Agenda

CURRICULUM & INSTRUCTION COUNCIL

Friday, September 24, 2010
9:00 A.M.
IWV Conference Room #212MB

Corey Marvin (Chair), James Fay (V.P. of Academic Affairs), Heather Ostash (Articulation), Andrea Guerrero (ASCC), Dick Adams, Suzie Ama, Julie Cornett, Annette Hodgins, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

TIME	ITEM	DESCRIPTION	PRESENTER	ACTION
9:00	Minutes	August 27, 2010 September 10, 2010	Corey Marvin	Approve
9:15	CIC Issues and Updates	CurricUNET Timeline Articulation Deadlines Criteria for Meeting GE SLO's (BC) UC Textbook Policy 2010-2011 Course Approval Process, Final Draft	Corey Marvin	Info Item
10:00	ADMJ C145 FIRE C115 FIRE C121	New Course Course Revision Course Revision	Steve Busby	1st Review
10:20	Program Review	Basic Skills Learning Asst. Center	Bonita Robison	Approve
11:10	Program Review	Business Business Office Technology	Karen O'Connor	Approve
12:00	Adjournment			

BASIC SKILLS PROGRAM REVIEW SEE PAGE 5&6

THE CURRICULUM & INSTRUCTION COUNCIL

MEETING MINUTES

September 24, 2010
9:00 A.M.
IWV Conference Room #212MB

Attendees: Corey Marvin (Chair), James Fay (V.P. of Academic Affairs), Heather Ostash (Articulation), Suzie Ama (Assessment Coordinator), Julie Cornett, Crystal Freeman, Andrea Guerrero, Annette Hodgins, Jan Moline, Karen O'Connor

Review and approval of CIC meeting minutes for the following dates:

Minutes Dated: August 27, 2010 & September 10, 2010

Corrections: None.

Action: Approved

CIC ISSUES AND UPDATES

CurricUNET Timeline

Presenter: Corey Marvin

Discussion: Corey shared with the committee a handout for the *KCCD CurricUNET Implementation Timeframe,* which outlined a monthly timeframe along with the responsible parties assigned to each action item. The implementation timeline handout covered what has been completed and what will be completed.

Last Monday September 20th, there was a cut to the new site from the test site, where basic changes and corrections had been made. An area to indicate any required CB Element changes in a proposal has been added to quickly identify those changes taking place. Some information will be moved as we continue to make refinements to this program. There will hopefully be a review screen area that will have screen shots to point out recent updates in CurricUNET.

- *Conditions of Enrollment* is a temporary listing and proposers will need to attach a Content Review.
- *Methods of Delivery* is District wide now; this is the Distance Education form to add the required data. The process is getting more complete and user friendly.
- *Note* you need to just click the FINISH button and not the SAVE button to avoid losing your data on the forms that have the SAVE option.

It was questioned why there is an area required to list hours on the top of the outline for the time and percentage spent on each topic. The concern with Articulation purposes is this may cause a problem. This does assist in teaching the course but could be a problem with articulation.

Linking the student learning outcomes to the detailed topical outline was removed for Bakersfield College. But we can continue to link these in parenthesis of the detailed topical outline.

Heather noted the Course Outline of Record is a legal contract not the syllabus. If a student challenges a class, the document used for basis of the course is the course outline of record not the syllabus because a syllabus will not be upheld. This moves to question, can we teach more if not in the course outline of record.

It was questioned since the Physical Education courses are not individually listed in Area 7, of the General Education requirements for Cerro Coso, if these courses need to be listed individually or can they continue to be referenced as "PHED C102 and ONE 1-unit P.E. Activity Class or THREE 1-unit P.E. Activity Classes.

Action:
Heather needs to list all of the Physical Education courses in General Education Area 7.

At the next Vice President meeting on October 13th Corey will mention to Dennis:

- Ask if OSCAR outline is an option for this program.
- Ask about articulation module
- One of the areas spells *President* wrong
- Will question how all of the dates will be uploaded on the last page.

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Articulation Deadlines

Presenter: Heather Ostash

Discussion: *Curriculum Calendar for 2010-2011* was shared with the committee. This calendar of items includes deadline dates for submissions. The Transferable Course Agreement (TCA) was completed last August; this is a once a year process. After a first review of a course we have time to revise and resubmit. This pertains to transfer courses only.

Another important deadline to note is in December for IGETC and CSU submissions. This is a once a year submission also. IGETC and CSU is submitted in December, but we do not know until February; that effects major to major articulation.

Our effective dates need to line up with our system in Banner and Catalog, because they will be checked and questioned. We cannot input before articulated for TCA, IGETC, and CSU.
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Action: CIC members need to make sure their areas are aware of these deadline dates.

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Criteria of Meeting GE SLO' (BC)

A document outlining Bakersfield College's General Education Pattern was shared with the committee.

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UC Textbook Policy

UC TCA Textbook requirements

Main text for the proposed course must be dated within 7 years for most course submissions except those taught in disciplines where text content currency is relevant such as Computer Science. If there is a specific reason why it is not dated within 7 years there should be a note of explanation included in the "Articulation Officer Comments to Reviewers" section of OSCAR.

In some courses such as current history or courses where there has been significant change in recent history there must be up to date materials presented.

- All textbooks should be beyond the twelfth grade reading level and at the appropriate college level.
- Textbooks and supplemental material should relate directly to the content of the course outline.
- Science courses that include a lab component must include a lab manual.
- Composition courses need to include a stylebook.
- Literature courses must include a representative reading list.

UCT TCS Guideline for 100 level type courses need to have discussion on courses submitted

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2010-2011 Course Approval Process: Final document with recommendations is now complete.

ADMJ C145 – BASIC PEACE OFFICER TRAINING ACADEMY

Presenter: Steve Busby
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Description: New - Replacing Experimental Course ADMJ C99CC

Review: First

Discussion: This course is replacing ADMJ C99CC. It is a 900 hour course totaling twenty units. As a State certification course it is developed according to state specifications. Our primary market is Kern County Sheriff's Department in Bakersfield. This course has been offered four times a year for legally mandated training. The typical enrollment is 40 students and due to the physical requirements, retains approximately 30 students. Steve is a part of the State level committee for P.O.S.T. There are forty-three textbooks by the state, as well as, the penal codes.

Recommendations: Only needs methods of instruction.

Action: Art Cowley at Porterville College received a request to review this course in error. Approved for a first reading and will return on October 8th for the second reading.

FIRE C115 – BUILDING CONSTRUCTION FOR FIRE PROTECTION
FIRE C121 – FIRE BEHAVIOR AND COMBUSTION

Presenter: Steve Busby

Description: Revision

Review: First

Discussion: The department tested two Fire Technology courses that have not been offered for quite a while and received a good response; so will be updating all of the courses in this program.

There is a market for online and hybrid delivery in this field. The program is still active in our files. We see a trend of an increase in enrollment. Hoping this course will be offered at least three times per year. The concern is that the online delivery will complete with Bakersfield College and that should not be a concern for local students; but they desire a local contact.

We are heading to a greater degree of coop within the district of who is offering what. Some districts have a district wide curriculum committee to avoid duplication and competition. This increases enrollment district wide for courses that historically have low enrollment. This makes sense with community colleges that are located close together. We are considered a remote area away for BC and PC. With a coop district wide there would need to be a consideration made for who has been doing the work for the course historically.

Steve researched four different community colleges to serve as a comparison. There are no substantial changes in this update.

Recommendations:

- Description needs full sentences.
- Assessments will be linked to the Student Learning Outcome modules
- Could attach a document of assessments.
- No longer link the student learning outcomes to the detailed topical outline

Action: Approved for a first reading and will return on October 8th for the second reading.

PROGRAM REVIEW –Learning Asst. Center

Presenter: Bonita Robison

Description: Was unable to locate program reviews from previous years so there is a gap in the data collected. There is less services to students during at night, but do have study groups come in. The tutors are used for proctoring and language skills. This was prepared in December prior to an instructional researcher. We now have a dedicated person at Kern River Valley (KRV). KRV is using a small LAC room since there are no other options.

What Data used: Tutoring data, no demand data available from KRV, South Kern, or Eastern Sierra. Program satisfaction is from local surveys to students in different areas.

What specific goals? Part 3 Executive Summer addresses the need to continue development at a faster pace to reach students sooner in the academic stage. Having a basic skills department and an institutional researcher could have facilitated faster response to needs college-wide. This has been revised from tutor and student feedback.

This document outlines improvements needed. Explanation of supplemental instruction and an automated system to track students is needed. It was suggested to use SARS for students and groups. Limited evening access and closing early on Friday is an issue since students have no access. Two thirds of the students do not have computers and access to the Internet at home, plus there is no proctoring available in the evenings. LAC has limited staff and with student assistants that have limited access. Currently LAC is under the Vice President of Academic Affairs and was briefly under LRC in the past.

Action: Approved.

BASIC SKILLS PROGRAM REVIEW

Presenter: Bonita Robison

Description: Review of documents. We are looking at adding items for study skills, writing, math, reading, English, and ESL, since there is a need for more sections of basic skills offered. Listed research completed, goals, and needs with recommendations in the document, but note that this document started last fall and was built as data received.

At Kern River Valley they only have one lab with limited resources. Completed an assessment and a have plan, but need consistency measures. There is an appendix added to show the difference of having faculty involved in the area.

Feedback regarding preparedness is in a pilot program for community colleges receiving the data; Bakersfield college part of this pilot. We currently use Accuplacer but the listing does not give information of what each student needs, just where they are currently. There is nothing here currently that defines specific student needs.

Action: Bonita will correct typos. This document is approved to forward to Academic Senate.

BUSINESS TECHNOLOGY PROGRAM REVIEW

Presenter: Karen O'Connor

Discussion: There was a review of documents presented. It is not in the executive summary, but there is discussion about reinstating a committee to oversee the process. CIC cannot address all areas effectively. There is an issue of needing an assessment committee too. There may need to be reassigned time to make sure this happens. The department also completed the two year review for this program. Unable to locate any previous data or a previous program review documentation.

All data is current and all course outlines of records have been updated. There was a huge issue with program review data with the Perkins project but now TOPS are now capturing data. We would like to change some of the course subject designations in order to have the required prerequisites listed as needed. The department is completing course assessments, now that this is completed.

Recommendations: None.

Action:
Need to discuss transfer documents. Will most of the courses transfer even though this is not a transfer program? If course transfers it should fulfill CSU and UC requirements. In the past we never had considered TOP coding in connection with programs, so now course outline of records have been properly coded. Some of the skill building courses should not be transferable (those not 100 level courses). Through this process found some changes are needed to numbering and areas courses are listed.

Action: Get with Heather to research other schools. This is approved to forward to Academic Senate.

GENERAL DISCUSSION: In a general discussion regarding courses in general it was questioned if critical thinking should be included on all courses we have on file by showing how the course promotes critical thinking. If a course comes forward this needs to be discussed. This brings up an issue with all programs to insure skill building courses are properly evaluated to determine if transfer needs to show this has been evaluated.

BUSINESS PROGRAM REVIEW

Action: Will be added to the next agenda.

Next Meeting: Friday, October 8, 2010

Adjournment: 12:15 P.M.

Note taker: Magi Mauldin

Cerro Coso Community College
Learning Assistance Center Program Review

December 2009
Revised 2/28/2010
Bonita Robison

Cerro Coso Community College
Learning Assistance Center Program Review

Table of Contents

Part 1-Relevance
- Program Mission
- Program Description and History
- Program Goals and Objectives

Part 2-Appropriateness
- Program Effectiveness
- Program Demand
- Program Relationships and Impact
- Student Success
- Diversity
- Curriculum
  - Place of Program in Curriculum/Similar Programs
  - Curriculum Currency
  - Transfer Documentation
  - Course Scheduling
  - Methods of Delivery
  - Teaching Methodologies
  - Student Fees

Part 3-Achievement of Student Learning Outcomes
- Student Learning Outcomes and Assessment
- Achievement of Student Learning Outcomes
- Student Learning Outcomes and Assessment Plan

Part 4- Currency
- Resources
- Program Costs

Part 5- Future Needs and Plans
- Planning, Development, and Evaluation Processes
- Program Strengths
- Areas Needing Improvements
- Response to Previous Recommendations
- Specific Recommendations for Improvement

Part 6- Executive Summary
Program Review normally is conducted every six years.

Cerro Coso Community College
Learning Assistance Center Program Review

Part 1 Relevance

1. Program Mission:

The mission of the Learning Assistance Center is to collaboratively provide a variety of learning support services to meet needs of students at all our campuses, including online. Our mission is to respond to all levels of student learning needs based on student goals, learning assessments, current research, and campus data. Also to provide means whereby students may demonstrate newly learned information. The services provided are free tutoring, supplemental instruction, mentoring, workshops, computer lab work, non-credit courses, and a variety of assessments such as campus test proctoring and "for-fee" services such as CLEP and university exams.

The Learning Center is responsive to the college mission statements.

1. Efforts meet community needs and workforce development and quality services to under-represented populations through
   - GED preparation (discontinued fall 2009 due to funding considerations)
   - Outside test proctoring
   - Additional assistance to DSPS students
2. Services to under-prepared students and increasing student success with
   - On campus and online tutoring
   - Tutoring services to all campuses
   - Integration of academic services with counseling for "early alert" coordination.
   - Tutor Training EDUC 170 to all campuses and online
   - Study skill information on the LAC website
   - Increased tracking of student progress through data sheets and SLO's
3.& 4. Seeks to improve use of resources and build a culture of accountability with
   Text resources, materials and supplies
   - Use of iTV and online courses for Tutor Training EDUC 170
   - Cross-campus communication for supply needs
   - Cautious use of Basic Skill Funds to further development of tutoring at other campuses
   - Adobe Connect Pro for online tutoring
   - Group tutoring
   - Tutoring as a class (INST C004). This allows the campus to track student success related to tutoring hours.
   - Tracking individual tutoring sessions and sharing of results with KCCD Institutional Researcher

The services are an essential part of meeting the college's mission of providing services to all campuses and focusing on improving student success and retention.

2. Program History and Description:

The Learning Assistance Center has existed for an extensive time at Cerro Coso and once had a full time faculty Basic Skills Coordinator and several full time staff. The services have waxed and waned since the position was eliminated in the late 1990's. The services flourish when grant money is provided and wane when the funds disappear. Commitment to institutionalize such services campus wide through general funds did not exist; therefore, some of the Cerro Coso campuses have lacked consistent services through the years. Clearly the greatest growth in recent years has been at one of our sites facilitated by the provision of additional funds through the Basic Skills Initiative. Other campuses inside and outside of the Kern Community College District have made greater commitment to institutionalize LAC services.

The current services began in fall 2006 with efforts to standardize parallel services offered at each campus with some consideration to sustainability. Most recently efforts have focused on data collection for student learning outcomes. All efforts have faced the challenges of distance and uncertain finances. We are also impacted by the district's lack of understanding. We do not have equitable institutional research support or program similarity to other Learning Centers; therefore, district decisions often have a greater impact on our ability to provide equal services across Cerro Coso campuses. For example, suggestions to have tutors provide supervision demonstrated a lack of understanding that we do not have classified tutors but only peer tutors who can not perform supervisory tasks.

Our IWV LAC Office Supervisor facilitates all tutoring appointments at IWV and online, test proctoring, plus she oversees student lab aides for 40 hours a week. There is with some faculty support during make-up and online test proctoring for an additional 16 hours per week during make-up and online. Without this function our computer lab would not remain open. She also proctors and oversees CLEP and university exams. This year faculty supervision was decreased from 915 hours in spring 2009 to 256 hours for fall 2009. At KRV we share a DSPS 19 hr/wk person who helps supervise tutoring, while at ESCC several adjunct faculty have assisted with limited LAC tutoring times. Faculty assistance at ESCC may be eliminated next semester due to cutbacks and the district perception that we can have tutors supervise; however, tutors are students and can not supervise.

A prime focus of our program for many years has been fostering the understanding among students that the tutoring portion of our program is formative and fosters independence in learning. Our work is to build students' study and learning skills, not merely assist with assignment completion. This focus is consistent with Cerro Coso's action plan submitted to the state Chancellor's Office for Basic Skills Initiative.

Other recent history may be traced in additional documents from LAC Ideas-2005, Basic Skills Unit Plan 2007-2008, August 2008 note to faculty, and Basic Skills Committee Documents- spring 2009. Much of the academic oversight of the LAC rests in faculty hands through assigned load and Basic Skills Committee advisement.

3. Program Goals and Objectives: revised- spring 2009

Vision- The vision of the Learning Assistance Center is to provide a variety of learning and mentoring opportunities for students to demonstrate mastery of skills necessary for academic and life-long success through services inside and outside the classroom. These opportunities will evolve in response to student need, faculty input, technological changes and be not only research driven but also delivered by trained peers, staff and faculty with ongoing opportunities for training.

General Goal- The overarching goal is to ensure that minimal services are provided at all sites in a consistent and sustainable manner**:**

1. A permanent staff or faculty member with specified duties such as delivery and tracking of services. Another responsibility would be supervision and coordination of student workers and lab aides.
2. A minimum of 19 hours LAC hours available for students each week.
3. Open computer lab service with printer access and peer lab aides. (Its concomitant course, Computer Skills Lab, was discontinued fall 2009)
4. Computer labs equipped with GED Prep and Inspiration software and MS Office.
5. Tutoring service (with its concomitant course, Academic Skills Review Lab INST C004) by appointment with a small number of open drop-in hours also desirable.
6. Online tutoring stations.
7. Materials, equipment, supplies and books as approved each year provided by basic skills funding.
8. For new campus sites provision of LAC services must be addressed by initiation of appropriate non credit courses-(GED Prep, Academic Skills Review Lab and Computer Skills Lab), the addition of trained personnel, computer software in the designated lab and minimal operational hours for the LAC.

Learning Assistance Center Institutional Benchmarks

1. Increase the amount of information provided to the campus … and online about tutoring services. Increase web-based resources and means of communicating effectively between campuses.
2. Continue and increase the number of peer faculty and staff training and increase tutor evaluations- on the campus and online. Provide up-to date manual and materials.
3. Pilot and evaluate pedagogically sound initiatives for improving student success and retention such as Supplemental Instruction (*discontinued fall 2009).*
4. Continue to offer CRLA's International Tutoring Program Level 1 Certification and explore more advanced offerings such as Level 2 and Technology for Tutors.
5. Coordinate purchases and monitor needs of other campuses.
6. Provide study skill tips and develop study skill workshops based on documented classroom and tutoring observations.
7. Develop & provide mentoring for ESL students.
8. Expand and refine "Early Alert" assistance with notification about tutoring services to all campuses.
9. Expand Academic Skills Review Lab as a non-credit course to all campuses.

Tutors, Tutee & Tutoring Program Student Learning Outcomes

The 2008/2010 goals correspond closely with institutional, accreditation and basic skill goals as well as SLO's for tutors and tutees.

- **Mission-** As part of the Learning Assistance Center our mission is to provide a variety of academic support services in collaborative environment where students "Learn How to Learn", one that fosters active, ongoing learning and independence in students at all of Cerro Coso's campuses including online. There is a variety of tutoring services, supplemental instruction and academic skills instruction provided for students.

- **Vision Statement-** As part of the Learning Assistance Center our vision for tutoring is to provide a variety of assisted learning opportunities inside and outside the classroom. These opportunities will evolve in response to student need research, faculty input, and technological changes and be delivered by trained peers, staff and faculty.

- **Tutoring Program Goals-**
  - Develop Socratic questioning methods and collaborative communication skills in tutors.
  - Develop tutors' ability to identify tutees thinking levels, metacognitive behaviors and learning and study skill needs
  - Use sound methods for tutor training and tutoring based on data and research
  - Foster independence in students' learning through collaborative and self planning of study and tutoring sessions.
    - Define and solve problems
    - Build self-awareness of learning styles
    - Build general and subject specific study skills
    - Use campus resources for tutoring and learning
  - Solidify student tutee's learning through self-articulation of learned concepts
  - Use data collected from tutoring sessions for ongoing improvement
  - Act on opportunities for innovation, staff development and increased campus communication.
  - Develop a long term plan for expenditures and staffing.

Student Learning Outcomes 2008/2010

A. Students' tutors will know how to….as measured by:

1. Accurately assess student tutee's cognitive levels (Bloom's Taxonomy) as measured by a checklist…. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' cognitive level.

2. Accurately identify specific metacognitve behaviors with written responses to case studies graded on a rubric… Program level tutors can be observed at random by a trained observer or supervisor. Another method would be for a digital recording converted to MP3 format and have the tutor complete a self-evaluation.75% of observation collected at random will score a score of 4/5 on a rubric. Scheduled after fall 2009

3. Accurately identify specific study skills for tutee improvement with written or oral responses to case studies graded on a rubric…. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' study skill needs. Scheduled after fall 2009

Evaluate Tutors- Program Level Outcomes ***Reworded from above***
1. Student tutors at level 1 will be able to assess student tutee's cognitive level. 75% of observation collected at random will score a score of 80% on a checklist.

2. Student tutors at level 1 will be able to assess student tutee's study behaviors and study skills. Scheduled for fall 2009

a. A trained observer or supervisor can observe at random program level tutors. 75% of observations collected at random will score a score of 4/5 on a rubric.
b. Another method would be for a digital recording converted to MP3 format and the tutor completes a self- evaluation. 75% of observation collected at random will score a score of 4/5 on a rubric.
c. A trained observer or supervisor can at random check tutors written responses to tutees' metacognitive behaviors and study skill needs. 75% of observation collected at random will score a score of 4/5 on a rubric.

B. Tutees are students. The tutee will be able to…as measured by:
1. Articulate goals for a tutoring session. Tutees will assessed by an open-response questionnaire…. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student tutee in writing or dictated to the tutor. Scheduled for fall 2009

2. Articulate specific skill, concept or study skill learned. This will be assessed by an open-response questionnaire…. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled for fall 2009

3. Demonstrate ability to plan inter-session work. This will be assessed by an open-response questionnaire. …Program level-70 % of tutees will be able to do the above after
4. sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled for fall 2009.

5. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire….Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled fall 2009

Evaluate Tutees- Program level Outcomes Scheduled after fall 2009
1. Tutees will be able to articulate goals, learning and planning skills for a tutoring session.

2. Tutees will be able to identify specific skills or concepts they need to use during their study time between sessions.

The above items will be assessed by a trained observer or supervisor who can at random check tutees' written responses to the Tutee Learning Summaries. 75% of observations collected at random will score 4/5 on a rubric.

C. Program Outcomes for Tutoring

1. Of students served in Academic Skills Review lab at each campus
    a. the number of students receiving tutoring increased- unduplicated,
    b. the number of actual contact hours increased or
    c. the percentage of students, who participated in a minimum of three tutoring sessions, succeeding with a C or higher increased.

This will be assessed yearly at each campus rotating between actual numbers, contact hours and percentage of students achieving a grade of "C" after three tutoring sessions.

2. Pilot Supplemental Instruction- **Discontinued fall 2009 due to limited faculty availability**
Assess student progress with a comparison rubric which
    a. compares the number of students completing courses using supplemental instruction with those who do not
    b. compares the % of students receiving A's B's and C's with supplemental instruction with those who did not have SI

D. For Ongoing Program Improvement- A trained observer or supervisor will:

Scheduled for spring 2010

1. Evaluate data for individual student- specific needs and provide feedback to tutors. When a widespread need is determined provide feedback to the campus.

2. Evaluate data for program specific needs such as additional materials, workshops, training and trends.

3. Provide data from fall 2009 to institutional or district researcher for data analysis.

4. Evaluate tutoring sessions using summative student evaluations & formative faculty evaluations or a self-evaluation form for responses to digitally recorded or web-based session. Completed with new level 1 tutees fall 2009/ ongoing

Part 2- Appropriateness

1. Program Effectiveness:

The district CLASS data indicates we as a campus are not doing a great job with retaining or ensuring success in basic skill students. As greater coordination occurs with the researcher, our counseling department, curriculum council and department chairs we will identify more target

needs in our students. This is an ongoing process. As we specifically identify learning and study skill needs we will be better able to address these needs. The LAC continues to need faculty coordination and staff support to achieve these ends.

A plan for data analysis of SLO's has been worked out with the KCCD District Institutional Researcher. This is scheduled to begin after fall 2009. Preliminary data from fall 2008 at IWV indicated 60+% of students who registered after the 50% date still received "W's", "D's" or "F"'s indicating early registration for tutoring was essential. Also students who came to tutoring 4 times or less did not indicate a high level of success. Hand- tallied fall 2008 data showed time management and task prioritization to be the primary learning skill needs along with text reading. (Action was taken to further train tutors on approaching these issues with tutees.) It was noted that students often took 8 sessions before being able to identify specific skills necessary for learning material. Fall 2009 we hope to coordinate the same type of data with specific student and class success rates. Spring 2009 data collection was changed and resulted in unreliable data.

2. Program Demand:

Service numbers indicate only IWV campus. The trend is toward more students in fall of each year as opposed to spring. Fewer students register for spring; however, this may indicate fewer students have been successful and therefore do not continue to the next semester.

IWV only

Spring 2004	
Students Enrolled	168
Non-Participants	13
Students Tutored	159
Total Hours	3387
Fall 2004	
Students Enrolled	266
Non-Participants	18
Students Tutored	248
Total Hours	4561

03/04 total

Spring 2005	
Students Enrolled	188
Non-Participants	21
Students Tutored	167
Total Hours	3326
Fall 2005	
No FTEs due to decision of VP of Student Instruction	
Spring 2006	
Students Enrolled	163
Non-Participants	20
Students Tutored	143
Total Hours	4189

04/05 total

sp/06 total

Fall 2006		
Students Enrolled	238	
Non-Participants	4	
Students Tutored	234	
Total Hours	5176	
	Spring 2007	
Students Enrolled	**164**	
Total Hours	**2,138**	06/07
	Fall 2007	
Students Enrolled	197	
Total Hours	4715	
	Spring 2008	
Students Enrolled	142	
Total Hours	2022	07/08 total
	Fall 2008	
Students Enrolled	255	12/09
Total Hours	5449	total
	Spring 2009	
	185	
Total Hours	2033	08/09 total
	Fall 2009	
Students Enrolled	215	12/09
Total Hours	4265	total

We expect increases in students, with am increase in community size, larger classes and fewer sections. Less access to CSU's and UC's will bring more students and there is an expectation of more veterans next year. Workkeys as a program has been discussed as an addition to the LAC for serving CTE students. This too will increase our student numbers. There is greater emphasis on basic skills and changes in course SLO's will result in requirements for additional tutoring or workshops.

3. Program Relationships and Impact:

Our Learning Assistance Center does not provide the level of support that nearby colleges provide. We have no full time faculty coordination, no classified tutors as does Bakersfield College; the number of campuses far exceeds Bakersfield as does the number of online students needing services. Antelope Valley College has a designated learning center with a wide variety of assessments, faculty access, an institutional researcher, and has grants from businesses. Many colleges in the state offer non-credit study skill workshops and have automated data entry systems. We struggle to cover current needs of our other campuses.

There has, through basic skills initiative, been some integration of data between the LAC and counseling for "Early Alert". DSPS assists with staffing tutoring at KRV and has provided a (borrowed) Kurzweil 3000 scan and read for support of DSPS students. The LRC helps support library/tutoring efforts at ESCC. Tutors and our staff coordinate with Financial Aid for securing student workers and time cards. The faculty coordinator regularly attends the IWV Collaborative of community agencies. We are working with the Charter School to facilitate college students

reading to students on a regular basis. Constant communication through basic skills ensures there is no overlap between efforts. The LAC efforts pick up where others leave off and respond to ongoing campus needs.

4. Student Success:
Students who enroll early in tutoring show higher pass rates than those who do not. Fall 2008 data for students who signed up for tutoring after midterm exams showed 65+% still received W's, D's and F's for their courses.

Student satisfaction data with 103 respondents showed 89% of students were satisfied or very satisfied with tutoring.74% rated the experience as very positive. No respondents checked a very negative response.

The Learning Center interfaces frequently with most programs at the college. Generally interfacing is a direct response to stated or evidenced needs. We hope to better serve CTE students with Workkeys.

5. Diversity: The Learning Center is open to all students and has expanded its emphases to further include online tutoring, language practice for ESL students and equipment for DSPS students such as Kurzweil 3000 scan and read equipment and an enlarger.

6. **Curriculum (if applicable): Limited for Learning Assistance Center**

Place of Program in Curriculum:
Previously described services do not compete with other college programs but serve to enhance retention and success. No fees are charged to Cerro Coso students except for printing in the open lab. Fees are charged for outside of campus services such as CLEP exams and proctoring for other colleges.

EDUC 170 Tutor Training is a transfer level course for on-campus tutors and lab aides whereby students who tutor 25 hours and receive an evaluation may be awarded College Reading and Learning Association's (CRLA) Level I international Tutor Certificate. Cerro Coso has received this certification as an institution since 2006 and has received a three year renewal.

INST C004 Academic Skills Review is tutoring by peer tutors and volunteers. Tutoring is usually by appointment with a group of students. Peer tutors and lab aides have received training through EDUC 170 on campus or online or are volunteers who have subject area expertise and have been approved through our HR Department. Tutoring is also offered online and by drop in appointments with available tutors or lab aides.

Proctoring for Cerro Coso make-up and online exams currently is provided from 5:30-9:30 p.m. by faculty proctors. Other for–fee proctoring is provided by one person- our LAC Office Supervisor by appointment.

7. Curriculum Currency:

Curriculum for Tutor Training EDUC 170 and Tutoring- Academic Skills Review- INST C004 regularly are reviewed and modified for currency.

Part 3-Achievement of Student Learning Outcomes

Tutors, Tutee & Tutoring Program Student Learning Outcomes 2008/2010 – These goals correspond closely with institutional, accreditation and basic skill goals as well as the stated SLO's for tutors and tutees. See page 6 for Mission and Vision Statements.

1. SLO's and *Review*

A. Tutoring Program Goals-

- Develop Socratic questioning methods and collaborative communication skills in tutors. *This is an ongoing activity.*
- Develop tutors ability to identify tutees thinking levels, metacognitive behaviors (*deemphasized)*and learning and study skill needs*.(increased emphases*) *previous research showed tutors able to identify thinking skills with little usefulness to tutoring while students' study t skills appeared to have greater impact on student success.*
- Use sound methods for tutor training and tutoring based on data and research. *This is an ongoing activity.*
- Foster independence in students' learning through collaborative and self planning of study and tutoring sessions. *This is* d*one through daily tutor and tutee sheets*
    - Define and solve problems
    - Build self-awareness of learning styles
    - Build general and subject specific study skills
    - Use campus resources for tutoring and learning
- Solidify student tutee's learning through self-articulation of learned concepts *This is done through daily tutor and tutee sheets*
- Use data collected from tutoring sessions for ongoing improvement *This is done through daily tutor and tutee sheets.*

*** Sheets will be modified again and meetings scheduled with students to increase focus on learning skills in tutees- spring 2010*

- Act on opportunities for innovation, staff development and increased campus communication. *This is an ongoing activity.*
- Develop a long term plan for expenditures and staffing. *This is an ongoing activity.*

Student Learning Outcomes
Students' tutors will know how to…As measured by…Assessment:

1. Accurately assess student tutee's cognitive levels (Bloom's Taxonomy) as measured by a checklist. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' cognitive level.
Completed-Tutors are accurately able to do this but usefulness is limited to possibility of inappropriate placement and therefore will be deemphasized.

2. Accurately identify specific metacognitve behaviors with written responses to case studies graded on a rubric. Program level tutors can be observed at random by a trained observer or supervisor. Another method would be for a digital recording converted to MP3 format and have the tutor complete a self- evaluation. 75% of observation collected at random will score a score of 4/5 on a rubric. *Scheduled after fall 2009- 90 % of tutors were able to do this during fall 2009 training.*

3. Accurately identify specific study skills for tutee improvement with written or oral responses to case studies graded on a rubric. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' study skill needs. *(Completed throughout the semester at IWV campus.) ** scheduled for implementation at all campuses with revised sheets. 90 % of tutors were able to do this during fall 2009 training.*

B. Tutees are students. The tutee will be able to…as measured by…Assessment:
1. Articulate goals for a tutoring session. Tutees will assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student tutee in writing or dictated to the tutor. *Scheduled after fall 2009*

2. Articulate specific skill, concept or study skill learned. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. *Scheduled after fall 2009*

3. Demonstrate ability to plan inter-session work. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. *Scheduled after fall 2009.*

4. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.
The sheets will be revised to be more concise and focused on learning skills.
***A meeting with the faculty tutor coordinator will be scheduled and a study skills assessment considered for administration during spring 2010 semester beginning at the IWV campus.*

Evaluate Tutees- Program level Outcomes Scheduled after fall 2009
1. Tutees will be able to articulate goals, learning and planning skills for a tutoring session.

2. Tutees will be able to identify specific skills or concepts they need to use during their study time between sessions.

The above items will be assessed by a trained observer or supervisor who can at random check tutees' written responses to the Tutee Learning Summaries. 75% of observations collected at random will score a score of 4/5 on a rubric.

C. Program Outcomes for Tutoring

1. Of students served in Academic Skills Review lab at each campus

a. the number of students taking tutoring increased- unduplicated,
b. the number of actual contact hours increased or
c. the percentage of students, who participated in a minimum of three tutoring sessions, succeeding with a C or higher increased.

This will be assessed yearly at each campus rotating between actual numbers, contact hours and percentage of student achieving a grade of "C" after three tutoring sessions.
Revised to include all campuses for spring 2010

2. Pilot Supplemental Instruction- **Discontinued fall 2009due to limited faculty availability.** *A High level of success was shown for students who participated and attended regularly.*

D. or Ongoing Program Improvement- A trained observer or supervisor will:

Scheduled for spring 2010

1. Evaluate data for individual student- specific needs and provide feedback to tutors and when a widespread need is determined provide feedback to the campus.
2. Evaluate data for program specific needs such as additional materials, workshops, training and trends.

3. Provide data to institutional or district researcher for data analysis. fall 2009
4. Evaluate tutoring sessions using summative student evaluations & formative faculty evaluations or a self- evaluation form for responses to digitally recorded or web based session. Completed with new level 1 tutees fall 2009/ ongoing

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Learning Assistance Center Institutional Benchmarks with *Review*

1. Increase the amount of information provided to the campus as a whole, to individual campuses and online about tutoring services. Increase web based resources and means of communicating effectively between campuses. *This is an ongoing activity. LAC has additional study skill links added to its website- competed fall 2009, and online requests for tutoring-spring 2009*

2. Continue and increase the number of peer faculty and staff training and increase tutor evaluations- on the campus and online including providing up-to date manual and materials. *This is an ongoing activity*
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3. Pilot and evaluate pedagogically sound initiatives for improving student success and retention such as Supplemental Instruction. *Done-Students who attended showed increased success over those who did not attend. Discontinued fall 2009- lack of faculty to implement*

4. Continue to offer CRLA's International Tutoring Program Level 1 Certification and explore more advanced offering such as Level 2 and Technology for Tutors. *Modified to expand to mentoring for ESL and basic skill students/Level 2 CRLA placed on hold.*

5. Coordinate purchases and monitor needs of other campuses. *This is an ongoing activity*

6. Provide study skill tips and develop study skill workshops based on documented classroom and tutoring observations. *Assessment-done, some in-class workshops have been provided. LAC homepage provides study skill links.*

7. Develop & provide mentoring for ESL students.-*This has been started*

8. Expand and refine "Early Alert" assistance with notification about tutoring services to all campuses. *This is an ongoing activity*

9. Expand Academic Skills Review as a non-credit course to all campuses. - *Instituted for Spring 2010*

Part 4- Currency and Part 5- Future Needs and Plans

Challenges:

The greatest challenges for LAC development in addition to overcoming distance barriers are research and staffing needs and funding for non-credit courses. In the last year GED Preparation and Computer Skills Lab have courses have been discontinued as has Supplemental Instruction and faculty tutoring. Total faculty supervision was 915 hours for spring and 256 hours for fall. Often we lack the ability to show evidence of need or impact of efforts along with staffing to keep them in place. In part this is due to lack of a research focus, no automated means for collecting pertinent data from all campuses and lack of ability for ongoing analysis of data once it is collected. Long term sustainability and institutionalization of effective practices is necessary as previous cutbacks in 2003 resulted in a loss of IWV LAC staff that has never been restored and current cutbacks threaten the operation of LAC's at other campus locations.

Resources:

Our resources are stretched thin with current staffing. We need additional staff and resources at other campuses. Over-reliance on basic skill funds will not ensure continuing these services. Each campus needs to develop a means of generating their own FTES for providing some services.

Planning Development and Evaluation:

Much of the planning, development and evaluation processes rest in the hands of faculty through the Basic Skills Committee and faculty load assignment. However, decisions impacting development often rest on district and sometimes local administration. Lack of ongoing collegial consultation about Cerro Coso's current needs and operations; mistaken district assumptions and decisions drastically affects consistent operation and development.

Strengths:
The greatest program strengths are the excellent staffing at our campuses, support received from administration and faculty alike with a "can do" attitude.

Previous recommendation responses:

- To date the campus does not have a full time institutional researcher so research to show effectiveness has been slow falling on already busy faculty.
- Automated data collection has not happened.
- Adequate staffing at all campuses to keep labs and tutoring going at a reasonable level of service to students. There is a chance of less staffing at most sites.

Specific Recommendations for Improvement

- *Better data analysis-*
    - Automated data collection system
    - Full-time institutional researcher
- *Specific services*
    - Day time make-up and online test proctoring as well as evening
    - Increase online tutoring
    - ESL mentoring-continue implementation
- *Continue efforts to provide services to all campuses*
    - Additional part-time staff or faculty load assignment for developing services at all campuses.
    - Other campus efforts to become self-sustainable by generating FTE's for services.
- *Increase campus communication and responses*
    - Develop more contact time with tutees and tutors by faculty and staff
    - Begin tutee study or computer skill assessments for increasing student self- awareness and self-efficacy. Develop workshops in response to assessments.
    - Revised Tutor and tutoring sheets
- *Greater reliance on Cerro Coso* faculty, staff and academic/student service *input into decisions by district*

<u>Part 6- Executive Summary</u>
Program Review normally is conducted every six years. No program review has been done for the Learning Assistance Center since the full time faculty position of Basic Skills Coordinator was eliminated in the late 1990's. Discontinuance of state reports in 2002 resulted in discontinuance of data collection.

The up and down history of the LAC points, I believe, to a lack of emphasis and institutionalization on our campus. Institutionalization would provide a committed under-girding to the success of under-prepared students. Contrariwise, cut backs at other campuses will impact our ability to provide equal access to services. Dedicated staff and faculty can only be stretched so far, especially at ESCC and KRV.

We need similar services day and night, on campus and online, at one campus and another and for all students regardless of their first language. We need more dedicated institutional research time to accomplish tasks and faster means to collect data from all campuses. Working smarter with data collection will provide greater efficiency. Greater effectiveness cannot always be provided through increased technology, therefore we propose greater communication and contact time with students through faculty efforts, assigned time, assessments, mentoring, workshops and other visible means to reach students, raise their awareness and equip them to be better students. Even in these difficult times, we propose adequate staffing at each campus dedicated to the mission and vision of the LAC. With that in mind, KCCD needs to empower Cerro Coso to devise workable solutions rather than impose pre-fabricated solutions.

Specific recommendations in the section above along with mission page 3, vision and program goals page five all indicate the program needs further development rather than cutbacks if we hope to ensure greater student success and retention.

Agenda

CURRICULUM & INSTRUCTION COUNCIL

Friday, September 24, 2010
9:00 A.M.
IWV Conference Room #212MB

Corey Marvin (Chair), James Fay (V.P. of Academic Affairs), Heather Ostash (Articulation), Andrea Guerrero (ASCC), Dick Adams, Suzie Ama, Julie Cornett, Annette Hodgins, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

TIME	ITEM	DESCRIPTION	PRESENTER	ACTION
9:00	Minutes	August 27, 2010 September 10, 2010	Corey Marvin	Approve
9:15	CIC Issues and Updates	CurricUNET Timeline Articulation Deadlines Criteria for Meeting GE SLO's (BC) UC Textbook Policy 2010-2011 Course Approval Process, Final Draft	Corey Marvin	Info Item
10:00	ADMJ C145 FIRE C115 FIRE C121	New Course Course Revision Course Revision	Steve Busby	1st Review
10:20	Program Review	Basic Skills Learning Asst. Center	Bonita Robison	Approve
11:10	Program Review	Business Business Office Technology	Karen O'Connor	Approve
12:00	Adjournment			

THE CURRICULUM & INSTRUCTION COUNCIL

MEETING MINUTES

September 24, 2010
9:00 A.M.
IWV Conference Room #212MB

Attendees: Corey Marvin (Chair), James Fay (V.P. of Academic Affairs), Heather Ostash (Articulation), Suzie Ama (Assessment Coordinator), Julie Cornett, Crystal Freeman, Andrea Guerrero, Annette Hodgins, Jan Moline, Karen O'Connor

Review and approval of CIC meeting minutes for the following dates:

Minutes Dated: August 27, 2010 & September 10, 2010

Corrections: None.

Action: Approved.

CIC ISSUES AND UPDATES

CurricUNET Timeline

Presenter: Corey Marvin

Discussion: Corey shared with the committee a handout for the *KCCD CurricUNET Implementation Timeframe,* which outlined a monthly timeframe along with the responsible parties assigned to each action item. The implementation timeline handout covered what has been completed and what will be completed.

Last Monday September 20th, there was a cut to the new site from the test site, where basic changes and corrections had been made. An area to indicate any required CB Element changes in a proposal has been added to quickly identify those changes taking place. Some information will be moved as we continue to make refinements to this program. There will hopefully be a review screen area that will have screen shots to point out recent updates in CurricUNET.

- *Conditions of Enrollment* is a temporary listing and proposers will need to attach a Content Review.
- *Methods of Delivery* is District wide now; this is the Distance Education form to add the required data. The process is getting more complete and user friendly.
- *Note* you need to just click the FINISH button and not the SAVE button to avoid losing your data on the forms that have the SAVE option.

It was questioned why there is an area required to list hours on the top of the outline for the time and percentage spent on each topic. The concern with Articulation purposes is

this may cause a problem. This does assist in teaching the course but could be a problem with articulation.

Linking the student learning outcomes to the detailed topical outline was removed for Bakersfield College. But we can continue to link these in parenthesis of the detailed topical outline.

Heather noted the Course Outline of Record is a legal contract not the syllabus. If a student challenges a class, the document used for basis of the course is the course outline of record not the syllabus because a syllabus will not be upheld. This moves to question, can we teach more if not in the course outline of record.

It was questioned since the Physical Education courses are not individually listed in Area 7, of the General Education requirements for Cerro Coso, if these courses need to be listed individually or can they continue to be referenced as "PHED C102 and ONE 1-unit P.E. Activity Class or THREE 1-unit P.E. Activity Classes.

Action:
Heather needs to list all of the Physical Education courses in General Education Area 7.

At the next Vice President meeting on October 13th Corey will mention to Dennis:

- Ask if OSCAR outline is an option for this program.
- Ask about articulation module
- One of the areas spells *President* wrong
- Will question how all of the dates will be uploaded on the last page.

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Articulation Deadlines

Presenter: Heather Ostash

Discussion: *Curriculum Calendar for 2010-2011* was shared with the committee. This calendar of items includes deadline dates for submissions. The Transferable Course Agreement (TCA) was completed last August; this is a once a year process. After a first review of a course we have time to revise and resubmit. This pertains to transfer courses only.

Another important deadline to note is in December for IGETC and CSU submissions. This is a once a year submission also. IGETC and CSU is submitted in December, but we do not know until February; that effects major to major articulation.

Our effective dates need to line up with our system in Banner and Catalog, because they will be checked and questioned. We cannot input before articulated for TCA, IGETC, and CSU.

Action: CIC members need to make sure their areas are aware of these deadline dates.

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Criteria of Meeting GE SLO' (BC)

A document outlining Bakersfield College's General Education Pattern was shared with the committee.

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UC Textbook Policy

UC TCA Textbook requirements

Main text for the proposed course must be dated within 7 years for most course submissions except those taught in disciplines where text content currency is relevant such as Computer Science. If there is a specific reason why it is not dated within 7 years there should be a note of explanation included in the "Articulation Officer Comments to Reviewers" section of OSCAR.

In some courses such as current history or courses where there has been significant change in recent history there must be up to date materials presented.

- All textbooks should be beyond the twelfth grade reading level and at the appropriate college level.
- Textbooks and supplemental material should relate directly to the content of the course outline.
- Science courses that include a lab component must include a lab manual.
- Composition courses need to include a stylebook.
- Literature courses must include a representative reading list.

UCT TCS Guideline for 100 level type courses need to have discussion on courses submitted

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2010-2011 Course Approval Process: Final document with recommendations is now complete.

ADMJ C145 – BASIC PEACE OFFICER TRAINING ACADEMY

Presenter: Steve Busby

Description: New - Replacing Experimental Course ADMJ C99CC

Review: First

Discussion: This course is replacing ADMJ C99CC. It is a 900 hour course totaling twenty units. As a State certification course it is developed according to state specifications. Our primary market is Kern County Sheriff's Department in Bakersfield. This course has been offered four times a year for legally mandated training. The typical enrollment is 40 students and due to the physical requirements, retains approximately 30 students. Steve is a part of the State level committee for P.O.S.T. There are forty-three textbooks by the state, as well as, the penal codes.

Recommendations: Only needs methods of instruction.

Action: Art Cowley at Porterville College received a request to review this course in error. Approved for a first reading and will return on October 8th for the second reading.

FIRE C115 – BUILDING CONSTRUCTION FOR FIRE PROTECTION
FIRE C121 – FIRE BEHAVIOR AND COMBUSTION

Presenter: Steve Busby

Description: Revision

Review: First

Discussion: The department tested two Fire Technology courses that have not been offered for quite a while and received a good response; so will be updating all of the courses in this program.

There is a market for online and hybrid delivery in this field. The program is still active in our files. We see a trend of an increase in enrollment. Hoping this course will be offered at least three times per year. The concern is that the online delivery will complete with Bakersfield College and that should not be a concern for local students; but they desire a local contact.

We are heading to a greater degree of coop within the district of who is offering what. Some districts have a district wide curriculum committee to avoid duplication and competition. This increases enrollment district wide for courses that historically have low enrollment. This makes sense with community colleges that are located close together. We are considered a remote area away for BC and PC. With a coop district wide there would need to be a consideration made for who has been doing the work for the course historically.

Steve researched four different community colleges to serve as a comparison. There are no substantial changes in this update.

Recommendations:

- Description needs full sentences.
- Assessments will be linked to the Student Learning Outcome modules
- Could attach a document of assessments.
- No longer link the student learning outcomes to the detailed topical outline

Action: Approved for a first reading and will return on October 8th for the second reading.

PROGRAM REVIEW –Learning Asst. Center

Presenter: Bonita Robison

Description: Was unable to locate program reviews from previous years so there is a gap in the data collected. There is less services to students during at night, but do have study groups come in. The tutors are used for proctoring and language skills. This was prepared in December prior to an instructional researcher. We now have a dedicated person at Kern River Valley (KRV). KRV is using a small LAC room since there are no other options.

What Data used: Tutoring data, no demand data available from KRV, South Kern, or Eastern Sierra. Program satisfaction is from local surveys to students in different areas.

What specific goals? Part 3 Executive Summer addresses the need to continue development at a faster pace to reach students sooner in the academic stage. Having a basic skills department and an institutional researcher could have facilitated faster response to needs college-wide. This has been revised from tutor and student feedback.

This document outlines improvements needed. Explanation of supplemental instruction and an automated system to track students is needed. It was suggested to use SARS for students and groups. Limited evening access and closing early on Friday is an issue since students have no access. Two thirds of the students do not have computers and access to the Internet at home, plus there is no proctoring available in the evenings. LAC has limited staff and with student assistants that have limited access. Currently LAC is under the Vice President of Academic Affairs and was briefly under LRC in the past.

Action: Approved.

BASIC SKILLS PROGRAM REVIEW

Presenter: Bonita Robison

Description: Review of documents. We are looking at adding items for study skills, writing, math, reading, English, and ESL, since there is a need for more sections of basic skills offered. Listed research completed, goals, and needs with recommendations in the document, but note that this document started last fall and was built as data received.

At Kern River Valley they only have one lab with limited resources. Completed an assessment and a have plan, but need consistency measures. There is an appendix added to show the difference of having faculty involved in the area.

Feedback regarding preparedness is in a pilot program for community colleges receiving the data; Bakersfield college part of this pilot. We currently use Accuplacer but the listing does not give information of what each student needs, just where they are currently. There is nothing here currently that defines specific student needs.

Action: Bonita will correct typos. This document is approved to forward to Academic Senate.

BUSINESS TECHNOLOGY PROGRAM REVIEW

Presenter: Karen O'Connor

Discussion: There was a review of documents presented. It is not in the executive summary, but there is discussion about reinstating a committee to oversee the process. CIC cannot address all areas effectively. There is an issue of needing an assessment committee too. There may need to be reassigned time to make sure this happens. The department also completed the two year review for this program. Unable to locate any previous data or a previous program review documentation.

All data is current and all course outlines of records have been updated. There was a huge issue with program review data with the Perkins project but now TOPS are now capturing data. We would like to change some of the course subject designations in order to have the required prerequisites listed as needed. The department is completing course assessments, now that this is completed.

Recommendations: None.

Action:
Need to discuss transfer documents. Will most of the courses transfer even though this is not a transfer program? If course transfers it should fulfill CSU and UC requirements. In the past we never had considered TOP coding in connection with programs, so now course outline of records have been properly coded. Some of the skill building courses should not be transferable (those not 100 level courses). Through this process found some changes are needed to numbering and areas courses are listed.

Action: Get with Heather to research other schools. This is approved to forward to Academic Senate.

GENERAL DISCUSSION: In a general discussion regarding courses in general it was questioned if critical thinking should be included on all courses we have on file by showing how the course promotes critical thinking. If a course comes forward this needs to be discussed. This brings up an issue with all programs to insure skill building courses are properly evaluated to determine if transfer needs to show this has been evaluated.

BUSINESS PROGRAM REVIEW

Action: Will be added to the next agenda.

Next Meeting: Friday, October 8, 2010

Adjournment: 12:15 P.M.

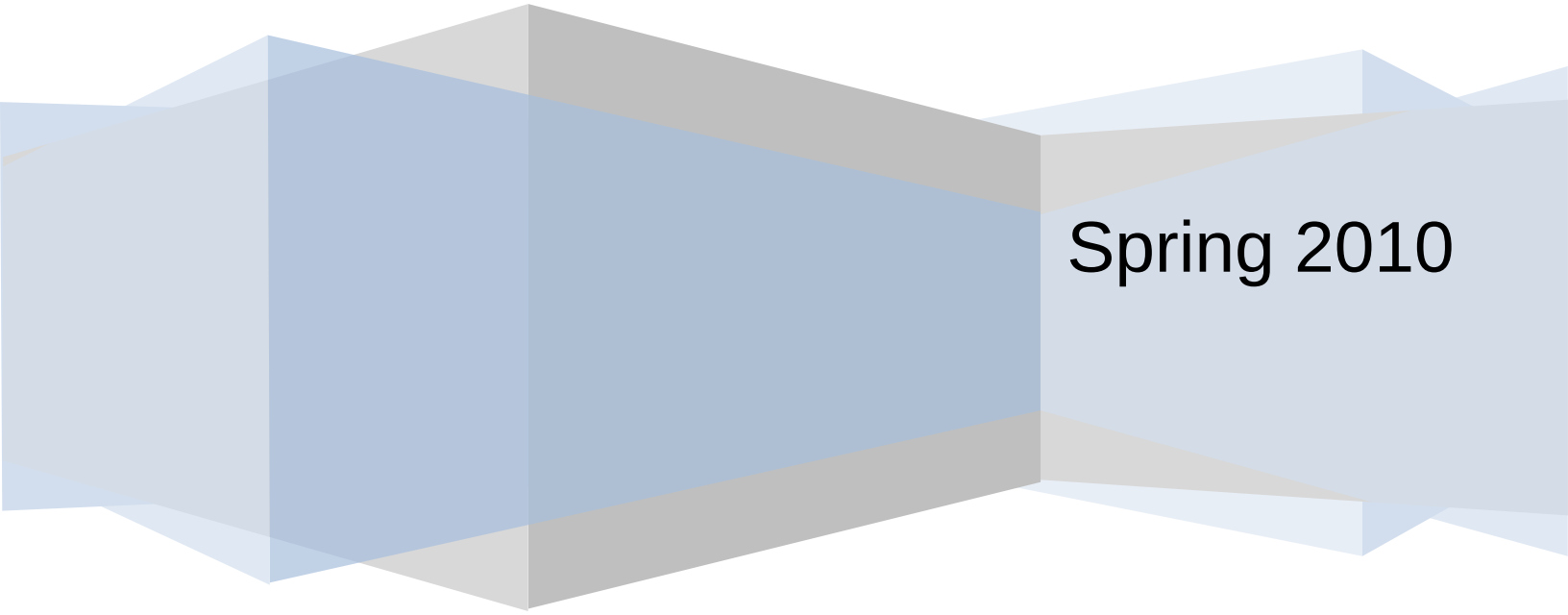
Note taker: Magi Mauldin

Department of Business and Information Technology

Program Review

Business Office Technology

Compiled by: Karen O'Connor, BSOT Faculty and Chair



Spring 2010

PROGRAM REVIEW

Table of Contents

Part 1—Relevance 3
1. Program Mission: 3
2. Statement of the Program's Student Achievement Outcomes: 3
3. Catalog Description: 4
4. Program Requirements: 6
Part 2—Appropriateness 8
1. Student Demand Data: 8
2. Place of Program in Curriculum/Similar Programs: 9
3. Curriculum Currency: 10
4. Transfer Documentation: 11
5. Course Scheduling: 11
6. Methods of Delivery: 12
7. Teaching Methodologies: 14
8. Student Fees: 14
9. Explanation of Employer Relationship: 15
10. Advisory Committee: 15
Part 3—Achievement of Student Learning Outcomes 15
1. Student Performance Data: 15
2. Achievement of Student Learning Outcomes: 16
3. Data Plan: 18
Part 4—Currency 19
1. Current Staffing Data: 19
2. Facilities Currency: 19
3. Equipment Currency: 19
4. Cost of the Program: 19
Part 5—Future Needs and Plans 20
1. Program Strengths: 20
2. Improvements Needed: 20
3. Five-Year Program Plan: 20
4. Relation of the Five-Year Plan to the College Mission: 20
5. Strategies for Achieving the Plan: 20
Part 6—Supporting Documentation 21

BUSINESS OFFICE TECHNOLOGY PROGRAM REVIEW

Part 1—Relevance

1. Program Mission:

Department Mission: The Department of Business and Information Technology mission is to provide computer information systems, business office technology, paralegal studies, as well as business administration and computer science transfer preparation; vocational business and computer technology education; employment retraining and computer literacy skills. We support lifelong learning and participation in a technological world. We respond to the business training and information technology needs of the community and empower students with the skills they need to be successful in the modern business environment.

Program Mission: The Business Office Technology Program mission is to provide an environment and curriculum designed to equip learners with the skills necessary to compete for employment in an entry-level administrative assistant position while encouraging a desire for life-long learning.

2. Statement of the Program's Student Achievement Outcomes:

Business Office Technology Program Outcomes have been determined through observation and analysis of business and industry standards for office managers, administrative assistants, and clerks, with the goal of ensuring appropriate levels of competency in a range of strengths necessary to perform professionally and effectively in today's workplace. Each of the courses required to complete the degree is an integral part of a carefully chosen selection of elements representing competencies desired by employers and required for individuals to begin or maintain a career in today's dynamic business office.

The program provides a solid environment for learners to engage with mastery performance of relevent business office skills, as well as problem solving, criticial thinking, and demonstration of work ethic to the standard of what is appropriate to be successful in the field. Program rigor and scope is consistent with similar programs in the state, nationally, and internationally. Course outcomes are created and observed to guide teaching and learning activities with a goal to ensure that achievement is measured by appropriate mastery of the topics listed in the current course outlines of record. Course outlines of record are updated within appropriate timelines, including when changes in the workplace precipitate addition or removal of study topics, or an evolution of available teaching resources provides opportunity for a significant shift in delivery that is deemed to be beneficial to the learning process.

The graduate of this program has reliably demonstrated the ability to:

A. Achieve business standards for efficiency, time management, and quality of work while projecting a professional image including ethical standards with respect to privacy, confidentiality, and personal behavior both independently and in group situations. This will be assessed by rubrics associated with assignments in select courses in the program.

B. Apply fundamental principles of spelling, grammar, and punctuation to a wide variety of business communication messages, documents, and reports appropriate for the intended audience. This will be assessed by various assignments and evaluated by rubrics in select courses in the program.

C. Select, apply, and adapt computer software tools such as word processing, spreadsheet, data base, accounting, presentation, and desktop publishing, to business related tasks and assess the logic of the results. This will be assessed by rubrics associated with assignments in select courses in the program.

D. Analyze and record a variety of business financial transactions such as petty cash, bank deposits, accounts receivable, and accounts payable. This will be assessed by final comprehensive project.

E. Apply standard records management procedures when establishing and maintaining systems to classify, organize, store, and retrieve hard copy and electronic files. This will be assessed by rubrics associated with assignments in select courses in the program.

F. Demonstrate active listening skills to accurately condense and record verbal information, instructions, and ideas. This will be assessed by rubrics in select courses in the program.

	Program Learning Outcomes Assessed					
Courses	A.	B.	C.	D.	E.	F.
BSAD C070	X		X			
BSAD C072				X		
BSAD C100	X					
BSAD C145	X	X				X
BSOT C133			X			
BSOT C154	X	X			X	X
CSCI C070			X		X	
CSCI C121		X	X		X	
CSCI C151		X	X		X	
CSCI C161		X	X		X	
CSCI C123			X	X	X	
CSCI C153			X	X	X	
CSCI C125			X		X	
CSCI C155			X		X	
CSCI C127			X			
CSCI C171			X			
Electives	X	X	X	X	X	

3. Catalog Description:

BUSINESS OFFICE TECHNLOGY ASSOCIATE OF SCIENCE DEGREE (60 Units Total, 30 in the major) This program prepares learners for employment in challenging positions as administrative assistants and office managers through courses in communication, industry standard computer applications, business, and bookkeeping in order to meet the needs of the technologically dynamic office.

BUSINESS OFFICE TECHNOLOGY CERTIFICATE (30 Units) Any learner completing the courses required for the major qualifies for a certificate in Business Office Technology.

OFFICE ASSISTANT CERTIFICATE: (18 Units) This certificate represents that the learner is equipped with the range of skills necessary to perform the duties of an entry level administrative assistant in today's technological office. Learners master skills in communication, bookkeeping, and an essential selection of intermediate computer applications for business. The Office Assistant Certificate is earned after completion of the following courses. (This is currently a local award but forms are going to the state Fall 2010 for state approval.)

OFFICE CLERK AWARD (CERTIFICATE OF PROFICIENCY*) (12 Units) represents that the learner is prepared to perform basic competencies as an entry level office clerk whether or not the individual has previous office experience. The Office Clerk Award is earned after completion of the following courses. (This is currently a local certificate of proficiency, but forms are going to the state Fall 2010 for state approval.)

*Application in progress for proposed updates to program descriptions as follows:

BUSINESS OFFICE TECHNOLOGY ASSOCIATE OF SCIENCE DEGREE: (60 units total, 30 units in the major) This program prepares learners for employment in challenging positions as administrative assistants and office managers through courses in communication, industry standard computer applications, business, and bookkeeping in order to meet the needs of the technologically dynamic business office. Attention to detail, a professional work ethic, and an ability to communicate effectively with others is fostered throughout.

ADMINISTRATIVE OFFICE ASSISTANT CERTIFICATE OF ACHIEVEMENT: (18 Units) This certificate represents that the learner is equipped with the range of skills necessary to perform the duties of an entry level administrative assistant in today's technological office. Learners master skills in communication, bookkeeping, and an essential selection of intermediate computer applications for business. The Office Assistant Certificate is earned after completion of the following courses. This certificate is also appropriate for individuals who are re-training in current uses of intermediate level computer applications for the business office.

OFFICE CLERK CERTIFICATE OF PROFICIENCY: (12 Units) represents that the learner is prepared to perform basic competencies as an entry level office clerk whether or not the individual has previous office experience. This certificate of achievement is designed to provide a foundation of introductory but essential office skills for individuals who are considering a career in office administration or for those who require computer, communication, and business orientation skills to increase employability in a variety of fields.

Reference: College Catalog

4. Program Requirements:

BUSINESS OFFICE TECHNLOGY ASSOCIATE OF SCIENCE DEGREE (60 Units Total, 30 in the major) This **program** prepares learners for employment in challenging positions as administrative assistants and office managers through courses in communication, industry standard computer applications, business, and bookkeeping in order to meet the needs of the technologically dynamic office.

