

Business and Information Technology Department

Annual Unit Plan for Academic Year 2018-2019

October 2017

Describe Department/Unit

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: Actions Taken

CIS/CYBER

The Class to Career program have continued to assist Student Equity in CIS/Cyber. Student equity in Computer Information Systems/Cyber Security for both retention and success are close to the college average. CIS/Cyber retention is at 87% and exceeds the college at 70%. The data shows that traditional retention and success exceeds the online success (Retention traditional 93% versus 87% online and Success traditional 79% versus 70% online). The gaps in traditional and online retention and success are closer than the college average and seem to be improving. Retention/Success statistics show close rates based on gender (Retention: Female 87%, Male 80% and Success Female 80% Male 64%) and are close to the college averages. Retention by age is close and all in the 80% range and aligns with college averages as well. Success by age ranges from a low of 65% (20-29) to 69% (40 and over). The college averages are slightly higher. By ethnicity, there is a 3% increase in African American students (from 4% to 7%) and is 2% over the college average. Retention and success seem to be moving in the right direction but is still low (Retention 67%, Success 45%), but does not align with college averages and needs further attention.

Business/Business Administration/Management

The Business Administration/Management program faculty have altered the program pathways to attract a wider range of students. All of the lower-level courses are available both online and on campus. More courses, such as Managing Diversity, Principles of Management and Introduction to Personal Finance are now offered online every year. As a result, we have seen the results in the age category exceed the college wide average. Only the 19 and younger category has less than favorable results (12% vs. 21%). This could be attributed to the premise that students enter the Business programs at a later age. Many of our students are working adults that have returned to the classroom for additional training and knowledge.

In the Ethnicity category, the Business/Management program demographics exceed the college wide results in every ethnic group.

In the area of Success and Retention, our results are very close to the college wide. In 2016-2017, retention was 93% compared to the college-wide value of 94% for traditional students. Our results of 93% are the highest in 2016-2017 period over the last 5 years.

For distance education, our results for retention were 81% compared to 85% college-wide. Our retention results for distance education have been increasing over the last 5 years.

Our success results were mixed for traditional versus distance ed students compared to college wide. Traditional was down compared to college-wide (69% vs. 83%). This may be attributed to the rigors of the program. For distance ed our result were the same as college-wide (66%)

Looking at success from a Gender perspective, females performed better than males (65% to 62%). These results are below the college-wide of 69% and 71%

Retention for both sexes were the same at 80%, however, they were less than college-wide (84% females, 86% males)

In the Age category, our department was below at all levels except for the 19 & younger level for both retention and success.

In the Ethnicity category, we were below the college-wide values in every ethnic group for both retention and success.

Paralegal Studies

The Paralegal Program has implemented an assignment for students to meet with the counseling department to develop their Degree Pathway/College Ed Plan to success in the program. Professor also attending counseling department meeting regarding program and pathways for implementation of planning process. This is aimed at successful completion of program and retention success, as well as, allowing students to connect with necessary services. Our success rate with those who have completed a college ed plan is above college average (77% v. 72%), so hopefully this will raise success of students overall by connecting with services.

There is a gap for Male student's population that is identified but is also related to the industry itself. College wide male data reports 40% and program enrollment at 23%. We are also below college average for 19 & younger (4% vs. 21%), 20-29 year olds (35% v. 41%) but above average on other age populations. A large portion of the program attendees are already employed or seeking career changes which could be effecting the populations. We are at or above most ethnic backgrounds except below college population for white students (40% v. 44%). We have no current new enrollments for American Indians in the program. Retention is 50% compared to 80% and success is 0% compared to 60%. Outreach to American Indian population should be made with help of equity program department. We are below college wide for enrollment and success and retention for 19 and younger. There is currently no program or courses at the high school for dual enrollment which may also be effecting numbers. Enrollment is 4% compared to 21%. Retention is 61% compared to 88%. Success is 52% compared to 71%. Meeting(s) scheduled to work with B. Simmons regarding equity strategies for the program.

Submit request for Student Equity and Student Development Funds to create a Constitution/Law Day event or similar legal event on campus. Have events on campus and food. Potential speaker to come to the college to discuss trending legal issue. Create a law essay contest with a reward certificate and money for 1st, 2nd, and 3rd place. Open up to high school students to participate as well. This will help to address gaps with under 19 year old student particular but also bring more awareness to help with all gaps. 20-29 year olds. Meet again with B. Simmons for planning and requirements.

