

Business and Information Technology Department

AUP for Academic Year 2022-2023

October 2021

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, Cyber Security, Information 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: 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 Last Year

Business

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. We will be implementing our Dual Enrollment program for Cal City this Fall.

Success for the major age breakdowns verses college wide are as follows: The results are:

- 18 to 19 (72% vs 72%),
- 20 to 24 (78% vs 71%),
- 25 to 29 (79 vs 77%),
- 30 to 34 (77% vs 78%)
- 35 to 39 (81 vs 80%)
- 40 to 49 (83 vs 84%)
- 50 and older (78 vs 82%)

We compare very well in most categories. For the categories that are less than collegewide, more aggressive marketing efforts are being employed.

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

- African American (73 vs 69%)

- American Indian (87 vs 73%)
- Hispanic/Latino (79 vs 77).

We lag behind in the following:

- Asian (81 vs 89%)
- Filipino (83 vs 89%)
- Pacific Islander (71 vs 85%)
- White (80 vs 82%).

For distance education, our results for success were 76% compared to 75% collegewide. For traditional education, our results for success were 86% compared to 85% collegewide.

Looking at success from a Gender perspective, males performed better than females (80% vs 76%). These results are consistent collegewide; 80% for males and 77% for females.

Our success rates improved over last year for all programs going from 73% to 79%. Collegewide the success rate went from 76% to 78%.

Business Office Technology

Syllabus/orientation quiz is implemented as a department goal.

In 2021, retention rates were:

- African American – 63%
- Native American – 88%
- Hispanic Latino – 85%
- Asian – 88%
- Filipino – N/A
- Pacific Islander – 95%
- White – 86%
- Two or more races – 96%
- Not reported – 0%

In 2021, success rates were:

- African American – 30%
- Native American – 80%
- Hispanic Latino – 71%
- Asian – 75%
- Filipino – N/A
- Pacific Islander – 89%
- White – 74%
- Two or more races – 67%
- Not reported – 0%

IT-Cyber Security Programs

The actions taken in 2020-21 were primarily online as the pandemic took a lot of classes into the Zoom delivery or online. We reviewed the success and retentions levels in the African American students as there have been gaps over the past few years. Progress in success from 2019-20 and 2020-21 increased from 39% to 50%. The college average is 69% so there is still work to be done for the IT and Cyber programs. Progress in retention from 2019-20 and 2020-21 increased from 55% to 74%. The college average is 86% so there is still work to be done for the IT and Cyber programs. 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.

Digital Media Arts Programs

Past strategies to address equity gaps have included:

- Syllabus/orientation quiz that is implemented as a department goal.
- Early Alert, which is used to provide struggling students with early outreach.
- Promotion of student services, including Umoja.
- Marketing materials that are representative of diverse student population.
- Online Education Initiative approval of DMA C111, which includes accessibility alignment.

In 2021, retention rates were:

- African American – 100%
- Native American – 100%
- Hispanic Latino – 87%
- Asian – 100%
- Filipino – 100%
- White – 91%
- Two or more races – 90%
- Not reported – 67%

In 2021, success rates were:

- African American – 100%
- Native American – 100%
- Hispanic Latino – 70%
- Asian – 80%
- Filipino – 75%
- White – 81%
- Two or more races – 66%
- Not reported – 33%

Retention and success over the past five years have been quite variable among African American and Native American populations, likely owing to small samples. But these measures are improved or constant among all ethnic groups compared to last year in particular and over the past five years generally.

Paralegal Studies

The retention rates have been going up and down since 2016. There was only a 1% drop between the 2019-2022 and 2020-2021 school year from 80% to 79% it seems that the number of male completions dropped and female went up which may have caused that shift. I would see that as stabilized for overall retention.

We have also seen an increase in student in the 17 or younger. The completion rates for those students is also 100% with 88% success rate. And we increased from 3 to 8 students. This increase is good because that is one area that even across the workforce has low percentage of participants.

African American was the largest drop in success rate for the program= from 75% to 42%. While the rates have always fluctuated this has been the largest drop. The other races were about the same 1-2% change or actually went up. Two or more races jumped from a 55% to a 98% success rate. The retention rate also decreased. The most for this group.

Steps have been taken regarding textbook costs, outreach early in the program for assistance to students through use of direct message or Early Alerts to help with success and retention. Also completing work through OEI and POCR for accessibility for online courses.

Gaps to be Addressed

Business

Ethnicity: African American

Gap Identified: Business Administration/Management: We improved our success rate for this group. It went from 66% to 73% over the last year. Collegewide went from 67% to 69%.

Ethnicity: American Indian

Gap Identified: Business/Business Administration/Management: We improved our success rate for this group. It went from 82% to 87% over the last year. Collegewide went from 74% to 73%.

Ethnicity: White Gap Identified: We improved our success rate for this group. It went from 75% to 80% over the last year. Collegewide went from 80% to 82%.

Ethnicity: Filipino, Asian, Pacific Islander. Gap Identified: Business/Business Administration/Management Business Administration/Management: Our success rates were as follows for these groups: Filipino (65 to 83%), Asian (86 to 81%), Pacific Islander (67 to 71%) Collegewide we were behind in all of these ethnicities.

Ethnicity: Hispanic Gap Identified: Business/Business Administration/Management We improved our success rate for this group. It went from 72% to 79% over the last year. Collegewide went from 74% to 77%.

Ethnicity: Two or More Races Gap Identified: Business/Business Administration/Management Business Administration/Management: We need to improve our success rate for this group. It went from 76 to 71%. Collegewide posted 72% for both years.

Gender: Female Gap Identified: Business/Business Administration/Management We improved our success rate for females. It went from 67% to 76% over the last year. Collegewide went from 74% to 77%.

Gender: Male Gap Identified: Business/Business Administration/Management We improved our success rate for males. It went from 78% to 80% over the last year. Collegewide stayed the same at 80%.

Age: 17 or younger Gap Identified: Business/Business Administration/Management Our success rate decreased for this age group. It went from 96% to 92% over the last year. Collegewide went from 88% to 90%.

