

Business and Information Technology Department

AUP for Academic Year 2019-2020

October 2018

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

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. Retention and Success for the major age breakdowns still lag behind the college wide averages. For Retention the results are: 19 and Younger (84% vs 89%), 20 to 29 (80% vs 84%), 30 – 39 (81% vs 85%), 40 and older (81% vs 86%) For Success the results are: 19 and Younger (65% vs 73%), 20 to 29 (64% vs 68%), 30 – 39 (70% vs 73%), 40 and older (68% vs 76%) More aggressive marketing efforts are being employed to help bring our department results closer to college wide.

In the Ethnicity category, our programs are better than college wide in all categories except Hispanic/Latino (38% vs 41%) and White (34% vs 40%).

For distance education, our results for retention were 82% 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 verses distance education students compared to college wide. Traditional was down compared to college-wide (76% vs. 82%). This may be attributable to the rigors of the program. For distance education our result were better than college-wide (72% vs 68%)

Looking at success from a Gender perspective, females performed better than males (68% vs 65%). These results are below the college-wide of 70% vs 73%.

Retention for females was better than males (82% vs 80%). College-wide males exceeded females (85% females, 87% males)

In the Age category, our department' retention and success was below college wide at all levels. In the Ethnicity category, we were below the college-wide values in every ethnic group for both retention and success except for American Indian retention (83% vs 82%)

Business Office Technology

One of the strategies for increasing the number of males in the program is reflected in use of more gender neutral language in the the course descriptions and certificate names, away from the office theme which is perceived to be more of a field for females, and more toward the business information worker theme which is more gender neutral, as the C-ID descriptors and new certificates comprising the model curriculum have been developed and adopted by the state. Students have been made aware of the turn of direction and the development of the new descriptors in general, though it will take a few years for the results to be seen. The actual curriculum and the certificates will be updated in spring 2019 and will gradually make their way into the catalog and marketing materials.

Information Technology/Cyber Security

It was mentioned in the 2018-19 Annual Unit Plan that African American male students were below the college average for both retention and success.

In the CIS/IT/Cyber Security program classes for the Spring 2018, I worked with the Equity Officer to work with African American male students in the IWV CSCI C101 class. There were two African American in class and both were experiencing problems with success and retention. One of the issues for both of the students was the financial requirements (simulation software and textbook). I contacted the Equity Officer (Blaine) and he assisted contacted the students and provided financial assistance to one of the students to purchase the software for one student in two of my classes. The other students was an active duty military member that had previously been unsuccessful in class. Both students withdrew from the class due to personal issues so these efforts were not successful.

I am continually looking for strategies to assist students in classes recommending tutoring, working with groups on projects, membership of students clubs (CTEC and Emoji) to provide peer support. I have also referred students to Financial Aide and Counseling to apply for financial support including the College Promise Grant and/or other funding.

Paralegal Studies

Equity gaps were addressed and assessed in Program Review (2018). Many goals focus on success and retention and reaching a greater student base. The program review identified that most of the equity gaps for students are in line or reflect the legal work place. In other words, our main gaps reflect current employment statistics for who is employed in the legal field. Male enrollments in the program has increased. There is also contact with Tehachapi High School and for a dual enrollment program which would also increase the 17-21 age range where enrollment is low.

Web Professional

I have engaged in outreach (career day and classroom presentations) at Coachella Valley High School, which has a Hispanic population of 98%, many of which are from undocumented families. 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. I am also seeking information about how the Emoja club can be a resource to African American students.

Student Equity: Gaps to be Addressed

Ethnicity: African American

Gap Identified:

Information Technology/Cyber Security

Several gaps in success and retention were identified from the 2018-18 Subject Trend data for CIS/IT/Cyber Security.

In the Ethnicity, African American students retention declined 2% from previous use data (from 67% to 65%). Additionally, success dropped from 2% (45% to 43%). Enrollments of African American students also declined 2% from the previous year while overall college-wide enrollment increased 1%.

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 50% compared to 54%. Retention is 71% compared to 76%.

Web Professional

Enrollments of minority students have declined in the past year: African American 6% to 2%, Hispanic 37% to 34%, Asian 9% to 4%. Strategies are discussed in the above section.

Ethnicity: American Indian

Gap Identified:

Information Technology/Cyber Security

American Indian retention dropped 4% compared to college-wide retention increased 5%. CIS/IT/Cyber Security program retention in this population are 11% below college wide numbers.

