

Business and Information Technology Department

AUP for Academic Year 2023-2024

November 2022

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 transfer and local 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 goals of our programs are 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 focuses 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

Business Administration/Management

The Business Administration/Management program faculty have altered the program pathways to attract a wider range of students. In addition, we have made more courses available to students for the fall and spring semesters. These are Introduction to Marketing, Principles of Management, and Fundamentals of Entrepreneurship Accounting. We have implemented our Dual Enrollment program at Cal City where we are offering Introduction to Business and Personal Finance this fall.

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

- 18 to 19 (79% vs 72%),
- 20 to 24 (66% vs 74%),
- 25 to 29 (61% vs 75%),
- 30 to 34 (58% vs 75%)
- 35 to 39 (62% vs 76%)
- 40 to 49 (63% vs 76%)
- 50 and older (60% vs 70%)

We do not compare very well in most categories. As a result, more aggressive curriculum changes will be employed.

In the Ethnicity category, we lag behind college-wide success rates in the following:

- African American (61% vs 72%)
- American Indian (65% vs 70%)

- Asian (82% vs 86%)
- Filipino (73% vs 85%)
- Hispanic/Latino (60% vs 75%)
- Pacific Islander (50% vs 69%)
- White (68% vs 78%).
- Two or More Races (76% vs 75%).

We compare favorably on only the Two or More Races category. For distance education, our results for success were 67% compared to 74% college-wide. For traditional education, our results for success were 56% compared to 82% college-wide.

Looking at success from a Gender perspective, females performed better than males (69% vs 62%) in the department. College-wide, the results were the same: 76% for males and 76% for females.

Retention for the major age breakdowns verses college wide are as follows:

- 18 to 19 (91% vs 88%)
- 20 to 24 (77% vs 88%)
- 25 to 29 (86% vs 87%)
- 30 to 34 (85% vs 87%)
- 35 to 39 (81% vs 87%)
- 40 to 49 (83% to 85%)
- 50 and older (76% vs 80%)

Each of our age categories were less than college-wide except for the 18-19 age group. These results are very similar to the success results.

Retention by Ethnicity compared to college-wide retention was as follows:

- African American (84% vs 86%)
- American Indian (89% vs 88%)
- Asian (82% vs 93%)
- Filipino (93% vs 93%)
- Hispanic/Latino (83% vs 88%)
- Pacific Islander (100% vs 84%)
- White (81% vs 88%)
- Two or more Races (81% vs 88%)

Our results were better than college wide in only two categories, American Indian and Pacific Islander

In the Distance Education and Traditional Method of Instruction, the results were as follows:

- Distance Education (84% vs 87%)
- Traditional (81% vs 90%)

We were less than college-wide in both areas.

In the Gender category, the results were as follows:

- Men were higher than Women (84% vs 80%)
- College wide results were 88% for both Men and Women.

Business Office Technology

Overall, retention (completion) is 84%, down from 86% in 2017-18. The college average is 88%.

Retention is considerably higher for women (87%) than men (74%). Nonreported genders show completion of 96%, up from 71% in 2017-18. All ages through 34 are above the average in completion, which completions dropped in each subsequent age category. Ages 50 and older have the lowest completion at 67%. Among ethnic groups, Asian, Fillipino, and Pacific Islander have completions above the cohort average. African American, Native American, and two or more races have completions below the cohort average. The White ethnic group is at the cohort average exactly.

Overall, success is 63%, down from 75% in 2017-18. The college average is 76%.

Success is higher for women (67%) than men (43%). Nonreported genders show completion of 88%, up from 57% in 2017-18. Among age categories, 17 and younger had the highest success rate (84%). 50 and older had the lowest (47%). Ages 20-29 had the next highest rates. Among ethnic groups, Asians, Native Americans, and Filipinos had the highest success rates. African Americans had the lowest.

Digital Media Arts

Overall, retention (completion) is 86%, up from 80% in 2017-18. The college average is 88%.

Retention for men and women is almost equal (85% and 86%, respectively). Among the categorized age groups, 17 and younger, 18-19, 20-24, and 35-39 were higher than the average. Ages 30-34 and 40 and older were significantly less than average. Among ethnic groups, Asian, Hispanic, White, and two or more races completed courses at or above average. African American students completed courses at 58%. Last year, retention was 100% for this group, but the population is small, so annual figures vary considerably. There was no data for Native American and Filipino for this academic year.

Overall success is 75%, up from 65% in 2017-18. The college average is 76%.

Success for men and women is significantly greater for women (77%) than men (71%). Among the categorized age groups, success was above average for 17 and younger and ages 35-39. The other age groups were below the cohort average. Among ethnic groups, Asian, White, and two or more races were above average, and African American and Hispanic were below the cohort average. There was no data for Native American and Filipino for this academic year. While Hispanic students experienced success below the cohort average, this group is now 69% compared to 62% in 2017-18.

Information Technology/Cyber Security

The actions taken in 2021-22 were primarily online as the pandemic took a lot of classes into the Zoom delivery or

online. In the Fall of 2022, we have brought two Information Technology classes (IT C101 and IT C142) onto the campus in Ridgecrest. Enrollments range from 11-15 for these classes and students seem to be sticking to be on campus. In Spring 2023, we will be offering three on campus sections including the introductory class (IT C101) and two upper level (IT C143 – Networking and IT C146 – Security) at the Ridgecrest campus.

The ethnicity of the classes seems to be relatively constant in the from 2019-20 and 2020-21, but slightly dip back to 2019-20 levels in 2021-22. One of our targeted areas in IT/Cyber have been the African American population for both student success and retention. The success rates of the African American students rose from 39% (2019-20) to 50% (2020-21) to 71% (2021-22). Interestingly, in 2021-22, the enrollment shifted back to 2019 levels (31 students) from 34 students in 2021. It appears that with fewer students, the success rates rose. We are much closer to the college average which was 69% last year. Like student success, student retention (completion levels) have also significantly improved for the African American population. Rates went from 55% (2019-20) to 74% (2020-21) to 87% (2021-22) which is remarkable.

The same trends appear to be happening in other ethnic groups for both student success and retention. The only exception is Pacific Islander success rates did drop from 67% (2020-21) to 64 (2021-22), however, there were low enrollments (5 in 2020-21 and 8 in 2021-22) so statistically the numbers are skewed.

Overall, the IT-Cyber students are doing well in success/retention/completion both overall and by ethnicity. We will continue to work to keep these levels high.

Paralegal

Business Administration/Management

Success results

Ethnicity: African American Gap Identified

We decreased our success rate for this group. It went from 75% to 61% over the last year. Collegewide went from 71% to 72%.

Ethnicity: American Indian Gap Identified

We experienced a decrease in our success rate for this group. It went from 87% to 65% over the last year. Collegewide went from 75% to 70%.

Ethnicity: White Gap Identified:

We decreased our success rate for this group. It went from 81% to 68% over the last year. Collegewide went from 84% to 78%.

Ethnicity: Filipino, Asian, Pacific Islander Gap Identified

Our success rates were as follows for these groups: Filipino (91 to 73%), Asian (82% to 82%), Pacific Islander (71 to 50%). Collegewide we were behind in all of these ethnicities.

Ethnicity: Hispanic Gap Identified:

We decreased our success rate for this group. It went from 81% to 60% over the last year. Collegewide went from 80% to 75%.

Ethnicity: Two or More Races Gap Identified:

We improved our success rate for this group. It went from 72 to 76%. Collegewide went from 74 to 75%.

Gender: Female Gap Identified:

We decreased our success rate for females. It went from 76% to 69% over the last year. Collegewide went from 77% to 76%.

Gender: Male Gap Identified:

We decreased our success rate for males. It went from 83% to 62% over the last year. Collegewide went from 83 to 76%.

Age: 17 or younger Gap Identified:

Our success rate decreased for this age group. It went from 92% to 80% over the last year. Collegewide went from 90% to 89%.

Age: 18 to 19 years Gap Identified:

We improved our success rate for this group. It went from 72% to 79% over the last year. Collegewide dipped slightly. (73% to 72%).

Age: 20 to 24 years Gap Identified:

We decreased our success rate going from 79% to 66%. Collegewide went from 71% to 74%.

Age: 25 to 29 years Gap Identified:

We decreased our success rate for this group. It went from 80% to 61% over the last year. Collegewide went from 79% to 75%.

Age: 30 to 34 years Gap Identified:

We decreased our success rate for this group. It went from 80% to 58% over the last year. Collegewide went from 81% to 75%.

Age: 35 to 39 years Gap Identified:

We decreased our success rate for this group. It went from 84% to 62% over the last year. Collegewide went from 83% to 76%.

Age: 40 to 49 years Gap Identified:

We decreased our success rate for this group. It went from 85% to 63% over the last year. Collegewide went from 87% to 76%.

Age: 50 and older Gap Identified:

We decreased our success rate for this group. It went from 80% to 60%. Collegewide went from 86% to 70%.

Retention Results:

Ethnicity: African American Gap Identified

We decreases our success rate for this group. It went from 87% to 84% over the last year. Collegewide stayed at 89%.

Ethnicity: American Indian Gap Identified

We experienced a decrease in our success rate for this group. It went from 93% to 89% over the last year. Collegewide went from 90% to 88%.

Ethnicity: White Gap Identified:

We decreased our success rate for this group. It went from 88% to 81% over the last year. Collegewide went from 91% to 88%.

Ethnicity: Filipino, Asian, Pacific Islander Gap Identified

Our success rates were as follows for these groups: Filipino (91% to 93%), Asian (92% to 82%), Pacific Islanders (71% to 100%). Collegewide, Filipino (95 to 93%), Asian (94% to 93%), Pacific Islander (95% to 84%).

Ethnicity: Hispanic Gap Identified:

We decreased our success rate for this group. It went from 89% to 83% over the last year. Collegewide went from 90% to 88%.

Ethnicity: Two or More Races Gap Identified:

We improved our success rate for this group. It went from 94% to 81%. Collegewide went from 89% to 88%.

Gender: Female Gap Identified:

We decreased our success rate for females. It went from 76% to 69% over the last year. Collegewide went from 89% to 88%.

Gender: Male Gap Identified:

We decreased our success rate for males. It went from 91% to 84% over the last year. Collegewide went from 92% to 88%.

Age: 17 or younger Gap Identified:

Our success rate decreased for this age group. It went from 94% to 84% over the last year. Collegewide went from 96% to 95%.

Age: 18 to 19 years Gap Identified:

We improved our success rate for this group. It went from 86% to 91% over the last year. Collegewide dipped slightly. (89% to 88%).

Age: 20 to 24 years Gap Identified:

We decreased our success rate going from 88% to 77%. Collegewide stayed the same at 88%..

Age: 25 to 29 years Gap Identified:

We decreased our success rate for this group. It went from 88% to 86% over the last year. Collegewide went from 89% to 87%.

Age: 30 to 34 years Gap Identified:

We decreased our success rate for this group. It went from 90% to 85% over the last year. Collegewide went from 90% to 87%.

Age: 35 to 39 years Gap Identified:

We decreased our success rate for this group. It went from 90% to 81% over the last year. Collegewide went from 90% to 87%.

Age: 40 to 49 years Gap Identified:

We decreased our success rate for this group. It went from 90% to 83% over the last year. Collegewide went from 92% to 85%.

Age: 50 and older Gap Identified:

We decreased our success rate for this group. It went from 86% to 76%. College-wide went from 91% to 80%.

Business Office Technology

Success and retention has significantly slipped behind the college. BSOT courses have implemented department success strategies, including syllabus quizzes. Most concerning is the decline in success from 2017-18. The present form of this program is also declining in demand, as FTES is 50, down from 61 in 2017-18. The full time faculty member who oversaw this program retired, and now almost all of the courses are taught by adjuncts. The department has discovered that there is a lack of continuity in how the Canvas shells are designed and organized.