Age: 18 to 19 years Gap Identified: Business/Business Administration/Management We improved our success rate for this group. It went from 67% to 72% over the last year. Collegewide went from 69% to 72%.

Age: 20 to 24 years Gap Identified: Business/Business Administration/Management We improved our success rate for this group. It went from 77% to 78% over the last year. Collegewide went from 70% to 71%. We were well above the collegewide results.

Age: 25 to 29 years Gap Identified: Business/Business Administration/Management We improved our success rate for this group. It went from 70% to 79% over the last year. Collegewide went from 75% to 77%. We were above the collegewide results.

Age: 30 to 34 years Gap Identified: Business/Business Administration/Management We improved our success rate for this group. It went from 71% to 77% over the last year. Collegewide went from 77% to 78%.

Age: 35 to 39 years Gap Identified: Business/Business Administration/Management We improved our success rate for this group. It went from 71% to 81% over the last year. Collegewide went from 79% to 80%. We were above the collegewide results.

Age: 40 to 49 years Gap Identified: Business/Business Administration/Management We improved our success rate for this group. It went from 75% to 83% over the last year. Collegewide went from 83% to 84%.

Age: 50 and older Gap Identified: Business/Business Administration/Management We kept our success rate for this group. It stayed at 78% for both years. Collegewide went from 81% to 82%.

Business Office Technology

Goal is to improve African American retention and success.

Strategies include:

- Continuing use of syllabus quiz.
- Early Alert, which is used to provide struggling students with early outreach.
- Promotion of student services, including Umoja.

- Marketing materials that are representative of diverse student population.

IT-Cyber Security Programs

While the completion rates increased for African American students and now are 74%, work still needs to be done to bring it up to the college level (84%). Men success rate overall increased from 67% to 70% where the women stayed the same from year to year at 75%. Some of the other populations success rates were lower than the college level. We are not sure if the success levels have dropped due to the pandemic and the transition to zoom/online and the fear. Additionally, the actual counts of students in the separate populations are not statistically relevant or the drops in attendance (25 Asian students in 2019-20 versus 15 Asian students in 2020-21) so the percentages are much lower due the drop in enrollment in those areas. Taken all of these into consideration, while the success rates are below the college levels, it may be due to the pandemic as some groups have not enrolled. The other groups seem to be either at college levels or above for IT and Cyber Security.

Digital Media Arts Programs

Goal is to retain improvements in equity. Future strategies include:

- OEI approval is planned for DMA C101, DMA C107, DMA C131, and DMA C201, which will continue to close accessibility gaps.
- Continued implementation of past strategies

Paralegal Studies

The retention rates have been going up and down since 2016. There was only a 1% drop between the 2019-2022 and 2020-2021 school year from 80% to 79% it seems that the number of male completions dropped and female went up which may have caused that shift. I would see that as stabilized for overall retention.

We have also seen an increase in student in the 17or younger,. The completion rates for those students is also 100% with 88% success rate. And we increased from 3 to 8 students. This increase is good because that is one area that even across the workforce has low percentage of participants.

African American was the largest drop in success rate for the program= from 75% to 42%. While the rates have always fluctuated this has been the largest drop. The other races were about the same 1-2%) change or actually went up. Two or more races jumped from a 55% to a 98% success rate. The retention rate also decreased. The most for this group.

Steps have been taken regarding textbook costs, outreach early in the program for assistance to students through use of direct message or Early Alerts to help with success and retention. Also completing work through OEI and POOR for accessibility for online courses.Continue implementation of other past strategies.

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

Business

Course student learning outcomes were met in all courses required by the degrees and certificates offered in the business program except for BSAD C110 SLO #3, BSAD C155 SLO #3, and BSAD C155 SLO #4.

In the spring of 2020, BSAD C110 SLO # 3 (Identify and analyze the major tax features that affect all taxpayers) was not met. The target was 70% and the result was 67%. The reason for the gap was likely related to technical issues with Canvas during that period which decreased the amount of time that was available to present the material adequately. The intervention was two fold. First, there were no technical difficulties with Canvas. Second, more time was devoted to the presentation of the material. This outcome was reassessed in the Spring of 2021 and the result was 95% met expectations.

In the fall of 2019, BSAD C155 SLO # 3 (Explain the significance of the collective bargaining agreements in employee - management relations) was not met. The target was 70% and the result was 69%. The reason for the gap was the difficulty of

the chapters' subjects. These chapters deal with compensation, employee benefits, and employee evaluations. Students that do not have prior knowledge of these will struggle. This was corrected in the fall of 2020 by providing the students additional reading and videos and the result for this outcome was 78% which met the minimum expectation.

In the fall of 2019, BSAD C155 SLO #4 (Compare and contrast policies and procedures needed for human resource management in local vs. global organizations) was not met. The target was 70% and the result was 66%. The reason for the gap was the unfamiliarity of these chapters' subjects. The subjects that were presented were Employee rights and Unions, Labor Relations, and International Human Relationships. Students needed to use some outside resources to fully understand these. In 2020, additional articles and videos were provided to the student and their assessment increased to an acceptable level of 81%.

The assessment of student learning outcomes reflected that the targets were met. The learning outcomes for the courses are designed by the lead faculty member of the course and approved by the curriculum committee. If there are patterns in the outcomes, they are unintentional. The department's full-time and adjunct faculty meet via email when necessary to discuss pending curriculum changes. Outcomes are assessed by the instructor (full-time and adjunct) of the course. The Department Chair coordinates the assessment process with the affected adjunct faculty. Some course outcomes were changed to streamline the assessment process despite the meeting of targets. For example, BSAD C100 had 15 SLOs at the beginning of this review period. That number was reduced to 7 make the assessment process less cumbersome. The faculty in the department are confident that student learning outcomes represent the necessary rigor, relevance, and currency needed for the integrity of the degrees and certificates offered.

Business Office Technology

The only action taken last year was the writing of the Business Office Technology Program Review.

Digital Media Arts Programs

We have two previously assessed outcomes that were not met:

DMA C102: Critique fine art, digital paintings, and iconography for use of design elements and principles. (60% met) This outcome was deleted from a subsequent iteration of DMA C102 because it is superfluous to the essential skills of web design. Therefore, despite the outcome not being met, it was not reassessed. As recently as ten years ago, DMA C102 was an elective in the Associate of Arts Fine Art program, and the course accommodated skills to satisfy art and web design. The Fine Arts program was eliminated and replaced with a Studio Arts for Transfer degree, which no longer includes digital media arts courses.

DMA C107: Create aesthetic illustrations and designs that employ a grid system, gestalt principles, typographic principles, color theory, and usability. (55% met) Clearly, there was a gap in some aspect of instructional delivery, but upon reflection, this outcome encompassed far too many variables and types of media (an illustration is distinct from a page design) to effectively assess. It was revised in Spring 2021. The new outcome is: Apply principles of page layout and typography to a brochure design. The new outcome exclusively focuses on page design. If a deficit remains, it will now be easier to identify where the gap in learning is occurring. The new outcome will be assessed in the coming Program Review cycle.

Both of these courses and their learning outcomes were revised in Spring 2021. The revised outcomes will be assessed in the next Program Review cycle.

IT/Cyber Security Program

In the previous AUP, there were several courses that had not met the student learning outcome. These outcomes were re-assessed in the Fall 2020 term and the outcomes were met. We are in the process preparing our program review for IT and Cyber Security.

Paralegal Studies

Spring 2021 - PARA C215X was taught for the first time as a new course offering. All SLOs were met.

Outcomes Assessment: Results of Last Year's Assessments

IT/Cyber Security programs

For the IT/Cyber Security program, we will be setting up our new assessment schedule during our program review that is being conducted this year.

Target Met?

Yes

No outcomes to assess this 2022-2023 school year. We are writing program review and all courses and PLOs have been assessed.

Target Met?

Did Not Assess

Digital Media Arts Programs

The following courses were assessed in the 2020-2021 academic year:

- **DMA C201 (5 outcomes)**
 - Evaluate the suitability of a business venture for electronic commerce.
 - Evaluate the suitability of revenue models for a specific application.
 - Evaluate the suitability of different forms of digital marketing for a specific application.
 - Develop an electronic commerce marketing plan.
 - Design and develop an e-commerce web site.
- **DMA C211 (4 outcomes)**
 - Utilize the Document Object Model and manipulate object properties.
 - Create interactive web content using programming concepts such as variables, expressions, operators, functions, events, arrays, decision statements, and repetition statements.
 - Write scripts that manipulate form data.
 - Create, read, and delete cookies.
- **DMA C280 (4 outcomes)**
 - Use project management software to plan tasks, establish dependencies, and allocate and track resources.
 - Develop a project specification.
 - Collaboratively produce a commercial web site or app that satisfies the goals and expectations of the client.
 - Communicate effectively with a design team during various phases of production.

Targets were met for all outcomes.

We are assessing DMA C213 in Fall 2021 because we have a new instructor. Results will be reported in this year's Program Review.

Target Met?

Yes

Business Office Technology

The Business Office Technology Program Review was written last year, and all assessments were completed in prior years of the cycle.

Target Met?

Did Not Assess

Outcomes Assessment: Missed Targets

Outcomes Assessment: Schedule of This Year's Assessments

IT/Cyber Security programs

For the IT/Cyber Security program, we will be setting up our new assessment schedule during our program review that is being conducted this year.

Paralegal Studies

No SLOs to set up for 2022-2023. We are writing program review this year. All have been assessed in the prior 5-year schedule. Will work towards new schedule in program review.

Digital Media Arts Programs

We have one course to finish assessing in Fall 2021 because we have a new instructor. The results will be published in this year's Program Review.

Business Office Technology

2022-2023 will be the second year in the program review cycle. Course assessments will occur in the third year.

Program Review

IT/Cyber Security Programs

Year of Last Program Review:

2016-17

Actions Taken in the Prior Year to Address Strategies:

In IT/Cyber Security program, all the 2- and 5- year strategies were already completed. We spent the last year preparing for the program review. Those courses that did not meet our student learning outcome 70% were re-assessed in the Fall 2020 term.

Strategies Still to be Addressed:

All the 2- and 5- year strategies were already completed

Web Professional

Year of Last Program Review:

2017

Actions Taken in the Prior Year to Address Strategies:

2- and 5-Year Strategies

1. Close equity gaps
2. Increase enrollment
3. Improve retention and success
4. Evaluate adoption of Lynda.com
5. Embed oral presentations

Total enrollment increased 16% in the past year and 55% over the past four years.

Retention increased from 97% to 98% in traditional classes and from 68% to 82% in online classes. Success increased from 71% to 93% in traditional classes, but slightly declined from 69% to 68% in online classes.

Retention was improved in all ethnic groups, but especially so for African American students. Success rates improved among African American, Native American, Asian, and White students, but dropped among Filipino, Hispanic, and two or more races.

Actions taken that may influenced the above results

- Syllabus/orientation quiz that is implemented as a department goal.
- Early Alert, which is used to provide struggling students with early outreach.
- Marketing materials that are representative of diverse student population.
- Highlighting student services at Cerro Coso.
- Most DMA courses are closely aligned with the Online Education Initiative rubric, which includes best practices for course design and accessibility compliance. DMA C111 has been officially approved by OEI. We are working on the approval for four other courses in the Digital Media and Marketing certificate.

Now LinkedIn Learning, the regional consortia has purchased this video repository subscription for all CTE students. We have been able to replace many of our textbooks with LinkedIn Learning videos.

We have not implemented the embedding of oral presentations and do not intend to do so because of the complexity of ensuring accessibility of media for deaf or hearing impaired students.

Strategies Still to be Addressed:

None. All have been met satisfactorily, with the exception of the last strategy which cannot be implemented, due to accessibility barriers.

Paralegal Studies

Year of Last Program Review:

2017-2018

Actions Taken in the Prior Year to Address Strategies:

2-year

Improve marketing to Increase in 2018-2019 and Full-time and adjunct increase enrollments.- Continued marketing efforts for the program. Completion of new brochures for program changes. Request for marketing during semester. Ongoing.

LDA Certificate - this was changed to a course and has been implemented. First offering was Spring 2021. SLOs were assessed and met. Completed.

Strategies for student success - continuing process to update materials, make courses accessible, and keep up to date. All courses have been taught more than once in the last five-year cycle and have been updated. Completed.

5-year

Accessibility for all courses - ongoing. All courses are being reviewed and taught. Updated as taught and new information and formatting is learned. Four courses have been approved through POCR/OEI process. Ongoing.

Create Uniform Curriculum - worked with adjunct faculty regarding curriculum and textbooks. Completed.

Program Growth at Prison - have obtained textbooks for all students for courses. Met with ISEP for establishing a cohort and more course offerings to students. Two adjunct faculty were hired specifically for the prison. Some slow down due to COVID mandates at facilities but progress is moving forward. Ongoing.

ABA - new developments have occurred in the last year since most program forced online due to COVID restrictions. Synchronous and asynchronous programs are not allowed for approval. investigation continues into viability for our students. Ongoing.

Strategies Still to be Addressed:

2-year

Improve marketing to Increase in 2018-2019 and Full-time and adjunct increase enrollments.- Continued marketing efforts for the program. Completion of new brochures for program changes. Request for marketing during semester. Ongoing.

5-year

System to track employment of students and alumni - No progress in this area. Some discussion with OIR, but not much advancement.

Program Growth at Prison - have obtained textbooks for all students for courses. Met with ISEP for establishing a cohort and more course offerings to students. Two adjunct faculty were hired specifically for the prison. Some slow down due to COVID mandates at facilities but progress is moving forward. Ongoing.

ABA - new developments have occurred in the last year since most program forced online due to COVID restrictions. Synchronous and asynchronous programs are not allowed for approval. investigation continues into viability for our students. Ongoing.

Business Office Technology

Year of Last Program Review:

2020-2021

Actions Taken in the Prior Year to Address Strategies:

The only actions taken during 2020-2021 were the writing of the Program Review. New strategies have been established for the new cycle and work will begin this year.

Strategies Still to be Addressed:

Last Year's Initiatives

AA-T Legal Studies for Transfer new degree

An AA-T have been completed through CIC and approved by the Chancellor's office and state. It was approved May 2021 and is being offered beginning Fall 2021.

Evaluate the SLO/ILO for Cyber/IT Program

IT/Cyber Security SLO were gathered, entered and evaluated. For those courses that the SLOs were not met, those SLOs were re-assessed and the outcomes met our targets.

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

We are currently preparing the IT/Cyber Security Program Review and the steps that will be developed have not yet happened. It will happen at the end of the comprehensive program review.

Hire Cyber Security Faculty Member

A proposal was written to hire a full time IT/Cyber Security faculty member. It was approved and we have hired a full time person who started in Fall 2021.

Paralegal Program expansion dual enrollment

We continue to work on this with THS. Covid-19 restrictions have slowed the process as the unknowns for the school year continued. We will continue to work toward a program.

Paralegal Program at prison

We are continuing to work towards progress in this initiative and it is mostly completed. We have obtained a full set of textbooks for each course in the program. We have selected the electives to be offered based upon need and students' ability to work in that area. We are working to start cohorts of students hopefully in Spring 2021. We will continue to work in that direction. There is still some limitations within the prison due to Covid-19 restrictions. We have hired two new on-ground faculty for the prisons. One for each site. Correspondence formatting also continues as needed and allowed due to Covid-19.

Digital Media and Marketing Certificate

Digital Media and Marketing Certificate has been developed and approved and is being marketed through Chambers of Commerce communications in our service area.

Increase web course enrollments through OEI Approval

DMA C111 has been approved.

We will be focusing on getting the rest of the Digital Media and Marketing certificate courses approved this year: DMA C102, DMA C107, DMA C131, and DMA C201.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Paralegal Program expansion dual enrollment

Paralegal Program at prison and access to books

Review all courses for accessibility and submit courses to OEI exchange

Equity: African Americans

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Business Information Worker/Professional

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

1. Update Business Office Technology program to Business Information Worker/Professional to align with California's Information Communications Technologies sector, as well as other state initiative.
2. Update Business Office Technology courses to be better focused on essential job skills.
3. Recruit new members for the Business Information Worker/Professional Advisory Committee and solicit input.
4. Bring curriculum through Curriculum and Instruction Council.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Suzie Ama

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy

American Bar Association (ABA) Approval

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

New developments have occurred in the last year since most program forced online due to COVID restrictions. Synchronous and asynchronous programs are now allowed to apply for approval. This is a huge change from previously required on-ground traditional classroom hours. Investigation continues into viability for our students. This may take more than one year to complete if it is something that can be done for students. Obtain guidebooks and access of information required for the program. Determine anything else the program still needs to obtain approval from ABA. Primary person responsible will be full-time faculty. Some help may be needed from Dean, Library, OIR, or StrongWorkForce budget funding to complete the process and obtain materials.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Full-time faculty.

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective

Program Growth at Prison

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

Textbooks have been obtained for all ISEP students for the program courses. Two new adjunct faculty have been hired for instruction on ground at CAC and CCI facilities. Full-time faculty and adjunct faculty will work with with ISEP to complete work that was begun on establishing cohorts at the prison and course offerings for successful completion for degrees for Paralegal Studies and AA-T Law, Public Policy, and Society. Students can potentially complete all three degrees at the same time.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Full-time and adjunct Faculty

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Guided Pathways practice, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Dual Enrollment in Tehachapi or other high schools in service area

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. Steps were begun but COVID-19 restrictions put progress on hold. Continue to work with THS and other area high school for dual enrollment.

Early Observational Data, or "Lead" Measure(s):

Does the department request help developing these instruments?

Institutional Performance Data, or "Lag" Measure(s):

Person Responsible:

Full-time faculty

Unit gap or institutional goals addressed:

It addresses a 2- or 5- year program review strategy, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Evaluate Resource Needs

Facilities

Business

Facilities used by instructors in the business program are minimal. Non-prison, onsite courses use modern, college-provided smart classrooms and online courses use college-provided learning management systems and ancillary add-ins. The ESCC uses iTV classrooms for the program's offerings there. The prison courses use the facilities that are available at the locations. Additionally, the department makes uses of the Learning Resource Center, counseling, other student services, and the print department for copies, flyers, banners, and business cards.

Facility needs are discussed and addressed annually during the preparation of the department's Unit Plan. Outside of the prison, needs have been static and sufficient for several years.

Current college-provided facilities are largely safe, accessible, and sufficient for the program. This does not include prison course offerings. Faculty teaching at the prisons have been pushing for non-networked computer access for prisoner use.

Business Office Technology

Computer classrooms are adequate for this program.

IT/Cyber Security Programs

In the past five years, we have requested a dedicated space for the IT and Cyber Security programs. This year a dedicated space has been designated at the IWV campus and the faculty will work this year to bring up the lab (Fall 2021) and begin teaching in the space Spring 2022.

Digital Media Arts Programs

Computer classrooms are adequate for this program.

Paralegal Studies

No current facilities needs known at this time. Increase of on-ground access in library to legal texts, codes, case reporters may be needed if ABA approval is sought. StrongWorkForce may also be available for funding to help if needed.

Information Technology

Business

The department's technology needs are relatively few and, outside of the prison offerings, they meet the integrity and quality needs of the program. The full-time faculty in the department have access to college-provided computers. The textbook publishers that are used provide resources that help faculty teach and communicate with the students. These include eBooks, PowerPoints, study tools, case studies, sample test questions, and instructional videos. CCC ConferZoom is used for department meetings and communication with each other and our students. The department uses the online databases and other services provided by the Learning Resource Center as well as TurnItIn.com. LinkedIn Learning, @One, and other websites are used for training and updating skills. Some instructors use college speaker phones, tablets, calculators, printers, memory sticks and cell phones to enhance the services to students.

Students communicate with instructors using the college email, Canvas, and Pronto systems. Utilizing these verifies regular and effective contact with online and on-ground students. The department faculty regularly meet to discuss technology and other needs and jointly create the annual unit plan. The incarcerated students enrolled in business program courses would benefit greatly from access to non-networked computers. The lack of that technology limits the courses that the department can offer. Outside of the prison, needs have been static and sufficient for several years.

Business Office Technology

Continued support for Microsoft Office products in classrooms is needed.

IT/Cyber Security Programs

Equipping the new IWW IT and Cyber lab will require IT equipment and network services. Additionally, we are equipping a classroom at the Tehachapi campus to provide a technology equipped classroom to teach IT C101 for the Entrepreneurship Certificate of Achievement on campus.

Digital Media Arts Programs

- Continued funding for student access to LinkedIn Learning is needed. This has allowed us to forego required textbooks, making courses more accessible to low-income students. The repository of instructional videos also far exceeds what a single textbook can provide. This does not supplant instructors' own lecture videos.
- Adobe Creative Cloud is required for dedicated computer lab workstations.
- Adobe Creative Cloud is required for one computer classroom.

Paralegal Studies

Continued funding for LEXIS+ for students at a current cost of \$5,760/year. Costs may vary by year and number of students. NexisUni access is currently provided by the library.

Marketing

Business

The marketing of the program's degrees and certificates takes many forms. In addition to the program pages on the college website, the college's marketing department publicizes programs and events on a regular basis through print and digital media. The faculty in the department utilize several forms of social media, attend local community meetings such as the Chamber of Commerce and the Rotary, and participate in K-12 student awareness activities including the College's annual Career Exploration Day event. Banners and flyers are displayed throughout the community. The department keeps the counseling staff updated and local high schools are communicated with to promote the program and to provide students with clear, accurate information. Degree and certificate brochures have been created for distribution throughout the community and beyond and the CTE program guide has been updated. The brochures contain course requirements, expected learning outcomes, and directed employment possibilities.

The department continually updates courses to stay current and provide students with the most relevant information related to offerings. Through professional development efforts, faculty are improving skills and knowledge related to the material that is offered. These efforts will assist the department in promoting the program. However, marketing is an ongoing and dynamic process, and the department is always looking for ways to expand and improve its efforts in this area to boost enrollment.

Additional public service announcements, articles, social media, and direct mailings are areas that could be enhanced.

Business Office Technology

We are exploring noncredit courses to be stacked with credit courses. We will also be revising credit curriculum this year. With these changes, significant advisory committee outreach and community marketing will be needed. We plan to use printed materials, digital communications, and social media marketing.

IT/Cyber Security Programs

The IT/Cyber program will continue to need marketing funds and marketing is needed each semester for the programs. Brochures and banners were developed but we had some additional certificates (Cloud Computing and Linux Administration) that may need new brochures and/or we can update our current brochures. Additionally, our Data Analyst I certificate is not represented in any of our brochures and needs to be added as well. Have an Open House for new Cyber Lab classroom to market the program and raise awareness.

Digital Media Arts Programs

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.

Paralegal Studies

Continued marketing outreach is requested and needed each semester to increase awareness and enrollments for the program. Additional public service announcements, articles, social media, and direct mailings are areas that could be enhanced.

AA-T Law, Public Policy and Society

Marketing is needed for this new program for awareness and enrollments for the program. Brochures were created with the assistance of the Dean and should be distributed. Additional public service announcements, articles, social media, and direct mailings are areas that could be enhanced.