Complete all of the following courses:

Course Number	Course Name	Units
BSAD C070	Business Mathematics	3
BSAD C072	Introduction to Accounting	3
BSAD C100	Introduction to Business	3
BSAD C145	Business Communication	3
BSOT C154	Office Personnel Seminar	3
BSOT C133	Advanced Keyboarding	1
CSCI C070	Computer Literacy	1
CSCI C121	Beginning Word	1
CSCI C151	Intermediate Word	1
CSCI C161	Advanced Word	1
CSCI C123	Beginning Excel	1
CSCI C153	Intermediate Excel	1
CSCI C125	Beginning Access	1
CSCI C155	Intermediate Access	1
CSCI C127	MS PowerPoint	1
CSCI C171	Introduction to Internet	1
		26

Select at least 4 units from the following courses:

Course Number	Course Name	Units
CSCI C129	Microsoft Outlook	1
CSCI C135	Beginning Adobe Acrobat	1
CSCI C163	Advanced Excel	1
CSCI C165	Advanced Access	1
WEXP C101	Introduction to Work Experience	1
WEXP C102	Occupational Career Work Experience	1-3

Complete courses required for the major (30) plus general education requirements and electives for a minimum of 60 total units.

BUSINESS OFFICE TECHNOLOGY CERTIFICATE (30 Units) Any learner completing the courses required for the major qualifies for a certificate in Business Office Technology.

OFFICE ASSISTANT CERTIFICATE: (18 Units) This certificate represents that the learner is equipped with the range of skills necessary to perform the duties of an entry level administrative assistant in today's technological office. Learners master skills in

communication, bookkeeping, and an essential selection of intermediate computer applications for business. The Office Assistant Certificate is earned after completion of the following courses.

BSAD C070	Business Mathematics	3
BSOT C132	Intermediate Keyboarding	1
BSAD C145	Business Communication	3
BSAD C154	Office Personnel Seminar	3
BSAD C072	Introduction to Accounting	3
CSCI C151	Intermediate Word	1
CSCI C153	Intermediate Excel	1
CSCI C155	Intermediate Access	1
CSCI C171	Introduction to Internet	1
CSCI C129	Beginning MS Outlook	1
Or CSCI C135	Beginning Adobe Acrobat	1

OFFICE CLERK AWARD (12 Units) (Certificate of Achievement) represents that the learner is prepared to perform basic competencies as an entry level office clerk whether or not the individual has previous office experience. The Office Clerk Award is earned after completion of the following courses.

BSOT C131	Basic Computer Keyboarding	1
BSOT C154	Office Personnel Seminar	3
CSCI C070	Computer Literacy	1
CSCI C121	Beginning Word	1
CSCI C123	Beginning Excel	1
CSCI C125	Beginning Access	1
CSCI C127	PowerPoint	1
BSAD C070	Business Mathematics	3

The program has been designed with steps defined by the 12, 18, and 30 unit progressions to allow learners to reach levels of achievement for the wide range of work preparadness required in the field in a logical manner. The range of positions available for business office workers/assistants/managers is very diverse and requires multi-leveled range of skills, competencies, and experience.

For this reason, the program has been designed for all learners who aspire to a career in business office work at any level. Many of the courses are offered in one unit blocks allowing learners time to achieve mastery before proceeding to the next level. The three unit courses provide the time necessary to master broad topic areas such as are required for meaningful understanding and practice of business communication in the workplace, business mathematics, and introduction to accounting. The Office Personnel Seminar course consists of modules covering essential topics that are not otherwise covered in the program, plus a focus on job search and employablity skills.

From the very beginning entry level clerk with no supervisory experience and a narrow range of duties, to the assistant with a mid-level intermediate responsibility, to the administrative office manager at the higher end of the scale, the program provides achievement levels for all. This design also facilitates acheiveable levels of progress for the learner who discovers along the way if this is the right field for their aptitude and

abilities. The BSOT program stepped design also ensures a solid base of skills are achieved, for the learner who continues in this field or and also for those who switch to a Business, Paralegal Studies, or Computer Information Systems degree or vice versa. This design accomodates the currently employed office worker who wants to upgrade and achieve new skills, as well as many who are in a situation where re-training is required because of injuries in other fields such as nursing.

The first level (12 units) allows the learner to achieve a base of competencies for initial entry level positions in office work. The next level (18 units) allows the student to reach an intermediate level of preparedness for both entry to the field as well as re-training, and the final level (30 units) allows a rounded and comprehensive preparadness for administrative assistant/office manager positions. Each level builds on the prior level, with the degree level providing fullfillment of all required program outcomes to a professional level.

Certain basic BSOT program courses are now essential elements of the Industrial Arts program core, as employers in that field are requesting common computer skills along with Word and Excel (base components of BSOT) for their employees.

Reference: College Catalog

Part 2—Appropriateness

1. Student Demand Data:

Information presented here represents the department's best attempt at working with existing data supplied by the KCCD database. The department has made the needed corrections to the SAM and TOP codes on the course outlines of record (CORs) so that program data will align correctly and these changes have been approved and submitted to the district. Because a number of courses are currently common to many separate degree programs, there is an overlap across several disciplines (BOT, BSAD, CSCI) in each of our seven degrees.

Historicaly, a true represenation of enrollment data for Business Office Technology, as a separate entity from Business or Computer Information Systems has been impossible to obtain. However, the first ever list of just BSOT course offerings including Fall 2008, Spring 2009, Summer 2009, Fall 2009, and Spring 2010 is now available and is attached as an appendix to this document. The data prior to this time frame is still coded with the incorrect TOP codes, so it is impossible to go back any further and maintain degree integrity with the data.

Enrollements have been growing and sections in this area never need to be cancelled. With the added benefit of wait listing information, additional classes are sometimes requied, particularly in the areas of computer literacy and the software applications used by business.

Completions and of certificates and degrees are increasing. Improvements to the program offerings over the past few years due to the attention of one full time faculty member in this area are showing results gained by increased accessability online, revised configuration of the degree and certificates, and outreach such as that to the Owens Valley Career Development Center in Bishop.

There was no full time BSOT faculty for the year 2003-2004, so there were no completions in 2004, 2005, but 2006 saw one degree and two certificates.

Six degrees and three certificates were earned in 2007 and five degrees have been completed in 2008-2009.

Associate in Science	BOTC	14-Dec-07	M
Cert. of Completion >1 <2 yr	BOTC	18-May-07	F
Associate in Science	BOTC	16-May-08	F
Associate in Science	BOTC	14-May-10	F
Associate in Science	BOTC	14-Dec-07	F
Cert. of Completion >1 <2 yr	BOTC	18-May-07	F
Cert of Achievement >1 <2 yr	BOTC	18-May-07	F
Associate in Science	BOTC	12-May-06	F
Associate in Science	BOTC	14-Aug-09	F
Associate in Science	BOTC	18-May-07	F
Cert of Achievement >1 <2 yr	BOTC	15-Dec-06	F
Associate in Science	BOTC	2-Aug-07	F
Associate in Science	BOTC	18-May-07	F
Associate in Science	BOTC	2-Aug-07	F
Associate in Science	BOTC	16-May-08	M
Associate in Science	BOTC	14-May-10	F

With 64 declared majors in the fall 2009 population (compared to 23 in fall 2006) completions are expected to continue to increase.

Resource: ODS

2. Place of Program in Curriculum/Similar Programs:

There are no similar programs at Cerro Coso. However, some of the courses are used in other programs, so there is no overlap or competition between classes.

- CSCI C070 Computer Literacy is a beginning level computer class that includes and exceeds basic computer competencies for any student. In addition to being a core

class for the Business Office Technology program, this class is also a core requirement for the Industrial Technology program.

- CSCI C121 Beginning Word is a beginning level word processing class that is also a core requirement for the Industrial Technology certificate and degree.
- CSCI C123 Beginning Excel is a beginning level spreadsheet class that is also a core requirement for the Industrial Technology certificate and degree.
- CSCI C161 Advanced Word is also an elective for the Computer Information Systems certificate and degree.
- CSCI C163 Advanced Excel is also an elective for the Computer Information Systems certificate and degree.
- CSCI C165 Advanced Access is also an elective for the Computer Information Systems certificate and degree
- BSAD C100 Introduction to Business is a shared requirement with several Business degrees plus Computer Information Systems degree and certificate.
- WEXP C101 and WEXP C102 are Career Work Experience classes that are shared with many CTE degrees and certificates.

This program provides training for office assistants and clerks at many levels. Business Office Technology can provide a jumping off point for students in Business , Paralegal Studies, or Computer Information Systems and vice versa. This program is also designed for access by someone in the field that is retraining or upgrading skills.

Resource: College Catalog

3. Curriculum Currency:

Course outlines of record are all up to date and current with advisory input and employer needs. The full time faculty of this area attends state and national professional organizations for discussion and input to currency of all subject areas. This includes the California Business Education Association and the standards for business education compiled by the National Business Education Association. NBEA level four standards are for colleges. Lower levels show elementary, middle school, and high school outcomes.

Course content is also discussed with advisory members and members of businesses in Cerro Coso communities. Areas of computer application emphasis are upgraded and revised as industry standard applications are developed and adopted by business. All courses are available in online delivery format.

Detailed course outcomes are identified for all courses and are mapped with program outcomes to ensure topics are covered appropriately. Textbooks are all current. The department expects to update the Word, Excel, Access, Powerpoint, and Outlook components for fall 2011 at the earliest. BSOT C131, BSOT C132, and BSOT C133, Basic, Intermediate, and Advanced Computer Keyboarding use Word 2007 for document production appropriate for the office in addition to regular lessons and drills. Elements

that are significant to success in an office environment are reinforced throughout the curriculum in courses that build upon each other so that learned skills may be practiced in ways that simulate what the learner may experience in the workplace.

Please see Appendix A for course outlines of record.

Reference: Course Outlines of Record

4. Transfer Documentation:

BSOT courses transfer to CSU. BSAD C100 and BSAD C145 transfer to CSU. BSAD C100 also transfers to UC.
All the CSCI application and computer courses that are part of the Business Office Technology degree and top code 0514 and are numbered 100 and over transfer to CSU.

See appendix J

Reference: www.assist.org.
Resource: University catalog

5. Course Scheduling:

The courses are taught in the following semesters and sequences from year to year, as a base of offerings. The wait list system implemented in fall 2009 has led to occasional increased sections in appropriate circumstances.

Fall Offerings (online/onsite*)	Spring Offerings (online/onsite*)	Summer Offerings (online/onsite*)
CSCI C070 Computer Literacy	CSCI C070 Computer Literacy	
BSOT C131 Basic Keyboarding	BSOT C131 Basic Keyboarding	BSOT C131 Basic Keyboarding
BSOT C132 Int Keyboarding*	BSOT C132 Int Keyboarding*	BSOT C132 Int Keyboarding*
BSOT C133 Adv Keyboarding*	BSOT C133 Adv Keyboarding*	BSOT C133 Adv Keyboarding*
CSCI C121 Beginning Word	CSCI C121 Beginning Word	CSCI C121 Beginning Word
CSCI C151 Intermediate Word*	CSCI C151 Intermediate Word*	
CSCI C161 Advanced Word*	CSCI C161 Advanced Word*	
CSCI C123 Beginning Excel	CSCI C123 Beginning Excel	CSCI C123 Beginning Excel
CSCI C153 Intermediate Excel*	CSCI C153 Intermediate Excel*	
CSCI C163 Advanced Excel*	CSCI C163 Advanced Excel*	
CSCI C125 Beginning Access	CSCI C125 Beginning Access	CSCI C125 Beginning Access
CSCI C155 Intermediate Access*	CSCI C155 Intermediate Access*	CSCI C155 Intermediate Access*
CSCI C165 Advanced Access*	CSCI C165 Advanced Access*	CSCI C165 Advanced Access*
	CSCI C129 Beginning MS Outlook	
CSCI C127 Powerpoint	CSCI C127 MS Powerpoint	
	CSCI C135 Adobe Acrobat	
CSCI C171 Internet		
BSAD C070 Business Mathematics		
	BSAD C072 Intro to Accounting	
	BSAD C145 Business Communication	BSAD C145 Business Communication (alternating years)

	BSOT C154 Office Personnel Seminar (aternating years)	BSOT C154 Office Personnel Seminar (alternating years)
*** Stacked or sometimes stacked when required to make a class**		

Please see Appendix B for BSOT long term schedule.

Resource: Schedule of Classes; Long-Term Schedule

6. Methods of Delivery:

Overview: This program is offered fully online, though many (but not all) courses are also offered on campus at Indian Wells Valley, Bishop's Owens Valley Career Development Center, and the Kern River Valley campus. The program has grownsubstantially in the past six years since the entire slate of offerings has been developed to include online delivery. At this time there are at least 64 declared majors of the Business Office Technology program and we know that not all students in the program have necessarily declared a major. (We are working to advise students of the importance of keeping their current educational goals up to date in the Banner system.)

Online: All courses in this program are offered in a repeating and predicable pattern through online delivery so that it is possible to complete the 30 unit certificate in a logical progressive manner blended with general education requirements over two years. Scheduling has also been designed to provide the opportunity to complete the 18 unit certificate in one year (fall, spring, and summer). One unit classes are strategically placed in either the first eight weeks of the semester or the last eight weeks of the semester, according to a pattern that best serves the student body. For example, Computer Literacy is offered (when possible) before Keyboarding, beginning applications before intermediate or advanced and so forth. Business Mathematics is offered in the fall with the hope that students will take this course before they take Introduction to Accounting in the spring. Office Personnel Seminar is offered online in the summer to allow maximum enrollment from the variety of program option levels.

The three unit classes that are only offered online are always full, and the wait list is almost always accomodated in full in the end.

Indian Wells Valley, Ridgecrest: There is a specific reason, beyond just when rooms are available, that the BSOT program course offerings are scheduled when they are. This reason is to accommodate the needs of the variety of learners who desire to engage with the program offerings.

- The CSCI C070 Computer Literacy (1.0 unit) course is offered during the mornings and also on Thursday evenings, to ensure that both day-time and evening students have a scheduling option for this essential class.

- The daytime class is offered over eight weeks to allow students to quickly gain skills and allow the student to take an additonal late start class.

- The evening class is offered one night a week (Thursdays), to allow students who are working to gradually integrate newly learned skills over a longer period of time and therefore have support the entire semester for computer related learning opportunities stimulated by classwork outside CSCI C070 which provides reinforcement of skills and confidence building at this foundational level.

- BSOT C131, 132, 133 Beginning, Intermediate, and Advanced Keyboarding classes are offered on campus one hour twice a week in a block (5:10-6:15) that suits both evening and daytime students. This class meets 32 times for a one unit class, but keyboarding is effective when practiced in short blocks on a very regular basis, so the schedule is designed to promote this pattern. This also gives even low skilled learners a complete semester to build skills to meet the outcomes.

- Beginning, intermediate, and advanced applications, Microsoft Word, Excel, and Access are offered regularly on Monday and Wednesday evenings to accommodate learners who are on-the-job upgrading and/or pursuing BSOT certificates or degree. The three levels are "stacked" to ensure that these courses can always be offered and to create a learning cohort group for each application. These are all one unit lecture/lab courses as are all of BSOT one unit classes. The students learn from the various levels of learning in the classroom providing both a refresher and a peek into what is more advanced while working at ones own level. Mentorships develop among students, promoting shared focus on criticial thinking and also good teamwork and intra-personal skills as much desired by employers in the field. This also ensures that the thirty seats in the computer lab are as full as possible. (Advanced courses might never have enough students at one time to efficiently offer a section stand alone.)

At times, elements have been offered through Interactive Television, but this has primarily been where courses overlap with needs of other programs (Business Communication as part of Entrepreneurship program), (Introduction to Business as part of six degrees). Introduction to Accounting (fall offering), and Business Mathematics (as a summer offering), courses that are only part of the Business Office Technology program have been offered by ITV. Because these two are only credits for BSOT program, it is more effective to offer these courses once a year each online (serving a greater population), rather than by ITV, at least for the regular schedule.

Bishop: For the past two years, the BSOT 12 unit award grown to include the 18 unit certificate program is offered on site at the Owens Valley Career Development Center in Bishop. The Owens Valley Career Development Center (OVCDC) is a Tribal Organization providing career education, family literacy, language, and temporary assistance services in the five California Counties of Fresno, Inyo, Kern, Kings, and Tulare. *(The OVCDC is governed by the seven member Owens Valley Board of Trustees (OVBT) consisting of the five member Bishop Piaute Tribal Council, one elected trusee*

representing the Big Pine Paiute Tribe and one elected trustee representing the Lone Pine Paiute tribe.)

KRV: CSCI C070 Computer Literacy, CSCI C121, 151, and 161 Beginning, Intermediate, and Advanced Word are offered when enrollments permit at KRV. Classes are scheduled on Saturdays or Thursday evenings, to allow people with daytime employment to have access to classes. CSCI C123 Beginning Excel, and CSCI C127 Powerpoint, are also considered when demand allows.

Please see Appendix C for advisory committee meeting minutes.

Resource: Course outlines of record; advisory committee meeting minutes

7. Teaching Methodologies:

Application classes consist of .5 unit of lecture and .5 unit of lab and are therefore 1.0 unit courses presented in levels, so that students may integrate learning computer applications at a reasonable pace and while taking other classes. Beginning level courses tend to be offered in the first half of the semester while intermediate and advanced courses tend to be offered in the second half of the semester, both on campus at IWV and online. Faculty teaching the same courses collaborate and work towards keeping similar rigor and expectations for students in similar levels of classes so that students may take a class online or onsite or at any campus and be able to move to the next level however and where ever it is convenient and be prepared. The lecture and lab combination allows learners to perform hands-on mastery of incremental levels of learning. Many of the on campus classes are supported by faculty designed moodle courses, so that learners have support in between on campus classes.

The Computer Literacy, and Word classes are sometimes offered over 16 weeks instead of eight, to allow learners to have feedback and support their entire semester of learning basic computer skills. This allows for gradual integration of learned skills with other course work throughout the semester. The keyboarding class is also sometimes offered twice a week over very short one hour blocks for an entire semester (16 weeks), promoting regular practice in order to increase speed and accuracy to the next level.

Where appropriate, the three unit classes are supplemented by publisher created content such as videos, presentations, quizzes, and other computer based study tools, therefore meeting the needs of a variety of learning styles.

Resource: Course outlines of record

8. Student Fees:

There are no fees required.

9. Explanation of Employer Relationship:

The Business Office Technology program and courses have been updated for currency and appropriateness for workforce training within the College service area. Employer input has been gathered at Advisory Committee meetings over the years.

10. Advisory Committee:

Over the past six years, advisory meetings have been usually held jointly with the Business and Computer Information Systems, Computer Science and Paralegal areas. Most recently, inputs specific to Business Office Technology have also included but are not limited to, the following business and individuals:

- Owens Valley Career Development Center, Bishop: Gina Jones, Director
- Alta One Federal Credit Union: Heather Sharey
- Jacobs Industries: Lorna Hall
- Toss Employment Agency: Scherrie Coffland
- Adjuncts currently with jobs in the field: Margaret Porter, Heather Freeman
- Matt Hightower (Business programs full-time faculty)
- Debby Kurti (Computer Information Systems full-time faculty)
- Valerie Karnes (Dean of Career Technical Education)
- Jennifer Schwerin (Job development specialist)

Please see Appendix C for advisory committee meeting minutes.

Resource: Advisory committee meeting minutes

Part 3—Achievement of Student Learning Outcomes

1. Student Performance Data:

Information presented here represents the department's best attempt at working with existing data supplied by the KCCD database. The department has made the needed corrections to the SAM and TOP codes on the course outlines of record (CORs) so that program data will align correctly and these changes have been approved and submitted to the district. However, district data reports do not yet reflect these corrections, resulting in many known problems that skew the information available. Because a number of courses are common to many degree programs, there is an overlap across several disciplines (BOT, BSAD, CSCI) that is not reflected in the data. Complete and accurate analysis of this data is dependent on the availability of an Institutional Researcher for in-depth interpretation. This program has been in existence since 1970 and has sections offered at three sites and also online and there are 60 known students who have claimed Business Office Technology as a major.

Fall 2008 to Spring 2010 retention and success results are now available and are based on the new TOP and SAM code structures.

Please see Appendix B for BSOT long term schedule

Please see Appendix C for Advisory meeting minutes.

Please see Appendix D for BSOT sections, enrollments, Fte, retention, and success.

Please seen Apendix I for TOP and SAM code revisions recently changed.

2. Achievement of Student Learning Outcomes:

The graduate of this program has reliably demonstrated the ability to:

A. Achieve business standards for efficiency, time management, and quality of work while projecting a professional image including ethical standards with respect to privacy, confidentiality, and personal behavior both independently and in group situations. This will be assessed by rubrics associated with assignments in select courses in the program.

   Assessment Results: This was assessed through projects in BSAD C154 Office Personnel Seminar, CSCI C121 Beginning Word, and CSCI C123 Beginning Excel, and scored with a rubric.

   i. Scores averaged 79% (475/600) over 15 administrative professional assignments designed to reflect this outcome.
   ii. 44 of 51 students (85%) achieved this outcome in document production exercises using both MS Word and MS Excel.

B. Apply fundamental principles of spelling, grammar, and punctuation to a wide variety of business communication messages, documents, and reports appropriate for the intended audience. This will be assessed by rubrics associated with assignments in select courses in the program.

   This will be assessed by writing assignments in BSAD C145 Business Communciation and BSOT C154 Office Personnel Seminar and will be scored with a rubric.

   i. Out of 30 students completing this task, (30 completing the course out of 34 in course) 29 were able to successfully rewrite a memo using proper fomatting skills and appropriate spelling and grammar for business writing to the level of at least a C according to a rubric. This is a 97% success rate of the students completing the course. This is an 85% success factor for all enrolled in Spring 09.
   ii. During summer 09 students scored an average of 109/150 or 72.6% on a selection of 15 Communication Power Exercises demonstrating correct spelling and grammar to business standards in business letters, memorandums, email, and reports. However, only 14 of 21 students achieved 70% or better in this area. Added emphasis in this area is planned for future classes.

C. Select, apply, and adapt computer software tools such as word processing, spreadsheet, data base, accounting, presentation, and desktop publishing, to business related tasks and assess the logic of the results. This will be assessed by rubrics associated with assignments in select courses in the program.

Sample: Projects including spreadsheets, database, word processing, and desktop publishing will be evaluated and scored by a rubric.

i. 44 of 51 students met this outcome in a variety of computer applications courses including (Word, Excel, and Access)

D. Analyze and record a variety of business financial transactions such as petty cash, bank deposits, accounts receivable, and accounts payable. This will be assessed by final comprehensive project.

A project in BSAD C072 Introduction to Accounting, was assigned to identify success with recording and analyzing business financial transactions (petty cash, bank reconciliation, accounts receivable, and accounts payable, payroll, journalizing, year end adjustments, and creation of Balance Sheet, Income Statement, and Statement of Owners Equity.

i. 18 of 28 students succeeded with meeting this outcome in a final comprehensive project during spring 2009. (64%) 14 of 16 students succeeded with meeting this outcome during Fall 2008 in the ITV class. (87.5%) Overall, 72% succeeded with meeting this outcome.

E. Apply standard records management procedures when establishing and maintaining systems to classify, organize, store, and retrieve hard copy and electronic files. This will be assessed by rubrics associated with assignments in select courses in the program.

Students will download a zipped file(s) and unzip to a folder and use the folder to find files and save files throughout all applications courses. The unzipped folder structure will be used for work throughout the courses and also as a place to find resources.

i. 44 of 51 students met this outcome in a variety of computer applications courses including (Word, Excel, and Access)
ii. All online students succeed with this outcome or they cannot complete and submit assignments.

F. Demonstrate active listening skills to accurately condense and record verbal information, instructions, and ideas. This will be assessed by rubrics associated with assignments in select courses in the program.

i. 29 of 30 students completing the course BSOT C154 succeeded with this outcome in an assignment designed for this purpose.

Resource: Data Plan

3. Data Plan:

TRACKING OF PROGRAM OUTCOME A is done throughout elements of Office Personnel Seminar, Word Processing, and Excel, and assignments will continue to be designed to demonstrate business standards. Additionally, learners in the Business Communication course will also be measured to track assignments relevant to this outcome.

TRACKING OF PROGRAM OUTCOME B is also taken from results of BSAD C145 and BSOT C154. Some learners will have taken Business Communication prior to Office Personnel Seminar and others may not have taken the communication course, but it appears students are not entering Office Personnel Seminar with the advised Reading Level I and Writing Level I advisory levels.

Business English learning opportunities will continue to be integrated with all BSOT courses. It is possible a Business English class needs to be developed at the under 100 course level or advisories/prerequisites need to be addressed.

TRACKING OF PROGRAM OUTCOME C will continue in the following courses:

- Beginning, Intermediate, and Advanced Word Processing.
- Beginning, Intermediate, and Advanced Excel.
- Beginning, Intermediate, and Advanced Access.
- Business Mathematics (Solving Business Problems Using a Desktop Calculator)

TRACKING OF PROGRAM OUTCOME D. This BSAD C072 assignment will continue to serve as the final project for the Introduction to Accounting course. A shorter version is assigned after chapter six at the halfway point of the topics, to give students an idea of what is ahead and to identify problem areas. Students will be advised to take BSAD C070 Business Mathematics prior to BSAD C072 Introduction to Accounting. A higher percentage of students took Business Math ahead of the accounting class in the ITV group which had a higher rate of success.

TRACKING OF PROGRAM OUTCOME E Overall, success with this outcome is demonstrated as students advance in courses in this program, but more focus needs to be made in the CSCI 070 Computer Literacy course so that less time needs to be spent in the applications courses. File management is emphasize in all courses as all courses in this program are related to work on the computer in one way or another. For the future, a rubric could be created and distributed to all faculty teaching courses that are part of this program so that this outcome with widespread value may be more fully tracked and thus strategies can be further developed to enhance learning opportunities in this area.

TRACKING OF PROGRAM OUTCOME F As this is a key program outcome, important to success as an administrative assistant, and although success is recorded with the assessment to date, it would be beneficial to create additional learning opportunities in more courses throughout this program.

Part 4—Currency

1. Current Staffing Data:

Current department staffing includes three full-time faculty split between several disciplines (Computer Information Systems, Business Office Technology, Business) and a large number of part-time faculty. Two full time faculty are assigned to the Indian Wells valley (IWV) campus and the other is assigned to the Bishop and Mammoth campuses, leaving Kern River Valley and South Kern without full time faculty representation and support. There is a desire to build up programs in all college areas, but the ability to do so is limited by the availability of full time staffing in some areas.

Business Programs Staffing Summary 2006-2009				
	FTES	FTEF	Adjunct FTEF	FTES/FTEF
2005-2006	57.62	4.60	2.27	12.53
2006-2007	152.41	12.20	8.00	12.49
2007-2008	155.97	11.00	7.84	14.18
2008-2009	128.42	9.70	5.80	13.24
	494.41	37.49	23.91	13.19

Resource: (From Business Program Review: Hightower) Program Review Database, Staffing

2. Facilities Currency:

Overall, except for the use of interactive television room, the Business programs do not have unusual demands for resources. All full time faculty have offices and access to computers and adequate classrooms for instruction.

3. Equipment Currency:

The program relies heavily on working computer equipment, particularly in Rooms 709 and 710 at IWV campus and also at KRV's computer lab. From time to time, ITV equipment has been used, but at this time there are no plans to offer courses only found in the BSOT program by ITV. Most courses require a computer lab.

4. Cost of the Program:

Please seen Apendix E for BSOT VTEA plan.

Reference: College Budget

Part 5—Future Needs and Plans

1. Program Strengths:

The degree and certificate along with the two certificates of achievement that are included with this program serve a wide range of learner needs. The program also includes courses that are essential to some other program areas and there is an efficiency of focus for those courses.

The program is completely accessable online and is also suitable for IWV, Bishop, and KRV on-site offerings.

Program outcomes and assessments have been designed and implemented and long term schedules have been developed to provide students, counselors, and the department members with the ability to plan well into the future. Existing courses have been reviewed and are current and new courses have been added to enhance outcomes and to align with industry needs. The long term schedules include tracked offerings at all locations. Enrollments are strong and the program continues to be popular with students.

2. Improvements Needed:

The programs' degrees, certificates, and courses must be continuously reviewed and evaluated for currency and alignment with industry needs. Program application is now being prepared to submit to the state to include the 18 and 12 unit certificates in state inventory.

Marketing of programs and long term schedules needs to be implemented across all college locations and relationships with industry and advisory committee members needs to be fostered. Student success and retention rates should be monitored and student preparedness should be evaluated and compared to success rates.

3. Five-Year Program Plan:

Currency with technological advancements, relevency to employer needs, articulation with transfer programs, and marketing of programs, are the drivers of the business programs' five year plan. The department's faculty intend to work closely with Advisory Committees and Counselors to align programs with employer and student needs. Conference, training, and staff development opportunities will be evaluated for appropriateness and funding opportunities for attendance will be used where available. Long term schedules and enrollment data will be monitored and adjusted to maximize enrollment.

4. Relation of the Five-Year Plan to the College Mission:

The Business Office Technology programs and certificates offered by 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 the 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.

5. Strategies for Achieving the Plan:

The faculty in the department of Business and Information Technology will be responsible for implementing the plan by working with Counselors and Advisory Committee members. Detailed analysis of student success and preparedness will rely on the College's retention of an Institutional Researcher. Implementation and evaluation of the plan will be ongoing.

