human interest stories and presentations need to be done to let our service area know that the new program has launched. It will launch in the Fall 2016 term. Advertising and marketing need to start in July 2016.

Each area plans to create or update flyers to market the programs at Preview Day, Fall Fair, and other events.

Marketing strategies that have been effective for the Web Professional program have been Career Day contacts, printed brochures, online brochure web site, Facebook ads, and Cerro Coso web site banners. Support for these marketing strategies should be continued.

Professional Development

The department members would like to attend conferences to support currency in their areas as well as to keep abreast of state-wide initiatives.

Examples of conferences include the California Business Education Association (K-12, College, and university) or the Cengage Technology conference.

The California Business Education Association conference is relevant to K-12/College/University transitions as well as creating industry partnerships, and other current topics relevant to career technical education in the state of California including but not limited to success, retention, equity gaps, career pathways, and networking with individuals from other levels of education in the state of California.

The Cengage conference focus is focused on emerging technology and staying abreast of the cutting edge with technology in education and industry.

Six full time faculty request \$2,000 each for annual professional development. Professional development activities such as conference include workshops, discussion and/or training in emerging technologies as well as opportunities to network with faculty at other colleges and in the K-12 system to discuss trends, equity gaps, career pathways, and other state related topics that impact each institution.

Certification training and associated costs are needed for the Cisco partnership for both full time and adjunct faculty. Professional conferences and meetings will also be required.

One of the full-time faculty members is transitioning into teaching the A+, Net+ and Security+ courses. Professional training is required to provide the hands-on experiences required to fully be prepared to teach in the areas of computer repair, networking and security. These areas also require industry certification, which include hands-on training and experiences. While self-study via the textbook is being done to prepare for the exam, part of the instructor's goals cannot be obtained (interning in industry) without some basic hands on experiences. Hands-on training is available and can be done during summer and break periods. Completion of this professional development will provide sufficient training to begin working as an intern in industry and develop a relevant and up-to-date learning environment for students. As a woman in a non-traditional profession, learning and modeling experiences for students will encourage females into the field. It is proposed that the faculty member attend three boot camps to prepare to fully teach the A+, Net+ and Security + courses. Estimated cost of each class is \$3,500.

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff