

Business and Information Technology Department

AUP for Academic Year 2020-2021

October 2019

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, information technology and cyber security support specialists, legal assistants, and web developers/designers.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity: Actions Taken

Paralegal - orientation quiz implemented as department goal. Marketing to all students in service areas to reach all age groups. Gaps for male and 19 and younger students, but gap is also in line with national average in those areas. Accessibility of courses to assist all students in learning and accessing online courses. Retention and success overall for students by creating a Student Pathway assignment to meet with counseling in the PARA C101 intro course and by using college tools such as Early Alerts for students who are struggling and contacting students regarding assignments.

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 are listed below compared to college wide: For Retention the results are: 19 and Younger (89% vs 89%), 20 to 29 (86% vs 84%), 30 – 39 (87% vs 85%), 40 and older (88% vs 86%) For Success the results are: 19 and Younger (76% vs 73%), 20 to 29 (75% vs 68%), 30 – 39 (81% vs 85%), 40 and older (82% vs 76%) There has been improvement in most areas for both retention and success. We hope that this continues for the next year. We have added a full-time faculty member to teach at Tehachapi and in the prisons, which may result in improved results next year.

In the Ethnicity category, our programs are better than college wide in all categories.

For distance education, our results for retention were 84% 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 (74% vs. 82%). This may be attributable to the rigors of the program. For distance education our results were better than college-wide (72% vs 68%)

Looking at success from a Gender perspective, males performed better than females (83% vs 73%). These results are better than college-wide of 70% vs 73%.

Retention for males was better than females (89% vs 85%). College-wide males exceeded females (85% females, 87% males)

IT/Cyber Security

In the previous AUP, IT identified that African American students were below the college average in both success and retention in IT classes (previously called CSCI).

African American students are now above the college average for student success (college average 89.1%) and they have dramatically increased success over the past year. The success rate for IT/Cyber students went from 61.0% in 2019 to 89.7%. This represents a 47% improvement in the CSCI/IT courses over just one year.

The retention rates for African American students also dramatically increased over the past year, but are still below the college retention rate of 76.7. The retention rates for this population in 2018 was 52.14% and in 2019 the rate jumped to 75.9% which is a 45.6% increase.

Actions that likely assisted in this increase in retention and success are possibly due to Umoja and Counseling efforts as well as faculty awareness and interventions to assist African American students.

Student Equity: Gaps to be Addressed

Age: 19 or younger

Gap Identified:

Paralegal - gap in population of younger students, also tracks with national average. Outreach through marketing and to schools regarding program. Traditionally older students and population enter the career field.

Ethnicity: African American

Gap Identified:

Gender: Male

Gap Identified:

Paralegal - gap in population of male students, also tracks with national average. Outreach through marketing and to schools regarding program. This is generally a profession recognized nationally for women, but more male students have entered the program. It is hard to change the career viewpoint of population that this is also a good career for males.

Ethnicity: African American

Gap Identified:

Ethnicity: African American

Business/Business Administration/Management

Business Administration/Management: We have improved significantly in the areas of retention and success. It is above college wide. Success is 85% compared to 77%. Retention is 90% compared to 89%.

Ethnicity: American Indian

Gap Identified:

Ethnicity: American Indian

Business/Business Administration/Management

Business Administration/Management: We exceeded the retention and success rates for this group. It is above college wide. Success is 85% compared to 73%. Retention is better. (96% compared to 86%)

Ethnicity: White

Gap Identified:

Ethnicity: White

Business/Business Administration/Management

Business Administration/Management: We exceeded the retention and success rates for this group. It is above college wide. Success is 82% compared to 75%. Retention is 90% compared to 88%

Ethnicity: Filipino, Asian, Pacific Islander

Gap Identified:

Ethnicity: Filipino, Asian, Pacific Islander

Business/Business Administration/Management

Business Administration/Management: We exceeded the success rate but did not with the retention. Success is 80% compared to 79%. Retention is 84% compared to 90%.

Ethnicity: Hispanic

Gap Identified:

Ethnicity: Hispanic

Business/Business Administration/Management

Business Administration/Management: We exceeded the retention and success rates for this group. Success is 72% compared to 69%. Retention is 83% compared to 85%

Ethnicity: Two or More Races

Gap Identified:

Ethnicity: Two or More Races

Business/Business Administration/Management

Business Administration/Management: We met or exceeded the results for this group compared to college wide. Success is 68% compared to 68%. Retention is 84% compared to 83%.