Part 6—Supporting Documentation

Appendix A: Course outlines of record for core and elective courses (on file)
Appendix B: BSOT long term schedule
Appendix C: Advisory committee meeting minutes
Appendix D: Business Office Technology Student Performance (2008-2010)
Appendis E: BSOT VTEA plan
Appendix F: Existing Program document (CIC)
Appendix G: Articulation Agreements
Appendix H: Current staffing reports
Appendix I: Newly revised TOP and SAM code schedule
Appendix J: Transfer documentation

Business Office Technology AS Business Office Technology Cert.		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
BSAD C100	Introduction To Business (3.0)	O, 8, IWV	O ITV/IWV ITV/KRV	O	O	O	O	O	O	O	O	O
CSCI C070	Computer Literacy (1.0)	O1, IWV, BIS, KRV	O, IWV, IWV1,BIS, KRV	KRV	O, IWV, IWV1,BIS, KRV	O, IWV, IWV1,BIS, KRV	KRV	O, IWV, IWV1,BIS, KRV	O, IWV, IWV1,BIS, KRV	KRV	O, IWV, IWV1,BIS, KRV	O, IWV, IWV1,BIS, KRV
BSAD C070	Business Mathematics (3.0)	O			O			O			O	
BSAD C072	Introduction to Accounting (3.0)	ITV	O			O			O			O
BSOT C131	Basic Keyboarding (1.0)	O2, IWV BIS	O2, IWV, BIS	O, IWV	O2, IWV, BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS
BSOT C132	Intermediate Keyboarding (1.0)	O2, IWV BIS	O2, IWV BIS	O, IWV	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS
BSOT C133	Advanced Keyboarding (1.0)	O2, IWV	O2, IWV	O, IWV	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS
CSCI C121	Beginning Word (1.0)	O1, IWV KRV	O1, IWV, KRV, BIS	O1, IWV KRV, BIS	O1, IWV KRV, BIS	O1, IWV, KRV, BIS	O	O1, IWV KRV, BIS	O1, IWV, KRV, BIS	O	O1, IWV KRV, BIS	O1, IWV, KRV, BIS
CSCI C151	Intermediate Word (1.0)	O2, IWV	O2, IWV, KRV	O, IWV	O2, IWV, KRV, BIS	O2, IWV, KRV, BIS	O	O2, IWV, KRV, BIS	O2, IWV, KRV, BIS	O	O2, IWV, KRV, BIS	O2, IWV, KRV
CSCI C161	Advanced Word (1.0)	O2, IWV	O2, IWV	O2, IWV	O2, IWV	O2, IWV KRV, BIS	O	O2, IWV, KRV, BIS	O2, IWV, KRV, BIS	O	O, IWV, KRV, BIS	O, IWV, KRV, BIS
CSCI C123	Beginning Excel (1.0)	O1, IWV1	O1, IWV1, BIS	O1, IWV1, BIS	O1, IWV1 BIS	O1, IWV1, BIS	O	O1, IWV1, BIS	O1, IWV1, BIS	O	O1, IWV1, BIS	O1, IWV1, BIS
CSCI C153	Intermediate Excel (1.0)	O2, IWV1	O2, IWV1	O2, IWV1	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1
CSCI C163	Advanced Excel (1.0)	O2, IWV1	O2, IWV1	O2, IWV1	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1
CSCI C125	Beginning Access (1.0)	O1, IWV2	O1, IWV2	O	O1, IWV2, BIS	O1, IWV2	O	O1, IWV2 BIS	O1, IWV2	O	O1, IWV2 BIS	O1, IWV2
CSCI C155	Intermediate Access (1.0)	O2, IWV2	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2	O	O2, IWV2. BIS	O2, IWV2
CSCI C165	Advanced Access (1.0)	O2, IWV2	O2, IWV2	O	O2, IWV2	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2
CSCI C127	PowerPoint (1.0)	O2	O1, BIS		O2	O1, BIS		O2	O1, BIS		O2	O1, BIS
CSCI C129	Outlook (1.0)		O			O			O			O
CSCI C135	Beginning Adobe Acrobat (1.0)		O			O			O			O
CSCI C171	Internet (1.0)	O		BIS	O		BIS	O		BIS	O	
BSOT C154	Office Personnel Seminar (3.0)			O			O			O		
BSAD C145	Business Communication (3.0)	ITV	O			O			O			O
WEXP C101	Work Experience	X	X		X	X		X	X		X	X
WEXP C102	Work Experience	X	X		X	X		X	X		X	X

O – Online full semester, O1-Online first 8 weeks, O2-Online second 8 weeks
IWV – IWV full semester, IWV1-on campus first 8 weeks, IWV2-on campus second 8 weeks

BIS – Owens Valley Career Development Center

Agenda

CURRICULUM & INSTRUCTION COUNCIL

Friday, September 24, 2010
9:00 A.M.
IWV Conference Room #212MB

Corey Marvin (Chair), James Fay (V.P. of Academic Affairs), Heather Ostash (Articulation), Andrea Guerrero (ASCC), Dick Adams, Suzie Ama, Julie Cornett, Annette Hodgins, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

TIME	ITEM	DESCRIPTION	PRESENTER	ACTION
9:00	Minutes	August 27, 2010 September 10, 2010	Corey Marvin	Approve
9:15	CIC Issues and Updates	CurricUNET Timeline Articulation Deadlines Criteria for Meeting GE SLO's (BC) UC Textbook Policy 2010-2011 Course Approval Process, Final Draft	Corey Marvin	Info Item
10:00	ADMJ C145 FIRE C115 FIRE C121	New Course Course Revision Course Revision	Steve Busby	1st Review
10:20	Program Review	Basic Skills Learning Asst. Center	Bonita Robison	Approve
11:10	Program Review	Business Business Office Technology	Karen O'Connor	Approve
12:00	Adjournment			

LEARNING ASSISTANCE CENTER PROGRAM REVIEW SEE PAGE 5

THE CURRICULUM & INSTRUCTION COUNCIL

MEETING MINUTES

September 24, 2010
9:00 A.M.
IWV Conference Room #212MB

Attendees: Corey Marvin (Chair), James Fay (V.P. of Academic Affairs), Heather Ostash (Articulation), Suzie Ama (Assessment Coordinator), Julie Cornett, Crystal Freeman, Andrea Guerrero, Annette Hodgins, Jan Moline, Karen O'Connor

Review and approval of CIC meeting minutes for the following dates:

Minutes Dated: August 27, 2010 & September 10, 2010

Corrections: None.

Action: Approved

CIC ISSUES AND UPDATES

CurricUNET Timeline

Presenter: Corey Marvin

Discussion: Corey shared with the committee a handout for the *KCCD CurricUNET Implementation Timeframe*, which outlined a monthly timeframe along with the responsible parties assigned to each action item. The implementation timeline handout covered what has been completed and what will be completed.

Last Monday September 20th, there was a cut to the new site from the test site, where basic changes and corrections had been made. An area to indicate any required CB Element changes in a proposal has been added to quickly identify those changes taking place. Some information will be moved as we continue to make refinements to this program. There will hopefully be a review screen area that will have screen shots to point out recent updates in CurricUNET.

- *Conditions of Enrollment* is a temporary listing and proposers will need to attach a Content Review.
- *Methods of Delivery* is District wide now; this is the Distance Education form to add the required data. The process is getting more complete and user friendly.
- *Note* you need to just click the FINISH button and not the SAVE button to avoid losing your data on the forms that have the SAVE option.

It was questioned why there is an area required to list hours on the top of the outline for the time and percentage spent on each topic. The concern with Articulation purposes is this may cause a problem. This does assist in teaching the course but could be a problem with articulation.

Linking the student learning outcomes to the detailed topical outline was removed for Bakersfield College. But we can continue to link these in parenthesis of the detailed topical outline.

Heather noted the Course Outline of Record is a legal contract not the syllabus. If a student challenges a class, the document used for basis of the course is the course outline of record not the syllabus because a syllabus will not be upheld. This moves to question, can we teach more if not in the course outline of record.

It was questioned since the Physical Education courses are not individually listed in Area 7, of the General Education requirements for Cerro Coso, if these courses need to be listed individually or can they continue to be referenced as "PHED C102 and ONE 1-unit P.E. Activity Class or THREE 1-unit P.E. Activity Classes.

Action:
Heather needs to list all of the Physical Education courses in General Education Area 7.

At the next Vice President meeting on October 13th Corey will mention to Dennis:

- Ask if OSCAR outline is an option for this program.
- Ask about articulation module
- One of the areas spells *President* wrong
- Will question how all of the dates will be uploaded on the last page.

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Articulation Deadlines

Presenter: Heather Ostash

Discussion: *Curriculum Calendar for 2010-2011* was shared with the committee. This calendar of items includes deadline dates for submissions. The Transferable Course Agreement (TCA) was completed last August; this is a once a year process. After a first review of a course we have time to revise and resubmit. This pertains to transfer courses only.

Another important deadline to note is in December for IGETC and CSU submissions. This is a once a year submission also. IGETC and CSU is submitted in December, but we do not know until February; that effects major to major articulation.

Our effective dates need to line up with our system in Banner and Catalog, because they will be checked and questioned. We cannot input before articulated for TCA, IGETC, and CSU.
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Action: CIC members need to make sure their areas are aware of these deadline dates.

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Criteria of Meeting GE SLO' (BC)

A document outlining Bakersfield College's General Education Pattern was shared with the committee.

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UC Textbook Policy

UC TCA Textbook requirements

Main text for the proposed course must be dated within 7 years for most course submissions except those taught in disciplines where text content currency is relevant such as Computer Science. If there is a specific reason why it is not dated within 7 years there should be a note of explanation included in the "Articulation Officer Comments to Reviewers" section of OSCAR.

In some courses such as current history or courses where there has been significant change in recent history there must be up to date materials presented.

- All textbooks should be beyond the twelfth grade reading level and at the appropriate college level.
- Textbooks and supplemental material should relate directly to the content of the course outline.
- Science courses that include a lab component must include a lab manual.
- Composition courses need to include a stylebook.
- Literature courses must include a representative reading list.

UCT TCS Guideline for 100 level type courses need to have discussion on courses submitted

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2010-2011 Course Approval Process: Final document with recommendations is now complete.

ADMJ C145 – BASIC PEACE OFFICER TRAINING ACADEMY

Presenter: Steve Busby
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Description: New - Replacing Experimental Course ADMJ C99CC

Review: First

Discussion: This course is replacing ADMJ C99CC. It is a 900 hour course totaling twenty units. As a State certification course it is developed according to state specifications. Our primary market is Kern County Sheriff's Department in Bakersfield. This course has been offered four times a year for legally mandated training. The typical enrollment is 40 students and due to the physical requirements, retains approximately 30 students. Steve is a part of the State level committee for P.O.S.T. There are forty-three textbooks by the state, as well as, the penal codes.

Recommendations: Only needs methods of instruction.

Action: Art Cowley at Porterville College received a request to review this course in error. Approved for a first reading and will return on October 8th for the second reading.

FIRE C115 – BUILDING CONSTRUCTION FOR FIRE PROTECTION
FIRE C121 – FIRE BEHAVIOR AND COMBUSTION

Presenter: Steve Busby

Description: Revision

Review: First

Discussion: The department tested two Fire Technology courses that have not been offered for quite a while and received a good response; so will be updating all of the courses in this program.

There is a market for online and hybrid delivery in this field. The program is still active in our files. We see a trend of an increase in enrollment. Hoping this course will be offered at least three times per year. The concern is that the online delivery will complete with Bakersfield College and that should not be a concern for local students; but they desire a local contact.

We are heading to a greater degree of coop within the district of who is offering what. Some districts have a district wide curriculum committee to avoid duplication and competition. This increases enrollment district wide for courses that historically have low enrollment. This makes sense with community colleges that are located close together. We are considered a remote area away for BC and PC. With a coop district wide there would need to be a consideration made for who has been doing the work for the course historically.

Steve researched four different community colleges to serve as a comparison. There are no substantial changes in this update.

Recommendations:

- Description needs full sentences.
- Assessments will be linked to the Student Learning Outcome modules
- Could attach a document of assessments.
- No longer link the student learning outcomes to the detailed topical outline

Action: Approved for a first reading and will return on October 8th for the second reading.

PROGRAM REVIEW –Learning Asst. Center

Presenter: Bonita Robison

Description: Was unable to locate program reviews from previous years so there is a gap in the data collected. There is less services to students during at night, but do have study groups come in. The tutors are used for proctoring and language skills. This was prepared in December prior to an instructional researcher. We now have a dedicated person at Kern River Valley (KRV). KRV is using a small LAC room since there are no other options.

What Data used: Tutoring data, no demand data available from KRV, South Kern, or Eastern Sierra. Program satisfaction is from local surveys to students in different areas.

What specific goals? Part 3 Executive Summer addresses the need to continue development at a faster pace to reach students sooner in the academic stage. Having a basic skills department and an institutional researcher could have facilitated faster response to needs college-wide. This has been revised from tutor and student feedback.

This document outlines improvements needed. Explanation of supplemental instruction and an automated system to track students is needed. It was suggested to use SARS for students and groups. Limited evening access and closing early on Friday is an issue since students have no access. Two thirds of the students do not have computers and access to the Internet at home, plus there is no proctoring available in the evenings. LAC has limited staff and with student assistants that have limited access. Currently LAC is under the Vice President of Academic Affairs and was briefly under LRC in the past.

Action: Approved.

BASIC SKILLS PROGRAM REVIEW

Presenter: Bonita Robison

Description: Review of documents. We are looking at adding items for study skills, writing, math, reading, English, and ESL, since there is a need for more sections of basic skills offered. Listed research completed, goals, and needs with recommendations in the document, but note that this document started last fall and was built as data received.

At Kern River Valley they only have one lab with limited resources. Completed an assessment and a have plan, but need consistency measures. There is an appendix added to show the difference of having faculty involved in the area.

Feedback regarding preparedness is in a pilot program for community colleges receiving the data; Bakersfield college part of this pilot. We currently use Accuplacer but the listing does not give information of what each student needs, just where they are currently. There is nothing here currently that defines specific student needs.

Action: Bonita will correct typos. This document is approved to forward to Academic Senate.

BUSINESS TECHNOLOGY PROGRAM REVIEW

Presenter: Karen O'Connor

Discussion: There was a review of documents presented. It is not in the executive summary, but there is discussion about reinstating a committee to oversee the process. CIC cannot address all areas effectively. There is an issue of needing an assessment committee too. There may need to be reassigned time to make sure this happens. The department also completed the two year review for this program. Unable to locate any previous data or a previous program review documentation.

All data is current and all course outlines of records have been updated. There was a huge issue with program review data with the Perkins project but now TOPS are now capturing data. We would like to change some of the course subject designations in order to have the required prerequisites listed as needed. The department is completing course assessments, now that this is completed.

Recommendations: None.

Action:
Need to discuss transfer documents. Will most of the courses transfer even though this is not a transfer program? If course transfers it should fulfill CSU and UC requirements. In the past we never had considered TOP coding in connection with programs, so now course outline of records have been properly coded. Some of the skill building courses should not be transferable (those not 100 level courses). Through this process found some changes are needed to numbering and areas courses are listed.

Action: Get with Heather to research other schools. This is approved to forward to Academic Senate.

GENERAL DISCUSSION: In a general discussion regarding courses in general it was questioned if critical thinking should be included on all courses we have on file by showing how the course promotes critical thinking. If a course comes forward this needs to be discussed. This brings up an issue with all programs to insure skill building courses are properly evaluated to determine if transfer needs to show this has been evaluated.

BUSINESS PROGRAM REVIEW

Action: Will be added to the next agenda.

Next Meeting: Friday, October 8, 2010

Adjournment: 12:15 P.M.

Note taker: Magi Mauldin

Cerro Coso Community College
Learning Assistance Center Program Review

December 2009
Revised 2/28/2010
Bonita Robison

Cerro Coso Community College
Learning Assistance Center Program Review

Table of Contents

Part 1-Relevance
- Program Mission
- Program Description and History
- Program Goals and Objectives

Part 2-Appropriateness
- Program Effectiveness
- Program Demand
- Program Relationships and Impact
- Student Success
- Diversity
- Curriculum
  - Place of Program in Curriculum/Similar Programs
  - Curriculum Currency
  - Transfer Documentation
  - Course Scheduling
  - Methods of Delivery
  - Teaching Methodologies
  - Student Fees

Part 3-Achievement of Student Learning Outcomes
- Student Learning Outcomes and Assessment
- Achievement of Student Learning Outcomes
- Student Learning Outcomes and Assessment Plan

Part 4- Currency
- Resources
- Program Costs

Part 5- Future Needs and Plans
- Planning, Development, and Evaluation Processes
- Program Strengths
- Areas Needing Improvements
- Response to Previous Recommendations
- Specific Recommendations for Improvement

Part 6- Executive Summary
Program Review normally is conducted every six years.

Cerro Coso Community College
Learning Assistance Center Program Review

Part 1 Relevance

1. Program Mission:

The mission of the Learning Assistance Center is to collaboratively provide a variety of learning support services to meet needs of students at all our campuses, including online. Our mission is to respond to all levels of student learning needs based on student goals, learning assessments, current research, and campus data. Also to provide means whereby students may demonstrate newly learned information. The services provided are free tutoring, supplemental instruction, mentoring, workshops, computer lab work, non-credit courses, and a variety of assessments such as campus test proctoring and "for-fee" services such as CLEP and university exams.

The Learning Center is responsive to the college mission statements.

1. Efforts meet community needs and workforce development and quality services to under-represented populations through
   - GED preparation (discontinued fall 2009 due to funding considerations)
   - Outside test proctoring
   - Additional assistance to DSPS students
2. Services to under-prepared students and increasing student success with
   - On campus and online tutoring
   - Tutoring services to all campuses
   - Integration of academic services with counseling for "early alert" coordination.
   - Tutor Training EDUC 170 to all campuses and online
   - Study skill information on the LAC website
   - Increased tracking of student progress through data sheets and SLO's
3.& 4. Seeks to improve use of resources and build a culture of accountability with
   Text resources, materials and supplies
   - Use of iTV and online courses for Tutor Training EDUC 170
   - Cross-campus communication for supply needs
   - Cautious use of Basic Skill Funds to further development of tutoring at other campuses
   - Adobe Connect Pro for online tutoring
   - Group tutoring
   - Tutoring as a class (INST C004). This allows the campus to track student success related to tutoring hours.
   - Tracking individual tutoring sessions and sharing of results with KCCD Institutional Researcher

The services are an essential part of meeting the college's mission of providing services to all campuses and focusing on improving student success and retention.

2. Program History and Description:

The Learning Assistance Center has existed for an extensive time at Cerro Coso and once had a full time faculty Basic Skills Coordinator and several full time staff. The services have waxed and waned since the position was eliminated in the late 1990's. The services flourish when grant money is provided and wane when the funds disappear. Commitment to institutionalize such services campus wide through general funds did not exist; therefore, some of the Cerro Coso campuses have lacked consistent services through the years. Clearly the greatest growth in recent years has been at one of our sites facilitated by the provision of additional funds through the Basic Skills Initiative. Other campuses inside and outside of the Kern Community College District have made greater commitment to institutionalize LAC services.

The current services began in fall 2006 with efforts to standardize parallel services offered at each campus with some consideration to sustainability. Most recently efforts have focused on data collection for student learning outcomes. All efforts have faced the challenges of distance and uncertain finances. We are also impacted by the district's lack of understanding. We do not have equitable institutional research support or program similarity to other Learning Centers; therefore, district decisions often have a greater impact on our ability to provide equal services across Cerro Coso campuses. For example, suggestions to have tutors provide supervision demonstrated a lack of understanding that we do not have classified tutors but only peer tutors who can not perform supervisory tasks.

Our IWV LAC Office Supervisor facilitates all tutoring appointments at IWV and online, test proctoring, plus she oversees student lab aides for 40 hours a week. There is with some faculty support during make-up and online test proctoring for an additional 16 hours per week during make-up and online. Without this function our computer lab would not remain open. She also proctors and oversees CLEP and university exams. This year faculty supervision was decreased from 915 hours in spring 2009 to 256 hours for fall 2009. At KRV we share a DSPS 19 hr/wk person who helps supervise tutoring, while at ESCC several adjunct faculty have assisted with limited LAC tutoring times. Faculty assistance at ESCC may be eliminated next semester due to cutbacks and the district perception that we can have tutors supervise; however, tutors are students and can not supervise.

A prime focus of our program for many years has been fostering the understanding among students that the tutoring portion of our program is formative and fosters independence in learning. Our work is to build students' study and learning skills, not merely assist with assignment completion. This focus is consistent with Cerro Coso's action plan submitted to the state Chancellor's Office for Basic Skills Initiative.

Other recent history may be traced in additional documents from LAC Ideas-2005, Basic Skills Unit Plan 2007-2008, August 2008 note to faculty, and Basic Skills Committee Documents- spring 2009. Much of the academic oversight of the LAC rests in faculty hands through assigned load and Basic Skills Committee advisement.

3. Program Goals and Objectives: revised- spring 2009

Vision- The vision of the Learning Assistance Center is to provide a variety of learning and mentoring opportunities for students to demonstrate mastery of skills necessary for academic and life-long success through services inside and outside the classroom. These opportunities will evolve in response to student need, faculty input, technological changes and be not only research driven but also delivered by trained peers, staff and faculty with ongoing opportunities for training.

General Goal- The overarching goal is to ensure that minimal services are provided at all sites in a consistent and sustainable manner**:**

1. A permanent staff or faculty member with specified duties such as delivery and tracking of services. Another responsibility would be supervision and coordination of student workers and lab aides.
2. A minimum of 19 hours LAC hours available for students each week.
3. Open computer lab service with printer access and peer lab aides. (Its concomitant course, Computer Skills Lab, was discontinued fall 2009)
4. Computer labs equipped with GED Prep and Inspiration software and MS Office.
5. Tutoring service (with its concomitant course, Academic Skills Review Lab INST C004) by appointment with a small number of open drop-in hours also desirable.
6. Online tutoring stations.
7. Materials, equipment, supplies and books as approved each year provided by basic skills funding.
8. For new campus sites provision of LAC services must be addressed by initiation of appropriate non credit courses-(GED Prep, Academic Skills Review Lab and Computer Skills Lab), the addition of trained personnel, computer software in the designated lab and minimal operational hours for the LAC.

Learning Assistance Center Institutional Benchmarks

1. Increase the amount of information provided to the campus … and online about tutoring services. Increase web-based resources and means of communicating effectively between campuses.
2. Continue and increase the number of peer faculty and staff training and increase tutor evaluations- on the campus and online. Provide up-to date manual and materials.
3. Pilot and evaluate pedagogically sound initiatives for improving student success and retention such as Supplemental Instruction (*discontinued fall 2009).*
4. Continue to offer CRLA's International Tutoring Program Level 1 Certification and explore more advanced offerings such as Level 2 and Technology for Tutors.
5. Coordinate purchases and monitor needs of other campuses.
6. Provide study skill tips and develop study skill workshops based on documented classroom and tutoring observations.
7. Develop & provide mentoring for ESL students.
8. Expand and refine "Early Alert" assistance with notification about tutoring services to all campuses.
9. Expand Academic Skills Review Lab as a non-credit course to all campuses.

Tutors, Tutee & Tutoring Program Student Learning Outcomes

The 2008/2010 goals correspond closely with institutional, accreditation and basic skill goals as well as SLO's for tutors and tutees.

- **Mission-** As part of the Learning Assistance Center our mission is to provide a variety of academic support services in collaborative environment where students "Learn How to Learn", one that fosters active, ongoing learning and independence in students at all of Cerro Coso's campuses including online. There is a variety of tutoring services, supplemental instruction and academic skills instruction provided for students.

- **Vision Statement-** As part of the Learning Assistance Center our vision for tutoring is to provide a variety of assisted learning opportunities inside and outside the classroom. These opportunities will evolve in response to student need research, faculty input, and technological changes and be delivered by trained peers, staff and faculty.

- **Tutoring Program Goals-**
  - Develop Socratic questioning methods and collaborative communication skills in tutors.
  - Develop tutors' ability to identify tutees thinking levels, metacognitive behaviors and learning and study skill needs
  - Use sound methods for tutor training and tutoring based on data and research
  - Foster independence in students' learning through collaborative and self planning of study and tutoring sessions.
    - Define and solve problems
    - Build self-awareness of learning styles
    - Build general and subject specific study skills
    - Use campus resources for tutoring and learning
  - Solidify student tutee's learning through self-articulation of learned concepts
  - Use data collected from tutoring sessions for ongoing improvement
  - Act on opportunities for innovation, staff development and increased campus communication.
  - Develop a long term plan for expenditures and staffing.

Student Learning Outcomes 2008/2010

A. Students' tutors will know how to….as measured by:

1. Accurately assess student tutee's cognitive levels (Bloom's Taxonomy) as measured by a checklist…. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' cognitive level.

2. Accurately identify specific metacognitve behaviors with written responses to case studies graded on a rubric… Program level tutors can be observed at random by a trained observer or supervisor. Another method would be for a digital recording converted to MP3 format and have the tutor complete a self-evaluation.75% of observation collected at random will score a score of 4/5 on a rubric. Scheduled after fall 2009

3. Accurately identify specific study skills for tutee improvement with written or oral responses to case studies graded on a rubric…. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' study skill needs. Scheduled after fall 2009

Evaluate Tutors- Program Level Outcomes ***Reworded from above***
1. Student tutors at level 1 will be able to assess student tutee's cognitive level. 75% of observation collected at random will score a score of 80% on a checklist.

2. Student tutors at level 1 will be able to assess student tutee's study behaviors and study skills. Scheduled for fall 2009

a. A trained observer or supervisor can observe at random program level tutors. 75% of observations collected at random will score a score of 4/5 on a rubric.
b. Another method would be for a digital recording converted to MP3 format and the tutor completes a self- evaluation. 75% of observation collected at random will score a score of 4/5 on a rubric.
c. A trained observer or supervisor can at random check tutors written responses to tutees' metacognitive behaviors and study skill needs. 75% of observation collected at random will score a score of 4/5 on a rubric.

B. Tutees are students. The tutee will be able to…as measured by:
1. Articulate goals for a tutoring session. Tutees will assessed by an open-response questionnaire…. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student tutee in writing or dictated to the tutor. Scheduled for fall 2009

2. Articulate specific skill, concept or study skill learned. This will be assessed by an open-response questionnaire…. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled for fall 2009

3. Demonstrate ability to plan inter-session work. This will be assessed by an open-response questionnaire. …Program level-70 % of tutees will be able to do the above after
4. sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled for fall 2009.

5. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire….Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. Scheduled fall 2009

Evaluate Tutees- Program level Outcomes Scheduled after fall 2009
1. Tutees will be able to articulate goals, learning and planning skills for a tutoring session.

2. Tutees will be able to identify specific skills or concepts they need to use during their study time between sessions.

The above items will be assessed by a trained observer or supervisor who can at random check tutees' written responses to the Tutee Learning Summaries. 75% of observations collected at random will score 4/5 on a rubric.

C. Program Outcomes for Tutoring

1. Of students served in Academic Skills Review lab at each campus
    a. the number of students receiving tutoring increased- unduplicated,
    b. the number of actual contact hours increased or
    c. the percentage of students, who participated in a minimum of three tutoring sessions, succeeding with a C or higher increased.

This will be assessed yearly at each campus rotating between actual numbers, contact hours and percentage of students achieving a grade of "C" after three tutoring sessions.

2. Pilot Supplemental Instruction- **Discontinued fall 2009 due to limited faculty availability**
Assess student progress with a comparison rubric which
    a. compares the number of students completing courses using supplemental instruction with those who do not
    b. compares the % of students receiving A's B's and C's with supplemental instruction with those who did not have SI

D. For Ongoing Program Improvement- A trained observer or supervisor will:

Scheduled for spring 2010

1. Evaluate data for individual student- specific needs and provide feedback to tutors. When a widespread need is determined provide feedback to the campus.

2. Evaluate data for program specific needs such as additional materials, workshops, training and trends.

3. Provide data from fall 2009 to institutional or district researcher for data analysis.

4. Evaluate tutoring sessions using summative student evaluations & formative faculty evaluations or a self-evaluation form for responses to digitally recorded or web-based session. Completed with new level 1 tutees fall 2009/ ongoing

Part 2- Appropriateness

1. Program Effectiveness:

The district CLASS data indicates we as a campus are not doing a great job with retaining or ensuring success in basic skill students. As greater coordination occurs with the researcher, our counseling department, curriculum council and department chairs we will identify more target

needs in our students. This is an ongoing process. As we specifically identify learning and study skill needs we will be better able to address these needs. The LAC continues to need faculty coordination and staff support to achieve these ends.

A plan for data analysis of SLO's has been worked out with the KCCD District Institutional Researcher. This is scheduled to begin after fall 2009. Preliminary data from fall 2008 at IWV indicated 60+% of students who registered after the 50% date still received "W's", "D's" or "F"'s indicating early registration for tutoring was essential. Also students who came to tutoring 4 times or less did not indicate a high level of success. Hand- tallied fall 2008 data showed time management and task prioritization to be the primary learning skill needs along with text reading. (Action was taken to further train tutors on approaching these issues with tutees.) It was noted that students often took 8 sessions before being able to identify specific skills necessary for learning material. Fall 2009 we hope to coordinate the same type of data with specific student and class success rates. Spring 2009 data collection was changed and resulted in unreliable data.

2. Program Demand:

Service numbers indicate only IWV campus. The trend is toward more students in fall of each year as opposed to spring. Fewer students register for spring; however, this may indicate fewer students have been successful and therefore do not continue to the next semester.

IWV only

Spring 2004	
Students Enrolled	168
Non-Participants	13
Students Tutored	159
Total Hours	3387
Fall 2004	
Students Enrolled	266
Non-Participants	18
Students Tutored	248
Total Hours	4561

03/04 total

Spring 2005	
Students Enrolled	188
Non-Participants	21
Students Tutored	167
Total Hours	3326
Fall 2005	
No FTEs due to decision of VP of Student Instruction	
Spring 2006	
Students Enrolled	163
Non-Participants	20
Students Tutored	143
Total Hours	4189

04/05 total

sp/06 total

Fall 2006		
Students Enrolled	238	
Non-Participants	4	
Students Tutored	234	
Total Hours	5176	
	Spring 2007	
Students Enrolled	**164**	
Total Hours	**2,138**	06/07
	Fall 2007	
Students Enrolled	197	
Total Hours	4715	
	Spring 2008	
Students Enrolled	142	
Total Hours	2022	07/08 total
	Fall 2008	
Students Enrolled	255	12/09
Total Hours	5449	total
	Spring 2009	
	185	
Total Hours	2033	08/09 total
	Fall 2009	
Students Enrolled	215	12/09
Total Hours	4265	total

We expect increases in students, with am increase in community size, larger classes and fewer sections. Less access to CSU's and UC's will bring more students and there is an expectation of more veterans next year. Workkeys as a program has been discussed as an addition to the LAC for serving CTE students. This too will increase our student numbers. There is greater emphasis on basic skills and changes in course SLO's will result in requirements for additional tutoring or workshops.

3. Program Relationships and Impact:

Our Learning Assistance Center does not provide the level of support that nearby colleges provide. We have no full time faculty coordination, no classified tutors as does Bakersfield College; the number of campuses far exceeds Bakersfield as does the number of online students needing services. Antelope Valley College has a designated learning center with a wide variety of assessments, faculty access, an institutional researcher, and has grants from businesses. Many colleges in the state offer non-credit study skill workshops and have automated data entry systems. We struggle to cover current needs of our other campuses.

There has, through basic skills initiative, been some integration of data between the LAC and counseling for "Early Alert". DSPS assists with staffing tutoring at KRV and has provided a (borrowed) Kurzweil 3000 scan and read for support of DSPS students. The LRC helps support library/tutoring efforts at ESCC. Tutors and our staff coordinate with Financial Aid for securing student workers and time cards. The faculty coordinator regularly attends the IWV Collaborative of community agencies. We are working with the Charter School to facilitate college students

reading to students on a regular basis. Constant communication through basic skills ensures there is no overlap between efforts. The LAC efforts pick up where others leave off and respond to ongoing campus needs.

4. Student Success:
Students who enroll early in tutoring show higher pass rates than those who do not. Fall 2008 data for students who signed up for tutoring after midterm exams showed 65+% still received W's, D's and F's for their courses.

Student satisfaction data with 103 respondents showed 89% of students were satisfied or very satisfied with tutoring.74% rated the experience as very positive. No respondents checked a very negative response.

The Learning Center interfaces frequently with most programs at the college. Generally interfacing is a direct response to stated or evidenced needs. We hope to better serve CTE students with Workkeys.

5. Diversity: The Learning Center is open to all students and has expanded its emphases to further include online tutoring, language practice for ESL students and equipment for DSPS students such as Kurzweil 3000 scan and read equipment and an enlarger.