The department is migrating the program to Information Technology and naming it Computer Application Specialist. We are also developing a Canvas template that all courses will align with to provide continuity in student experience. Courses will be aligned with the Online Education Initiative.

Digital Media Arts

We are closing gaps overall, but more progress is needed. We will continue to implement the following equity strategies

- 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.
- OEI approvals of DMA C107, DMA C131, and DMA C201.

Information Technology/Cyber Security

Overall, the IT-Cyber students are doing well in success/retention/completion both overall and by ethnicity. We will continue to work to keep these levels high.

Paralegal

Outcomes Assessment: Loop-Back Improvements Made

Actions taken in the prior academic year

Business

We assessed our courses in 2020. No courses were assessed in 2021.

Business Office Technology

No courses were assessed in 2021-22. They are scheduled for assessment in Spring 2023.

Digital Media Arts

Last year was a Program Review year, and no outcomes were assessed.

Information Technology

The IT-Cyber Program Review reported on the outcomes for each of the certificate and degree programs. In the previous year, we re-assessed two classes as they did not meet the targets. The classes were assessed and met the set targets. No additional assessments were completed last year.

Paralegal

Outcomes Assessment: Results of Last Year's Assessments

Target Met?

Did Not Assess

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.

Target Met?

Did Not Assess

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.

Target Met?

Yes

Business Office Technology

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

Target Met?

Did Not Assess

Target Met?

Did Not Assess

Outcomes Assessment: Missed Targets

Outcomes Assessment: Schedule of This Year's Assessments

Business

No courses are scheduled this year.

Business Office Technology

All of them!

Digital Media Arts

No assessments scheduled this year.

Information Technology

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

Program Review

Business

Year of Last Program Review:

2021

Actions Taken in the Prior Year to Address Strategies:

Strategies Still to be Addressed:

Information Technology

Year of Last Program Review:

2021-22

Actions Taken in the Prior Year to Address Strategies:



Strategies Still to be Addressed:



Web Professiona / Digital Media and Marketing

Year of Last Program Review:

2022

Actions Taken in the Prior Year to Address Strategies:

1. Expansion of dual enrollment at THS to allow Digital Media and Marketing Certificate completion.
2. Revise long term schedule to restore DMA C113 and DMA C117 to annual offerings.
3. Increase program completions by 20%

Strategies Still to be Addressed:

1. Increase program completions by 50%
2. Expand dual enrollment to Inyo County, offering one course per semester
3. Increase student diversity in the programs by developing marketing materials that are inclusive of a diverse student population

Last Year's Initiatives

Paralegal Program expansion dual enrollment

Still working on the dual enrollment at Tehachapi HS since we are now back to normal. It was moving forward and then got blocked from COVID changes.

Paralegal Program at prison and access to books

Books have been obtained for incarcerated students through work with the Dean and obtaining a grant for funding. Ongoing: Working with Dean and ISEP coordinator to continue to refine and set schedule for the ISEP course and proper long-term rotation schedule.

Review all courses for accessibility and submit courses to OEI exchange

Equity: African Americans

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Business Information Worker/Professional

American Bar Association (ABA) Approval

Program Growth at Prison

Dual Enrollment in Tehachapi or other high schools in service area

Plan Initiatives for Next Year

Initiatives for Next Academic Year

IT/Cyber Security 23-24 Initiatives

Is this part of a multiyear initiative?

Specific Action Steps to be Taken:

1. Develop and implement the Computer Application Specialist Certificate of Achievement/Degree.
2. Move remaining unused courses from BSOT to Business or Non-credit.
3. Discontinue the Business Office Technology Program.
4. Hire an additional Cyber Security full time faculty member.
5. Hire a Computer Application Specialist full time faculty member.

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, Valerie Karnes, Vonetta Mixson

Unit gap or institutional goals addressed:

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

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. We have recommended no longer offering business courses by iTV and thus will not need iTV equipment at ESCC. 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

None requested.