Gender: Female

Gap Identified:

Gender: Female

Business/Business Administration/Management

Business Administration/Management: We met or exceeded the results for this group compared to college wide. Success is 73% compared to 70%. Retention is 85% compared to 85%.

Gender: Male

Gap Identified:

Gender: Male

Business/Business Administration/Management

Business Administration/Management: We exceeded the results for this group compared to college wide. Success is 83% compared to 73%. Retention is 89% compared to 87%.

Age: 19 or younger

Gap Identified:

Age: 19 or younger

Business/Business Administration/Management

Business Administration/Management: We exceeded the results for this group compared to college wide. 76% compared to 68%. Retention is 89% compared to 84%.

Age: 20 to 29 years

Gap Identified:

Age: 20 to 29 years

Business/Business Administration/Management

Business Administration/Management: We exceeded the results for this group compared to college wide. Success is 75% compared to 68%. Retention is 86% compared to 84%.

Age: 30 to 39 years

Gap Identified:

Age: 30 to 39 years

Business/Business Administration/Management

Business Administration/Management: We exceeded the results for this group compared to college wide. Success is 81% compared to 73%. Retention is 87% compared to 85%.

Age: 40 or older

Gap Identified:

Age: 40 or older

Business/Business Administration/Management

Business Administration/Management: We exceeded the results for this group compared to college wide. Success is 82% compared to 76%. Retention is 88% compared to 86%.

Ethnicity: African American

Gap Identified:

IT/Cyber

Overall, the IT/Cyber student success increased from 74% to 75.5% (2% increase) while the retention rates increased from 84.4% to 89.2% (5.6%).

In the previous AUP, IT identified that African American students were below the college average in both success and retention in IT classes

(previously called CSCI).

African American students are now above the college average for student success (college average 89.1%) and they have dramatically increased success over the past year. The success rate for IT/Cyber students went from 61.0% in 2019 to 89.7%. This represents a 47% improvement in the CSCI/IT courses over just one year.

The retention rates for African American students also dramatically increased over the past year, but are still below the college retention rate of 76.7. The retention rates for this population in 2018 was 52.14% and in 2019 the rate jumped to 75.9% which is a 45.6% increase.

Ethnicity: American Indian

Gap Identified:

IT/Cyber

Other populations in the IT/Cyber groups have done well and/or stayed static including the American Indian. The success rate for this group increased from 50% to 61.5% with retention slightly down from 70% to 69.2%. Overall, they are still well below the college levels.

Ethnicity: Hispanic

Gap Identified:

IT/Cyber

The Hispanic population dropped 5.1% in success (68.5% to 65%) and 0.8% (84.2% to 83.5%). They are significantly below the college levels and actions need to be taken to address this gap in success. Their retention levels are above the college average of 76.7%.

Ethnicity: White

Gap Identified:

IT/Cyber

Two interesting populations to mention are the White/Caucasian and Asian success and retention rates. While the White/Caucasian population success dropped 7.8% (80.5% to 74.2%) and retention down 1.1% (88.1% to 87.1%), these rates do not have the gaps to the college levels of other groups.

The Asian success and retention rates represent the largest success drop (100% to 76.5%) and their retention dropped from 100% to 97.1%). This 23.5% drop in success may be due to the increase in the numbers of students, however, the increase from 2018 to 2109 was an additional four students.

Gender: Female

Gap Identified:

IT/Cyber

Female students retention rates dropped 4.1% (87.5% to 83.9%) but were higher than the college average. Of more significant concern Female Success rates further declined this year from 73.9% to 68.9% (6.8% decline). Measures need to be implemented to improve these rates.

Age: 19 or younger

Gap Identified:

IT/Cyber

Students 19 and under dropped in student success from 73.1% to 67.3% (7.9%). This may be because of the increase in dual enrollment over the past few years. Interestingly, the retention rates are high at 89.1%.

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

IT/Cyber

Students from 20-29 are doing well with retention (84.8%) but success fell 4.3% (71.5% to 68.4%).

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

IT/Cyber

Students from 40-Older retention declined 5.7% (87.2% to 82.2%). Success fell significantly at 10.2% (81.6% to 73.3%) for this age group.

Ethnicity: African American**Gap Identified:****Digital Media Arts Courses****Enrollment**

College - 2018, 1728; 2019, 2239 (change 511) Web - 2018, 7; 2019, 6 (change -1)

Retention

College - 2018, 83%; 2019, 87% (change 4%) Web - 2018, 57%; 2019, 67% (change 10%)

Success

College - 2018, 68%; 2019, 71% (change 3%) Web - 2018, 14%; 2019, 33% (change 19%)

Retention and success in digital media arts courses still lag behind the college, but are improving at a faster rate. Our marketing is inclusive of minority students. We are making use of college tools, like Navigate and early alert to identify and provide assistance to students who are at risk .

Ethnicity: Two or More Races**Gap Identified:**

For the Business Office Technology program, headcount more than doubled over five years 2014-2018 from 89 to 204.

From 2014-2018 the following changes:

- White 51% to 39% which is just 1% less than college wide.
- Hispanic has gone from 32% to 39% which is 1% less than college wide.
- Black African American has gone from 7% to 13% which is higher than college average of 7%.
- American Indian has gone from 5% to 3%. (Bishop stopped the program for a while).

The BSOT courses are all in the online environment, so it is not possible to know the ethnicity of each student. Announcements are used to make the entire body of students aware of college resources that are geared for success.

Outcomes Assessment: Actions Taken

Actions taken in the prior academic year

BSAD C131 (onground) and PARA C101 (online) and PARA C240 (online) were assessed. Other courses will be assessed in the coming semesters under PR cycle and revision through CIC is completed.

Business/Business Administration/Management

The following courses were assessed in the Fall of 2018 and in the Spring of 2019:

Financial Accounting (2018) Managerial Accounting (2018) Business Communication (2019)

For Financial Accounting all 4 SLO's were assessed with a benchmark of 70%. Each SLO met or exceeded the benchmark.

For Managerial Accounting all 4 SLO's were assessed with a benchmark of 70%. Each SLO met or exceeded the benchmark.

For Business Communication all 6 SLO's were assessed with a benchmark of 70%. Each SLO met or exceeded the benchmark.

Web Professional Program

We are in the third year of our Program Review Cycle and will be assessing in 2019-2020.

Assessments completed in the prior academic year

Paralegal Studies:

BSAD C131 (on ground) and PARA C101 (online) were assessed in Spring 2019. PARA C101 and PARA C240 was assessed in Summer 2019. All SLOs were assessed for each course and all SLO's were met. These were assessed because of PR time line and new SLOs from revision through CIC. The revision of the SLOs did help with assessment tools, assessment, and data as expected. PARA C240 was assessed during the summer because it is an elective and it was not being offered in Fall 2019 as planned. PARA C101 was assessed in the summer as well because it is generally offered every summer and there was a need to ensure summer and fall/spring students are meeting SLOs for progress within the program. Prior assessment in last Program Review cycle the old SLOs for PARA C101 had not been met. The revision of SLOs has helped with streamlining assessments tools and also making them more measurable and SLOs have been met.

Web Professional Program

We are in the third year of our Program Review Cycle and will be assessing in 2019-2020.

Outcomes Assessment: Gaps to be Addressed

Introduction to Business (Fall 2019), Principles of Project Management (Fall 2019), Human Resource Management (Fall 2019), Managing Diversity (Fall 2019), Introduction to Marketing (Spring 2020) Principles of Management (Spring 2020), Problem Solving, Dec

Type:

SLO

Target Missed/Gap Detected:

Type of Gap:

Analysis and Plan for Improvement:

Anticipated Semester for Implementing Planned Improvements:

Anticipated Semester of Next Assessment:

Program Review: Actions Taken

Paralegal Program - COA and AS

Year of Last Program Review:

2018

Actions Taken in the Prior Year to Address Strategies:

The goals for both the AS and COA are the same as the courses are the same except for the addition of GE to the AS.

Two-year Goals

1. Implement Marketing strategies - marketing push has been made in each semester with the help of the Marketing office. Enrollments seem to be increasing, but it is hard to know for certain if it is because of marketing.
2. LDA Certificate: Action has been taken to determine that the best course for the program is to create a Legal Document Assistant (LDA) course. LDA COA will not be developed. The program overall is being revised to meet another goal (Strategies for Student Success) and a course in lieu of certificate appears better for the program and will be most helpful to student success in the workforce. Progress is ongoing in developing the course.
3. Strategies for Student Success: implementation has begun with all course through CIC completed. Ongoing outreach to students and revisions of courses throughout the semester.