6. **Curriculum (if applicable): Limited for Learning Assistance Center**

Place of Program in Curriculum:
Previously described services do not compete with other college programs but serve to enhance retention and success. No fees are charged to Cerro Coso students except for printing in the open lab. Fees are charged for outside of campus services such as CLEP exams and proctoring for other colleges.

EDUC 170 Tutor Training is a transfer level course for on-campus tutors and lab aides whereby students who tutor 25 hours and receive an evaluation may be awarded College Reading and Learning Association's (CRLA) Level I international Tutor Certificate. Cerro Coso has received this certification as an institution since 2006 and has received a three year renewal.

INST C004 Academic Skills Review is tutoring by peer tutors and volunteers. Tutoring is usually by appointment with a group of students. Peer tutors and lab aides have received training through EDUC 170 on campus or online or are volunteers who have subject area expertise and have been approved through our HR Department. Tutoring is also offered online and by drop in appointments with available tutors or lab aides.

Proctoring for Cerro Coso make-up and online exams currently is provided from 5:30-9:30 p.m. by faculty proctors. Other for–fee proctoring is provided by one person- our LAC Office Supervisor by appointment.

7. Curriculum Currency:

Curriculum for Tutor Training EDUC 170 and Tutoring- Academic Skills Review- INST C004 regularly are reviewed and modified for currency.

Part 3-Achievement of Student Learning Outcomes

Tutors, Tutee & Tutoring Program Student Learning Outcomes 2008/2010 – These goals correspond closely with institutional, accreditation and basic skill goals as well as the stated SLO's for tutors and tutees. See page 6 for Mission and Vision Statements.

1. SLO's and *Review*

A. Tutoring Program Goals-

- Develop Socratic questioning methods and collaborative communication skills in tutors. *This is an ongoing activity.*
- Develop tutors ability to identify tutees thinking levels, metacognitive behaviors (*deemphasized)*and learning and study skill needs*.(increased emphases*) *previous research showed tutors able to identify thinking skills with little usefulness to tutoring while students' study t skills appeared to have greater impact on student success.*
- Use sound methods for tutor training and tutoring based on data and research. *This is an ongoing activity.*
- Foster independence in students' learning through collaborative and self planning of study and tutoring sessions. *This is* d*one through daily tutor and tutee sheets*
    - Define and solve problems
    - Build self-awareness of learning styles
    - Build general and subject specific study skills
    - Use campus resources for tutoring and learning
- Solidify student tutee's learning through self-articulation of learned concepts *This is done through daily tutor and tutee sheets*
- Use data collected from tutoring sessions for ongoing improvement *This is done through daily tutor and tutee sheets.*

*** Sheets will be modified again and meetings scheduled with students to increase focus on learning skills in tutees- spring 2010*

- Act on opportunities for innovation, staff development and increased campus communication. *This is an ongoing activity.*
- Develop a long term plan for expenditures and staffing. *This is an ongoing activity.*

Student Learning Outcomes
Students' tutors will know how to…As measured by…Assessment:

1. Accurately assess student tutee's cognitive levels (Bloom's Taxonomy) as measured by a checklist. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' cognitive level.
Completed-Tutors are accurately able to do this but usefulness is limited to possibility of inappropriate placement and therefore will be deemphasized.

2. Accurately identify specific metacognitve behaviors with written responses to case studies graded on a rubric. Program level tutors can be observed at random by a trained observer or supervisor. Another method would be for a digital recording converted to MP3 format and have the tutor complete a self- evaluation. 75% of observation collected at random will score a score of 4/5 on a rubric. *Scheduled after fall 2009- 90 % of tutors were able to do this during fall 2009 training.*

3. Accurately identify specific study skills for tutee improvement with written or oral responses to case studies graded on a rubric. Program level- A trained observer or supervisor can at random check Program level tutors' written responses to tutees' study skill needs. *(Completed throughout the semester at IWV campus.) ** scheduled for implementation at all campuses with revised sheets. 90 % of tutors were able to do this during fall 2009 training.*

B. Tutees are students. The tutee will be able to…as measured by…Assessment:
1. Articulate goals for a tutoring session. Tutees will assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student tutee in writing or dictated to the tutor. *Scheduled after fall 2009*

2. Articulate specific skill, concept or study skill learned. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. *Scheduled after fall 2009*

3. Demonstrate ability to plan inter-session work. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor. *Scheduled after fall 2009.*

4. Identify specific skills or concepts they need to use during their study time between sessions. This will be assessed by an open-response questionnaire. Program level-70 % of tutees will be able to do the above after 4 sessions as measured by a written Tutee Learning Summary completed by the student or dictated to the tutor.
The sheets will be revised to be more concise and focused on learning skills.
***A meeting with the faculty tutor coordinator will be scheduled and a study skills assessment considered for administration during spring 2010 semester beginning at the IWV campus.*

Evaluate Tutees- Program level Outcomes Scheduled after fall 2009
1. Tutees will be able to articulate goals, learning and planning skills for a tutoring session.

2. Tutees will be able to identify specific skills or concepts they need to use during their study time between sessions.

The above items will be assessed by a trained observer or supervisor who can at random check tutees' written responses to the Tutee Learning Summaries. 75% of observations collected at random will score a score of 4/5 on a rubric.

C. Program Outcomes for Tutoring

1. Of students served in Academic Skills Review lab at each campus

a. the number of students taking tutoring increased- unduplicated,
b. the number of actual contact hours increased or
c. the percentage of students, who participated in a minimum of three tutoring sessions, succeeding with a C or higher increased.

This will be assessed yearly at each campus rotating between actual numbers, contact hours and percentage of student achieving a grade of "C" after three tutoring sessions.
Revised to include all campuses for spring 2010

2. Pilot Supplemental Instruction- **Discontinued fall 2009due to limited faculty availability.** *A High level of success was shown for students who participated and attended regularly.*

D. or Ongoing Program Improvement- A trained observer or supervisor will:

Scheduled for spring 2010

1. Evaluate data for individual student- specific needs and provide feedback to tutors and when a widespread need is determined provide feedback to the campus.
2. Evaluate data for program specific needs such as additional materials, workshops, training and trends.

3. Provide data to institutional or district researcher for data analysis. fall 2009
4. Evaluate tutoring sessions using summative student evaluations & formative faculty evaluations or a self- evaluation form for responses to digitally recorded or web based session. Completed with new level 1 tutees fall 2009/ ongoing

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Learning Assistance Center Institutional Benchmarks with *Review*

1. Increase the amount of information provided to the campus as a whole, to individual campuses and online about tutoring services. Increase web based resources and means of communicating effectively between campuses. *This is an ongoing activity. LAC has additional study skill links added to its website- competed fall 2009, and online requests for tutoring-spring 2009*

2. Continue and increase the number of peer faculty and staff training and increase tutor evaluations- on the campus and online including providing up-to date manual and materials. *This is an ongoing activity*
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3. Pilot and evaluate pedagogically sound initiatives for improving student success and retention such as Supplemental Instruction. *Done-Students who attended showed increased success over those who did not attend. Discontinued fall 2009- lack of faculty to implement*

4. Continue to offer CRLA's International Tutoring Program Level 1 Certification and explore more advanced offering such as Level 2 and Technology for Tutors. *Modified to expand to mentoring for ESL and basic skill students/Level 2 CRLA placed on hold.*

5. Coordinate purchases and monitor needs of other campuses. *This is an ongoing activity*

6. Provide study skill tips and develop study skill workshops based on documented classroom and tutoring observations. *Assessment-done, some in-class workshops have been provided. LAC homepage provides study skill links.*

7. Develop & provide mentoring for ESL students.-*This has been started*

8. Expand and refine "Early Alert" assistance with notification about tutoring services to all campuses. *This is an ongoing activity*

9. Expand Academic Skills Review as a non-credit course to all campuses. - *Instituted for Spring 2010*

Part 4- Currency and Part 5- Future Needs and Plans

Challenges:

The greatest challenges for LAC development in addition to overcoming distance barriers are research and staffing needs and funding for non-credit courses. In the last year GED Preparation and Computer Skills Lab have courses have been discontinued as has Supplemental Instruction and faculty tutoring. Total faculty supervision was 915 hours for spring and 256 hours for fall. Often we lack the ability to show evidence of need or impact of efforts along with staffing to keep them in place. In part this is due to lack of a research focus, no automated means for collecting pertinent data from all campuses and lack of ability for ongoing analysis of data once it is collected. Long term sustainability and institutionalization of effective practices is necessary as previous cutbacks in 2003 resulted in a loss of IWV LAC staff that has never been restored and current cutbacks threaten the operation of LAC's at other campus locations.

Resources:

Our resources are stretched thin with current staffing. We need additional staff and resources at other campuses. Over-reliance on basic skill funds will not ensure continuing these services. Each campus needs to develop a means of generating their own FTES for providing some services.

Planning Development and Evaluation:

Much of the planning, development and evaluation processes rest in the hands of faculty through the Basic Skills Committee and faculty load assignment. However, decisions impacting development often rest on district and sometimes local administration. Lack of ongoing collegial consultation about Cerro Coso's current needs and operations; mistaken district assumptions and decisions drastically affects consistent operation and development.

Strengths:
The greatest program strengths are the excellent staffing at our campuses, support received from administration and faculty alike with a "can do" attitude.

Previous recommendation responses:

- To date the campus does not have a full time institutional researcher so research to show effectiveness has been slow falling on already busy faculty.
- Automated data collection has not happened.
- Adequate staffing at all campuses to keep labs and tutoring going at a reasonable level of service to students. There is a chance of less staffing at most sites.

Specific Recommendations for Improvement

- *Better data analysis-*
    - Automated data collection system
    - Full-time institutional researcher
- *Specific services*
    - Day time make-up and online test proctoring as well as evening
    - Increase online tutoring
    - ESL mentoring-continue implementation
- *Continue efforts to provide services to all campuses*
    - Additional part-time staff or faculty load assignment for developing services at all campuses.
    - Other campus efforts to become self-sustainable by generating FTE's for services.
- *Increase campus communication and responses*
    - Develop more contact time with tutees and tutors by faculty and staff
    - Begin tutee study or computer skill assessments for increasing student self- awareness and self-efficacy. Develop workshops in response to assessments.
    - Revised Tutor and tutoring sheets
- *Greater reliance on Cerro Coso* faculty, staff and academic/student service *input into decisions by district*

<u>Part 6- Executive Summary</u>
Program Review normally is conducted every six years. No program review has been done for the Learning Assistance Center since the full time faculty position of Basic Skills Coordinator was eliminated in the late 1990's. Discontinuance of state reports in 2002 resulted in discontinuance of data collection.

The up and down history of the LAC points, I believe, to a lack of emphasis and institutionalization on our campus. Institutionalization would provide a committed under-girding to the success of under-prepared students. Contrariwise, cut backs at other campuses will impact our ability to provide equal access to services. Dedicated staff and faculty can only be stretched so far, especially at ESCC and KRV.

We need similar services day and night, on campus and online, at one campus and another and for all students regardless of their first language. We need more dedicated institutional research time to accomplish tasks and faster means to collect data from all campuses. Working smarter with data collection will provide greater efficiency. Greater effectiveness cannot always be provided through increased technology, therefore we propose greater communication and contact time with students through faculty efforts, assigned time, assessments, mentoring, workshops and other visible means to reach students, raise their awareness and equip them to be better students. Even in these difficult times, we propose adequate staffing at each campus dedicated to the mission and vision of the LAC. With that in mind, KCCD needs to empower Cerro Coso to devise workable solutions rather than impose pre-fabricated solutions.

Specific recommendations in the section above along with mission page 3, vision and program goals page five all indicate the program needs further development rather than cutbacks if we hope to ensure greater student success and retention.

Agenda

CURRICULUM & INSTRUCTION COUNCIL

Friday, October 8, 2010
9:00 A.M.
IWV Conference Room #212MB

Corey Marvin (Chair), James Fay (V.P. of Academic Affairs), Heather Ostash (Articulation), Andrea Guerrero (Student), Dick Adams, Suzie Ama, Julie Cornett, Annette Hodgins, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

TIME	ITEM	DESCRIPTION	PRESENTER	ACTION
9:00	Minutes	September 24, 2010	Corey Marvin	Approve
10:00	ADMJ C145 FIRE C115 FIRE C121	New Course Course Revision Course Revision	Steve Busby	1st Review
10:15	PHSC C131	Course Revision	Shannon Bliss	1st and 2nd Reviews
10:30	DMA C107	Course Revision	Suzie Ama	1st and 2nd Reviews
10:45	CIC Issues and Updates	Signatures Special Topics Courses Example Screens Criteria for Meeting GE SLO's (BC)	Corey Marvin	Info Items
11:45	Program Reviews	2-Year CTE Reviews: Business Business Office Technology Computer Information Systems Child Development Paralegal Web Design	Valerie Karnes	Approve
12:00	Adjournment			

FOR 2-YEAR CTE PROGRAM REVIEW SEE PAGE 6

THE CURRICULUM & INSTRUCTION COUNCIL

MEETING MINUTES

October 8, 2010
9:00 A.M.
IWV Conference Room #212MB

Attendees: Corey Marvin (Chair), Heather Ostash (Articulation), Suzie Ama (Assessment Coordinator), Dick Adams, Julie Cornett, Crystal Freeman, Andrea Guerrero, Annette Hodgins, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

Review and approval of CIC meeting minutes for the following dates:

Minutes Dated: September 24, 2010

Corrections: Business Technology Program heading and notes.

Action: Approved pending corrections.

ADMJ C145 – Basic Peace Officer Training Academy

Presenter: Corey Marvin for Steve Busby

Description: New

Review: 2nd Review

Discussion: This course is coming forward for a second review. All recommendations are complete from the first review.

Recommendations: None.

Action: Approved for 2nd review.

FIRE C115 – Building Construction for Fire Protection

Presenter: Corey Marvin for Steve Busby

Description: Revision

Review: 2nd Review

Discussion: This course is coming forward for a second review. All recommendations are complete from the first review.

FOR 2-YEAR CTE PROGRAM REVIEW SEE PAGE 6

Recommendations: None.

Action: Approved for 2nd review.

FIRE C121 – Fire Behavior and Combustion

Presenter: Corey Marvin for Steve Busby

Description: Revision

Review: 2nd Review

Discussion: This course is coming forward for a second review. All recommendations are complete from the first review.

Recommendations: None.

Action: Approved for 2nd review.

DMA C107 – Illustration/Design w/Illustrator

Presenter: Suzie Ama

Description: Revision

Review: 1st and 2nd Review

Discussion: This course needs approval for Hybrid delivery, so the only change is to the Distance Education Addendum.

This course will run with Adobe Connect, so an iTV request is not necessary, because students only need to use the computer lab. We have teaching assistants at the other sites and we currently are looking for additional funding.

Recommendations: All of the recommendations listed in CurricUNET for this course have been completed.

Action: Approved for a 1st and 2nd Review.

DMA C117 – Web Design w/Dreamweaver

Presenter: Suzie Ama

Description: Revision

Review: 1st and 2nd Review

FOR 2-YEAR CTE PROGRAM REVIEW SEE PAGE 6

Discussion: We are revising this course by requiring DMA C111or CSCI C181 as a prerequisite and DMA C102 as an advisory. This change is for a greater success rate in students for this course. The content review remains the same since these are same courses currently listed in the requisite area.

Recommendations: None.

Action: Approved for a 1st and 2nd Review.

PHSC C131 – Introduction to Meteorology

Presenter: Shannon Bliss

Description: Revision

Review: 1st and 2nd Review

Discussion: This revision is for the Distance Education Addendum. The only change is to be able to offer this course online. This course fills quickly. This is an approachable course especially here in our area with our clear skies.

The department has a policy for proctored exams. Science is reluctant on Hybrid and iTV; the department is not comfortable with those types of delivery methods at this time. The Distance Education addendum in CurricUNET differs from the previous forms used by CIC. The only items that differ are new areas required by CurricUNET. The department is satisfied with the 45 maximum limit indicated. The language used in the Distance Education form is adopted language from previous online proposals.

Recommendations: None.

Action: Approved for a 1st and 2nd Review.

CIC Issues and Updates

- **ISSUE – Signatures**

  Discussion: The signatures on a proposal in the past had required five signatures. The committee was asked how important it is to have other faculty in the department to sign proposals. There was a discussion regarding how input at different levels is important for departments. CIC looks at proposals from a different perspective than a department. CTE proposals have a Dean that reviews submissions. Peer review is appropriate but is it necessary to have that additional signature? This would add an additional step to the process; could have two names from the department as co-contributors listed. The indication of co-contributors is on the first screen of CurricUNET. This allows the proposer and the co-contributors to have full edit rights. At Bakersfield College they place everyone in the department as co-contributors on all proposals. This will allow experts in the topic to have input. Should we require co-contributors or just have as a good practice in the process?

FOR 2-YEAR CTE PROGRAM REVIEW SEE PAGE 6

With CurricUNET we no longer use John Hancock's since approvals are now tracked electronically in the system.

There was a discussion of the pros and cons of having co-contributors vs. requirement of an additional department signature. It is the responsibility of CIC to make note if there are concerns.

Action: Need to go forward with at least two people on proposal as co-contributors.

❖ **ISSUE – CIC Review Procedure**

Discussion: Would the committee like to continue to receive hard copies of proposals at the meetings? Proposals are available for review prior to the meetings via CurricUNET. It was indicated that having the ability to review the documents electronically prior to the meeting, then having a hard copy at the meeting for discussion is preferred.

Currently all CIC members are in the CurricUNET system. Members will receive notifications automatically from the system with a link to CurricUNET. There are options for the various roles such as Chair, Proposer, CIC member, etc. Once the role is chosen the system will pull up proposals to review and make any comments.

❖ **ISSUE – Special Topics**

Discussion: There was an example of a special topic course in the CIC packet for members to refer to regarding this topic. INDT C092 content is vague and no assessments are required since this a special topic course and the Topic changes with each offering. CIC does not require assessments for Special Topic Courses due the topic changing with each offering.

Do we need to revisit or continue with this process as is? These are credit courses that can be used as an elective credit to meet the sixty unit requirement. It is difficult to write content since the topic changes. These are written for different units to have courses available since experimental courses are no longer available.

Examples were given of how these courses are used in different disciplines. They are legitimate to run as a work based class, for example for a group of students. The concern is with having a vague course outline of record for a course that is scheduled. It was questioned how the outline could be specific when topics change. Mary Peoples suggested having an addendum. Any offering of these courses need to have an approval plan in advance and attach the addendum to the course outline of record in the system. The course would go forward as a revision prior to being offered to review and validate the offering to be sure it is not used for repeatability issues or that there is not an existing course in our current catalog. This means this addendum would need to come forward well in advance for review and approval prior to being scheduled. This review may only need one reading as an update and CIC would be approving the content addendum to offer the topic and have attached in the system. These are stand-alone course which are not being offered at this time due to funding.

FOR 2-YEAR CTE PROGRAM REVIEW SEE PAGE 6

Action: Corey will work up a process for the next meeting

- **Example Screens**

Discussion: There are several screens in the course outline, such as the Student Learning Outcomes and the Detailed Topical Outline which must be taught. Other areas may be included as a guide to new instructors such as examples of methods of instruction, out of class assignments, methods of evaluation, and text and materials. Course outline of records are looked at by different areas such as Articulation and Accreditation. We need to define how these areas need to be outlined.

A handout to the committee of three different screen shots showed three different ways of listing the methods of evaluation. How deeply should we request information provided? Sometimes less is more and yet there have been problems when too much information is provided for Articulation and caused issues with CSU. What level of detail should be required?

Quizzes and tests could, for example, be listed as 70% of the student's grade, rather than listing an example of an exam. We need to consider Articulation for CSU could kick back a course that is too extensive. To keep this area basic keeps the course open to relate to each different institutional requirement.

There was a discussion of ways these areas could be completed to meet various needs. In example #2 of the handout of CurricUNET screen shots, there is not too much data listed and yet it is not too brief. These needs to indicate the approximate level needed and simplify the level of rigor for the course, (Indicating the rigor and not the style for the level of the course). According to Title V §55002 it is required this information be in the course outline of record. Example #1 of the handout is too brief and does not meet Title V requirements. Example #3 of the screen shots is what Articulation will be looking for but is more information and you have the possibility to cause a snag in the process.

Action: Heather will pull other courses that were recently approved for other institutions to see if there is a pattern and examples of what other institutions are using.

- **Criteria for Meeting GE SLO's (BC)**

Discussion: Each area has a set of outcomes and Criteria. Questioned how we know a course needs standards necessary for General Education. An example of Bakersfield College's General Education Pattern was handed out to the committee. A documents like this could be referenced when we have a proposal to check off and see if the proposal meets all of the necessary criteria. This would require a course coming forward to lineup student learning outcomes with this criterion.

Action: Jan Moline will place into a template the Cerro Coso General Education pattern.

FOR 2-YEAR CTE PROGRAM REVIEW SEE PAGE 6

PROGRAM REVIEW – 2-Year CTE Reviews

Presenter: Valerie Karnes

Description: Administration of Justice
Automotive
Business
Business Office Technology
Child Development
Computer Information Systems
Emergency Medical Technology
Fire Technology
Health Careers
Human Services
Paralegal
Vocational Nursing
Web Design
Welding Technology

Review: Approve

Discussion: This review is a requirement for labor demand. EMSI program allows us to pull needed fields. This is the first time this report has been completed. Each department had to write their own analysis for their area. Now having an institutional researcher, we can document missing data for our areas. Finding some data is not processing properly and working to cleaning up and correct all of the data that is collected.

The Health Careers numbers were questioned. The faculty prepared their own areas of this document after the data was collected. These are indicating the average over a *five year* period. There are many discrepancies on file with what is on file at the State level and these are in the process to clean up.

Recommendations: Will go to College Council then for Board approval.

Action: Approved.

Business Programs

Presenter: Matthew Hightower

Description: Program Review

Review: Approve

FOR 2-YEAR CTE PROGRAM REVIEW SEE PAGE 6

Discussion: This was report was completed last year. Much of the data had to be manually calculated. A couple years ago we realigned these programs with new titles and eliminating a lot of overlap. The Business area has one Associate of Arts Degree Program and three different Associate of Science Degree Programs on file. The student demand data listed also required manual calculations. The Associate of Science degree programs are offered online and the Business Associate of Arts program is offered at the Indian Wells Valley and Eastern Sierra campus areas with use of iTV and accelerated delivery. We were not able to split staffing data due to a coding issue; would like them to connect pay to TOP codes.

Questioned how do you assess are 1.2.2.C. "Make legal and ethical decisions in a business context"? Page 17 covers this.

Questioned page three appears to indicate an overlap in many of the areas in the matrix. Because in the past required less student learning outcomes

Recommendations: Does the unit plan and program review show need for additional faculty in Part 5? That should be called out in this area.

Action: Approved with recommended addition to Part 5, to forward to Academic Senate.

INFORMATION ITEMS

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

Claudia shared with the committee a handout from College Council. The committee was asked to review the report for Accreditation to let them know where we are according to the recommendations given to us. Want to insure data is correct to avoid validation is not there. Some programs are not currently actively working on program evaluations. Not given direction to do this year for program outcome assessments.

We need an assessment committee and there has been mention of bringing this back to Senate. The problem with the *Sustainable Continuous Quality Improvement* level of implementation is it will improve, but not aware if the information indicated is taking place. How can we prove this is being done? This should have been shared with faculty chairs.

Next Meeting: Friday, October 22, 2010

Adjournment: 12:15 P.M.

Note taker: Magi Mauldin

CTE 2 YEAR PROGRAM REVIEW: Administration of Justice

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report? 2105.00 Administration of Justice

Occupations shown in the above program report include:

33-3051 Police and sheriff's patrol officers
33-3021 Detectives and criminal investigators
33-9021 Private detectives and investigators
33-9031 Gaming surveillance officers and investigators
33-3011 Bailiffs

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	372	2,071
B) number of jobs within the above occupations(s) for 2010	413	2,221
C) number and percent change (2005 to 2010)	40 (11%)	149 (7%)
D) the average hourly earnings for the above occupation(s)	$32.95	$30.39
E) number of completions (awards) from our college 2009	13	13
F) number of completions (awards) from regional colleges	--	114
G) average number of completions over last five years at Cerro Coso	13	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	413	2,221
B) number of jobs within the above occupations(s) for 2015	452	2,449
C) number and percent change (2010 to 2015)	39 (9%)	229 (10%)
D) the average hourly earnings for the above occupation(s)	$32.95	$30.39
E) number of annual openings	17	100

Does the above program meet a documented labor market demand? Please explain.

The Administration of Justice Program of Cerro Coso Community College meets the documented demand via a two-fold program. The first serves the core training requirements for an Associate's of Science (AS) Degree and the Administration of Justice Certificate. The second offers State of California Commission on Peace Officer Standards and Training (POST) Certified training for potential employment within the criminal justice community.

The purpose of the Administration of Justice degree tract is to provide high quality courses required for completion of an AS degree, which will further a student's potential employment within the criminal

justice system. This facet of the program is a central link to the Career Technical Education component of the college.

The POST Certification portion of the program has the most direct link to the Career Technical Education component. Through these programs students can gain the training to apply for employment as police officers, detention/correctional officers, and private security officers. This program additionally strives to continually meet the in-service training needs of current law enforcement officers.

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

33-3051 Police and sheriff's patrol officers
33-3021 Detectives and criminal investigators
33-9021 Private detectives and investigators
33-9031 Gaming surveillance officers and investigators
33-3011 Bailiffs

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. Cerro Coso Community College (CC), Criminal Justice/Police Science, produced 13 graduates in 2009.
2. College of the Sequoias, Criminal Justice/Police Science, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 49 graduates in 2009.
3. Porterville College, Criminal Justice/Police Science, <165 miles from CC, public community college with ~4,400 students in fall 2009, produced 26 graduates in 2009.
4. Bakersfield College, Criminal Justice/Police Science, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 24 graduates in 2009.
5. Taft College, Criminal Justice/Police Science, <143 miles from CC, public community college, with ~7,000 students in fall 2009, produced 15 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

The Administration of Justice Program of Cerro Coso Community College does not represent a duplication of effort within our service areas. The program has continued to show innovation in reaching our students through online and face-to-face courses. This program was requested by the

largest law enforcement agency in Kern County to serve as their partner on all their training needs. This facet alone displays the effectiveness of this program.

CTE 2 YEAR PROGRAM REVIEW: Business

Business, Business Administration, Business Management, Small Business Management, and Entrepreneurship. See separate reports for Business Office Technology.

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report? 0501.00 Business and Commerce; 0505.00 Business Administration; 0506.00 Business Management; and 0506.40 Small Business and Entrepreneurship

Occupations shown in the above program report include:

11-9199 Managers
37-1011 and 39-1021 First line supervisors
13-1051 Cost estimators
11-3071 Trans. storage & distribution mgrs
11-3051 Industrial production managers
39-1011 Gaming supervisors
11-1011 Chief executives
11-1021 General and operations managers
11-2022 Sales managers
11-3011 Administrative services managers
11-9021 Construction managers
11-9151 Social and community service mgrs

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	791	7,065
B) number of jobs within the above occupations(s) for 2010	871	7,699
C) number and percent change (2005 to 2010)	80 (10%)	634 (9%)
D) the average hourly earnings for the above occupation(s)	$17.74	$19.94
E) number of completions (awards) from our college in 2009	33	33
F) number of completions (awards) from regional colleges 2009	0	601
G) average number of completions over last five years at Cerro Coso	43	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	871	7,699
B) number of jobs within the above occupations(s) for 2015	969	8,751
C) number and percent change (2010 to 2015)	97 (11%)	1,052 (14%)
D) the average hourly earnings for the above occupation(s)	$17.74	$19.94
E) number of annual openings	40	392

Does the above program meet a documented labor market demand? Please explain.

The Business Programs meet the documented labor market demand for degree and certificate completers. The actual number of people completing at least one business degree or certificate in the past five years is 190, making an average of 38 individuals on average towards meeting labor market demand. The number above (43) includes the actual number of degrees and certificates awarded, since some students earn more than one degree or a lower level certificate. Additionally, some students are known to transfer to a four year school to pursue a bachelor's degree and their final place of employment is unknown. Additionally, in the Cerro Coso service area there are many known jobs that are not documented because employer's corporate offices (and zip codes) are out of state. For example, positions appropriate for business grads that such as those required by aerospace contractors, the naval air warfare center at China Lake, and even some of our own Cerro Coso Community College classified positions are not captured in reporting systems used for data in this review.

CTE 2 YEAR PROGRAM REVIEW: Business

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

11-9199 Managers
37-1011 and 39-1021 First line supervisors
13-1051 Cost estimators
11-3071 Trans. storage & distribution mgrs
11-3051 Industrial production managers
39-1011 Gaming supervisors
11-1011 Chief executives
11-1021 General and operations managers
11-2022 Sales managers
11-3011 Administrative services managers
11-9021 Construction managers
11-9151 Social and community service mgrs

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year (2009).

1. CSU Bakersfield, Business Administration & Public Administration, <120 miles from CC, public four year university, with <7,800 students in fall 2009, produced 335 graduates in 2009.
2. San Joaquin Valley College, Business Administration, with sites in Bakersfield and Visalia (between 120-190 miles from CC), with ~1,400 students in fall 2008 (based on IPEDS), produced 136 graduates in 2009.
3. Bakersfield College, Business Administration & Human Services, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 123 graduates in 2009.
4. College of the Sequoias, Business Administration & Human Services, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 48 graduates in 2009.
5. Santa Barbara Business College, Business/Commerce, <120 miles from CC, with ~700 students in fall 2008 (based on IPEDS), produced 27 graduates in 2009.
6. Porterville College, Business/Commerce, <165 miles from CC, public community college with ~4,400 students in fall 2009, produced 24 graduates in 2009.
7. Taft College, Business/Commerce, <143 miles from CC, public community college, with ~7,000 students in fall 2009, produced 13 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

No. The program does not represent unnecessary duplication of training programs and other regional colleges offering a similar program are too far away to impact employer's needs in our service area.

CTE 2 YEAR PROGRAM REVIEW: (Business) Office Technology

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report? 0514.00 Office Technology & Computer Applications

Occupations shown in the above program report include:

43-6011 Executive secretaries and administrative assistants
43-6014 Secretaries (except legal, medical and executive)

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	891	7,874
B) number of jobs within the above occupations(s) for 2010	876	7,694
C) number and percent change (2005 to 2010)	-15 (-2%)	-181 (-2%)
D) the average hourly earnings for the above occupation(s)	$16.43	$16.51
E) number of completions (awards) from our college 2009	1	0
F) number of completions (awards) from regional colleges 2009	--	21
G) average number of completions over last five years at Cerro Coso	3	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	876	7,694
B) number of jobs within the above occupations(s) for 2015	958	8,334
C) number and percent change (2010 to 2015)	82 (9%)	641 (8%)
D) the average hourly earnings for the above occupation(s)	$16.43	$16.51
E) number of annual openings	28	232

Does the above program meet a documented labor market demand? Please explain.