Our distance education success and retention rates were matching or close to college wide. Retention was down 1% to 84% and Success was the same at 66%. However, once the data is disaggregated the success and retention rates vary. It also appears that retention needs to be addressed, however, most success rates were high. The program also have many part-time students which could be effecting retention rates because they do not always come every semester, but do eventually complete the program.

As noted above, faculty met and is working with counseling for College Ed Plan success and is meeting with B. Simmons regarding equity actions.

Business Office Technology

The Business Office Technology program has integrated an education plan assignment to the BSOT C100 class. Students write a draft of their plans to complete BSOT certificates and/or degree and are required to meet with a counselor to make an education plan. They are given feedback on the report and then submit a final report in week 15 describing how they plan to complete the certificate(s) or degree. As part of the report they report on each class they need to take and how it enables them to reach their goal of employability.

BSOT classes are well on their way to becoming accessible for all learners, beginning with all syllabi, and including captioned videos, and use of appropriate formatting for course elements. Additional features and recommendations required by the OEI state rubric for online classes are being integrated to all courses, including, but not limited to orientation sinks that assist those who are

taking an online class for the first time. Where possible, the first chapter of a book is being made available either through a temporary account other means so that students can start courses on time.

The BSOT program matches the college percentage for online classes retention at 85% vs. 85% and this is expected to increase as the cohort is evolving. Success for online classes is 69% vs. 66% college wide.

Business Office Technology has 7% African American enrollment vs. 5% for programs college wide. Notably, BSOT courses have a 24% participation by 40 and older age group v. 18% college wide. Due to dual enrollment, the percentage of students 19 and younger is 24% vs. 21% college wide. Interesting that BSOT exceeds college percentages for both the youngest and the eldest student population.

Web Professional

Disaggregated data show that retention and success are slightly higher among males than female in this program and the college as a whole. In this program, retention is highest among students 19 years of age (79%) and younger and lowest among students 40 and older (68%). Success rates across age groups are more uniform, but students 30-39 years of age are most successful (57%) and students 40 and older are the least successful (53%). Across ethnicities, program trends mostly follow that of the college, with greater needs identified for African American and Native American students.

The Web Professional coordinator met with the Director of Student Equity to discuss strategies for improving equity. Instructors already use best practices of effective contact in classes, including frequent instructor-initiated interactions, prompt responses, and prompt and substantive feedback on assignments. Instructors provide personally-created instructional materials, including text-based and multimedia resources, in addition to third party resources. Program marketing materials include under-represented groups in to make the program attractive to such groups. These strategies will be further developed.

Overall

The department as a whole is employing student success strategies such as having a syllabus quiz in all sections of all programs.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

In CIS/Cyber, there is a 3% increase in African American students (from 4% to 7%) and is 2% over the college average. Retention and success seem to be moving in the right direction but is still low (Retention 67%, Success 45%), but does not align with college averages and needs further attention.

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 41% compared to 49%. Retention is 67% compared to 73%.

Gender: Male

Gap Identified:

Males

Ethnicity: American Indian

Gap Identified:

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 50% compared to 60%. Retention is 79% compared to 80%.

Paralegal. We need to address enrollments and retention and success. We have no current new enrollments in the program. Retention is 50% compared to 80% and success is 0% compared to 60%. Outreach to American Indian population should be made with help of equity program department.

Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 73% compared to 77%. Retention is 88% compared to 89%.

Ethnicity: Hispanic

Gap Identified:

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 59% compared to 67%. Retention is 77% compared to 84%.

Ethnicity: Two or More Races

Gap Identified:

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 66% compared to 68%. Retention is 79% compared to 84%.

Ethnicity: White

Gap Identified:

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 71% compared to 74%. Retention is 83% compared to 87%.

Paralegal is below college wide for enrollments has seen a decrease over the years. We need to improve enrollments and retention. Retention is also below college wide at 85% compared to 85%, but success rate is 4% higher.

Gender: Female

Gap Identified:

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 65% compared to 69%. Retention is 80% compared to 84%.

Gender: Male

Gap Identified:

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 62% compared to 71%. Retention is 80% compared to 86%.

Paralegal is below college wide for enrollment, but this is in large part due to the nature of the field. It is a predominately female field of employment. However enrollments have increased in the last 5 years from 17% to 23%. Retention and success can also be improved. Success is at 68% compared to 71%. Retention is at 79% compared to 86%.

Age: 19 or younger

Gap Identified:

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 60% compared to 71%. Retention is 81% compared to 88%.

Paralegal: We are below college wide for enrollment and success and retention. There is currently no program or courses at the high school for dual enrollment which may also be effecting numbers. Enrollment is 4% compared to 21%. Retention is 61% compared to 88%. Success is 52% compared to 71%.

Age: 20 to 29 years**Gap Identified:**

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 61% compared to 66%. Retention is 79% compared to 83%.

Age: 30 to 39 years**Gap Identified:**

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 69% compared to 71%. Retention is 81% compared to 84%.

Age: 40 or older**Gap Identified:**

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 68% compared to 75%. Retention is 81% compared to 85%.

Gender: Male**Gap Identified:**

The BSOT program has 29% male students vs. 40% college wide.

In progress:

Faculty have been active in creating C-ID for courses and programs in this area and also creating a crosswalk with the Business Information Worker Program. The certificates will be renamed to less gender invoking titles. What was "Office Clerk" which sends an image of secretaries which is still connected with more female interest than male, the certificates will be named as follows.

12-unit Office Clerk Certificate of Achievement TO 12-unit Business Information Worker Quick Start

18-unit Administrative Assistant COA TO 18-unit Business Information Worker One

30-unit Business Office Technology COA to 30-unit Business Information Professional Two

Though cohorts are already showing expected signs of growth, the additional changes to the names of the achievements should attract a more gender neutral population of students.

The crosswalk with the BSOT vs Business Information Worker concept ensures that students are prepared for current needs of California workers, as the BSOT program skills are what employers most want in an entry level employee above all else.

Age: 40 or older

Gap Identified:

In the Web Professional program, retention and success is lowest in the 40 and older group (68% and 53% respectively). This is owed to the multiple responsibilities that adults of this age group carry. An intervention is to assign a journal assignment that asks students to anticipate potential obstacles to success in the course and formulate strategies that can be applied if they encounter them.

Ethnicity: African American**Gap Identified:**

In the Web Professional program, success is quite low among African Americans. In online classes, it is not always apparent what students' ethnicities are, but general practices of effective instructor contact and diverse marketing materials should support them. Imagery in course content is restricted to only instruction-related images, but the addition of images showing diversity among web professionals may be supportive.

Ethnicity: American Indian**Gap Identified:**

In the Web Professional program, success is quite low among Native Americans. In online classes, it is not always apparent what students' ethnicities are, but general practices of effective instructor contact and diverse marketing materials should support them. Imagery in course content is restricted to only instruction-related images, but the addition of images showing diversity among web professionals may be supportive.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

CIS/Cyber completed a comprehensive program review last year. Data and strategies were evaluated and plans were developed for 3 and 5 year goals.

Business Administration/Management: No courses were assessed in this year, as a result, no action was taken.

Paralegal: PARAC150 was assessed Spring 2017. There was no record of prior assessment. All courses in the program have now been assessed at least once. All SLO's were met.

BSOT: BSOT C100 Introduction to Business Office Technology was enhanced to include in depth assignments related to creating an education plan.

Web Professional: Full-time and adjunct faculty are conscientious about student learning and are engaged in the assessment process. We eagerly anticipate the implementation of the eLumen assessment module, which will integrate with Canvas and make conducting assessment every semester feasible and not burdensome. We think this will help make it easier to quickly loop back on unmet assessments and make changes, and it will provide longitudinal data for deeper analysis.

We are just beginning the cycle of assessing classes again.

Assessments completed in the prior academic year

CIS/Cyber: All assessments were completed in preparation for the program review.

Business Administration/Management: No courses were assessed in this year.

Paralegal: PARAC150 was assessed Spring 2017. All courses in the program have now been assessed at least once. All SLO's were met.

Business Office Technology: All classes have been assessed and are ready for the next cycle.

Web Professional: All assessments were completed prior to program review.

Outcomes Assessment: Gaps to be Addressed

Program Review: Actions Taken

Business Office Technology

Year of Last Program Review:

2015-2016

Actions Taken in the Prior Year to Address Strategies:

This will be updated.