Five-Year Goals

1. Create System to track employment of all students during enrollment and after graduation: not yet begun
2. Review all courses for accessibility - one course approved and two submitted through OEI exchange. Course revised as OEI process completed for courses and information obtained. Course revisions made in all courses as taught based upon information learned through OEI processes.
3. Create uniform curriculum - working with adjuncts to ensure same textbooks and curriculum across courses. On going by semester and courses offered.
4. Program Growth at prison for degree completion - on going, meeting with Prison Education Committee chairs and dean regarding growth at prison.
5. ABA approval - on going, monitoring ABA guideline and requirements for approval.

Strategies Still to be Addressed:

Two-Year

1. Marketing - complete but is on going each semester.
3. Strategies for Student Success - main goal reached, but ongoing outreach to students and revision of courses throughout the semester.

Five-Year Goals

1. Create System to track employment of all students during enrollment and after graduation: not yet begun.
2. Review all courses for accessibility - one complete, two almost complete through OEI exchange. Ongoing for all courses.
3. Create uniform curriculum - working with adjuncts to ensure same textbooks and curriculum across courses. Aligning assessments in courses offered in multiple sections, locations, and instructors. Ongoing as courses offered.
4. Program Growth at prison for degree completion - started and ongoing for course offerings and instructors.
5. ABA approval - on going, monitoring ABA guideline and requirements for approval.

IT/Cyber Security

Year of Last Program Review:

2016

Actions Taken in the Prior Year to Address Strategies:

Marketing brochures were developed, reviewed, and distributed for both the IT and Cyber programs. Banners, news stories, and other advertising efforts were completed as well.

The implementation of the CSCI to IT designation of classes went into effect during the Summer 2019 term.

Strategies Still to be Addressed:

There was no movement on the request for dedicated space for the IT and Cyber programs.

SLO assessments are being completed this year (2019-2020) on all IT/Cyber courses.

Annual Planning: Actions Taken

Develop an Operating System Certificate of Achievement

Business/Business Administration/Management

We hired a full-time faculty to teach at the prison and at Tehachapi for this year.

We discussed the creation of an interdisciplinary entrepreneurship certificate with advisory committees. While there was a great deal of interest, the scope and direction of the certification needs further discussion.

Optimize accessibility for all department programs and classes

Business/Business Administration/Management

Most courses in this program meet accessibility requirements for both Word documents as well as the Canvas platform. Additional courses are being revised this year. All courses should be completed by the fall of 2020.

IT/Cyber

Develop Operating Systems COA

This was reviewed last year and Bellevue University offered their two Linux operating system courses to fill the needs of the employers in the area. The enrollment was very low. We will try again this year to offer it through Bellevue University and discuss this with the Advisory Committee in November 2019.

LDA Certificate

Paralegal: A new class is begin created and is going through CIC Fall 2019 for approval into the Paralegal program. Creating the class is the most effective way to implement this for the students and the paralegal program. A full certificate is not needed to work as an LDA and students can accomplish the same with the paralegal certificate. The program overall is being reviewed to reduce the number of units for completion, so a course was also more appropriate.

Department checklist of programs/courses meet accessibility standards

Paralegal Studies: Courses are being prepared and submitted to OEI exchange which includes a process to ensure courses are accessible. One course has been approved and two are in progress. All other courses are being revised as taught with information gained from completing the OEI process.

IT/Cyber

CSCI/IT C101 was taken through the OEI process and approved in 2018-2019. IT C142 will be the next class to done. It is planned for submittal during the Spring 2020 term.

Professional Development for Department members

Paralegal - Attended CAPA, CBEA, and State Bar of California continuing legal education programs to remain current in laws and regulations affecting the legal field and profession. Presentation on Canvas presented at CBEA. These conferences also provide networking opportunities and resources to college, faculty, and students.

IT/Cyber

Faculty attended CBEA conference in 2018 attending sessions on best practices. These conferences provide networking opportunities and resources to college, faculty. Networking with state ICT members is valuable to review and obtain model curriculum and resources for the college and students.