Business Office Technology is expanding to meet the documented labor market demand for degree and certificate completers. The actual number of people completing the degree or a certificate in the past five years is 14, plus three individuals completed a lower unit certificate and a degree. In the Cerro Coso service area there are many known jobs that are not documented because employer's corporate offices are out of state. For example, office positions required by aerospace contractors, the naval air warfare center at China Lake, and even our own Cerro Coso Community College classified office positions are not captured in reporting systems because the corporate offices are located outside our service area. We are expecting to increase completers to fill these and other known service area needs as the program is gaining momentum in both certificate and Business Office Technology Associate of Science Degree completers.

CTE 2 YEAR PROGRAM REVIEW: (Business) Office Technology

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

43-6011 Executive secretaries and administrative assistants
43-6014 Secretaries (except legal, medical and executive)

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. Milan Institute, Admin Assistant, <195 miles from CC, private two-year, with ~300 students in fall 2009, produced 36 graduates in 2009.
2. Porterville College, Administrative Assistant, <165 miles from CC, public community college with ~4,400 students in fall 2009, produced 11 graduates in 2009.
3. Bakersfield College, Administrative Assistant, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 7 graduates in 2009.
4. College of the Sequoias, Administrative Assistant, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 3 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

No. The program does not represent unnecessary duplication of training programs and other regional colleges offering a similar program are too far away to impact employer's needs in our service area.

CTE 2 YEAR PROGRAM REVIEW: Child Development

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report? 1305.00 Child Development

Occupations shown in the above program report include:

39-9011 Child care workers
21-1093 Social and human service assistants
21-1021 Child, family and school social workers
25-2011 Preschool teachers, except special education

Run a historical Program Report for 2005 to 2010 to show the following data:

		CC Labor Market	Four County Region
A)	number of jobs within the above occupation(s) for 2005	1,159	11,565
B)	number of jobs within the above occupations(s) for 2010	1,421	14,283
C)	number and percent change (2005 to 2010)	261 (23%)	2,718 (24%)
D)	the average hourly earnings for the above occupation(s)	$9.50	$9.36
E)	number of completions (awards) from our college 2009	6*	0
F)	number of completions (awards) from regional colleges 2009	0	0
G)	average number of completions over last five years at Cerro Coso	8	--

*Note: no awards are reported in EMSI for CC in 2009

Then run a projection Program Report for 2010 to 2015 to show the following data:

A)	number of jobs within the above occupation(s) for 2010	1,421	14,283
B)	number of jobs within the above occupations(s) for 2015	1,614	16,569
C)	number and percent change (2010 to 2015)	195 (14%)	2,285
D)	the average hourly earnings for the above occupation(s)	$9.50	$9.36
E)	number of annual openings	78	849

Does the above program meet a documented labor market demand? Please explain.

Jobs. There is clear and growing demand for Child Care and Development professionals as demonstrated by the EMSI data which, while the best source of data currently available, does not capture employment data for employers outside of Cerro Coso service area zip codes. Ironically, this means that our own Cerro Coso Child Development Center/Lab School is not reflected in the data since payroll comes from Bakersfield which is not in the Cerro Coso service area. The largest employers in our

service area are not captured in the data: NAWS China Lake Child Development Centers, Edwards AFB Child Development Centers, Head Start and Cerro Coso CDC/Lab Schools (Ridgecrest and California City).

Awards, Certificates, AS Degree. Cerro Coso currently requires students to request awards, certificates and the AS Degree each time the student fulfills the specific requirements for each distinct award, certificate and the AS Degree. This has been a topic of conversation at CTE (and other) meetings at Cerro Coso for more than a decade. We recognize that it is not in the students' best interest nor in our CTE programs' best interests to require students to request rather than our automatically conferring each award, certificate and degree as it is earned. The Child Development program faculty intends to work with the Cerro Coso Institutional Researcher (when hired) and any other appropriate personnel to make the process automatic for students and capture data about number of awards, certificates and AS Degrees earned.

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report includes:

39-9011 Child care workers
21-1093 Social and human service assistants
21-1021 Child, family and school social workers
25-2011 Preschool teachers, except special education

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. Bakersfield College, Child Care Provider/Asst, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 262 graduates in 2009.
2. CSU Bakersfield, Early Childhood Education & Social Work, <120 miles from CC, public four year university, with <7,800 students in fall 2009, produced 112 graduates in 2009.
3. College of the Sequoias, Child Care Provider/Asst, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 75 graduates in 2009.
4. Porterville College, Child Care Provider/Asst, <165 miles from CC, public community college with ~4,400 students in fall 2009, produced 31 graduates in 2009.
5. Taft College, Child Care Provider/Asst, <143 miles from CC, public community college, with ~7,000 students in fall 2009, produced 20 graduates in 2009.

CTE 2 YEAR PROGRAM REVIEW: Child Development

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

No, because we are the only accredited college in our >18000 square mile service area.

CTE 2 YEAR PROGRAM REVIEW: Computer Information Systems

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

0701.00 Information Technology and 0702.00 Computer Information Systems

Occupations shown in the above program report include:

15-1099 Computer specialists

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	218	571
B) number of jobs within the above occupations(s) for 2010	231	610
C) number and percent change (2005 to 2010)	13 (6%)	39 (7%)
D) the average hourly earnings for the above occupation(s)	$36.54	$36.20
E) number of completions (awards) from our college 2009	4	4
F) number of completions (awards) from regional colleges 2009	0	20
G) average number of completions over last five years at Cerro Coso	4	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	231	610
B) number of jobs within the above occupations(s) for 2015	236	637
C) number and percent change (2010 to 2015)	5 (2%)	27 (4%)
D) the average hourly earnings for the above occupation(s)	$36.54	$36.20
E) number of annual openings	6	18

Does the above program meet a documented labor market demand? Please explain.

The Computer Information Systems program meets the documented labor market demand for degree and certificate completers. In the Cerro Coso service area there are many known jobs that are not documented because employer's corporate offices are out of state. For example, positions appropriate for CIS grads such as those required by aerospace contractors, the naval air warfare center at China Lake, and even our own Cerro Coso Community College classified IT staff are not captured in this reporting system because the corporate offices are located outside our service area.

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

CTE 2 YEAR PROGRAM REVIEW: Computer Information Systems

Occupations shown in the above occupational programs report include:

15-1041 Computer support specialists
15-1051 Computer systems analysts
15-1071 Network and computer systems administrators

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. Cerro Coso Community College, Information Technology, produced 4 graduates in 2009.
2. Kaplan College, Computer Specialists, <115 miles from CC, private two year, with ~700 students in fall 2008 (based on IPEDS), produced 36 graduates in 2009 with another 104 grads in medical office computer assistants.
3. San Joaquin Valley College, Computer Specialists, sites in Bakersfield and Visalia (between 120-190 miles from CC), private two year, with ~1,400 students in fall 2008 (based on IPEDS), produced 12 graduates in 2009.
4. Santa Barbara Business College, Information Technology, <120 miles from CC, private two year, with ~700 students in fall 2008 (based on IPEDS), produced 12 graduates in 2009.
5. Bakersfield College, Information Technology, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 7 graduates in 2009.
6. College of the Sequoias, Information Technology, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 7 graduates in 2009.
7. Porterville College, Information Technology, <165 miles from CC, public community college with ~4,400 students in fall 2009, produced 6 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

No. The program does not represent unnecessary duplication of training programs and other regional colleges offering a similar program are too far away to impact employer's needs in our service area.

CTE 2 YEAR PROGRAM REVIEW: Emergency Medical Technician

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

1250.00 Emergency Medical Services

Occupations shown in the above program report include:

29-2041 Emergency medical technicians and paramedics
53-3011 Ambulance drivers and attendants

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	96	399
B) number of jobs within the above occupations(s) for 2010	80	405
C) number and percent change (2005 to 2010)	-16 (-17%)	6 (2%)
D) the average hourly earnings for the above occupation(s)	$17.70	$13.01
E) number of completions (awards) from our college 2009	0	0
F) number of completions (awards) from regional colleges 2009	0	66
G) average number of completions over last five years at Cerro Coso	0	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	80	405
B) number of jobs within the above occupations(s) for 2015	83	428
C) number and percent change (2010 to 2015)	3 (4%)	23 (6%)
D) the average hourly earnings for the above occupation(s)	$17.70	$13.01
E) number of annual openings	3	14

Does the above program meet a documented labor market demand? Please explain.

The Emergency Medical Technician (EMT) course at Cerro Coso Community College is not a program; it is a stand-alone offering that satisfies the training requirements for the National Registry for Emergency Medical Technicians. While not all completers vie for positions within the EMT field the training received does help qualify students for careers in law enforcement, security, ski patrol and firefighting. It does fill a need within our service area which is evident by the number of completers.

CTE 2 YEAR PROGRAM REVIEW: Emergency Medical Technician

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

29-2041 Emergency Medical Technicians and Paramedics

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. Cerro Coso Community College produced 0 graduates in 2009.
2. College of the Sequoias, EMT/Paramedic, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 66 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

The Emergency Medical Technician courses are not part of a program and are not a duplication of other training courses. If the courses were not offered to our service areas there would be no other course offerings available.

CTE 2 YEAR PROGRAM REVIEW: Fire Technology

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

2133.00 Fire Technology

Occupations shown in the above program report include:

33-2011 Fire fighters
33-2021 Fire inspectors and investigators
33-2022 Forest fire inspectors and prevention specialists

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	112	692
B) number of jobs within the above occupations(s) for 2010	128	764
C) number and percent change (2005 to 2010)	16 (14%)	72 (10%)
D) the average hourly earnings for the above occupation(s)	$30.02	$26.49
E) number of completions (awards) from our college 2009	0	0
F) number of completions (awards) from regional colleges 2009	0	94
G) average number of completions over last five years at Cerro Coso	0	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	128	764
B) number of jobs within the above occupations(s) for 2015	146	874
C) number and percent change (2010 to 2015)	18 (14%)	110 (14%)
D) the average hourly earnings for the above occupation(s)	$30.02	$26.49
E) number of annual openings	7	45

Does the above program meet a documented labor market demand? Please explain.

The Fire Program at Cerro Coso Community College has been inactive for the last 12 years. In meeting with advisory groups and industry personnel it was revealed there is a need for Fire Program offerings within our service areas. To that end the program was reactivated and we are proceeding with the growth of the program to help fill the needs of our service areas. We will respond to this unmet need in the coming years and anticipate a strong program for the future.

CTE 2 YEAR PROGRAM REVIEW: Fire Technology

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

33-2011 Municipal fire fighters

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. Cerro Coso Community College produced 0 graduates in 2009.
2. Bakersfield College, Fire Science, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 50 graduates in 2009.
3. College of the Sequoias, Fire Science, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 44 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

As referenced above the unmet needs within our service areas have started to be addresses. This program will not duplicate the efforts of other colleges well outside our offering areas. The program will address the needs of the industry leaders within all our service areas.

CTE 2 YEAR PROGRAM REVIEW: Health Careers

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

1208.00 Medical Assisting; 1230.30 Certified Nurse Asst.; and 1230.80 Home Health Aide.

Occupations shown in the above program report include:

31-1011 Home health aides
31-1012 Nursing aides, orderlies (Certified Nursing Asst)
31-9092 Medical assistants
31-9093 Medical equipment preparers
39-9021 Personal and home care aides

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	714	10,246
B) number of jobs within the above occupations(s) for 2010	779	11,512
C) number and percent change (2005 to 2010)	65 (9%)	1265 (12%)
D) the average hourly earnings for the above occupation(s)	$10.50	$10.70
E) number of completions (awards) from our college 2009	0	0
F) number of completions (awards) from regional colleges 2009	0	842
G) average number of completions over last five years at Cerro Coso	0	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	779	11,512
B) number of jobs within the above occupations(s) for 2015	880	13,281
C) number and percent change (2010 to 2015)	100 (13%)	1771 (15%)
D) the average hourly earnings for the above occupation(s)	$10.50	$10.70
E) number of annual openings	30	480

Does the above program meet a documented labor market demand? Please explain.

Currently Cerro Coso Community College offers the only training program in the respected communities for Certified Nursing Assistants, Home Health Aides and Medical Assistants. These programs are projected to continue to grow at 13% within the next 5 years. The need to expand these programs in specific areas needs to be addressed in the future.

CTE 2 YEAR PROGRAM REVIEW: Health Careers

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

31-1011 Home health aides
31-1012 Nursing aides (Certified Nursing Asst.)
31-9092 Medical Assistants
31-9093 Medical equipment preparers
39-9021 Personal and home care aides

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. San Joaquin Valley College, Medical Office Mgmt & Clinical Asst., sites in Bakersfield and Visalia (between 120-190 miles from CC), private two year, with ~1,400 students in fall 2008, produced 357 graduates in 2009.
2. Kaplan College, Medical/Clinical Asst., <115 miles from CC, private two year, with ~700 students in fall 2008 (based on IPEDS), produced 233 graduates in 2009.
3. Milan Institute, Medical Asst., <180 miles from CC, private two year, with ~300 students in fall 2009, produced 123 graduates in 2009.
4. Bakersfield College, Nursing Asst., <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 99 graduates in 2009.
5. College of the Sequoias, Nursing Asst., <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 60 graduates in 2009.
6. Santa Barbara Business College, Nursing, <120 miles from CC, private two year, with ~700 students in fall 2008 (based on IPEDS), produced 19 graduates in 2009.
7. California College of Vocational Careers, Medical Assisting, <120 miles from CC, private two year, with <100 students in fall 2009, produced 42 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

There are no other programs in the area that offer similar courses and we are not in direct competition with any other facility. In fact we are the sole training facility for Certified Nursing Assistants in the Mammoth/Bishop, Ridgecrest, and Kern River Valley at this time. We are also the only training facility for Home Health Aides and Medical Assistants in the Ridgecrest, Mammoth/Bishop and Kern River Valley areas.

CTE 2 YEAR PROGRAM REVIEW: Human Services

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

2104.00 Human Services

Occupations shown in the above program report include:

11-9199 Managers, all others
21-1011 Substance abuse counselors
21-1014 Mental health counselors

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005		
B) number of jobs within the above occupations(s) for 2010	467	4,316
C) number and percent change (2005 to 2010)	76 (19%)	565 (15%)
D) the average hourly earnings for the above occupation(s)	$16.95	$19.26
E) number of completions (awards) from our college 2009	0	0
F) number of completions (awards) from regional colleges 2009	0	0
G) average number of completions over last five years at Cerro Coso	1	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	467	4,316
B) number of jobs within the above occupations(s) for 2015	528	4,964
C) number and percent change (2010 to 2015)	61 (13%)	648 (15%)
D) the average hourly earnings for the above occupation(s)	$16.95	$19.26
E) number of annual openings	24	241

Does the above program meet a documented labor market demand? Please explain.

Yes, this program was developed through direct communication (interviews) and survey with human service agencies who expressed the need for qualified entry level human services employees. The field of human services is very broad covering; mental health, child and elderly welfare, substance recovery, family education and support, domestic violence, the exceptional child and the economic disadvantaged and homeless. It is concerned with meeting the needs and improving the quality of people's lives. According to Occupational Profile Report for Social and Human Services Assistants by Economic Work Force and Development Kern/Inyo/Mono counties from 2006-2012 will have a change of 23% which is higher than the State (16%) and National (21%).

CTE 2 YEAR PROGRAM REVIEW: Human Services

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

21-1011 Substance abuse and behavioral disorder counselors
21-1012 Educational, vocational and school counselors
21-1014 Mental health counselors
21-1015 Rehabilitation counselors
21-1021 Child, family and school social workers
21-1022 Medical and public health social workers
21-1023 Mental health and substance abuse social workers
21-1092 Probation officers and correctional treatment specialists
21-1093 Social and human services assistants

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. CSU Bakersfield, Social Work & Counselor Ed, <120 miles from CC, public four year university, with <7,800 students in fall 2009, produced 98 graduates in 2009.
2. Porterville College, Substance Abuse Counseling, <165 miles from CC, public community college with ~4,400 students in fall 2009, produced 8 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

No. Within the commuting distance to any Cerro Coso Community College, there is not human services program at college level. Bakersfield College offers this certificate but is geographically inaccessible to our students because of the boundary of Sierra Nevada Mountain Range and considerable distance (150+ miles). Cerro Coso's accredited (2009) Human Services program is offered via iTV and is able to reach KRV, IWV, BIS, and MAM campuses concurrently and thereby able to reach rural students in both Kern, Inyo and Mono Counties.

CTE 2 YEAR PROGRAM REVIEW: Paralegal

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

1402.00 Paralegal

Occupations shown in the above program report include:

23-2011 Paralegals and legal assistants
23-2093 Title examiners
23-2099 Legal support workers

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	56	480
B) number of jobs within the above occupations(s) for 2010	56	462
C) number and percent change (2005 to 2010)	1 (2%)	-19 (-4%)
D) the average hourly earnings for the above occupation(s)	$21.32	$21.61
E) number of completions (awards) from our college 2009	5	5
F) number of completions (awards) from regional colleges 2009	--	47
G) average number of completions over last five years at Cerro Coso	2	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	56	462
B) number of jobs within the above occupations(s) for 2015	62	513
C) number and percent change (2010 to 2015)	6 (11%)	51 (11%)
D) the average hourly earnings for the above occupation(s)	$21.32	$21.61
E) number of annual openings	2	16

Does the above program meet a documented labor market demand? Please explain.

Paralegal Studies, now in the fifth year of existence is expanding to meet the documented labor market demand for degree and certificate completers. In the Cerro Coso service area there are many known jobs that are not documented because employer's corporate offices are out of state. For example, paralegal positions required by aerospace contractors and the naval air warfare center at China Lake are not captured in reporting systems because the corporate offices are located outside our service area. We are expecting to increase completers to fill these needs as the program is gaining momentum in both certificate and Paralegal Studies Associate of Science Degree completers.

CTE 2 YEAR PROGRAM REVIEW: Paralegal

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

23-2011 Paralegals and legal assistants

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. College of the Sequoias, Paralegal, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 22 graduates in 2009.
2. Santa Barbara Business College, Paralegal, <120 miles from CC, private two year, with ~700 students in fall 2008 (based on IPEDS), produced 15 graduates in 2009.
3. Kaplan College, Paralegal, <115 miles from CC, private two year, with ~700 students in fall 2008 (based on IPEDS), produced 10 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

No. The program does not represent unnecessary duplication of training programs and other regional colleges offering a similar program are too far away to impact employer's needs in our service area.

CTE 2 YEAR PROGRAM REVIEW: Vocational Nursing

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

1230.20 Licensed Vocational Nursing

Occupations shown in the above program report include:

29-2061 Licensed practical and vocational nurses

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	189	1,526
B) number of jobs within the above occupations(s) for 2010	210	1,630
C) number and percent change (2005 to 2010)	21 (11%)	104 (7%)
D) the average hourly earnings for the above occupation(s)	$22.54	$21.70
E) number of completions (awards) from our college 2009	13	13
F) number of completions (awards) from regional colleges 2009	0	129
G) average number of completions over last five years at Cerro Coso	8	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	210	1,630
B) number of jobs within the above occupations(s) for 2015	229	1,792
C) number and percent change (2010 to 2015)	19 (9%)	162 (10%)
D) the average hourly earnings for the above occupation(s)	$22.54	$21.70
E) number of annual openings	10	83

Does the above program meet a documented labor market demand? Please explain.

The nursing shortage is a nationwide problem. It is projected that by 2025 there will be a deficient of 260,000 nurses in the United States. Although the majority of these positions are for Registered Nurses the need for LVN's across the country continues to exist. The current LVN program also feeds directly into the LVN-RN bridge program with Bakersfield College. Currently all graduates of the LVN program in Ridgecrest and the Mammoth/Bishop area that have graduated and passed Boards that wanted jobs have found jobs in the local areas.

CTE 2 YEAR PROGRAM REVIEW: Vocational Nursing

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

29-2061 Licensed practical and vocational nurses

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. San Joaquin Valley College, LV Nursing, sites in Bakersfield and Visalia (between 120-190 miles from CC), private two year, with ~1,400 students in fall 2008, produced 50 graduates in 2009.
2. Porterville College, LV Nursing, <165 miles from CC, public community college with ~4,400 students in fall 2009, produced 37 graduates in 2009.
3. Bakersfield College, LV Nursing, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 23 graduates in 2009.
4. Santa Barbara Business College, LV Nursing, <120 miles from CC, private two year, with ~700 students in fall 2008 (based on IPEDS), produced 19 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

There are no other programs in the area that offer similar courses and we are not in direct competition with any other facility. The closest nursing program to the Ridgecrest campus is 120 miles and from the Mammoth/Bishop campuses it is approximately 300 miles. All three areas have major hospitals and rely heavily on the nurses from the program to staff.

CTE 2 YEAR PROGRAM REVIEW: Web Design

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

0614.00 Digital Media Arts

Occupations shown in the above program report include:

43-9031 Desktop publishers
27-4011 Audio and video equipment technicians
51-5022 Prepress technicians
27-4012 Broadcast technicians

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	38	330
B) number of jobs within the above occupations(s) for 2010	34	308
C) number and percent change (2005 to 2010)	-4 (-11%)	-21 (-6%)
D) the average hourly earnings for the above occupation(s)	$12.34	$12.96
E) number of completions (awards) from our college 2009	15	15
F) number of completions (awards) from regional colleges 2009	0	1
G) average number of completions over last five years at Cerro Coso	9	

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	34	308
B) number of jobs within the above occupations(s) for 2015	36	319
C) number and percent change (2010 to 2015)	2 (6%)	10 (3%)
D) the average hourly earnings for the above occupation(s)	$12.34	$12.96
E) number of annual openings	2	12

Does the above program meet a documented labor market demand? Please explain.

The Web Design program meets local and regional labor market demands by equipping graduates for employment and self-employment in the field of web design/development. Employers in our labor market that hire web design graduates are primarily those in the defense industry, including the Naval Air Warfare Center (NAWC) and supporting contractors. NAWC and most of the contractors have corporate offices outside of our region, however, and the data above only captures employers with corporate offices in our region. Additionally, approximately half of our graduates become gainfully self-

employed and this is not reflected in the data. Finally, of those who are not self-employed, approximately half of those who graduate continue their education in the pursuit of a Bachelors Degree or higher.

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

15-1099 Web developers and administrators
27-1014 Multi-media artists and animators
43-9031 Desktop publishers

Four County Region July 2010

List all related programs of study by other educational institutions in our region:

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. Cerro Coso Community College, Web Design/Animation/Computer Science, produced 15 graduates in 2009.
2. Kaplan College, Computer Information Sciences, <115 miles from CC, private two year, with ~700 students in fall 2008 (based on IPEDS), produced 36 graduates in 2009.
3. Bakersfield College, Web design/Graphics/Computer Sciences, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 20 graduates in 2009.
4. CSU Bakersfield, Computer Information Sciences, <120 miles from CC, public four year university, with <7,800 students in fall 2009, produced 17 graduates in 2009.
5. San Joaquin Valley College, Computer Information Sciences, sites in Bakersfield and Visalia (between 120-190 miles from CC), private two year, with ~1,400 students in fall 2008 (based on IPEDS), produced 12 graduates in 2009.
6. College of the Sequoias, Graphic design/Computer Information Sciences, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 3 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

Cerro Coso's Web Design program does not represent unnecessary duplication of training in our area. The regional colleges listed above are a significant distance from Cerro Coso. Additionally, the Web Design program at Cerro Coso has been vetted and endorsed by the World Organization of Webmasters as an academic program that aligns well with industry standards, collaboratively defined by industry professionals—those who would hire graduates of such programs. We are among only 8 programs

nationwide that have been honored with this distinction: http://webprofessionals.org/education/academy/directory/. Consequently, this program is differentiated from the programs listed above by its quality and strict adherence to industry standards.

CTE 2 YEAR PROGRAM REVIEW: Welding Technology

Using EMSI / Educational Analyst / Programs / Program Report

What TOP code(s) are you using for this report?

0956.00 Manufacturing and Industrial Technology and 0956.50 Welding Technology

Occupations shown in the above program report include:

51-4121 Welders, cutters, solderers and brazers
51-4122 Welding operators and tenders
17-3026 Industrial engineering technicians

Run a historical Program Report for 2005 to 2010 to show the following data:

	CC Labor Market	Four County Region
A) number of jobs within the above occupation(s) for 2005	102	1648
B) number of jobs within the above occupations(s) for 2010	100	1614
C) number and percent change (2005 to 2010)	-2 (-2%)	-34 (-2%)
D) the average hourly earnings for the above occupation(s)	$24.50	$23.70
E) number of completions (awards) from our college 2009	2	--
F) number of completions (awards) from regional colleges 2009	--	16
G) average number of completions over last five years at Cerro Coso	1	--

Then run a projection Program Report for 2010 to 2015 to show the following data:

A) number of jobs within the above occupation(s) for 2010	100	1614
B) number of jobs within the above occupations(s) for 2015	109	1649
C) number and percent change (2010 to 2015)	9 (9%)	35 (2%)
D) the average hourly earnings for the above occupation(s)	$24.50	$23.70
E) number of annual openings	5	58

Does the above program meet a documented labor market demand? Please explain.

The Welding Technology Associate of Science program is expanding to meet the documented labor market demand for degree and certificate completers. The program has just entered the fourth year of reorganization including curriculum updates and ongoing attention to lab and equipment upgrades. The number of declared majors in this field is growing 2007 (5) to 2009 (46). The cycle of course offerings is about to show a major increase in graduates to meet the known demand for welders in our area. In the Cerro Coso service area there are many known jobs that are not documented because employer's corporate offices are out of state. For example, new welding positions and training of existing employees required by the naval air warfare center, NAWS (China Lake), Searles Minerals (Trona), plus

existing and renewable energy industries such as Terragen (Coso Operating Company-Geothermal) as well as their wind and solar assets, are not captured in reporting systems because the corporate offices are located outside our service area. Further, companies such as Searles minerals send their existing employees (at least ten at this time) for training to enable employees to advance to millwright status.

Using EMSI / Career Pathways / Occupation Analysis / Occupational Programs Report

Occupations shown in the above occupational programs report include:

51-4121 Welders, cutters and welder fitters
51-4122 Welding, soldering and brazing operators…

List all related programs of study by other educational institution Four County Region July 2010

Provide the name of institution, name of program, distance to college, public/private, approx enrollment, number of completers in the last year.

1. Cerro Coso Community College, Welding Technology, produced 2 graduates in 2009.
2. Bakersfield College, Welding Technology, <120miles from CC, public community college, with ~18,000 students in fall 2009, produced 11 graduates in 2009.
3. College of the Sequoias, Welding Technology, <186 miles from CC, public community college, with ~13,600 students in fall 2009, produced 3 graduates in 2009.

Does the above program represent unnecessary duplication of training programs in our area? Please explain.

No. The program does not represent unnecessary duplication of training programs and other regional colleges offering a similar program are too far away to impact employer's needs in our service area.

KERN COMMUNITY COLLEGE DISTRICT
2100 Chester Avenue
Bakersfield, CA 93301-4099

☐ Business Services
☐ Educational Services
☐ Human Resources
☐ Administrative

☐ Bakersfield College
☒ Cerro Coso Community College
☐ Porterville College
☐ District Office

Request for Board Action

Board of Trustees	Date September 20, 2010

1. Action Requested

Presentation of Cerro Coso Community College two year occupational program reviews as mandated by Title 5 (Section 78016) which requires the Board of Trustees to review for documented labor market demand non-duplication.

2. Background/Purpose/Analysis

The following programs have been evaluated for documented labor market demand non-duplication: Administration of Justice, Automotive Technology, Business, Business Office Technology, Child Development, Computer Information Systems, Emergency Medical Technology, Fire Technology, Health Careers, Human Services, Paralegal, Vocational Nursing, Web Design and Welding Technology.

3. Type of Agreement	**4. Contractor or Grantor**
NA	NA

5. Contract or Grant Number	**6. Term**	**7. Fund that financial activity will be accounted for/in incl title**	**8. Amount of Agreement** ☐ Income _____ ☐ Expense _____ **NOTES:**

9. Bid Process
N/A

Required Signatures

Initiator's Name-Please print or type	**Signature**	Date
Valerie Karnes		
Initiator Supervisor's Name-Please print or type	**Signature**	Date
Valerie Karnes		
Vice President's Name-Please print or type	**Signature**	Date
Dr. James Fay		
Director, Business Services' Name-Please print or type	**Signature**	Date
Gale Lebsock		
College President's Name-Please print or type	**Signature**	Date
Jill Board		
Director of Information Technology/Vice Chancellor, Educational Services (If applicable—See Format Instructions) Name-Please print or type	**Signature**	Date
Thomas Burke/John Means		

Recommended for Board Action _____
Vice Chancellor/Chief Financial Officer

BOT Meeting 10/14/2010

Agenda

CURRICULUM & INSTRUCTION COUNCIL

Friday, April 8, 2011
9:00 A.M.
IWV Conference Room #212MB

Corey Marvin (Chair), Rick Post (V.P. of Academic Affairs), Heather Ostash (Articulation), Daryl Moline (Student), Dick Adams, Suzie Ama, Julie Cornett, Annette Hodgins, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

TIME	ITEM	DESCRIPTION	PRESENTER	ACTION
9:00	Minutes	March 11, 2011	Corey Marvin	Approve
9:15	Website Design	Program Review	Suzie Ama	Approve
9:30	ADMJ C230 Administration of Justice	New Course Program Review	Steve Busby	2nd Review Approve
9:50	PARA C210	New Course	Anthony Damiano	1st Review
10:00	SPAN C110 SPAN C180	Course Revisions	Lucila Gonzalez-Cirre	1st Review
10:15	HMSV C104	Course Revision	Debra Rundell	1st Review
10:25	Computer Information Systems	Program Review	Karen O'Connor	Approve
10:40	PHED C114 PHED C129 PHED C130 PHED C151 PHED C152 PHED C175 PHED C276	Course Revision	Dick Adams	2nd Review

11:10	CIC Issues and Updates	CurricUNET Status BSOT and WELD state submissions 2011-2012 CIC Chair	Corey Marvin	Info Items
11:30	Adjournment			

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.

THE CURRICULUM & INSTRUCTION COUNCIL

MEETING MINUTES

April 8, 2011
9:00 A.M.
IWV Administrative Conference Room #212MB

Attendees: Corey Marvin (Chair), Heather Ostash (Articulation), Suzie Ama (Assessment Coordinator), Dick Adams, Julie Cornett, Anthony Damiano, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

Review and Approval of CIC Meeting Minutes for the Following Dates:

Minutes Dated: March 11, 2011

Corrections: None.

Action: Approved.

AGENDA ADDITIONS

- INFORMATION ITEM: Forms to the State for the areas of Computer Science and Business Office Technology.