Professional Development

Business

The faculty's professional development needs are concentrated on discipline currency, technology tool use, and teaching enhancement. The mechanisms that are used to identify professional development needs are dependent on funding. Funding for activities that require it usually come from the department budget process. Many activities do not require funding so are usually identified by individual instructors. Professional development activities are concentrated in four areas: College Flex days, Lunch and Learns, conferences, advisory meetings, and online training provided by webinars, LinkedIn Learning, Coursera, edX, and @ONE. Department members are active participants in the fall and spring Flex days as well as Lunch and Learns. Faculty attend the breakout sessions and provide a leadership role in areas of Canvas training, online sources for professional development, and diversity training.

For the most part, the faculty in the program choose their own activities. There is no concerted effort for faculty to participate in common professional development activities. Although, several department faculty members attend and actively participate in the California Business Education Association (CBEA) and National Business Education Association yearly conferences (NBEA). Recent topics included:

- Empowerment to Lead, Inspire to Serve
- Bring Personal Finance into the Classroom through Gamification
- Bring Equity into the Classroom / Trauma Informed Teaching
- Web-Based Accounting Practice Sets with Source Documents
- Effectively Teach Inclusivity and Objectivity in an Age of Polarization
- Incorporating Critical Thinking and Social Justice into Business Education
- Ethical Leadership: Apply Ethical Principles to Contemporary Real-World Situations
- A Model for Increasing Student Success and Retention in Community College Programs
- Effective Practices in Teaching Life-Long Globalization Skills in Business Education

Faculty have viewed many webinars over the last five years. Many of these are training videos pertaining to student learning outcomes, advanced features in Canvas, accessibility, equity, and culturally responsive teaching and learning. Each year, Advisory Committee meetings are held at the IWV and ESCC campuses. Members of the community attend and provide discussion and recommendations that relate to all the programs and certificates that are offered.

There are no discernable differences between the activities that faculty participated in for online versus onsite uses. Even activities, such as Canvas trainings, that related directly to online teaching also transfer to onsite instruction due to the integration of the learning management system in onsite courses.

Business Office Technology

The California Business Educators Association Conference has been attended by department faculty for many years and offers value. We request continued support for travel and attendance.

IT/Cyber Security Programs

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.

Digital Media Arts Programs

The Digital Media Educators Conference has been a valuable professional development event for many years. Initially, the CCCCO provided registration, lodging, and per diem stipends for community college faculty to attend. Funding became more restrictive in recent years with the elimination of stipends two years ago. The conference was canceled altogether in 2020, due to the pandemic. In Fall 2021, it is being offered virtually for a registration cost of \$50 per person. DMA faculty would like to continue to attend in the future.

Social Media Marketing World is another conference of value. It is scheduled every March in San Diego, and the cost is \$697 for on-demand access to session and workshop recordings or live streaming. In-person attendance is \$1,197, but the uncertainty and risks of the pandemic make virtual access preferable.

Paralegal Studies and AA-T Law, Public Policy, and Society

Continue to attend continuing legal education(CLE) to stay abreast of changes in the law and procedures for students. CLE is required for licensing and for those in the paralegal field. This includes attendance at CAPA, NALA, and other State Bar or other legal conferences, webinars, or trainings. Cost vary depending on travel, location, and if online options are available.

Other Needs

Business Office Technology

None requested.

IT/Cyber Security Programs

The new IT/Cyber lab require furniture, chairs and other supplies to bring up the lab in the next year.

Digital Media Arts Programs

None requested.

Paralegal Studies

None currently known.

Staffing Requests

1000 Category - Certificated Positions

Business Office Technology

Location:

Justification:

Trends in enrollment of this program continue to expand over the past five years. Enrollments have been steadily growing in BSOT. From 2015-16 to 2019-20 enrollments have increased from 798 to 1018. The number of courses per semester have been steady at 19 sections and the mean student per section is 20 which is higher than the college-wide number of 19.6. Data reflects that students are enrolling, being retained, successful and completing the program(s). Completers in the program have gone from 7 (2016-17) to 16 (2017-18) to 26 (2018-19). We have hired additional adjunct faculty; however, this program needs a full time faculty member to shepherd continued growth. The FTEF is 5.66.

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

(From Program Review)

First Day Enrollments

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Traditional	0	61	89	67	92	
Distance Education	531	726	669	677	667	
Total	531	787	758	744	759	

Census Day Enrollments

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Traditional	0	84	104	90	121	
Distance Education	309	442	501	461	493	
Total	309	526	605	551	614	

Mean Students Per Section

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Traditional	0	12.0	8.7	12.9	20.2	
Distance Education	23.8	22.1	25.1	22.0	22.4	
Total	23.8	34.1	33.7	34.8	42.6	

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

Over the past two years, FTES/FTEF ratio could indicate that there are too many courses in the program or that the offerings are too frequent. With the past year enrollments have declined (I can't find the enrollment data to support a decline here) as COVID has had an impact as well as not having a full time faculty member leading the program. As the program review indicated the program was heavily dependent on the dual enrollment program and the shift away at two high schools has impacted the program. A new focus with a new faculty member and a heavy marketing plan to promote the program in different markets (F2F, Online and dual enrollment) could see a rise in the enrollments again. Leadership in the program is required.

3. Are courses "core mission"?

Yes, this program of study is a Career Technical Education program, tying it to the College mission of providing "degrees and certificates in transfer and career technical education" and offering "learning opportunities that develop ethical and effective citizenry." This program also provides life-long learning and support to students in their academic, technical, and vocational

pursuits. One of the goals of this programs is to foster a lifelong desire to learn, a passion to excel, and a commitment to contribute actively to their local community. One of the community college core mission is to serve the workforce needs of employers . 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 have a continual need for entry-level office workers as well as administrative assistants.

4. Are courses overscheduled?

Yes and No. While some of the upper level and advanced courses show low productivity, the long-term /schedule needs to be reviewed and perhaps rescheduled, the introductory level courses are not overscheduled and are often full with waitlists. Many of these are core classes are offered every semester to provide students with the ability to move through the program quickly.