Student success in this population also declined 1% where it increased college-wide by 3%. American Indian students overall were 5% below the college.

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention for this group. It is below college wide. Success is 55% compared to 63%. Retention is better. (83% compared to 82%)

Ethnicity: White

Gap Identified:

Information Technology/Cyber Security

White success dropped 2% compared to college-wide success increased 1%.

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 73% compared to 75%. Retention is 85% compared to 88%.

Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 77% compared to 79%. Retention is 89% compared to 90%.

Web Professional

Enrollments of minority students have declined in the past year: African American 6% to 2%, Hispanic 37% to 34%, Asian 9% to 4%. Strategies are discussed in the above section.

Ethnicity: Hispanic

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 62% compared to 69%. Retention is 77% compared to 85%.

Web Professional

Enrollments of minority students have declined in the past year: African American 6% to 2%, Hispanic 37% to 34%, Asian 9% to 4%. Strategies are discussed in the above section.

Ethnicity: Two or More Races

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 63% compared to 68%. Retention is 77% compared to 84%.

Gender: Female

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 685% compared to 70%. Retention is 82% compared to 85%.

Gender: Male

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 65% compared to 73%. Retention is 80% compared to 87%.

Web Professional

Retention is almost equal between males (75%) and females (76%). There is greater disparity for success between males (56%) and females (61%).

Age: 19 or younger

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 65% compared to 73%. Retention is 84% compared to 89%.

Age: 20 to 29 years

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 64% compared to 68%. Retention is 80% compared to 84%.

Age: 30 to 39 years

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 70% compared to 73%. Retention is 81% compared to 85%.

Age: 40 or older

Gap Identified:

Business/Business Administration/Management

Business Administration/Management: We need to improve our retention and success for this group. It is below college wide. Success is 68% compared to 76%. Retention is 81% compared to 86%.

Web Professional

There is the greatest disparity between Web Professional students and the college average in this age category, with retention at 68% and success at 57%, compared to 86% and 76%. The reasons for this are not known, but will be investigated in the coming year.

Ethnicity: African American

Gap Identified:

Ethnicity: African American

Gap Identified:

Business Office Technology

African American ethnicity has increased to 8%, which represents double the actual number of students from 2014-2015 (15) to 31 in 2017-2018. The African American population is slightly higher than the college average. The success rate is slightly lower than college average for African American, but the American Indian and Asian success rate is higher (66% s. 63% and 84% vs. 79%).

Gender: Male

Gap Identified:

Business Office Technology

The Gender factor shows that female retention and success is slightly higher with 84% retention and 72% success compared to 80% and 66% for males. Compared to college wide this is a slightly higher success rate for females (72% over 70%), but a significantly lower success for males 66% vs. 73% college wide. However, the number of males in the program increased from 48 in the program in 2014-2015 to 58 in 2015-2016- to 103 in 2016-2017 and finally 108 in 2017-2018. 72% of students were female in 2017-2018 vs. 27% males.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

Business Office Technology

All BSOT SLO are being assessed according to the plan made fall 2018, which indicates all SLO will be completed between spring 2018 and spring 2019

Information Technology/Cyber Security

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I am continually looking for strategies to assist students in classes recommending tutoring, working with groups on projects, membership of students clubs (CTEC and Emoji) to provide peer support. I have also referred students to Financial Aide and Counseling to apply for financial support including the College Promise Grant and/or other funding.

Web Professional

Last year was the first year in the Program Review Cycle, and no outcomes were assessed. Course outcomes will be assessed this year (2018-2019) to allow opportunity for re-assessment in 2019-2020, if needed. Program learning outcomes will be assessed in 2020-2021, and Program Review will be completed in 2021-2022.

Paralegal

The last year was program review. The PLO's were assessed and all PLO's were met. This year courses are going through CIC for evaluation and SLO's will be reevaluated and revised as needed for clarification for assessment. The first assessments will be made in the Fall 2019 year or maybe Spring/Summer 2019 depending on progressions and approval through CIC.

Assessments completed in the prior academic year

Information Technology/Cyber Security

Assessments for CIS/IT/Cyber Security will be done in the 2019-2020 as per the CIS/IT/Cyber Security Program Review.