Website Design Associate of Science Degree Program

Presenter: Suzie Ama

Description: Program Review

Review: Cyclic Update

Discussion: This Degree and Certificate prepares students for a career in the Web industry by emphasizing standard-based coding and scripting, visual design, usability, accessibility, technical communication, media production, and project management. The program aligns with the College's mission. As a CTE program, the program enhances the College's ability to promote regional economic development in the areas of information technology, media, and communication. Using a variety of modes of delivery for instruction to meet varied needs of students and apply best practices in the Web industry, including the expectation that students think critically to solve problems. Relevance, timeliness, and excellence are ensured through regular input from the advisory committee, industry conferences, and publications. The program has a rich diversity of students due to offerings primarily online.

This program is a member of the World Organization of Webmasters (WOW) Web Professional Academy. WOW is a non-profit organization that has fostered collaboration between industry

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.
and education for over a decade, to advance the profession of web design development to identify and promote technical professional standards.

The completer number is low due to Certificates and Degree numbers are not currently recorded. The number of graduates is comparable to other Community Colleges. VTEA data is low but does record student success. Many students are self employed and could not be captured in the data. Enrollment has increased even with the deletion of animation. Eighty percent of the graduates indicate the program greatly assisted in their professional areas. This data is from two springs ago.

Recommendations:

- Questioned if there are any needs the program will have. The department has addressed there is no need of new faculty since this is a small online program. Share equipment with other programs. Major expense is the software which is currently being covered.
- Questioned the program outcomes. Electives are not necessary. Core classes indicate what is needed. With CurricUNET this will change and our electives will need to be listed.
- Questioned main core courses and how will the department close the gap for students. The department sees a large improvement in student work and then will report our findings next spring.
- Need to submit the State CCC form for unit and course changes to update the state inventory.

Action: This is a model program and assessment. Approved.

ADMJ C230 – Forensic Crime Scene Investigation

Presenter: Steven Busby

Description: New Course

Review: Second

Discussion: All recommendations from the first review have been completed. Three similar courses from UC and CSU's have been located and listed as requested.

Please note the content review was completed after the printing of these meeting documents. Corey displayed the Conditions of Enrollment on the screen for the committee to review.

The Methods of Evaluation have been elaborated on as requested. This will be a change to the Administration of Justice Associate of Science degree.

Recommendations: None.

Action: Approved as a new course.

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.

Administration of Justice Associate of Science Degree Program

Presenter: Steven Busby

Description: Program Review

Review: Cyclic Update

Discussion: This is a strong program that is offered both online and on-ground. We are doing more off-site at Eastern Sierra; looking at offering three degree courses in the fall. Online offerings tend to fill in this area. The department is looking at offering an iTV course for students. The courses offered with Kern County Sheriff's Department are all successful for their in-service training. This is a healthy program with about twelve completers each year. There is a Certificate as well as this Associate of Science Degree.

Currently we only have access to one temporary classroom, so this makes it difficult to schedule on-ground courses. More classrooms are needed for this program. Currently we have driving simulators, but due to their size, we need a permanent area for them. These are expensive pieces of equipment. The IT staff is working to get them all in working order. This equipment could be used by staff as well as the Administration of Justice Program. Classroom space depends on other CTE programs. The Modules have not been offered for a long time, but feel we are ready to start them up again.

Some of the students are currently officers that come to complete their degree for advancements at work. This is a 21 unit degree program.

Recommendations:

- In the catalog description "… will prepare students for careers in the criminal justice field." This is a broad statement that students will not necessarily understand, so need to be more specific letting students know what this program will do for them. Need to substantiate this statement. There is a 60-80% back-ground check failure. Will not be saying anything more than they could consider some of these fields. Heather will pull up some descriptions that accreditation will be looking at for reference.
- It was questioned if this degree program should be an Associate of Arts degree rather than Associate of Science degree. It was explained the transfer preparation for Criminal Justice Associate of Arts degrees are similar to Social Science preparation. So it is more important to show this program is designed more for immediate employment or for transfer as an Associate of Science Degree Program.
- On the program outcome page every course satisfies all of the outcomes, so why do students need all of these courses. The department is looking at lowering the unit requirement to 18 units, but currently maintaining consistency throughout the State which is currently 21 units.
- It was questioned if the current Program Review template asks about completer data. This could include year by year the number of students that completed the Certificate and Associate of Science Degree Program. The current template does include student completion data. It is not in the body of this committee to fix program reviews; only to approve the review of the document.

Action: Administration of Justice is approved as completed.

PARA C210 – California Civil and Criminal Legal Forms

Presenter: Anthony Damiano

Description: New Course

Review: First

Discussion: This course is needed for the current Paralegal Associate of Science Program Degree. Have had local attorneys request this, because students do not understand the forms needed in the field. Have this course as an elective so students know the appropriate forms and how to use them. The textbook listed for this course is used by attorneys.

Recommendations:

- Will change the title from Criminal to Civil since this course covers the use of civil forms.
- Repeatability is due to forms changing constantly. It was questioned if skill building is part of this course since this is what allows courses to be repeatable. A student could repeat the course if there has been a long lapse of time since they originally took the course or a student could request to Audit the course. Change repeatability to "None."
- The program is not American Bar Association (ABA) approved, which requires ten units on-ground, so need to have a plan. Counseling does receive calls questioning if the program is ABA approved. This will be an advantage in employment for students.
- Need content review narrative added in Conditions of Enrollment.
- Method of Delivery: Add Face to Face
- As a new course under Core Mission need to list three comparable courses from UC and/or CSU's. The Catalog does state that courses numbered 100-199 are Associate-degree and certificate level courses that are generally baccalaureate transferable as freshman level. 200-299 numbered courses are stated to be Associate-degree and certificate courses that are generally baccalaureate transferable as sophomore level. We need to be consistent. If a course cannot find comparable UC and/or CSU transfer courses the course would be under the 100 level numbering. Need to list three UC and/or CSU comparable courses.
- Questioned Method of Instruction. Under *Other Method* listed remove this sentence since will have face to face listed as a method of instruction.
- The Basic Course page needs work from another browser other than the Internet Explorer. There are other areas needed to be completed that are not showing via the Internet Explorer. Use Firefox or Chrome.

Action: Approved for a first review with changes noted.

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.

HMSV C104 – Field Work in Human Services

Presenter: Debra Rundell

Description: Revision

Review: First

Discussion: This course was developed about three years ago as part of the Human Services Program. Two years ago it was revised from a lecture and laboratory course to a lecture and work experience, since the students are working in the field and are not actually in a laboratory setting. The work experience component is being questioned.

Recommendations:

- The main question is how this course differs from a work experience course or clinical course. There needs to be some Title V research to be sure the field work is listed correctly.
- Also need to look at the faculty contract.
- Questioned if this course is similar to the Paralegal Internship.
- Questioned in order for the student to complete this course what is needed. Debra indicated 36 hours of lecture and 108 hours of internship. 108 hours of laboratory was originally created by Anne Benvenuti, but do not know specifically why this course was built with those specific hours.
- How is this done at other Colleges? This course was modeled from Bakersfield College. Corey reviewed the Bakersfield College Catalog available and found their course is a variable unit lecture and field work.
- This information needs to come from CTE to be consistent across the disciplines for students enrolled in internships. There is no current plan for Work Experience. Need a plan for consistency up to the District level for Work Experience.
- Questioned does Human Services have an advisory Board. Yes.
- Information from advisory groups can assist for a set of guidelines.
- Question on how affects fall 2011 enrollment. No affect since course is still current and active.

Action:

- Need feedback on Work Experience and Jan will contact Debra for this information.
- Corey will speak with Valerie Karnes.
- Table this and pick-up in fall for a larger conversation for these work experience type courses.

Computer Information Systems Program Review

Presenter: Deborah Kurti

Description: Program Review

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.

Review: Cyclic Update

Discussion: This program is in good shape since the last few years updated the courses. The area is always in the process of looking at comparable courses with UC and CSUs. Worked with Tina Tuttle the researcher and got data for student success numbers. On page 19 it shows correlation with students to teacher ratios. Retention is decreasing. Student online enrollment is capped at 45 and offer most courses online. The department could consider lower online class sizes.

The main goal is to get everything updated. Need to look at the future of this program since technology changes constantly.

This is not Computer Science, it is Computer Information Systems. We do not have a Computer Science transfer program. The department is pending faculty qualified in the computer science area. Computer Science would be an Associate of Arts Degree.

Recommendations:

- Is there a student number of online versus on ground? Need to look at these.
- What changes do you plan? Looking at what other campus site needs are and looking at what other community colleges are offering.
- On the State Chancellor Inventory the notation needs to be changed. This will be removed by the department.

Action: Approved as completed. The next step is to contact Matthew Crow to have placed on the Academic Senate Agenda.

SPAN C110 – Review of Elementary Spanish

Presenter: Lucila Gonzalez-Cirre

Description: Cyclic Review

Review: First

Discussion: Made all committee recommendations via CurricUNET. Lucila had copies of the revised course for all of the committee members with the most recent changes. This course can be taken by a student that has taken an emersion course and a student that uses the language at home. So SPAN C101 and C102 are only listed as advisories. This way there will not be barriers for students that can successfully complete this course.

This is a challenging course. Counseling needs to advise the student that this is SPAN C101 and C102 compressed. This course is only six years old. A section each semester is taught online.

Recommendations:

- It was questioned why it is five units for a refresher course. Is this a refresher or Intensive course? Need to reword the catalog description.
- Description needs to be revised to indicate intensive course and is for student to go forward to a three year course.

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.

- Correct description to indicate before moving on to or before taking advanced Spanish courses.
- Student Learning Outcome 2 should be "… second year level."
- Student Learning Outcomes need to be measureable.
- Recommend student word count since bringing student to outcomes of SPAN C102.
- Should be the same Student Learning Outcomes as SPAN C102. These need to match.
- Compared with SPAN C101, Spanish C101 has an extensive Detailed Topical Outline. The department has decided to condense the detailed topical outlines of their courses and SPAN C101 and C102 will be coming forward later with their condensed detailed topical outlines.
- Add UC and CSU transfer.

Action: Approved for a first review.

- Note: Heather will add to the CC General Education Pattern.

SPAN C180 – Spanish for Native Speakers

Presenter: Lucila Gonzalez-Cirre

Description: Cyclic Review

Review: First

Discussion: This course is to serve needs of bilingual students that need grammar. Feel this is a good course that *English as a Second Language* students should take. This presentation is for cyclic review with no changes.

Recommendations:

- Questioned Student Learning Outcome #4: How is *illustrate* measurable? How will student illustrate? Identify and explain cultural aspects? Could change to "Discuss…" Illustrate is more of a solitary activity.
- Questioned the requisite of reading and writing level 2 as advisory instead of level 1? Because this is for non-native speakers.

Action: Approved for a first review.

PHED C114 - Tennis II

Presenter: Dick Adams

Description: Revision

Review: Second

Discussion: Cleaned up some of the areas from the recommendations at the first review.

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.

Recommendations: None.

Action: Approved for a second review.

PHED C129 – Cardiovascular Fitness I

Presenter: Dick Adams

Description: Revision

Review: Second

Discussion: Cleaned up some of the areas from the recommendations at the first review.

Recommendations:

- The committee questioned the advisory listed, "Participants must be symptom free of any cardiovascular disease or have a physician's statement to participate." It was questioned if this statement needs a content review. This statement is included because this is a cardiovascular course.
- Questioned if this is a concern for all activity courses? Why change this course only or could this just be included as a statement in the syllabus instead of the course outline of record?
- Students are given an assessment at the beginning of the course, if it indicates any concerns the student would need a doctor's note. Should this apply to all Physical Education courses?
- A department conversation is needed.
- Can ask the Vice President to take to legal or District wide.
- Heather will send a note to the other Vice Presidents on how they handle.
- For now need to take the statement out but still need to ask the question.
- Typo in textbook area under, "Other Optional."
- Student Learning Outcome #2 there is a typo.

Action:

- Corey Marvin fixed all of the typos listed and removed the statement from the advisory area.
- Approved for a second review.

PHED C130 – Cardiovascular Fitness II

Presenter: Dick Adams

Description: Revision

Review: Second

Discussion: Cleaned up some of the areas from the recommendations at the first review.

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.

Recommendations:

- Removal of the advisory by Corey Marvin as in PHED C129.
- Student Learning Outcome #5: Remove the second sentence. This is an assignment listed. Removed by Corey Marvin.
- Content Review has a typo in the word *beginning."* Corrected by Corey Marvin.
- Content Review needs to be more than a cookie cutter. A content review statement needs to clearly identify with the course that it is attached with. Change needed to the content review narrative "…attempting Level II advanced work outs." replaced with "prior to Level II cardiovascular work outs. Corrected by Corey Marvin.

Action: Approved.

PHED C151 – Conditioning for Competitive Athletes I
PHED C152 – Conditioning for Competitive Athletes II
PHED C175 – Competitive Baseball I

Presenter: Dick Adams

Description: Revision

Review: Second

Discussion: Changed the hours and corrected the units to correspond with the removal of lecture and increased activity hours.

Recommendations:

- Student Learning Outcomes need to use verbs in front of each sentence. "Understand" is not measureable. *Demonstrate* would be better. Corey made change recommended by the committee.
- Student Learning Outcome #3 is not addressed in the Detailed Topical Outline. There is no mention of teams in the Detailed Topical Outline. The Detailed Topical Outline could be flushed out to include the team component. These *are* athletic courses.
- PHED C175 is not intercollegiate and should be 108 hours activity only at two units.

Action:

- **Action**: CIC will **not** approve for a second review; referred.
- Heather will work with Kim Kelley-Schwartz to get these recommendations completed.

PHED C276 – Advanced Baseball Skills

Presenter: Dick Adams

Description: Revision

Review: Second

ADMINISTRATION OF JUSTICE PROGRAM REVIEW SEE PAGE 3.

Discussion: There is a repeatability issue for this course for the athletes, even though open to other students. Athletic courses can be taken a total of four times. This course needs to indicate repeatability of one time. Need to adjust intercollegiate courses to be taken one time at each level. A third year player would need to audit the course.

Recommendations:

- The levels I, II, and advanced skills courses should list repeatability as follows
  1. Level I can only be taken one time with no repeatability
  2. Level II can only be taken one time with no repeatability
  3. Advanced skills could be taken two times with a repeatability of one time
- PHED C276 course description needs cleaning up of typos and change to present tense.
- Need to refer back to the department.

Action: CIC will **not** approve for a second review; referred.

ADDITIONAL BUSINESS

- **CurricUNET Status –** Attempting to fix changes. The forms are better than in September. They are moving at a slow pace. So items are slowly getting fixed. Dennis is still the Liaison between us and CurricUNET. Have not heard status on the Program Review Module and Assessment Module. Program Review Module appears to have work in progress.
- **2011-2012 CIC Chair** – The rule is every year the committee forwards a name to Academic Senate for the following year CIC Chair. It was recommended to forward Corey Marvin's name for another year. The committee was all in agreement. The committee will also have an alternate name to consider available.

INFORMATION ITEM

Business Office Technology and Welding forms are set for State submission to place these local Certificates in with the State Inventory since these are 12 units.

The Welding Program needs to come back to CIC and to the Board of Trustees since it may have changes. Computer Information Systems and Welding credits need to line-up with the State records. There is currently no process for programs. Hoping next year to have this worked out. This will be in next year's goals and objectives. Submissions to the State vs. Board of Trustees submissions need to be worked out.

Next Meeting: Friday, April 22, 2011 at the IWV Administrative Conference Room #212MB

Adjournment: 12:25 P.M.

Note taker: Magi Mauldin

Cerro Coso Community College

Administration of Justice

(Insert Program)

Program Review

March, 2011

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PROGRAM REVIEW
TABLE OF CONTENTS

Part 1 – Relevance
- Program Mission
- Statement of the Program's Student Achievement Outcomes
- Catalog Description
- Program Requirements

Part 2 – Appropriateness
- Student Demand
- Place of Program in Curriculum/Similar Programs
- Curriculum Up-to-Dateness
- Transfer Documentation
- Course Scheduling
- Methods of Delivery
- Teaching Methodologies
- Student Fees
- Explanation of Employer Relationship
- Advisory Committee

Part 3 – Achievement of Student Learning Outcomes
- Student Performance
- Achievement of Student Learning Outcomes
- Data Plan

Part 4 – Currency
- Staffing Currency
- Facilities Currency
- Equipment Currency
- Cost of the Program

Part 5 – Future Needs and Plans
- Program Strengths
- Improvements Needed
- Five-Year Program Plan
- Relation of the Five Year Plan to the College Mission
- Strategies for Achieving the Plan

Part 6 – Supporting Documentation

Part 1 – Relevance

1. Program Mission:

Professionalism and ethics are a priority of the Public Service Department. We are committed to providing all students with the technical/vocational skills and knowledge to facilitate assimilation into the economic community. The students, the employers, and the college mutually benefit from an interactive partnership created within the areas of Public Safety.

The mission of the Administration of Justice Program is a two-fold program. The first serves the core training requirements for an Associate's of Science (AS) Degree and the Administration of Justice Certificate. The second offers State of California Commission on Peace Officer Standards and Training (POST) Certified training for potential employment within the criminal justice community.

The purpose of the Administration of Justice degree tract is to provide high quality courses required for completion of an AS degree, which will further a student's potential employment within the criminal justice system. This facet of the program is a central link to the Career Technical Education component of the college.

The POST Certification portion of the program has the most direct link to the Career Technical Education component. Through these programs students can gain the training to apply for employment as police officers, detention/correctional officers, and private security officers. This program additionally strives to continually meet the in-service training needs of current law enforcement officers.

Analysis:

The Administration of Justice Program supports the college mission, vision, and values. The program also supports and strives to achieve the six core goals of our Strategic Plan which help guide the departments planning process.

The Administration of Justice Program offers a wide variety of coursework to provide students with timely updated course offerings to continually stay abreast of current trends and laws affecting the field. The program shows its effectiveness to the students by the employment opportunities it prepares them to enter, the training of a wide number of personnel within industry, and to the college by its generation of FTES.

2. Statement of the Program's Student Achievement Outcomes:

After successful completion of the Administration of Justice Program students will be able to:

A. Identify and apply communication skills when interacting with all people
B. Identify the need for understanding diverse populations in the criminal justice field and establish strategies for effectively communicating with those diverse groups
C. Identify the cultural differences found in most communities and apply methods of effectively bridging those differences
D. Demonstrate and apply critical thinking skills in dealing with ethical decision making within the criminal justice system
E. Demonstrate the ability to locate resources which enable the resolution of problems within the community and the participants of the criminal justice system
F. Recognize the major impact ethics and morality has on the citizens the law enforcement profession serves and the daily interactions with others within the criminal justice system
G. Develop effective writing skills to properly document law enforcement priorities

H. Demonstrate an understanding of the theory and application of law enforcement rules, regulations, and applicable laws

Over the last two years the Administration of Justice Program has updated all course outlines presented in the college catalog. The last program review did not include Student Learning Outcomes for the Administration of Justice Program, so these have been developed with input from the Administration of Justice Program advisory groups which is made up of representatives from employers, adjuncts and other criminal justice system professions. The state certified programs have been updated to meet all current state standards.

3. Catalog Description:

Administration of Justice Associate of Science Degree (60 units total, 21 units in the major) will prepare students for careers in the criminal justice field. This course of study offers a broad base of knowledge, which is designed to provide the foundation for the pursuit of advanced studies in criminal justice. The "note" portion of the description will be removed in future catalogs in order to open equivalency for coursework through evaluation of specific courses.

4. Program Requirements:

ADMJ C101	Introduction to Administration of Justice	3 units
ADMJ C105	Concepts of Criminal Law	3 units
ADMJ C111	Principles and Procedures of the Justice System	3 units
ADMJ C115	Legal Aspects of Evidence	3 units
ADMJ C131	Community Relations	3 units

6 units from the following courses:

ADMJ C125	Principles of Investigation	3 units
ADMJ C131	Juvenile Procedures	3 units
ADMJ C151	Introduction to Corrections	3 units
ADMJ C205	California Vehicle Code	3 units
ADMJ C211	Concepts of Enforcement Services	3 units
ADMJ C215	Patrol Procedures	3 units

Complete general education requirements and electives for a minimum of 60 total units.

*Note: Successful completion of the Basic Peace Officer Academy **may** substitute for ADMJ C101, ADMJ C105, ADMJ C111 and ADMJ C215.

ADMINISTRATION OF JUSTICE CERTIFICATE (21 units): Any student completing the courses required for the major qualifies for a certificate in Administration of Justice

Part 2 – Appropriateness

1. Student Demand Data:

School Year	Enrollment Census	Enrollment End	FTES Actual	# Sections Offered	Avg Size Section
2004-2005	**617**	**617**	**94.48**	**28**	**22.04**
2005-2006	**1414**	**1414**	**87.92**	**108**	**13.09**
2006-2007	**2483**	**2483**	**142.89**	**126**	**19.71**
2007-2008	**2158**	**2158**	**294.56**	**130**	**16.60**
2008-2009	**1165**	**1165**	**277.1**	**71**	**16.40**
2009-2010	**1817**	**1818**	**270.6**	**164**	**11.10**

(Institutional Data obtained from ODS)

The data referenced here is inclusive of all courses offered, not just those degree and certificate applicable. I feel this is important because a student attending multiple training courses dealing with a particular skillset might reach an equivalency to a degree course. An example would be a student who attends multiple courses dealing with investigative coursework that collectively meets or exceeds the rigor of the ADMJ C125 – Principles of Investigation Course.

Data was obtained through ODS. From 2004-2005 to 2009-2010 there has been a steady increase in enrollments for the academic year and a dramatic increase in sections offered. The average class size per section has fluctuated to a low of 11.1 for 2009-2010. This can be attributed to the student-to-instructor ratio required by state safety guidelines for law enforcement in-service training courses. The number of these in-service courses being offered has increased which has skewed the average class size. The numbers show the program has steadily grown over the last 5 years. Student demand remains high with a good online and on-ground student base. *(ODS datasheet, Appendix A)*

2. Place of Program in Curriculum/Similar Programs:

The Administration of Justice Program is designed to provide both short-term and long-term education to meet the needs of the various communities we service and individual student interests.

There are no other programs on campus that offer similar courses and we are not in direct competition with any other program. Bakersfield College, Antelope Valley College, and Victorville Valley College all offer a similar program of study; however, these programs have no direct effect on our program offering.

3. Curriculum Currency:

All of the Administration of Justice course curriculum have been updated within the last 2 years and are reviewed yearly for currency. All State of California Certified Courses currently offered by the Administration of Justice Program were recertified as mandated by the California Commission on Peace Officer Standards and Training.

4. Transfer Documentation:

Administration of Justice is an acceptable degree tract with all of its courses transferable at the CSU system and four (4) courses transferable at the UC system. *(CSU Baccalaureate Level Course List, Appendix B)(UC Transfer Course Agreement, Appendix C)*

5. Course scheduling:

All courses in the Administration of Justice Program have been included in the long term schedule. A draft long term schedule has been developed for all courses at all sites including online. The long term schedule is discussed among the Faculty, Administration, Counseling, Site Directors, and Advisory Boards every semester with the needs of the students, college and community being addressed. *(Long Term Schedule, Appendix D)*

6. Methods of Delivery:

The Administration of Justice Program typically offers two courses on-ground at Indian Wells Valley and Kern River Valley campuses every semester. Additionally, eight degree courses offered each semester via online instruction. The following table illustrates the delivery patterns of the Administration of Justice Program which presently include online and face-to-face modes.

Listing of all ADMJ courses and Method of Delivery

Course Number	Name	On-ground	Online	iTV
ADMJ C101	Introduction to Administration of Justice	X	X	
ADMJ C105	Concepts of Criminal Law	X	X	
ADMJ C111	Principles and Procedures of the Justice System	X	X	
ADMJ C115	Legal Aspects of Evidence	X	X	
ADMJ C121	Community Relations	X	X	
ADMJ C125	Principles of Investigation	X	X	
ADMJ C131	Juvenile Procedures	X	X	
ADMJ C151	Introduction to Corrections	X	X	
ADMJ C211	Concepts of Enforcement Services	X	X	
ADMJ C215	Patrol Procedures	X	X	
ADMJ C99	Basic Academy Modular Format – Level III	X		

ADMJ C99A	Forensic Crime Scene Investigation	X		
ADMJ C99AA	Corrections Core Course	X		
ADMJ C99CC	Basic Peace Officer Academy	X		

7. Teaching Methodologies:

All Administration of Justice courses are taught either as lecture, lab or a combination of lecture and lab. Many different teaching methods are used in the lectures based on the content of the material being presented the instructors use hands-on techniques, PowerPoint presentations, group discussions, field trips, observations, hands-on simulation, virtual simulation and practical assignments along with the lectures to deliver the course information.

8. Student Fees:

Neither student fees nor materials fees are required in taking Administration of Justice Degree courses; however, the state certified courses typically require students to purchase necessary equipment. These costs are outside the typical lab/material fee and are listed as an exception to such fee categories.

9. Explanation of Employer Relationship:

The Administration of Justice Program works closely with our Advisory Groups in our local communities. Our Advisory Groups include representatives from the local law enforcement agencies. We survey the groups annually to see if the they have specific needs in their respective communities. As a result of the survey in 2008-2009, we found that South Kern, ESCC Bishop and IWV areas have a need for Basic Academy Modular Format Courses. In response to this need we are attempting to find adequate classroom space at IWV and South Kern to offer this needed training course.

10. Advisory Committees:

The Administration of Justice Advisory Committees at each campus area meeting at least once a semester to review the programs and assist in developing and scheduling courses to meet the needs of the individual communities. Members of the Advisory Committees represent the main employers of law enforcement practitioners of the communities, student members (when possible), faculty and the local high school ROP representatives. *(Advisory Committee List, Appendix E)*

To promote the articulation with the local high school and ROP program, the faculty member of the Cerro Coso Community College Administration of Justice Programs also serves on the ROP Advisory Board in the Indian Wells Valley community.

Part 3 – Achievement of Student Learning Outcomes

1. Student Performance Data:
Data based on all ADMJ Courses

School Year	Total Grades	# Retained	% Retained	# Successful	% Successful

2004-05	663	597	90	440	66.4
2005-06	1635	1527	93.4	1408	88.8
2006-07	2639	2516	95.3	2426	91.9
2007-08	2274	2150	94.5	1993	87.6
2008-09	1432	1300	90.8	1146	80.0
2009-10	3033	2831	93.3	2663	87.8

(Institutional Research Data –ODS)

Student success rates for all ADMJ courses climbed from 2004-2005 through the 2009-2010 school years. The 2008-2009 year we saw a slight decrease in student success rates. The decrease in the overall student success rates for that same period may be due in part to a higher drop rate in peace officer academy training. This drop rate is systemic of the lack of physical preparation by many students in the academy. This has resulted in an average dropout rate of 10% of the students during the first couple of weeks of the course due to physical issues. Experimental pre-academy courses were established to try and change this dropout rate. After running the pre-academy course before two consecutive academies the pre-academy courses did not change the dropout rate. There has to be an expectation that students will prepare themselves for this rigorous training before the start of the course.

2. Achievement of Program Learning Outcomes:

The Administration of Justice Program has a common set of goals for establishing meaningful Program Learning Outcomes (PLO). Professionalism, Ethics and Leadership are the areas of greatest concern for the program. It was with those areas of concern the PLO's were written to address.

PROGRAM LEARNING OUTCOMES AND ASSESSMENTS: Upon successful completion of the program, the student will be able to

A. Identify and apply communications skills when interacting with all people.
   This will be assessed and scored by an exam
B. Identify the need for understanding diverse populations in the criminal justice field and establish strategies for effectively communicating with those diverse populations.
   This will be assessed and scored by an exam
C. Identify the cultural differences found in most communities and apply methods for effectively bridging those differences.
   This will be assessed and scored by an exam
D. Demonstrate and apply critical thinking skills in dealing with ethical decision making within the criminal justice system.
   This will be assessed and scored by an exam
E. Demonstrate the ability to locate resources which enable the resolution of problems within the community and the criminal justice system.
   This will be assessed and scored by an exam
F. Recognize the major impact ethics and morality has on the citizens the law enforcement profession serves and the daily interactions with others within the criminal justice system.
   This will be assessed and scored by an exam
G. Develop effective writing skills to properly document law enforcement priorities.
   This will be assessed and scored by an exam
H. Demonstrate an understanding of the theory and application of law enforcement rules, regulations and applicable laws.
   This will be assessed and scored by an exam

Courses	Program Outcomes							
	A	B	C	D	E	F	G	H
ADMJ C101	X	X	X	X	X	X	X	X
ADMJ C105	X	X	X	X	X	X	X	X
ADMJ C111	X	X	X	X	X	X	X	X
ADMJ C115	X	X	X	X	X	X	X	X
ADMJ C121	X	X	X	X	X	X	X	X
ADMJ C125	X	X	X	X	X	X	X	X
ADMJ C131	X	X	X	X	X	X	X	X
ADMJ C151	X	X	X	X	X	X	X	X
ADMJ C205	X	X	X	X	X	X	X	X
ADMJ C215	X	X	X	X	X	X	X	X
ADMJ C99	X	X	X	X	X	X	X	X
ADMJ C99A	X	X	X	X	X	X	X	X
ADMJ C99AA	X	X	X	X	X	X	X	X
ADMJ C99CC	X	X	X	X	X	X	X	X

3. Data Plan:

In addition to collecting statistical data for the Administration of Justice Program effectiveness, we also must find a way to collect data for the number of students actually hired in the criminal justice field as a result of the training they receive. We also need to be able to assess the student's employability before completion of training. We know that there is already a 60% fail rate on applicants applying for positions within the criminal justice field due to applicant's background. We need to identify a strategy to pre-screen students at some point early in the process that would prevent them from attending training for a job they would never qualify for.

Part 4 – Currency

1. Course Staffing Data and Currency:

There is a need for college administration to consider making a full-time position for the Director of the Public Safety Program. Directing/Administering the Administration of Justice Program as well as the Fire and EMT Programs within our normal service area is a full-time job. This is further impacted by the addition of coordinating training courses with the Kern County Sheriff's Department and Bakersfield Police Department in Bakersfield.

There is currently one (1) full-time faculty member who until this semester had a teaching load and responsibility for the above referenced director duties. The release time for program direction and release time for department chair functions resulted in 100% load. While release is afforded the faculty member for director duties, the current release time was based on duties prior to the assumption of the partnership with the Bakersfield agencies.

There are currently 191 adjunct faculty and professional experts teaching courses in the Administration of Justice Program. This number represents a cadre of instructors who teach in the Basic Peace Officer Academies and In-service training courses. The functions of handling payroll and human resource issues for this cadre of instructors has a huge impact on the program's only full-time faculty member. Couple to this the management of student registrations/grades and the load on this faculty member grows.

The data listed below shows the increase in student contact for the program director.