Strategies Still to be Addressed:

This will be updated.

Business Administration/Business/Management

Year of Last Program Review:

2015-2016

Actions Taken in the Prior Year to Address Strategies:

Goal: Improve Marketing Efforts

Worked with Natalie Dorell to develop brochures, banners and publication ads. Provided Michael Kane with content for marketing activities. Attended local Fair every year and promoted our program. Promoted our degrees and certificates to our Advisory committees.

Strategies Still to be Addressed:

Targeting those students that will help bridge the gaps that exist for our program.

Paralegal Studies

Year of Last Program Review:

2012

Actions Taken in the Prior Year to Address Strategies:

LDA Certificate was investigated and more work needs to be done to determine whether implementation is proper for the program.

ABA approval continues to be monitored and guidelines reviewed. Programs online only status is preventing approval process but standards are monitored by current faculty in hopes of application being made in future.

PLO's were assessed in preparation of program review.

Program was started at Tehachapi and California City prisons. Enrollments were at maximum with some wait listing. Program to continue at the prisons. Two adjunct faculty volunteered to teach at the locations.

Provided marketing materials to Counseling Dept., Dean of CTE, and A. Mattos for outreach.

Strategies Still to be Addressed:

Program is currently under Program Review process. Strategies and course will be evaluated, created, and addressed throughout the process.

Web Professional

Year of Last Program Review:

2016-2017

Actions Taken in the Prior Year to Address Strategies:

Strategies Still to be Addressed:

Business Administration/Business Management

Year of Last Program Review:

2015-2016

Actions Taken in the Prior Year to Address Strategies:

Goal: Assess requisites for courses and implement early aligned assignments to substantiate the requisites.

Altered advisory courses for Financial Accounting, Managerial Accounting, Business Communication

Strategies Still to be Addressed:

Need to examine the following courses for advisory courses: Introduction to Marketing, Introduction to Personal Finance, Human Resource Management, Principles of Management and Organization, and Managing Diversity.

Business Administration/Business Management

Year of Last Program Review:

2015-2016

Actions Taken in the Prior Year to Address Strategies:

Goal: Examine effectiveness of two year pathway to completion for Business AS and COA on campus. Outcome could be to eliminate on-campus offerings of upper-level courses or implementation of an every other or every three offering of upper-level courses on campus.

Revised pathways to only offer Introduction to Business and Financial Accounting on campus. All other courses in the Business AS and COA programs are offered online every other year. As a result, many courses have experienced increased enrollment.

Strategies Still to be Addressed:

Track enrolment for Introduction to Marketing, Principles of Management and Organization and, Introduction to Personal Finance.

Business Administration/Business Management

Year of Last Program Review:

2015-2016

Actions Taken in the Prior Year to Address Strategies:

Goal: Monitor enrollments in new Data Analyst I Certificate of Achievement.

this goal in in progress

Strategies Still to be Addressed:

This goal is in progress.

CIS/Cyber Program Review

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

CIS/Cyber Security Program Review completed in the Spring 2017. Outreach and marketing for the program were done by participating in the Career Day in September.

Attended local Fair every year and promoted CIS/Cyber program. Presentation of program certificates and degrees were done at the Advisory Committee meeting. Employers present in CSCI C101 IWV class and engage with students and programs on a regular basis

Strategies Still to be Addressed:

CIS/Cyber strategies include development of marking materials and distributed. This is currently being developed. SLO assessments will be done in 2018-2019. Internship development will begin this fall.

Business Administration/Business Management

Year of Last Program Review:

2015-2016

Actions Taken in the Prior Year to Address Strategies:

Goal: Work with Advisory Committees to update courses, degrees, and certificates to align with industry needs.

Met with Advisory committee members and they are encourages by our pathway changes which allow students to take online upper-level courses. We meet with our committees at least once a year.

Strategies Still to be Addressed:

This goal is still in progress.

Business Administration/Business Management

Year of Last Program Review:

2015-2016

Actions Taken in the Prior Year to Address Strategies:

Goal: Create current student and graduate workplace tracking system to monitor student employment.

Working with new IR team to implement this system.

Strategies Still to be Addressed:

Activity in progress.

Web Professional

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

With the "ink still drying" on the most recent program review, we are only beginning to implement action plans. There has been a meeting with the Director of Student Equity to address closing equity gaps. We have also completed the action item of providing Lynda.com to students at no cost to them, eliminating or reducing textbook costs.