Web Professional

Last year was the first year in the Program Review Cycle, and no outcomes were assessed. Course outcomes will be assessed this year (2018-2019) to allow opportunity for re-assessment in 2019-2020, if needed. Program learning outcomes will be assessed in 2020-2021, and Program Review will be completed in 2021-2022.

Paralegal

The last year was program review. The PLO's were assessed and all PLO's were met. This year courses are going through CIC for evaluation and SLO's will be reevaluated and revised as needed for clarification for assessment. The first assessments will be made in the Fall 2019 year or maybe Spring/Summer 2019 depending on progressions and approval through CIC.

Outcomes Assessment: Gaps to be Addressed

Information Technology/Cyber Security SLO

Type:

SLO

Target Missed/Gap Detected:

Information Technology/Cyber Security student learning outcomes will be done over the 2019-2020.

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

Paralegal Studies

Type:

SLO

Target Missed/Gap Detected:

SLO's are being revised during the 2018-2019 school year and will be assessments with new SLO's in 2019.

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

Program Review: Actions Taken

CIS/IT/Cyber Security

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

Engage with students through creation of a new club

The Computer Technology Exploration Club (CTEC) was reformed in the Fall 2017 term. Documents were updated and submitted to Student Council, officers elected and activities/meetings were planned for the Spring 2018 term.

CTEC hosted three events/meetings in the Spring 2018 term. The first event focused on activities for the CSCI C142 (A+) hands-on labs. The second event focused on activities for the CSCI C143 (Net+) hands-on labs. The third event focused on activities for the CSCI C146 (Security+) hands-on labs.

Full-time and adjunct faculty were in attendance in all three events. Employers and Bellevue University were also in attendance and provided support and information to students. There were 15-20 students in attendance for each event.

Strategies Still to be Addressed:

The Fall 2018 CTEC club is working to elect new officers and were represented in the Club Rush event. Activities with hands-on experiences are in the process of being planned.

IT/Cyber Security

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

Marketing programs and increased community awareness

Information Technology/Cyber Security handouts were updated to the newly renamed CIS program to Information Technology with the input from the Cc Advisory Committee.

Marketing brochures were not developed nor were the CIS/IT/Cyber Security banners.

Strategies Still to be Addressed:

CIS/IT/Cyber Security

Marketing brochures need to be developed for Information Technology and Cyber Security.

Information Technology and Cyber Security banners are in final review (Fall 2018).

Information Technology and Cyber Security.

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

Increased classroom and storage space

Storage needs for the Information Technology and Cyber Security were partially addressed. Designated cabinets were identified and re-keyed however, they are located outside of the classroom and still require moving them to a classroom for each session.

Laptops and tablets were order and received in 2017-18 and are stored in a rolling cabinet. While this is a good intermediary step, it is not a resolution to the need for a designated classroom. Old equipment used in the CSCI C101 classes each semester are at the front of LRC 709 for easy access, but it is not ideal to have this equipment stacked in the front of the classroom.

There is significant equipment in the faculty members office that needs a permanent classroom location.

Dedicated classroom has not been addressed. This still is a need and is becoming increasingly visible as equipment is ordered and needs a location to be stored. Equipment in constant transport can easily become damaged or inoperable.

Strategies Still to be Addressed:

Increased classroom and storage space

Storage needs for the Information Technology and Cyber Security while partially addressed last year continues to need a classroom for storage and use for learning.

Dedicated classroom has not been addressed. This still is a need and is becoming increasingly visible as equipment is ordered and needs a location to be stored. Equipment in constant transport can easily become damaged or inoperable.

Information Technology/Cyber Security

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

Information Technology/Cyber Security

Strategies Still to be Addressed:

Revise all CSCI courses and change it to ITIS prefix to differentiate CIS from CS (5 year goal in Program Review).

All CSCI courses were revised to IT prefix in 2017-2018. The IT prefix was chosen to reduce confusion with the state prefix ITIS.

The Computer Information Systems program was renamed to Information Technology in order to clearly identify the content of the program.

Information Technology/Cyber Security

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

Information Technology/Cyber Security

Assess prerequisite and sequence of courses and implement course revisions to enforce prerequisite (2 year Goal)

Strategies Still to be Addressed:

Information Technology/Cyber Security

All CSCI courses for IT/Cyber Security programs were reviewed and modified during 2017-2018 while the prefixes were being revised. A prerequisite of CSCI C101 was made for all courses in the program beginning in Spring 2019.