The faculty member in the Data Analyst I Certificate area attended the National Academies of Sciences, Engineering, and Medicine Roundtable of Data Science Postsecondary Education and participated in the Data Science Subcommittee of the American Mathematical Association of Two Year Colleges

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

Review of Current Year Initiatives

Reminder of Initiatives for the Current Year

Investigate Creation of Interdisciplinary Entrepreneurship Certificate

Digital Media Skills Certificate

Legal Document Assistant Certificate or Course

Review all courses for accessibility and submit courses to OEI exchange

Program at Prison - books for students

Plan Initiatives for Next Year

Initiatives for Next Academic Year

AA-T Legal Studies for Transfer new degree

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

An AA-T in Legal Studies will be developed and submitted through CIC for approval. Faculty will work with CIC Articulation Officer to help in finding information for the transfer model curriculum and implementing through eLumen. This can take one to two years for final approval once the process is started.

Lead Measure of Success:

Tracking of program development and submission through CIC for approval. Follow up with approval from Board, Chancellors Office, and State. Making any necessary changes if the program is not approved at any level.

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:

Final rejection, changes, or approval of the program by the State.

Person Responsible:

Full-time paralegal faculty

Other

This provides opportunity for a degree for students interested in the law or continuing to law school, but not really into one particular area. This provides for interdisciplinary studies in paralegal, administration of justice, sociology, and political science and those continuing into a pre-law or legal studies program at 4-year institutions.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 3: Ensure Student Access, Goal 5: Strengthen Organizational Effectiveness

Evaluate the SLO/ILO for Cyber/IT Program

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Following the SLO/ILO for the IT/Cyber certificates and degree programs, evaluate the outcomes that were assessed.

Lead Measure of Success:

IR Data gathered during the preparation of this AUP seems to conclude that students are enrolling, being retained, persisting and completing the IT/Cyber programs. Retention and Success milestones are high. Awards for the area has continued to increase (2018 awards were 43 and 2019 awards were 71).

Data gathered during SLOs will validate that we are meeting the targets established.

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:

Person Responsible:

Valerie Karnes/Matt Hightower

It addresses a program review strategy

Program review strategy for student success, completion and placement.

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, Goal 5: Strengthen Organizational Effectiveness

Make a plan to correct/modify the IT/Cyber Program

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. Review SLO/ILO IT/Cyber data
2. Evaluate steps that need to be taken in order to have continuous program improvement.
3. Implement steps.

Lead Measure of Success:

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:

Person Responsible:

Valerie Karnes/Matt Hightower

It addresses a program review strategy

This addresses our continuous program improvement goals.

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

Hire Cyber Security Faculty Member

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Hire a full time faculty member in the area of cyber security to continue to build/expand program to meet the needs of our local, region, state and national employers.

Lead Measure of Success:

Full time hire is approved and will start in the Fall 2020.

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:**Person Responsible:**

Valerie Karnes/Matt Hightower

Other

Refer to faculty request for the justification.

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

Paralegal Program expansion dual enrollment**Is this part of a multiyear initiative?**

Yes

Specific Action Steps to be Taken:

Investigate and work with dean, faculty, and dual enrollment high schools for expansion of program. Tehachapi High School (THS) has shown interest in the program.

Lead Measure of Success:

Locate potential instructors to help with course load and interest at high school. One HS instructor is qualified and interested in teaching at THS. Check other service area high schools for interest and availability.

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:

Connection with appropriate persons and working with the Dean to accomplish the goal. Steps will be measured by success and outreach to appropriate areas.

Person Responsible:

Full-time paralegal faculty

It addresses a gap in student equity

Younger students 19 and younger are a gap in the program. This will help reach out to younger students.

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures, Goal 4: Enhance Community Connections

Paralegal Program at prison**Is this part of a multiyear initiative?**

Yes

Specific Action Steps to be Taken:

Work with dean and Prison Education Committee to increase course offerings at the prison education locations. One adjunct instructor is currently at the prison teaching several courses.

Lead Measure of Success:

Assignment for courses and volunteer faculty to teach at the prison. Working to have regular course offerings for completion.

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:

Courses offered at prison locations on regular rotating basis. Commitment to offer more courses.

Person Responsible:**It addresses a program review strategy**

4-year Program review goal for growth at the prisons for degree completions.