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

There are opportunities to build dual enrollment programs. This is an ideal program for high school students to prepare them for entry level work and to support their continued academics. Redevelopment of an on-ground evening program is being planned where students can complete a job certificate in one semester. A full time faculty member will be the champion of this program and marketing promotion in the IWV area will need to be done to advertise the offering.

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

Yes. There will be an ongoing and continual need for entry-level office workers as well as administrative assistants. Incumbent workers also need ongoing updating of skills as they promote up in their organizations. Additionally, the BSOT classes are used in other majors (Medical Assisting, Digital Media, Human Services and Welding). The EMSI data showed openings for 234 positions in office administration support within 100 miles and yet we only had 14 completions. There is much need in this field not only in our service area, but statewide.

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

This program has had a full time faculty member developing and modifying the ever-changing needs for employers. Absence of a full-time faculty member to continue these efforts with an advisory committee will stagnate the program and cause gaps between students and availability as well as placement in employment. This will also impact our relationship with employers in our service area. Additionally, direct losses in potential FTES and apportionment will cost the college.

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

a. Size of wait lists in the discipline

The waitlist for BSOT course has steadily grown and doubled since 2016-17 at 5 to 2019-20 at 10. This suggests that we could be offering additional sections to meet the needs.

b. Department productivity, previous year

6.6. While this has dropped, COVID has impacted the productivity.

c. Number of full-time faculty currently in the department

1.065 (15.2%) (However, this figure represents faculty who have primary responsibility over other programs. We do not have a full-time faculty member assigned to this program.)

d. Number of adjunct faculty

3.659 (52.4%)

e. Overload

0.599 (8.6%)

f. Summer

1.664 (23.8)

g. Number of certificates awarded, previous year

7

h. Number of degrees awarded, previous year

7

i. Core curriculum classes

BSOT C070 Practical Math for Business and ConsumersBSOT C072 Introduction to AccountingBSOT C075 Computer LiteracyBSOT C100 Introduction to Business InformationBSOT C121 Beginning WordBSOT C123 Beginning ExcelBSOT C125 Beginning AccessBSOT C127 MS PowerPointBSOT C129 Microsoft OutlookBSOT C132 Intermediate Computer KeyboardingBSOT C133 Advanced Computer KeyboardingBSOT C135 Beginning Adobe AcrobatBSOT C151 Intermediate WordBSOT C153 Intermediate ExcelBSOT C155 Intermediate AccessBSOT C161 Advanced WordBSOT C163 Advanced ExcelBSOT C165 Advanced AccessBSOT C190 Business Information ProfessionalBSAD C145 Business CommunicationThe Business, Paralegal, Information Technology/Cyber Security and Medical Assisting programs also include some of the above BSOT courses.

j. CTE classes with workforce data (wage/high demand)i. Number of students at first day and census, previous year

The Business Office Technology program provides essential skills for office workers across industries. The necessity of these skills cannot be overstated. Economic Modeling LLC (EMSI) labor market data reflects that there will be an ongoing need for office and administrative support jobs. While the EMSI report indicates that the job postings are light in the Ridgecrest vicinity, it does not include the Naval Air Warfare Center (NAWC) at China Lake as governmental jobs for the base report out of Maryland and San Diego. Even with the exclusion of NAWC, job postings regionally are 138 per year and the median annual salary is \$35,581. The number of unique postings for jobs in this field were 3,313 from January 2019 to December 2019. There is a net increase of 1.8% regionally as compared to a 20.6% drop nationally. Indeed.com indicates that there are also ongoing jobs available in the IWV area. On Nov 11, 2020, there were 234 jobs in office admin support within 100 mi. While this is always changing it is a good indication of a continued need in the area. Based on our current graduates, there are adequate openings for our students. There is an opportunity to develop and implement a job placement plan with local and regional employers. Outreach and job placement has relied upon a full-time faculty member whose oversight is this program and who teaches the courses. Employers have contacted the former faculty member for recommendations for placement. With only adjunct faculty teaching the upper level courses, we don't have a full-time faculty member who really knows the cohort and can make such recommendations. The college's Job Developer can partially fill this gap, but gap that exists without a full-time faculty member to champion the program is significant.

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

1,021 and 798

Business

Location:

CC Online, ESCC Bishop, ESCC Mammoth Lakes, Ridgecrest/IWV

Justification:

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

Regarding the Locations identified above, we are requesting either:

- ESCC Bishop/Mammoth and Online or
- Ridgecrest/IWV and Online

The department is fine with filling this position with either scenario, but we lean toward a preference for ESCC Bishop/Mammoth and Online for the following reasons:

- Adequate historical on-ground enrollments of IT C101, ECON C102, and BSAD C100 and need for faculty member to

continue teaching those.

- Opportunity for marketing of entrepreneurship certificate and offering a rotation of additional on-ground classes.
- CTE faculty presence.
- The smaller campuses have unique challenges compared to the IWV campus. If Cerro Coso is committed to keeping these campuses open, there should be institutional commitment to doing so.

The Business Program currently includes three full-time faculty and several adjuncts. One of the full-time faculty members is assigned to the IWV campus where he teaches several BSAD courses on campus and online for both the Business Program and the Business Office Technology Program. Another full-time faculty member is assigned to the ESCC where he teaches BSAD C100, IT C101, ECON C102, and ECON C103 on campus and several BSOT, BSAD, and IT courses online. The most recent hire (Fall 2019), a full-time faculty member at the EKCT campus teaches a wide variety of BSAD and ECON courses at the Tehachapi campus, the prisons, and online. As can be seen in the productivity table below, total productivity levels are higher than collegewide levels in all three disciplines. In some cases, the levels are significantly higher. In 2015-2016 and 2016-2017, some of the traditional course productivity levels are lower than corresponding collegewide productivity levels but those have risen during the past three years.