Web Professional

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

2. Increase Enrollment

Enrollment has increased by 77% from 2016-17 to 2017-18. Class sizes are even larger this Fall 2018, and I anticipate that next year's data will similarly show program growth. We would like enrollments to continue to grow, so we will not say the strategy is met, but that we will continue to make progress on it.

4. Evaluate Adoption of Lynda.com

NexusEdge, through a CCCCCO grant, is able to provide students to free access to LinkedIn Learning (formerly Lynda.com). Faculty in the program have replaced or supplemented textbooks with LinkedIn Learning video instruction. We will use this resource as long as it is available, which appears to be a longterm arrangement. This strategy is met.

Strategies Still to be Addressed:

1. Close Equity Gaps
3. Improve Retention and Success
5. Embed Oral Presentations in the Program

Paralegal Studies

Year of Last Program Review:

2017-2018

Actions Taken in the Prior Year to Address Strategies:

The program review was completed in 2017-2018. All goals were addressed in program review and new goals created or continued for the new program review cycle.

Strategies Still to be Addressed:

The program review was completed in 2017-2018. All goal were addressed in program review and new goals created or continued for the new program review cycle.

Two year plan goals include: Improve marketing; LDA Certificate; create and implemtent strategies for student success.

Five year goals: Create system to track employment of all students during enrollment and after graduation; review all courses for accessibility and submit some to OEI exchange; create uniform curriculum for use by all faculty for consistent offerings; program growth at prisons for degree completion; and continue to monitor ABA approval for online courses.

Annual Planning: Actions Taken

Investigate program launch at Prisons and Implement (if practical)

The courses are continuing to be offered at the prison. Adjunct instructors have been located and are teaching courses. We are working on ways to give better access to textbooks to students.

Legal Document Assistant (LDA) Certificate of Achievement

We are still working and monitoring the need for an LDA Certificate. Decision will be made to initiate or not use in the near future. Working with advisory committee and faculty to certificate needs.

Increase classroom and storage space

Dedicated classroom has not been addressed. This still is a need and is becoming increasingly visible as equipment is ordered and needs a location to be stored. Equipment in constant transport can easily become damaged or inoperable.

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

Information Technology/Cyber Security

There were updated hand-outs developed in 2017-2018 with the review and input from the Information Technology/Cyber Security Advisory Committee.

No brochures were completed in this area. The banners were not completed.

High School Outreach and Recruitment was done through the High School Preview Day in 2017. Outreach was also done through the Fall 2017 Fair.

Paralegal

A marketing strategy was developed and implemented. New materials were made to be used. Contact was made at Tehachapi High School for dual enrollment.

Optimize accessibility for all department programs and classes

Business/Business Office Technology/Information Technology/Cyber Security

Course syllabi were revised to ensure accessibility.

CSCI C101 course was submitted for OER review.

Paralegal

Course are being updated for accessibility. PARA C101 was submitted to OEI for review and placement on the exchange.

Certification Testing for Business Office Technology Students and all Students

This has been approved to move forward for certification testing this year.

Web Professional Online Marketing Campaign

Professional Development

Business/ Business Office Technology/Information Technology/Cyber Security

Full-time and adjunct faculty members attended California Business Education Association (CBEA) and Western Business Education Association (WBEA), National Business Education Association (NBEA) and International Society of Business Education (ISBE) conferences in the 2017-2019 and received professional development, training and interaction with colleagues.

Interaction at CBEA with colleagues resulted in the development of the Business Information Worker C-ID descriptors for the model curriculum.

Information Technology/Cyber Security

Adjunct faculty member attended the ICT state conference for professional development and training.

Training at faculty flex days occurred.

Full time and adjunct faculty attended training for NET Lab at the IWV campus.

Paralegal

Faculty attended various trainings through Canvas; Cerro Coso Lunch n' Learns, faculty flex days, and California Alliance of Paralegal Associations (CAPA) annual conference. Full-time faculty also took the BARBRI bar review class and passed the California Bar exam and was sworn in June 2018.

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Develop an Operating System Certificate of Achievement

Information Technology/Cyber Security

Information Technology/Cyber Security Advisory Committee was consulted in the Fall 2017 meeting and they did not think we needed this new certificate, however, in the Spring 2018 meeting their opinions shifted as NAVAIR instituted a new requirement for it.