Which strategic goal does this initiative address?

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

Digital Media and Marketing Certificate

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

1. A Digital Media and Marketing Certificate of Achievement is being developed to meet the need of digital media competency across industry (non-media professions).
2. The Advisory Committees throughout our service area are in strong support and want to assist in the program's promotion.
3. The certificate and revisions of its 5 courses have been launched as proposals in eLumen and will have a First Review Oct. 18.
4. Provide promotional copy to Chambers for inclusion in their newsletters.
5. Give presentations at the Chambers annually.
6. Promote the program through social media marketing.

Lead Measure of Success:

1. Track curriculum proposal to meet 2020 catalog deadline.
2. Obtain marketing metrics from the Public Information Office.

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:

1. Increased enrollments
2. Increased completions
3. Track use of skills in employment through LinkedIn.

Person Responsible:

Suzie Ama

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 4: Enhance Community Connections

Increase web course enrollments through OEI Approval

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Year 1

1. Align Web Fundamentals Certificate Courses: DMA C102, DMA C111, DMA C113, DMA C117, and DMA C211 with OEI

- rubric.
- 2. Ensure accessibility
- 3. Submit to POOR
- 4. Make requested changes.

Year 2

1. Align the remainder of the Web Professional option courses.

Lead Measure of Success:

Appearance of approved courses on College dashboard.

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:

Increase in enrollment of 100%

Increase in award completions of 70%

Person Responsible:

Suzie Ama, Vickie Taton

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

Evaluate Resource Needs

Facilities

Paralegal - no facility needs.

IT/Cyber - Dedicated classroom request has been requested for the past three years. This is still a need and will increase as the program continues to grow. If the new hire is approved, we will need an additional faculty office.

Web Professional/Web Fundamentals - No facilities needed.

Information Technology

Paralegal: Subscription to Lexis Nexis/Lexis Advanced for students. We have NexisUni, but it is not the same database. Also, in the legal research and writing courses (PARA C112 & PARA C122) the citation workbook the students currently purchase would be offered free through their Lexis Advanced account. The online workbook would also provide instant response and help with citation formatting and provides reports for instructors as to student progress and areas needing extra review. Also, the one computer in the LRC is not available to all students because not all students live in Ridgecrest. They would be using Lexis Advanced not

NexisUni in the law office setting. All courses require some research, so it would be used across the entire program. It would also be a beneficial database for students in political science, administration of justice, business, and other courses.

IT/Cyber: If the dedicated space is approved, the classroom will need to be equipped. Also, if the full time faculty member is approved, he/she will required a computer and peripheral devices.

Web Professional/Web Fundamentals - LinkedIn Learning subscriptions for students. For several years, our students have had free access to LinkedIn Learning through a partnership between NexusEdge and Los Angeles Community College, and this has allowed for some courses to eliminate or reduce required textbooks. This opportunity has suddenly been terminated, and we are seeking to fund this within our own District. I will be contacting sector navigators in ICT-DM and related business sectors to see if this can be funded.

Marketing

Paralegal: Marketing funds and marketing is needed each semester for the program. Marketing has been developed and will need to be modified with upcoming degree changes that should be effective Fall 2020. Enrollments are increasing after current marketing campaigns and more are needed.

Business/Business Administration/Management

Business Administration/Management: We will continue to conduct our Advisory meetings with local businesses 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 continue to actively participate in the college day for local high school students. We will work with Maura Murabito and Natalie Dorrell to develop marketing materials and strategies. With the addition of our new faculty in Tehachapi, marketing efforts will be implemented to attract students to this new teaching center.

IT/Cyber

Marketing funds and marketing is needed each semester for the programs. Brochures and banners were developed and if there are changes in the programs due to SLO/ILO processes, the documents/banners will need to be modified.

Web Professional/Web Fundamentals - Funding is needed annually for social media and Google marketing of Fall courses so students can enter the pathway during the optimal time of year. This marketing has proven to make a significant difference in enrollments. We also need continued support for printing flyers and brochures for outreach events, such as Career Day, the Desert Empire Fair, and community presentations.

Professional Development

Paralegal - Participation in CAPA, CBEA, and State Bar 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.