Strategies Still to be Addressed:

1. Close equity gaps
2. Increase enrollment
3. Improve retention and success
4. Embed oral presentations within the program.

Annual Planning: Actions Taken

Engage with students through creation of new club

The CTEC club was suspended in Spring 2017 due to low attendance. The club is being re-activated this fall (2017) as the student interest has increased. There are more sections and higher numbers of students that are interested in optional hands-on labs. We have volunteers interested in serving as officers as well.

Increase classroom and storage space

Storage needs for CIS/Cyber were addressed. Six Mac computers were installed in the back row of LRC 709 so that faculty did not have to constantly set them up each class period. Cabinets were provided for materials and the lock was replaced. Faculty does need a key for the cabinet.

Dedicated classroom has not be addressed. This is still a need and will become a more visible need as we order equipment to provide hands-on experiences and on campus classes.

Investigate Paralegal Studies offering on campus/ITV

Consideration is still being done for the program to change or increase alternative formats. Feedback from students was primarily negative in this area

Data Analyst I Follow up

The number of Data Analyst I Certificate completers was 3 for the 2016-2017 academic year. In the Fall of 2016

Marketing programs and increased community awareness

Computer Information Systems/Cyber Security

Marketing hand-outs were prepared and used at outreach events 2016-2017. A request for brochures with data to be in the marketing tool was provided to Natalie Dorrell in September 2017.

Business Office Technology

Business Office Technology is visible at Career Day, Fall Fair, and CTE events. BSOT also pairs with the Business Information Worker website at Doing What Matters and the BIW program, so that students around the state can see that the program is available at CCCC.

Previous updates to the courses are resulting in a cohort that is growing and may account for BSOT higher rate of retention than the college in general.

BSOT faculty have worked extensively as program lead for creation of C-ID for BSOT courses, certificates, and program, reviewing all aspects of the program, and this will filter up to the state and make BSOT area of study even more visible and more compatible for students across the state.

Business Administration/Business/Management

put your report here

Web Professional

Put your report here

Paralegal Studies

Marketing information given to A. Mattos and Dean Kane for use at events. Also to counseling for inclusion in orientation materials. Additional marketing strategies will be developed to distribute to potential students. Attendance by faculty at outreach events such as career day

Revise Web Professional Program

Curriculum was approved in Fall 2016, and the changes should appear in the Fall 2017 Catalog Addendum.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Investigate program launch at Prisons and Implement (if practical)

Legal Document Assistant (LDA) Certificate of Achievement

Increase classroom and storage space

Dedicated classroom has not be addressed. This is still a need and will become a more visible need as we order equipment to provide hands-on experiences and on campus classes.

Marketing programs/High School Outreach & Recruitment/Increased community awareness

Optimize accessibility for all department programs and classes

Certification Testing for Business Office Technology Students and all Students

Web Professional Online Marketing Campaign

In Spring 2017, we launched a successful marketing campaign that include Facebook ads, spot ads on the Cerro Coso home page and on campus monitors, and flyers. Still to be implemented are Google AdWords. Funding is needed for marketing, and the Dean of Career Technical Education is supportive of funding this.

Professional Development

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Develop an Operating System Certificate of Achievement

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Consultation with the CIS/Cyber Security Advisory Committee will be done this fall. The potential new certificate will be proposed as a Linux certificate (Red Hat). If there is a documented need from industry development will be begin.

Faculty will proposed becoming a Red Hat Academy in order to provide resources to the college, faculty and students.

Lead Measure of Success:

CIS/Cyber Security Advisory Committee minutes for the Fall 2017 term will document need.

Red Hat partnership will begin in the Fall 2017 term.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

The partnership agreement with Red Hat will need to be approved and facilitated with the CTE Dean and VP of Academic Affairs.

Person Responsible:

Valerie Karnes

Other

This is an industry need as NAWC at China Lake requires and operating systems certificate for employees in IT and Cyber.

Which strategic goal does this initiative address?

Goal 4: Enhance Community Connections

LDA Certificate

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Draft of potential certificate pathway created to review with other faculty, advisory committee, and Dean. Investigation into requirements under the California Business and Professional Code. This will give students more option in the program and many have expressed interest in working in this area. This will help students have more information about the duties and requirements of an LDA.