Following the meeting, full time faculty reached out to our Bellevue University partners to discuss Bellevue delivering the content at the IWV campus to meet the needs of the employers in order to respond quickly. Bellevue has existing courses that could be offered quickly and would benefit students and employers.

LDA Certificate

Investigation is still ongoing regarding the viability of this change and introduction to the program. There is a requirement for 24 course units to be completed to be a valid Certificate under the current California Business and Professions Code. This is only 6 units less than the full certificate. An additional 1 unit 8-week course would be created for the certificate. The degree is not required to be an LDA but it would be an additional option for the student. The addition of a 1-credit, 8-week elective course for LDA training or dropping a less populate elective for a 3-credit elective may be more appropriate. Options will be discussed with advisory committee and faculty.

Department checklist of programs/courses meet accessibility standards

We need training for faculty (both adjunct and full time) in this area. This is a work in progress.

Professional Development for Department members

Business/Business Office Technology/Information Technology/Cyber Security

Funding needs to be made available for faculty to attend CBEA, WBEA, NBEA and ICT for 2018-2019.

Additionally there are statewide meetings that need financial support for IT and Cyber Security.

Paralegal

Full-time faculty attended CAPA and completed BARBRI and PMBR programs. Additional course in Canvas and online teaching were taken as well. Full-time faculty passed the California Bar Exam and was admitted to practice in June 2018.

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

The Business Office Technology C-ID development is complete and has been adopted at the state. We are moving forward for the rest of the year to update the curriculum, certificates and degree.

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Investigate Creation of Interdisciplinary Entrepreneurship Certificate

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Organize discussion within department faculty and Advisory Committees to discuss creation of small certificate (@15 units) using existing courses (BSAD 100, BSOT 72, IT 101, BSAD 171) and additional elective intro/survey courses from other disciplines.

Lead Measure of Success:

As this is an investigation into the usefulness of the certificate, the early observational data would be based on the discussions in the Advisory Committees.

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

Yes

Does the department request help to develop these instruments?

Yes

Lag Measure of Success:

Lag measures would be based on the successful creation of the certificate including approval by the Advisory Committees and CIC.

Person Responsible:

Matt Hightower and Frank Timpone

Other

This addresses Strategic Plan Goal 3 by encourage students to pursue small business development.

Which strategic goal does this initiative address?

Goal 4: Enhance Community Connections

Digital Media Skills Certificate

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

A four-course certificate is being developed to equip non-Web Professional majors with digital media skills to enhance communication in business, healthcare, education, and other industries. Courses will include DMA C102 Digital Imaging, DMA C107 Computer Illustration, DMA C111 Fundamentals of Web Development, and DMA C131 Digital Video Production.

Lead Measure of Success:

CIC approval

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:

This should improve enrollments and will be tracked as a lag measure.

Person Responsible:

Suzie Ama

It addresses a program review strategy

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

Legal Document Assistant Certificate or Course

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Investigation is still ongoing regarding the viability of this change and introduction to the program. There is a requirement for 24 course units to be completed to be a valid Certificate under the current California Business and Professions Code. This is only 6 units less than the full certificate. An additional 1 unit 8-week course would be created for the certificate. The degree is not required to be an LDA but it would be an additional option for the student. An alternative to the Certificate would be the addition of a 1-credit, 8-week elective course for LDA training or dropping a less popular elective for a 3-credit elective may be more appropriate. Options will be discussed with advisory committee and faculty.

Lead Measure of Success:

Advisory Committee and CIC approval.

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:

CIC approval, if necessary.

Person Responsible:

Paralegal Faculty

It addresses a program review strategy

Goal 3: Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities.

This would give additional workforce training to students. The LDA course would allow students to better understand the role and laws related to working as an LDA in California. LDA's can be self-employed.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 3: Ensure Student Access

Review all courses for accessibility and submit courses to OEI exchange

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Paralegal: Steps will be taken to review all course as they are offered to ensure accessibility for students. At least one course will be submitted to the OEI exchange for review. More courses will be submitted after first course has been approved and in an order which would help students be introduced to the program through the exchange and ensuring accessibility for out own students success.

Lead Measure of Success:

Review by OEI team, our own POOCR team, and faculty for accessibility.

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:

Submission, approval, or review of courses.

Person Responsible:

Paralegal Faculty

It addresses a gap in student equity

Goal 1: Foster student success through sustained continual quality improvement of instruction and student services.