Business/Business Administration/Management

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. We will attend the NACCE 2019 Entrepreneurship Exploration in October. Additionally, on-going coursework in Lynda.com, and @One will be completed. We will continue to actively participate in the college fall and spring flex days, and, the College day for local high school students.

IT/Cyber

IT/Cyber will continue to attend the statewide California Business Education Association (CBEA) conference, which offers many educational and training sessions for information technology and cyber security. The annual ICT conference in January assists in keeping current with the statewide and national efforts to make sure our programs are aligned. Professional development training in the summer through WASTC is critical as well.

Web Professional/Web Fundamentals - The Digital Media Educators Conference is no longer being offered by the Chancellor's Office. However, with the new Digital Media and Marketing certificate, Social Media Marketing World would be an excellent conference to attend. This is hosted in San Diego, March 1-3, 2020.

Research and Data

Paralegal - nothing from IR at this time. See information technology re: new database for students.

IT/Cyber: There may be some research required following the SLO/ILO assessments for IT/Cyber programs this year.

Staffing Requests

1000 Category - Certificated Positions

Cyber Security

Location:

Ridgecrest/IWV

Justification:

1. Are there too few or too many students enrolling for particular classes or majors?

Currently the IT/Cyber Security programs share many courses. The courses are generally full. The number of sections has increased from 17 in 2016 to 27 in 2019. Student retention in IT/Cyber programs was 89.2% and student success was 75.5% in 2019-2020. Data reflects that students are enrolling, being retained, successful and completing the program(s).

At this time, we are not able to increase sections due to the load limits for adjuncts as well as their own time limits. Additional program development needs to be done to meet the needs of the employers including an Operating System Certificate (Linux, Windows, Apple) as well as an Amazon Web Services (AWS) which covers the cloud computing. We do not have adequate full time faculty to teach all the courses and/or develop additional curriculum.

2. Are there too many courses or programs that are under capacity?

No there are not too many course or programs that are under capacity. The program is fully enrolled, and students are moving through the certificate and degree programs as expected. The pathway for both certificates of achievement and associate degrees has been well enrolled and student completions are excellent. Since the redesign/renaming of the program, students have navigated the courses well and completed. In the first year they were able to graduate

with the new program(s), there were 43 awards. In the next year, the awards increased dramatically (71 awards), and the program keeps growing.

2017-18		2018-2019	
AS		AS	
CIS/IT	10	CIS/IT	19
Cyber	5	Cyber	5
Total	15	Total	24
Certificates		Certificates	
CIT Plus	15	IT Plus	26
CIS COA	9	CIS COA	16
Cyber COA	4	Cyber COA	5
Total	28	Total	47
Total Awards	43	Total Awards	71

3. Are courses “core mission”?

The courses and certificate/degree programs are part of the mission to provide career and technical education programs at the college.

4 Are courses overscheduled?

Based on the completions (see above) and the retention levels (86%), the courses are not overscheduled.

5. Is there capacity to offer courses or programs at different times and/or locations?

The program is primarily offered online as we do not currently have the facilities to offer on campus classes. What is limiting our programs is not having another full time faculty member to meet the needs.

6. Is there a workforce shortage in the service area or region?

Yes, there is a workforce shortage in our service area, region, state and nationally. The Naval Air Warfare Center at China Lake, local contractors and other businesses are having a difficult time hiring for both information technology and cyber security positions. The shortage is expected to increase. From 2013 to 2019, cyber security jobs demand increased 94% and information technology job demand increased 30% (“Recruiting Watchers for the Virtual Walls? June 2019, Burning Glass). Additionally, we serve Edwards Air Force base, Mojave Spaceport as well as many other businesses that have a need to support computerized systems, networks, and secure their data. The movement to the Internet of Things is also impacting all the businesses in our service area.

In Congressional hearings on Monday, September 29 the largest threat to our national security from the Director of Intelligence was identified to be cyber security. This is a national need.

7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?

We are losing the ability to meet the demands of the employers as well as the students in our college. In 2018-2019 there were 511 declared majors in IT/Cyber. There are likely more students in the program, however, many have not either declared a major or changed to it. Since we do not have additional staff students will not be able to get into the classes to complete the degrees/certificates. With the awards almost doubling in one year, the college is missing an opportunity to grow in this area.

Additionally, there are other areas including Operating Systems, Linux, AWS and cloud computing need to be developed and we could lose our market standing as well as potential revenue if we cannot meet the need.