Digital Media Arts

None requested.

Information Technology

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 are working this year to bring up the lab (Fall 2022) while we are teaching in the space. The room was remodeled, equipment ordered, and we will continue to add needed supplies and equipment to meet the needs of the students.

Paralegal

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 LinkedIn Learning is needed.

Digital Media Arts

Continued support for LinkedIn Learning is needed.

Adobe Creative Cloud is required for dedicated computer lab workstations. Adobe Creative Cloud is required for one computer classroom.

Information Technology

Equipping the new IWV IT and Cyber lab may require additional 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.

Continued support for LinkedIn Learning is needed.

Paralegal

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

With the migration of BSOT to IT, we will be using printed materials, digital communications, and social media marketing for outreach.

Digital Media Arts

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. Last summer, funds were available, but social media was not boosted due to

Information Technology

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. With the addition of a new certificate (Computer Application Specialist), we will need additional marketing materials and advertisement.

In addition, as we are moving more classes back on campus, we need a continual marketing campaign to let potential students know that they can take classes on campus in Ridgecrest.

Paralegal

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:

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.

Digital Media Arts

LinkedIn Learning remains the most valuable resource for professional development for digital media arts faculty. We would also like funding for the Digital Media Educators Conference, which 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.

Information Technology

IT/Cyber Security faculty need to attend 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.

Paralegal

Other Needs

Business

None requested.

Business Office Technology

None requested.

Digital Media Arts

None requested.

Information Technology

None requested.

Paralegal

Staffing Requests

1000 Category - Certificated Positions

Information Technology / Cybersecurity

Location:

CC Online, 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 25 in 2019-20 to 26 in 2020-21 and 28 in 2021-22. As we add new courses on the Ridgecrest campus in the new Cyber Lab, we will need additional faculty to teach upper-level specialized Cyber Security courses. The FTES to FTEF ratio keeps rising as well from 12.8 (2019-2020) to 13.3 (2020-21) to 13.5 (2021-22). In 2021 it continued to rise even though we had hired a new full time faculty member in this area. As the IT/Cyber/Cloud/Linux classes load one third of a full-time load, we need an additional faculty member to staff these classes as depending on adjuncts is limiting.

In the Fall of 2022, we have brought two Information Technology classes (IT C101 and IT C142) onto the campus in Ridgecrest. Enrollments range from 11-15 for these classes and students seem to be sticking to be on campus. In Spring 2023, we will be offering three on campus sections including the introductory class (IT C101) and two upper level (IT C143 – Networking and IT C146 – Security) at the Ridgecrest campus.

Student retention in IT/Cyber programs has also increased from 83% in 2019-20 to 86% in 2021-22. Student success 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). Success rates have also been trending upward from 71% (2019-2020), 72% (2020-21) and 78% (2021-22). With these increases and a return to “normal” and on campus classes, we anticipate a greater need for sections.

Why not use adjuncts? At this time, we are not able to increase sections due to the load limits for adjuncts as well as their own time limits. We need faculty during the time of day (morning/afternoons) that adjuncts work their “regular” jobs and are not available. We need to meet student needs.

The addition of new certificates and programs to meet the needs of the employers include an Operating System Certificate (Linux, Windows, Apple) as well as a Cloud (Amazon Web Services (AWS)) requires additional faculty. We do not have adequate full time faculty to teach the upper division (200 level) courses in Cyber Security, Linux and Cloud Computing and are continually scrambling.

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

No there are not too many courses 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. The programs offering continue to grow and expand as industry needs increase. It is anticipated that we will continue to expand our offerings as the industry grows.

The breakdown of majors among the degrees and certificates is provided below. This table includes only unduplicated headcounts. It does not reflect students that might be enrolled in more than one program or who may earn a certificate on their way toward earning a degree.