Lead Measure of Success:

Development and review of materials and pathways.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

Lag Measure of Success:

Person Responsible:

Faculty, Dawn Ward

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Department checklist of programs/courses meet accessibility standards

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Lead Measure of Success:

Are any of the lead measures identified above lacking assessment instruments?

Does the department request help to develop these instruments?

Lag Measure of Success:

Person Responsible:

Which strategic goal does this initiative address?

Professional Development for Department members

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

CIS/Cyber: Participation in CBEA, WBEA, NBEA, ICT and Cyber Security conferences and training in order to continually develop faculty. Networking opportunities at training and conferences has provided resources to the college, faculty and student.

Paralegal - Participation in CAPA, BARBRI, PMBR, and continuing legal education programs to remain current in laws and regulations effecting the legal field and profession. These conferences also provide networking opportunities and resources to college, faculty, and students.

Lead Measure of Success:

CIS/Cyber faculty (both full time and adjunct) professional development and training will be approved.

Paralegal (both full time and adjunct) professional development and training will be approved.

Are any of the lead measures identified above lacking assessment instruments?

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

Faculty need the funding to attend training and conferences.

Person Responsible:

Faculty/CTE Dean

Other

Professional development provides networking to the institution and training for the college.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections

Business Office Technology course and program update to C-ID and BIW Crosswalk

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The Business Office Technology C-ID development is in the final stages and therefore the BSOT courses, certificate, and program will be revised to include and meet the new C-ID specifications. This will likely bridge over spring and fall 2018.

Lead Measure of Success:

A lead measure will be the finalization of the C-Id program for BSOT and the submission of courses, certificates, and degree to CIC for approval.

1.0 unit electives will be created, namely for PowerPoint II and other emerging technologies that warrant a class.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

The lag measure will be final approval of courses, certificates, and degree for the entire Business Office Technology program.

Person Responsible:

Karen O'Connor

It addresses a program review strategy

Which strategic goal does this initiative address?

Evaluate Resource Needs

Facilities

CIS/Cyber: There is a need for a dedicated classroom that can be used both by onground classes and club/industry events.

Business Administration/ Management: No facility needs for next year.

Paralegal: No known needs for the next year.

BSOT: No additional needs for the coming year.

Information Technology

CIS/Cyber: There is a need for classroom of computers (30), instructor station and equipment for students/faculty to facilitate learning There is a detailed list of equipment and needs.

Business Administration/ Management: No IT needs for this department.

Paralegal: A webcam for office computer is needed for alternative methods of student contact and development of course lectures.

Business Office Technology: A continuation of IT programs such as Office 2016, is needed in labs so that online students can complete coursework.

Marketing

CIS/Cyber: Development of a brochure and a new banner is required.

Business Administration/Management : Supplying Michael Kane and Natalie Dorell with content for marketing this program.

Paralegal: Continue to work on and develop marketing materials. Online materials for college website or college service areas for program to boost enrollments. Other materials for distribution within community Supply content to Dean Kane and Natalie Dorell for marketing materials. Provide materials to counseling for orientation and student use. Continue to attend outreach and college activities.

As BSOT is evolving to the newly developed C-ID, new marketing materials can be created.

Web Professional: In addition to current marketing strategies and added Google AdWords this year, it has been several years since the brochure web site was redesigned. That will be undertaken this year. Also, a program brochure needs to be designed.

Professional Development

Business Administration/Management department will continue to attend the statewide California Business Education Association (CBEA) conference which offers many educational and training sessions for business educators. We will expand our professional development by attending the Western Business Education Association (WBEA) and the National Business Education Association (NBEA) conferences which also offer education and training sessions for business educators. Additionally, on-going coursework in Lynda.com and edX will be completed. Attendance at the International Society of Business Education is also requested if possible.

Paralegal: Continued attendance at various conferences, events, and continuing legal education (CLE) offerings. Attend California Alliance of Paralegal Associations (CAPA) annual conference. Attendance of other CLE's offered through the state bar, National Business Institute (NBI), Online Teaching Conference (OTC), or other institutions related to areas of teaching and changes in the law. Continue to attend the CBEA conference.

Business Office Technology: Attendance requested at California Business Education Association, Western Business Education Association, National Business Education Association, and the International Society of Business Education annual conferences. Faculty is taking a leadership role in CBEA and WBEA.