Productivity

	2015-16	2016-17	2017-18	2018-19	2019-20
Business Administration AS-T & AA					
Traditional	12.6	10.0*	10.7	12.7	12.0
Distance Education	15.2	14.5	17.3	15.5	13.4
Total (Traditional & Distance Combined)	14.5	13.2	14.3	14.1	12.6
Business AS &COA					
Traditional	8.4*	7.7*	12.4	12.1	11.2
Distance Education	14.8	14.1	16.6	16.5	13.6
Total (Traditional & Distance Combined)	13.5	12.8	15.2	14.3	12.6
Management AS &COA					
Traditional	10.7*	10.36*	11.6	11.7	11.5
Distance Education	14.3	14.4	15.2	15.4	14.5
Total (Traditional & Distance Combined)	13.8	13.7	14.1	13.8	13.1
Cerro Coso					
Traditional	11.4	10.5	9.9	11.5	10.7
Distance Education	13.5	13.3	13.0	12.7	13.1
Total (Traditional & Distance Combined)	12.4	11.8	11.3	12.0	11.7

The full-time faculty member at East Kern (ESCC) is retiring in 2022 and a replacement is needed. We will not be able to adequately service our current and projected growth in our programs. In the fall of 2021, the business department added the Entrepreneurship COA. This additional program will require that the current staffing levels be maintained.

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

No, there are not too many programs that are under capacity. Our programs are popular and are expected to maintain their current levels in the future. With the addition of the Entrepreneurship COA, we expect the capacity to increase slightly.

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 completion rates (88% compared to 89% collegewide), the courses are not overscheduled.

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

Our programs are mostly offered online, however, we do offer some courses on-campus at all of our locations.

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

The labor market for our service area includes Kern, Alpine, Inyo, and Mono counties. The projections for management occupations for Kern County through 2022 appear to remain static, however, for Alpine, Inyo and Mono counties the growth is projected to be over 20 percent. The growth projected through 2026 appear to be encouraging with increases for Kern at over 9 percent and the other counties over 6 percent.

For Business and Financial Operations occupations, the projected growth through 2022 is encouraging at 11.6% for Kern and 26.2% for the other counties. Projections through 2026 for this area will increase 15.1 and 18.4 percent, respectively. The projected numbers for Alpine, Inyo and Mono counties are not very high in number, however, any increase for these very rural counties is a positive.

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

All our courses are offered online to serve our large service area and multiple sites. Recent trends have shown an increase in the number of traditional courses offered. Overall student demand and course supply has been driven by our commitment to our long-term schedules and pathways. This has aided our program planning and enrollment management.

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

a. Size of wait lists in the discipline

2019-20	2020-21
31	6

b. Department productivity, previous year

As can be seen in the productivity table above, total productivity levels are higher than collegewide levels in all three disciplines. In some cases, the levels are significantly higher. In 2015-2016 and 2016-2017, some of the traditional course productivity levels are lower than corresponding collegewide productivity levels but those have risen during the past three years.

c. Number of faculty currently in the department

The Business Program currently includes three full-time faculty and several adjuncts. One of the full-time faculty members is assigned to the IWV campus where he teaches several BSAD courses on campus and online for both the Business Program and the Business Office Technology Program. Another full-time faculty member is assigned to the ESCC where he teaches BSAD C100, IT C101, ECON C102, and ECON C103 on campus and several BSOT, BSAD, and IT courses online. The most recent hire (Fall 2019), a full-time faculty member at the EKCT campus teaches a wide variety of BSAD and ECON courses at the Tehachapi campus, the prisons, and online.

d. Number of adjunct faculty

	2015-16	2016-17	2017-18	2018-19	2019-20
Business Administration AS-T & AA					
Adjunct	1.67	1.06	2.30	3.00	6.24

Summer	2.27	2.53	1.94	2.07	3.53
Business AS and COA					
Adjunct	0.87	0.52	1.50	3.33	2.97
Summer	1.53	1.53	1.13	1.33	1.60
Management AS and COA					
Adjunct	1.13	0.52	1.50	2.73	3.50
Summer	1.33	1.60	1.20	1.60	1.87

e. Number of certificates awarded, previous year

Business COA: 8

Management COA: 2

f. Number of degrees awarded, previous year

Business Administration AS-T: 31

Business AS: 7

Management AS: 0

g. Core curriculum classes

Business Administration AS-T

- BSAD C100
- BSAD C101
- BSAD C102
- BSAD C131
- ECON C102
- ECON C103
- MATH C121 or MATH C121h
- MATH C131
- IT C101

Business

- BSAD C100
- BSAD C101
- BSAD C110
- BSAD C131
- BSAD C152
- BSAD C171
- BSAD C251
- IT C101

Management

- BSAD C100
- BSAD C101
- BSAD C102
- BSAD C131
- BSAD C145
- BSAD C155

- BSAD C220
- BSAD C222
- BSAD C251
- IT C101

h. CTE classes with workforce data (wage/high demand)

Occupational Title	Estimated Employment 2016	Projected 2026	Change 2016-2026	% Change 2016-2026
Management				
Kern County	22,450	24,550	2,100	9.4%
Alpine, Inyo, Mono Counties	1,190	1,270	80	6.7%
Business and Financial Operations				
Kern County	11,160	12,850	1,690	15.1%
Alpine, Inyo, Mono Counties	380	450	70	18.4%

The labor market for our service area includes Kern, Alpine, Inyo, and Mono counties. The projections for management occupations for Kern County through 2022 appear to remain static, however, for Alpine, Inyo and Mono counties the growth is projected to be over 20 percent. The growth projected through 2026 appear to be encouraging with increases for Kern at over 9 percent and the other counties over 6 percent.

For Business and Financial Operations occupations, the projected growth through 2022 is encouraging at 11.6% for Kern and 26.2% for the other counties. Projections through 2026 for this area will increase 15.1 and 18.4 percent, respectively. The projected numbers for Alpine, Inyo and Mono counties are not very high in number, however, any increase for these very rural counties is a positive.

The above results give us an indication that the projections for the cited occupations is good now, is increasing, and will continue to create and sustain a demand for our courses and programs.

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

	2019-20	2020-21
First Day Enrollment	1,562	1,701
Census Enrollment	1,339	1,441

2000 Category - Classified Staff