IT Majors -- Unduplicated Headcount

IT Majors		2016-17	2017-15	2018-19	2019-20	2020-2
Information Technology Plus Certificate	Total	6	8	12	9	13
	% of Total	4%	4%	5%	3%	4%
	Yr to Yr Change	0%	33%	50%	-25%	44%
Information Technology & Computer Information Systems Cert	Total	31	29	34	36	42
	% of Total	19%	14%	13%	12%	14%
	Yr to Yr Change	0%	-6%	17%	6%	17%
Information Technology & Computer Information Systems AS	Total	105	117	138	153	137
	% of Total	65%	57%	53%	50%	45%
	Yr to Yr Change	0%	11%	18%	11%	-10%
Cyber Security Certificate	Total		8	12	15	16
	% of Total	0%	4%	5%	5%	

Computer Application Specialist

Location:

CC Online, Ridgecrest/IWV

Justification:

In the Business Office Technology Program Review two years ago, the program was not doing well. It was felt that the emphasis on business office technology could be a problem. As a result, faculty spoke to the BSOT Advisory Committee and the Information Technology about reforming the program to focus on computer application skills. Feedback from these groups indicated

support for this shift. The redesign is underway now by three faculty members reorganizing the program and consolidating the Office specific classes (Word, Excel, Access) from three one-unit classes by level to one three-unit classes where the student will learn the entirety of the program. Enrollment, retention and completion are expected to go up as students will no longer have to juggle schedules for 8-week sections through the year.

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

	2017-18	2018-19	2019-20	2020-21
Course Count	19	19	19	20
Section Count	39	39	41	46
First Day Enrollment	1,075	1,058	1,083	1,023
Census Enrollment	863	803	839	798
Students Per Section	22.1	20.6	20.5	17.3
First Day Waitlist Total	4	1	10	18
FTES	61	57	49	44
FTEF	5.19	5.46	5.46	6.99
FTES to FTEF Ratio	11.8	10.4	9.0	6.3

Over the past 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 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. The new focus and transformation of program to a computer application specialist emphasis with a new faculty member and a heavy marketing plan to promote the program in different markets (F2F, Online and dual enrollment) we believe we could see a rise in the enrollments again. Leadership in the program is required. Students will also be able to obtain/compete for jobs outside of Office Clerk, Secretary or Administrative Assistant as their new specialization in software could also provide them opportunities in Computer Operator and Help Desk Support.

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

Yes, as mentioned, there are more courses in the program than are effectively serving students. The repurposing of courses to the new Computer Applications Specialist program will reduce course and section count. The revised program will provide students with more marketable skills, and demand should grow.

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 workers for computer operators, software experts in Office, Help Desk support and other entry-level IT support jobs.

4. Are courses overscheduled?

There will be a new long-term schedule and the classes will be scheduled through the semester instead of the 8-week cycle that has been done previously. They will be rotated throughout the year as to not be overscheduled and be well enrolled. They will initially be offered online, but there is an intention to bring the program back on campus during the evening hours to align with potential local working student schedules in the evening. Students will not have to juggle schedules to get one of the three short courses but will take one comprehensive course for each software application.

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

With the re-focus of this program, we will initially be offered online, but there is an intention to bring the program back on campus during the evening hours to align with potential local working student schedules in the evening. There are opportunities to build new dual enrollment programs that will be more attractive due to the emphasis on software specialization and job opportunities. This is an ideal program for high school students to prepare them for entry level work and to support their continued academics. 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 computer operators with software specialization skills, workers as well as administrative assistants. Incumbent workers also need ongoing updating of skills as they promote up in their organizations. Students can expand their opportunities beyond the office environment to IT entry-level jobs, Help Desk jobs and other computer operator positions.

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:

1. 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 for BSOT. The new program will focus on software, but we can capture previous BSOT students and provide them with additional job opportunities.

2. Department productivity, previous year

For the BSOT program the productivity was 6.6. While this has dropped, COVID has impacted the productivity.

3. 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.)

4. Number of adjunct faculty

3.659 (52.4%)

5. Overload

0.599 (8.6%)

6. Summer

1.664 (23.8)

7. Number of certificates awarded, previous year

7

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