Web Professional: Full time and adjunct faculty members attend the annual CBEA conference and also engage in self-training through Lynda.com.

Staffing Requests

1000 Category - Certificated Positions

Computer Science Full Time Faculty

Location:

CC Online, Ridgecrest/IWV

Justification:

One of these years we need to hire a full time Computer Science faculty once again, as Computer Science can again be offered as a degree and is high demand.

Business

Location:

EKC Tehachapi

Justification:

The 2018-2013 Educational Master Plan revealed that East Kern, specifically the Tehachapi campus is "...perhaps the fastest growing Cerro Coso Community College Center. The City of Tehachapi is the 10th fastest growing retail market in the state of California. This is most certainly a positive economic indicator for the Center and for Cerro Coso Community College as a whole. The Tehachapi Campus ESA 2016 population is 47,714 and growing to 43,453 for 2021. In general, this Center has the most progressive and substantial financial indicators than the other East Kern Valley ESA."

The 2018-2013 Master Plan also stated the following about East Kern growth: "When the last Educational Master Plan 2012 was completed, the annual East Kern Center student enrollment growth rate was projected to be 5.2% on an annual basis over the period 2010 to 2015; WSCH was projected to grow at 3.2% annually over that same period. The actual annual rate of student enrollment growth outperformed this projection; it averaged 51.0% from 2010 to 2015. The growth rates for both student enrollment and WSCH were skewed by the addition of the Tehachapi Campus in 2015. This impact needs to be considered in the future capacity for growth at the East Kern Center."

Recent information has revealed that California City's business growth is going to be substantial based on becoming a future location of the marijuana cultivation industry in Kern County, if not the state. The idea of business related careers will be a need based on this growth.

Lastly, Cerro Coso Community College's inmate education program ranks #2 in the nation in regards to enrollment and class offerings. Currently we serve approximately 800 incarcerated students, and this number is continuing to grow each semester. CCCO offers courses to students in the California City Prison and Tehachapi Prison. Both educational sites along with the California Department of Corrections and Rehabilitation (CDCR) request the offering of a Business Administration AS-T in both prison facilities. This will require a full-time Business faculty instructor to complete this type of instructional load.

EMSI Data:

EMSI data reveals that in East Kern (Tehachapi, Edwards AFB, and California City) that 243 jobs are currently available in the business field (i.e. Business Operations Specialists), the Federal Government being the largest employer, with number projecting to grow based on the future business growth in California City.

Business currently has two full time faculty, one in Mammoth/Bishop and one in Ridgecrest. Both faculty routinely teach at the maximum overload capacity. In addition there are three brand new adjuncts scheduled to teach in the prisons for spring 2018. An additional adjunct is scheduled to teach online. According to program review data August 2017, there were 265 Business Administration AS-T majors, 191 Business majors, and 74 Management/Small Business Management majors at that time. This is 530 students with a declared major of Business, before the expansion this spring to offer classes at the prisons. Popular classes such as BSAD C100 Introduction to Business and the accounting courses BSOT C101 Financial Accounting and BSOT 102 Managerial Accounting frequently need added sections due to long wait lists, even though they are also offered in the summer.

Course enrollments for 2016-2017 showed 5 traditional sections at IWV and 25 distance education sections. First day enrollment for traditional classes was 103 and for online sections 1063. The average students per section for traditional classes was 17 and for distance ed 30, which is over the college average for the distance ed figure.

FTES traditional was 10.4 in 2016-2017 and 75.3 for distance ed. FTE Workload for distance ed was 5.3 and for traditional 1.1.

FTEF workload by contract was 29% full time, 32% overload, 11% adjunct, and 28% in the summer.

Retention is at 93% vs 94% college wide. Success is at 69% vs. 83% college wide in the traditional environment vs. 66% by distance ed which matches the college wide exactly.

In 2016-2017 there were 7 total Business Administration AA awarded, 5 Management/Business, 12 AS-T awarded for a total of 24 overall degrees, plus four certificates.

With the growth already apparent in Tehachapi coupled with predictions of growth for the next few years, the department would be well served by the addition of a full-time business faculty who also has the credentials to teach the accounting portions of the

program. A well rounded business faculty would easily have a full time load between the prisons and the general demand.

2000 Category - Classified Staff