Goal 2: Provide a quality learning environment which enhances student engagement.

Goal 3: Improve our response to community needs through transfer programs, area workforce development, quality student services, and provision of customized educational opportunities.

Also addresses two-year program review goal for student success.

Which strategic goal does this initiative address?

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

Program at Prison - books for students

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Steps will continue to be taken to ensure access to textbooks for student in the prison education program for paralegal studies. Student struggle with access to funding for textbooks. Textbooks are necessary to successfully complete the program and courses.

Lead Measure of Success:

Books will be obtained or resources located for funding for copies of textbooks.

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:

Funding support for inmate students and help with other assistance. Strong Workforce, VTEA, or other funding measures.

Person Responsible:

Paralegal faculty

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, Goal 5: Strengthen Organizational Effectiveness

Evaluate Resource Needs

Facilities

Business Office Technology/Business Administrations/Management/Paralegal/Web Professional

There are no additional facility needs for next year.

Information Technology/Cyber Security

A dedicated classroom with adequate space, technology infrastructure and storage is still needed for the IWV campus.

Information Technology

Business Office Technology/Business Administrations/Management/Paralegal/Web Professional

There are no additional information technology needs for next year. We will continue to use Office 365/Office 2016/SAM/MyITLabs/TestOut and other specialized software simulation.

We will be adding a certification testing for Certiport and will require space and proctoring.

Information Technology/Cyber Security

Until there is a dedicated space no additional information technology is needed for next year. If space is designated, there will be a need for a classroom of computers, teaching station and associated technology will be required.

Marketing

Business/Business Administration/Management

Business Administration/Management: We revise our banners and we will be establishing an Entrepreneur contest at Burroughs's High School in an effort to create enthusiasm and promote enrollment for our programs. We will continue to conduct our Advisory meetings with local businesses in an attempt to improve and make our programs more relevant. We are currently investigating the implementation of an Interdisciplinary Entrepreneurship Certificate. We expect that this will create interest and increase enrollment. We will work with Maura Murabito and Natalie Dorrell to develop marketing materials and strategies.

Business Office Technology

Business Office Technology is currently using state developed Business Information Worker marketing materials and will need our own as our program is updated. Certification marketing materials will be developed once the testing center is in place.

Information Technology/Cyber Security

Additional marketing is needed including advertisements, brochures, and outreach.

Paralegal

Marketing outreach will continue. Distribution of materials created and participation in events such as Career Day, Desert Empire Fair, 5th grade and 8th grade college day visits, and other college or employment fairs. Marketing distributed through request with Marketing Office for distribution. Marketing Campaign was completed in Spring 2018 and increased enrollments in C101 and C112 was observed.

Web Professional

Marketing includes outreach at the Desert Empire Fair, Cerro Coso Career Day, and outreach to high schools. New program

banners are being ordered this year. The program's brochure web site was redesigned in Summer 2018. A digital marketing campaign is conducted each Spring, including institutional web site banner, Facebook ads, and Google AdWords. Enrollment has increased by 77% in the past year.

Professional Development

Business/Business Administration/Management/Business Office Technology/Information Technology/Cyber Security/Paralegal/Web Professional

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 that also offer education and training sessions for business educators. Additionally, on-going coursework in Lynda.com, and @One will be completed. Attendance at the International Society of Business Education (ISBE) will also be requested if possible. We will continue to actively participate in the college fall and spring flex days.

There is a need for faculty to attend CBEA, WBEA, NBEA, ICT and other statewide and perhaps national training for IT and Cyber Security.

Paralegal

Attendance at CBEA, California Alliance of Paralegal Associations (CAPA), American Association for Paralegal Education (AAfPE) or National Associations of Legal Assistants (NALA), State Bar conferences and other paralegal conferences to maintain current knowledge of the law and legal field. Attendance of Canvas and OEI trainings. Also, spring and fall flex day activities and lunch n' learns.

Web Professional

Faculty attend the annual Digital Media Educators Conference. Previously, state grants provided stipends for travel and 2 nights lodging, but such funding is discontinued. Funds are needed to send 5 faculty each year.

Research and Data

Research and data on enrollments and trends for IT/Cyber Security needs to be done. The request for specifics was done last year, but the data has not yet been received.

Staffing Requests

1000 Category - Certificated Positions

2000 Category - Classified Staff