Lastly, while we have a Computer Technology Exploration Club (CTEC) that is active on the IWV campus, there are other student technology activities that we are not able to explore due to a lack of another faculty member. This includes the Cyber Patriot competitive club where students compete in cyber activities against other colleges. This provides students with hands-on application to what they are learning and further engages them in the field. There is also the potential to develop e-sports which not only provide students with competitions, but there is the potential to develop this area as a major.

8. In support of your proposal, provide the following data:

a. Size of wait lists in the discipline

Waitlists for CIS/IT/Cyber increased from 59 (2016-17) to 52 (2018-2019) which is the time period that the new program was instituted. In 2014-2015 the first day waitlist was 33.

b. Department productivity, previous year

Productivity for 2017-18 was 15.2 and in 2018-19 was 10.6. The FTEF for the department is 10.3. With 1.5 full time faculty in the area, it is clearly not sufficient to sustain and scale the program to its potential. The adjuncts in this program work full time and most cannot commit to another section.

The potential expansion will generate not only revenue in the traditional sense but, the program now generates revenue that supports the new funding formula for 9 unit of CTE units plus the awards of associates degree to maximize funding to the college.

c. Number of faculty currently in the department

There are two full time faculty that teach in the IT/Cyber area, however, one of the faculty members is split between Business and Information Technology. Their load allows for him to teach two sections of courses each semester.

The other full-time faculty member has baseline knowledge for the IT/Cyber program but does not have the education, background or work experience in the field (IT/Cyber) to teach the upper division courses. The full-time person would have to return to school to prepare and then enter the workforce for at least three years full time in order to meet the requirements to teach the upper level course. The faculty member currently teaches two sections of C101 (load .333 each course) and C142 (load .40 each). Their current load is 1.466.

The use of adjuncts, overload and summer classes has ranged from a low of 44% to 73% over the past three years. Full time faculty teach an averaged to 45% of the course offered in the programs (2017-18 – 27% and 2018-19 – 36%).

d. Number of adjunct faculty

There are currently four adjunct faculty members that are teaching in the IT/Cyber area. Two are teaching multiple sections and are currently not able to add new sections. Three of these adjuncts are experts in the area of networking and cyber security. Recruiting to hire someone in the field to teach on top of a busy cyber security job is difficult and requires extensive time to mentor in pedagogy, Canvas and assessment of learning outcomes.

e. Number of certificates awarded, previous year

2017-18		2018-2019	
Certificates		Certificates	
CIT Plus	15	IT Plus	26
CIS COA	9	CIS COA	16
Cyber COA	4	Cyber COA	5
Total	28	Total	47

f. Number of degrees awarded, previous year

2017-18		2018-2019	
AS		AS	
CIS/IT	10	CIS/IT	19
Cyber	5	Cyber	5
Total	15	Total	24

g. Core curriculum classes

CIS/IT C101

CIS/IT C142

CIS/IT C143

CIS/IT C146

h. CTE classes with workforce data (wage/high demand) <![if !supportLineBreakNewLine]> <![endif]>

There is a workforce shortage in our service area, region, state and nationally. The Naval Air Warfare Center at China Lake, local contractors and other businesses are having a difficult time hiring for both information technology and cyber security positions. The shortage is expected to increase. From 2013 to 2019, cyber security jobs demand increased 94% and information technology job demand increased 30% ("Recruiting Watchers for the Virtual Walls?", Burning Glass, June 2019). Additionally, we serve Edwards Air Force base, Mojave Spaceport as well as many other businesses that have a need to support computerized systems, networks, and secure their data. The movement to the Internet of Things is also impacting all the businesses in our service area.

There has been conversation with NAWC regarding the re-education of their scientists and engineers in cyber security in order to protect existing military

assets as well as future development. This represents an additional 500-600 students that are yet to start the program.

In Congressional hearings on Monday, September 29 the largest threat to our national security from the Director of Intelligence was identified to be cyber security. This is a national need.

Cyber security and the associated jobs are a current in the Indian Wells Valley. Indeed.com reports nine full time jobs in cyber security and thirteen in information technology. Many of the local jobs on not listed as they are incorporated in another state and report their jobs in different states.

i. Number of students at first day and census, previous year

Student First Day 1275

Census Enrollment 1084

2000 Category - Classified Staff