Data based on all ADMJ Courses

School Year	Total Grades	# Retained	% Retained	# Successful	% Successful
2004-05	663	597	90	440	66.4
2005-06	1635	1527	93.4	1408	88.8
2006-07	2639	2516	95.3	2426	91.9
2007-08	2274	2150	94.5	1993	87.6
2008-09	1432	1300	90.8	1146	80.0
2009-10	3033	2831	93.3	2663	87.8

(Institutional Research Data –ODS)

2. Facilities Currency:

The Administration of Justice Programs has no dedicated classroom space for program course offerings and establishing program growth. The program has been given temporary space which has presented the opportunity to plan and schedule additional courses. Ultimately the program could establish further growth with the following facility additions:

Convert a portion of our campus into a shooting range that could be used during daylight and nighttime hours. This would result in the expanded offering of shooting courses to include the general public. It would also enable the law enforcement training courses to be better managed and more safely run. The current range is located approximately 10 miles from the campus and has no electricity for lights so night shooting is hard to accomplish.

Establish a Public Safety Training Facility on the campus near the shooting range. These classrooms would be used for all law enforcement, fire, and emergency medical technician courses. Two classrooms would enable growth of all programs.

(Note: The program has received four (4) donated driving simulator systems from the Kern County Sheriff's Department and an additional four (4) simulators for spare parts. A separate classroom for these simulators would enhance the college driver training capabilities for public safety and the general public.)

3. Equipment Currency:

We have been fortunate to receive Perkins CTE funding over the past few years. These funds were used to purchase equipment and supplies to offer new technology in our Forensic Crime Scene Investigation Course. Additionally, the program received VTEA funding to start updating our shooting range.

We also received Perkins CTE funding (2009-2010) for 20 laptops for use by the modular academy students for state testing.

4. Cost of the Program:

Instructor Costs 2008-2009	
Acad-Reg Schedule	**$188,484.62**
Acad Emp Admin	**$ 33,559.06**

Adjunct Acad Emp non-cont	**$163,384.10**
Acad Emp Intersession	**$ 16,949.90**
Acad Emp Overload	**$ 38,282.20**
Instr Aide FT Direct Inst	**$ 10,210.95**
Total	**$450,870.83**

Reference College Budget (Banner)
Using the formula provided for Marginal Revenue
#hr X #students/525 = FTES
#FTES x 4564 = Revenue

Based on 2008-2009 FTES of 212.5 212.5 X 4564 = $969,850.00
This shows a net gain for **$321,357.97** for the Administration of Justice Program for the 2008-2009 academic years.

Part 5 – Future Needs and Plans

1. Program Strengths:

During the last six (6) years:

- Provided well-trained academy graduates to fill needed positions within the law enforcement community.
- Developed new courses based on needs of law enforcement community to meet state statutory and regulated training.
- Developed access to programs through various means to reach rural areas.
- Worked closely with law enforcement agencies through Advisory Groups.
- Worked closely with high schools and articulation agreements.

2. Improvement Needs:

- Continue to provide students with skills using current up to date technology.
- More in depth data collection.
- Develop and offer needed programs within each community and staff appropriately.

3. Five-Year Program Plan:

There is an existing a need for more specialized training courses in our service areas and to that end the Administration of Justice Program is looking to develop two new programs of instruction within the next five years. Research is being done to verify the need and the ability to offer a course of study in Emergency Management and Homeland Security. Both of these fields are emerging fields of study and would be very appropriate for our service areas.

The Administration of Justice Program will continue to develop and offer quality programs, keeping current on new trends and laws effecting course offerings. Due to evolving events around the country new laws and procedures are enacted each year that could have impact on our course offerings.

1. The Administration of Justice Program continually strives to promote its courses by increasing community awareness of course availability, participation in curriculum content via advisory groups, evaluations by students, and anecdotal student notes. This process is furthered by the use of Advisory Groups that help guide the growth and development of community needs.
2. The Administration of Justice Program will continue to closely monitor the outcomes of its students to ensure the viability of program offerings and instructional methods. This process is aided by the use of the program review to verify program successes and failures. The California Commission on Peace Officer Standards and Training monitors the success of students after academy course graduation through course completion rosters.

4. Relation of the Five-Year Plan to the College Mission:

The department supports the College mission by providing vocational education for students, as well as meeting the community's severe need for a variety of current law enforcement professionals. The end product of these programs results in increased FTES (from students enrolled in the program, as well as supports enrollment in the academic programs within the college due to the need for a variety of general education and prerequisite courses.

5. Strategies for Achieving the Plan:

The Administration of Justice Program will continue to address the college's strategic initiatives through the following:

IMPROVE STUDENT ACCESS, RETENTION, AND SUCCESS

1. Improve attrition rates for all programs through the development of student support systems
2. Improve retention rates for all programs by working with basic skills courses and supporting students who demonstrate need for improvement in all academic areas.

PROVIDE EFFECTIVE LEARNING AND EARNING PATHWAYS FOR STUDENTS

1. Development of alternative methods of instruction for students in the more rural communities serviced by CCCC

SUPPORT STUDENT LEARNING THROUGH APPROPRIATE TECHNOLOGY

1. Increase student learning support systems through the use of Computer Assisted Instruction (Moodle), simulated learning, use of Podcasts for visual demonstration purposes, and the development of student support courses (learning lab and online tutoring).
2. Provide training of instructors in new technologies, e.g., ITV, simulation aid, which will maximize the success of students in those classes.

Supporting Documents

Administration of Justice Faculty/Director

Full Time Faculty/Director

Steven Busby

Adjunct Faculty Degree Tract

Steve Kaupp (IWV)
Jeffery Swartz (KRV)
Lisa Ratliff (Online)
Kristy Paine (Online)
Steve Rogers (Online)

Academy and In-service Cadre of Instructors (186 adjuncts and professional experts)

Classified Support Staff

Angela Sellars - CTE Administrative Assistant (IWV)
Shelley Crabtree - Scheduling Technician (IWV)
Sandy Smith – Human Resources (IWV)
Michelle Rogers – Human Resources (IWV)
Margaret Mauldin - Instruction Office Specialist (IWV)
Dawn Fidel – Admissions and Records (IWV)
Laurie Rice – Admissions and Records (IWV)
Shelly Stoffel – Admissions and Records (IWV)

Agenda

CURRICULUM & INSTRUCTION COUNCIL

Friday, April 8, 2011
9:00 A.M.
IWV Conference Room #212MB

Corey Marvin (Chair), Rick Post (V.P. of Academic Affairs), Heather Ostash (Articulation), Daryl Moline (Student), Dick Adams, Suzie Ama, Julie Cornett, Annette Hodgins, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

TIME	ITEM	DESCRIPTION	PRESENTER	ACTION
9:00	Minutes	March 11, 2011	Corey Marvin	Approve
9:15	Website Design	Program Review	Suzie Ama	Approve
9:30	ADMJ C230 Administration of Justice	New Course Program Review	Steve Busby	2nd Review Approve
9:50	PARA C210	New Course	Anthony Damiano	1st Review
10:00	SPAN C110 SPAN C180	Course Revisions	Lucila Gonzalez-Cirre	1st Review
10:15	HMSV C104	Course Revision	Debra Rundell	1st Review
10:25	Computer Information Systems	Program Review	Deborah Kurti	Approve
10:40	PHED C114 PHED C129 PHED C130 PHED C151 PHED C152 PHED C175 PHED C276	Course Revision	Dick Adams	2nd Review

11:10	CIC Issues and Updates	CurricUNET Status BSOT and WELD state submissions 2011-2012 CIC Chair	Corey Marvin	Info Items
11:30	Adjournment			

COMPUTER INFORMATION SYSTEMS PROGRAM REVIEW SEE PAGES 5 & 6 .

THE CURRICULUM & INSTRUCTION COUNCIL

MEETING MINUTES

April 8, 2011
9:00 A.M.
IWV Administrative Conference Room #212MB

Attendees: Corey Marvin (Chair), Heather Ostash (Articulation), Suzie Ama (Assessment Coordinator), Dick Adams, Julie Cornett, Anthony Damiano, Jan Moline, Karen O'Connor, Mary Peoples, Claudia Sellers

Review and Approval of CIC Meeting Minutes for the Following Dates:

Minutes Dated: March 11, 2011

Corrections: None.

Action: Approved.

AGENDA ADDITIONS

- INFORMATION ITEM: Forms to the State for the areas of Computer Science and Business Office Technology.

Website Design Associate of Science Degree Program

Presenter: Suzie Ama

Description: Program Review

Review: Cyclic Update

Discussion: This Degree and Certificate prepares students for a career in the Web industry by emphasizing standard-based coding and scripting, visual design, usability, accessibility, technical communication, media production, and project management. The program aligns with the College's mission. As a CTE program, the program enhances the College's ability to promote regional economic development in the areas of information technology, media, and communication. Using a variety of modes of delivery for instruction to meet varied needs of students and apply best practices in the Web industry, including the expectation that students think critically to solve problems. Relevance, timeliness, and excellence are ensured through regular input from the advisory committee, industry conferences, and publications. The program has a rich diversity of students due to offerings primarily online.

This program is a member of the World Organization of Webmasters (WOW) Web Professional Academy. WOW is a non-profit organization that has fostered collaboration between industry

and education for over a decade, to advance the profession of web design development to identify and promote technical professional standards.

The completer number is low due to Certificates and Degree numbers are not currently recorded. The number of graduates is comparable to other Community Colleges. VTEA data is low but does record student success. Many students are self employed and could not be captured in the data. Enrollment has increased even with the deletion of animation. Eighty percent of the graduates indicate the program greatly assisted in their professional areas. This data is from two springs ago.

Recommendations:

- Questioned if there are any needs the program will have. The department has addressed there is no need of new faculty since this is a small online program. Share equipment with other programs. Major expense is the software which is currently being covered.
- Questioned the program outcomes. Electives are not necessary. Core classes indicate what is needed. With CurricUNET this will change and our electives will need to be listed.
- Questioned main core courses and how will the department close the gap for students. The department sees a large improvement in student work and then will report our findings next spring.
- Need to submit the State CCC form for unit and course changes to update the state inventory.

Action: This is a model program and assessment. Approved.

ADMJ C230 – Forensic Crime Scene Investigation

Presenter: Steven Busby

Description: New Course

Review: Second

Discussion: All recommendations from the first review have been completed. Three similar courses from UC and CSU's have been located and listed as requested.

Please note the content review was completed after the printing of these meeting documents. Corey displayed the Conditions of Enrollment on the screen for the committee to review.

The Methods of Evaluation have been elaborated on as requested. This will be a change to the Administration of Justice Associate of Science degree.

Recommendations: None.

Action: Approved as a new course.

Administration of Justice Associate of Science Degree Program

Presenter: Steven Busby

Description: Program Review

Review: Cyclic Update

Discussion: This is a strong program that is offered both online and on-ground. We are doing more off-site at Eastern Sierra; looking at offering three degree courses in the fall. Online offerings tend to fill in this area. The department is looking at offering an iTV course for students. The courses offered with Kern County Sheriff's Department are all successful for their in-service training. This is a healthy program with about twelve completers each year. There is a Certificate as well as this Associate of Science Degree.

Currently we only have access to one temporary classroom, so this makes it difficult to schedule on-ground courses. More classrooms are needed for this program. Currently we have driving simulators, but due to their size, we need a permanent area for them. These are expensive pieces of equipment. The IT staff is working to get them all in working order. This equipment could be used by staff as well as the Administration of Justice Program. Classroom space depends on other CTE programs. The Modules have not been offered for a long time, but feel we are ready to start them up again.

Some of the students are currently officers that come to complete their degree for advancements at work. This is a 21 unit degree program.

Recommendations:

- In the catalog description "… will prepare students for careers in the criminal justice field." This is a broad statement that students will not necessarily understand, so need to be more specific letting students know what this program will do for them. Need to substantiate this statement. There is a 60-80% back-ground check failure. Will not be saying anything more than they could consider some of these fields. Heather will pull up some descriptions that accreditation will be looking at for reference.
- It was questioned if this degree program should be an Associate of Arts degree rather than Associate of Science degree. It was explained the transfer preparation for Criminal Justice Associate of Arts degrees are similar to Social Science preparation. So it is more important to show this program is designed more for immediate employment or for transfer as an Associate of Science Degree Program.
- On the program outcome page every course satisfies all of the outcomes, so why do students need all of these courses. The department is looking at lowering the unit requirement to 18 units, but currently maintaining consistency throughout the State which is currently 21 units.
- It was questioned if the current Program Review template asks about completer data. This could include year by year the number of students that completed the Certificate and Associate of Science Degree Program. The current template does include student completion data. It is not in the body of this committee to fix program reviews; only to approve the review of the document.

Action: Administration of Justice is approved as completed.

PARA C210 – California Civil and Criminal Legal Forms

Presenter: Anthony Damiano

Description: New Course

Review: First

Discussion: This course is needed for the current Paralegal Associate of Science Program Degree. Have had local attorneys request this, because students do not understand the forms needed in the field. Have this course as an elective so students know the appropriate forms and how to use them. The textbook listed for this course is used by attorneys.

Recommendations:

- Will change the title from Criminal to Civil since this course covers the use of civil forms.
- Repeatability is due to forms changing constantly. It was questioned if skill building is part of this course since this is what allows courses to be repeatable. A student could repeat the course if there has been a long lapse of time since they originally took the course or a student could request to Audit the course. Change repeatability to "None."
- The program is not American Bar Association (ABA) approved, which requires ten units on-ground, so need to have a plan. Counseling does receive calls questioning if the program is ABA approved. This will be an advantage in employment for students.
- Need content review narrative added in Conditions of Enrollment.
- Method of Delivery: Add Face to Face
- As a new course under Core Mission need to list three comparable courses from UC and/or CSU's. The Catalog does state that courses numbered 100-199 are Associate-degree and certificate level courses that are generally baccalaureate transferable as freshman level. 200-299 numbered courses are stated to be Associate-degree and certificate courses that are generally baccalaureate transferable as sophomore level. We need to be consistent. If a course cannot find comparable UC and/or CSU transfer courses the course would be under the 100 level numbering. Need to list three UC and/or CSU comparable courses.
- Questioned Method of Instruction. Under *Other Method* listed remove this sentence since will have face to face listed as a method of instruction.
- The Basic Course page needs work from another browser other than the Internet Explorer. There are other areas needed to be completed that are not showing via the Internet Explorer. Use Firefox or Chrome.

Action: Approved for a first review with changes noted.

COMPUTER INFORMATION SYSTEMS PROGRAM REVIEW SEE PAGES 5 & 6 .

HMSV C104 – Field Work in Human Services

Presenter: Debra Rundell

Description: Revision

Review: First

Discussion: This course was developed about three years ago as part of the Human Services Program. Two years ago it was revised from a lecture and laboratory course to a lecture and work experience, since the students are working in the field and are not actually in a laboratory setting. The work experience component is being questioned.

Recommendations:

- The main question is how this course differs from a work experience course or clinical course. There needs to be some Title V research to be sure the field work is listed correctly.
- Also need to look at the faculty contract.
- Questioned if this course is similar to the Paralegal Internship.
- Questioned in order for the student to complete this course what is needed. Debra indicated 36 hours of lecture and 108 hours of internship. 108 hours of laboratory was originally created by Anne Benvenuti, but do not know specifically why this course was built with those specific hours.
- How is this done at other Colleges? This course was modeled from Bakersfield College. Corey reviewed the Bakersfield College Catalog available and found their course is a variable unit lecture and field work.
- This information needs to come from CTE to be consistent across the disciplines for students enrolled in internships. There is no current plan for Work Experience. Need a plan for consistency up to the District level for Work Experience.
- Questioned does Human Services have an advisory Board. Yes.
- Information from advisory groups can assist for a set of guidelines.
- Question on how affects fall 2011 enrollment. No affect since course is still current and active.

Action:

- Need feedback on Work Experience and Jan will contact Debra for this information.
- Corey will speak with Valerie Karnes.
- Table this and pick-up in fall for a larger conversation for these work experience type courses.

Computer Information Systems Program Review

Presenter: Deborah Kurti

Description: Program Review

COMPUTER INFORMATION SYSTEMS PROGRAM REVIEW SEE PAGES 5 & 6 .

Review: Cyclic Update

Discussion: This program is in good shape since the last few years updated the courses. The area is always in the process of looking at comparable courses with UC and CSUs. Worked with Tina Tuttle the researcher and got data for student success numbers. On page 19 it shows correlation with students to teacher ratios. Retention is decreasing. Student online enrollment is capped at 45 and offer most courses online. The department could consider lower online class sizes.

The main goal is to get everything updated. Need to look at the future of this program since technology changes constantly.

This is not Computer Science, it is Computer Information Systems. We do not have a Computer Science transfer program. The department is pending faculty qualified in the computer science area. Computer Science would be an Associate of Arts Degree.

Recommendations:

- Is there a student number of online versus on ground? Need to look at these.
- What changes do you plan? Looking at what other campus site needs are and looking at what other community colleges are offering.
- On the State Chancellor Inventory the notation needs to be changed. This will be removed by the department.

Action: Approved as completed. The next step is to contact Matthew Crow to have placed on the Academic Senate Agenda.

SPAN C110 – Review of Elementary Spanish

Presenter: Lucila Gonzalez-Cirre

Description: Cyclic Review

Review: First

Discussion: Made all committee recommendations via CurricUNET. Lucila had copies of the revised course for all of the committee members with the most recent changes. This course can be taken by a student that has taken an emersion course and a student that uses the language at home. So SPAN C101 and C102 are only listed as advisories. This way there will not be barriers for students that can successfully complete this course.

This is a challenging course. Counseling needs to advise the student that this is SPAN C101 and C102 compressed. This course is only six years old. A section each semester is taught online.

Recommendations:

- It was questioned why it is five units for a refresher course. Is this a refresher or Intensive course? Need to reword the catalog description.
- Description needs to be revised to indicate intensive course and is for student to go forward to a three year course.

- Correct description to indicate before moving on to or before taking advanced Spanish courses.
- Student Learning Outcome 2 should be "… second year level."
- Student Learning Outcomes need to be measureable.
- Recommend student word count since bringing student to outcomes of SPAN C102.
- Should be the same Student Learning Outcomes as SPAN C102. These need to match.
- Compared with SPAN C101, Spanish C101 has an extensive Detailed Topical Outline. The department has decided to condense the detailed topical outlines of their courses and SPAN C101 and C102 will be coming forward later with their condensed detailed topical outlines.
- Add UC and CSU transfer.

Action: Approved for a first review.

- Note: Heather will add to the CC General Education Pattern.

SPAN C180 – Spanish for Native Speakers

Presenter: Lucila Gonzalez-Cirre

Description: Cyclic Review

Review: First

Discussion: This course is to serve needs of bilingual students that need grammar. Feel this is a good course that *English as a Second Language* students should take. This presentation is for cyclic review with no changes.

Recommendations:

- Questioned Student Learning Outcome #4: How is *illustrate* measurable? How will student illustrate? Identify and explain cultural aspects? Could change to "Discuss…" Illustrate is more of a solitary activity.
- Questioned the requisite of reading and writing level 2 as advisory instead of level 1? Because this is for non-native speakers.

Action: Approved for a first review.

PHED C114 - Tennis II

Presenter: Dick Adams

Description: Revision

Review: Second

Discussion: Cleaned up some of the areas from the recommendations at the first review.

COMPUTER INFORMATION SYSTEMS PROGRAM REVIEW SEE PAGES 5 & 6 .

Recommendations: None.

Action: Approved for a second review.

PHED C129 – Cardiovascular Fitness I

Presenter: Dick Adams

Description: Revision

Review: Second

Discussion: Cleaned up some of the areas from the recommendations at the first review.

Recommendations:

- The committee questioned the advisory listed, "Participants must be symptom free of any cardiovascular disease or have a physician's statement to participate." It was questioned if this statement needs a content review. This statement is included because this is a cardiovascular course.
- Questioned if this is a concern for all activity courses? Why change this course only or could this just be included as a statement in the syllabus instead of the course outline of record?
- Students are given an assessment at the beginning of the course, if it indicates any concerns the student would need a doctor's note. Should this apply to all Physical Education courses?
- A department conversation is needed.
- Can ask the Vice President to take to legal or District wide.
- Heather will send a note to the other Vice Presidents on how they handle.
- For now need to take the statement out but still need to ask the question.
- Typo in textbook area under, "Other Optional."
- Student Learning Outcome #2 there is a typo.

Action:

- Corey Marvin fixed all of the typos listed and removed the statement from the advisory area.
- Approved for a second review.

PHED C130 – Cardiovascular Fitness II

Presenter: Dick Adams

Description: Revision

Review: Second

Discussion: Cleaned up some of the areas from the recommendations at the first review.

COMPUTER INFORMATION SYSTEMS PROGRAM REVIEW SEE PAGES 5 & 6 .

Recommendations:

- Removal of the advisory by Corey Marvin as in PHED C129.
- Student Learning Outcome #5: Remove the second sentence. This is an assignment listed. Removed by Corey Marvin.
- Content Review has a typo in the word *beginning."* Corrected by Corey Marvin.
- Content Review needs to be more than a cookie cutter. A content review statement needs to clearly identify with the course that it is attached with. Change needed to the content review narrative "…attempting Level II advanced work outs." replaced with "prior to Level II cardiovascular work outs. Corrected by Corey Marvin.

Action: Approved.

PHED C151 – Conditioning for Competitive Athletes I
PHED C152 – Conditioning for Competitive Athletes II
PHED C175 – Competitive Baseball I

Presenter: Dick Adams

Description: Revision

Review: Second

Discussion: Changed the hours and corrected the units to correspond with the removal of lecture and increased activity hours.

Recommendations:

- Student Learning Outcomes need to use verbs in front of each sentence. "Understand" is not measureable. *Demonstrate* would be better. Corey made change recommended by the committee.
- Student Learning Outcome #3 is not addressed in the Detailed Topical Outline. There is no mention of teams in the Detailed Topical Outline. The Detailed Topical Outline could be flushed out to include the team component. These *are* athletic courses.
- PHED C175 is not intercollegiate and should be 108 hours activity only at two units.

Action:

- **Action**: CIC will **not** approve for a second review; referred.
- Heather will work with Kim Kelley-Schwartz to get these recommendations completed.

PHED C276 – Advanced Baseball Skills

Presenter: Dick Adams

Description: Revision

Review: Second

COMPUTER INFORMATION SYSTEMS PROGRAM REVIEW SEE PAGES 5 & 6 .

Discussion: There is a repeatability issue for this course for the athletes, even though open to other students. Athletic courses can be taken a total of four times. This course needs to indicate repeatability of one time. Need to adjust intercollegiate courses to be taken one time at each level. A third year player would need to audit the course.

Recommendations:

- The levels I, II, and advanced skills courses should list repeatability as follows
  1. Level I can only be taken one time with no repeatability
  2. Level II can only be taken one time with no repeatability
  3. Advanced skills could be taken two times with a repeatability of one time
- PHED C276 course description needs cleaning up of typos and change to present tense.
- Need to refer back to the department.

Action: CIC will **not** approve for a second review; referred.

ADDITIONAL BUSINESS

- **CurricUNET Status –** Attempting to fix changes. The forms are better than in September. They are moving at a slow pace. So items are slowly getting fixed. Dennis is still the Liaison between us and CurricUNET. Have not heard status on the Program Review Module and Assessment Module. Program Review Module appears to have work in progress.
- **2011-2012 CIC Chair** – The rule is every year the committee forwards a name to Academic Senate for the following year CIC Chair. It was recommended to forward Corey Marvin's name for another year. The committee was all in agreement. The committee will also have an alternate name to consider available.

INFORMATION ITEM

Business Office Technology and Welding forms are set for State submission to place these local Certificates in with the State Inventory since these are 12 units.

The Welding Program needs to come back to CIC and to the Board of Trustees since it may have changes. Computer Information Systems and Welding credits need to line-up with the State records. There is currently no process for programs. Hoping next year to have this worked out. This will be in next year's goals and objectives. Submissions to the State vs. Board of Trustees submissions need to be worked out.

Next Meeting: Friday, April 22, 2011 at the IWV Administrative Conference Room #212MB

Adjournment: 12:25 P.M.

Note taker: Magi Mauldin

Cerro Coso Community College

Computer Information Systems Program Review

prepared by

Deborah Kurti
Computer Information Systems faculty

in collaboration with

Karen O'Connor
Business & Information Technology
Department Chair

and

Matthew Hightower
Computer Information Systems faculty

Table of Contents

Part 1—Relevance 4
1.1 Program Mission 4
1.2 Statement of the Program's Student Achievement Outcomes 4
1.2.1 Program Student Achievement Outcomes Matrix 5
1.3 Catalog Description 5
1.4 Program Requirements 5
1.4.1 Computer Information Systems A.S. Degree 6
1.4.2 Computer Information Systems Certificate 7
1.4.3 Computer Information Systems Intermediate Programming Certificate 8
Part 2—Appropriateness 10
2.1 Student Demand Data 10
2.1.1 ODS DATA: CIS FTES/FTEF 11
2.1.2 CIS Retention/Success 12
2.1.3 Enrollment Trend Data 13
2.1.4 Enrollment Trend Chart 14
2.2 Place of Program in Curriculum/Similar Programs 14
2.3 Curriculum Currency 14
2.4 Transfer Documentation 15
2.5 Course Scheduling 15
2.6 Methods of Delivery 15
2.7 Teaching Methodologies 16
2.8 Student Fees 16
2.9 Explanation of Employer Relationship 16
2.10 Advisory Committee 16
Part 3—Achievement of Student Learning Outcomes 17
3.1 Student Performance Data 17
3.1.1 CIS Program Awards & Certificates: 2005-2010 17
3.1.2 CIS Programs Student Success Data: 2005-2010 18
3.1.3 Relationship Between Student/Teacher Ratio and Retention/ Success Rates 19
3.2.1 CIS Program Learning Outcome matrix 20
3.3 Data Plan 21
3.3.1 Assessment and Data Collection Matrix 21
Part 4—Currency 23
4.1 Current Staffing Data 23
4.1.1 Department Sections vs Staffing 23
4.1.3 ODS DATA: CIS FTES/FTEF 24
4.2 Facilities Currency 25
4.3 Equipment Currency 25
4.4 Cost of the Program 27
4.4.1 FSYR 2007-08 28

4.4.2 FSYR 2008-09 29
4.4.3 FSYR 2009-10 30
Part 5—Future Needs and Plans 31
5.1 Program Strengths 31
5.2 Improvements Needed 31
5.3 Five-Year Program Plan 31
5.3.0.1 EMSI Largest Occupations 32
5.3.0.2 EMSI Fastest Growing Occupations 33
5.3.1 Software Support Specialist 34
5.3.1.1 Software Support Specialist Employment Outlook 34
5.3.2 IT Systems Administration Specialist 35
5.3.2.1 Systems Administration Specialist Employment Outlook 35
5.3.3 IT Networking Security Specialist 36
5.3.3.1 Computer Specialist Employment Outlook 37
5.4 Relation of the Five-Year Plan to the College Mission 38
5.4.1 Relationship to College Mission 38
5.4.2 Relationship to College Strategic Goals 38
5.5 Strategies for Achieving the Plan 39
Part 6—Supporting Documentation 40
6.1 Appendix A: Articulation Agreements 40
6.2 Appendix B: Distance Education Addendum 41
6.3 Appendix C: Advisory Meeting Minutes 46
6.4 Appendix D: CIS Budget Breakdown 47
6.4.1 FSYR 2007-08 47
6.4.2 FSYR 2008-09 48
6.4.3 FSYR 2009-10 (YTD) 48
6.5 Appendix E: CIS Annual Unit Plan 49
6.6 Appendix F: CIS Long Term Schedule 50

Part 1—Relevance

1.1 Program Mission

Our mission is to provide computer information systems and computer science transfer preparation, vocational computer technology education, and employment retraining and computer literacy skills while empowering our students to become lifelong learners and active participants in a technological world.

1.2 Statement of the Program's Student Achievement Outcomes

Program level outcomes were developed through a process that included input from advisory board members, local employers, and faculty (both full time and adjunct). Similar degrees at other community colleges and universities were examined to determine appropriate outcomes for transfer into upper division programs. Program outcomes were submitted to and approved by the college's Curriculum and Instruction Committee (CIC), as well as submitted to the state for degree approval. Outcomes are reviewed on a regular basis to assess for currency and relevancy.

Upon successful completion of the CIS program, the student will be able to:

A. Demonstrate sufficient understanding and application of business and related information technology concepts for entry level employment and advancement in the field. This will be measured by projects and scored with a rubric.

B. Demonstrate proficiency in using industry standard computer software programs for business. This will be assessed by final exams in all courses in the program.

C. Demonstrate an understanding of the global system in which computer information systems are practiced including the role of ethics and the impact on society as well as contemporary issues. This will be assessed by final exams in all courses in the program.

D. Demonstrate preparedness for one or more of the career tracks listed in the program descriptions for Information Systems. This will be assessed using a rubric.

1.2.1 Program Student Achievement Outcomes Matrix

Courses	A.	B.	C.	D.
CSCI C101	X	X	X	
CSCI C241		X		
CSCI C251		X		
CSCI C252		X	X	
CSCI C270	X			
BSAD C100	X			
MATH C130	X			
MATH C131	X			
MATH C121	X			
Electives				X

Source: Computer Information Systems degree program document

1.3 Catalog Description

The Computer Information Systems Associate of Science Degree (CIS) is designed for students pursuing professional employment in computer information systems for business. Students are prepared to pursue a career in network, systems, or database administration; technical and applications support; and computer programming. Designed for both full and part-time students, this program is appropriate to both those currently employed and those seeking to enter this field. Students completing the CIS AS degree are prepared to transfer to a Baccalaureate program in Computer Information Systems, Management Information Systems or related programs.

The catalog description was analyzed and found to be consistent with related degrees at other institutions.

1.4 Program Requirements

The Computer Information Systems (CIS) Associates of Science degree consists of a set of five core classes (19 units) and with an additional twelve units of elective courses for a total of 31 units to complete the degree. There are two certificates available: Computer Information Systems and Intermediate Programming. Both of these require the same core classes as the A.S. Degree with an additional six units of electives, for a total of 25 required units. This allows students to take courses that have vocational applicability while giving them adequate preparation for transfer to

4-year programs if they choose to continue their education to that level. Course level student learning outcomes are designed to support program level learning outcomes (*see 1.2.1 Program Student Achievement Matrix*).

The degree and certificate requirements as approved by the college Curriculum Committee on June 3, 2008 do not align with the State Chancellor's Office website. A substantial change form application (Form 510) needs to be completed and submitted through the appropriate channels so that the information at the state level is consistent with what has been approved at the college level.

1.4.1 Computer Information Systems A.S. Degree

Complete all of the following courses:

Course Number	Course Name	Units
CSCI C101	Introduction to Computer Information Systems	3.0
CSCI C241	Introduction to Telecommunications	3.0
CSCI C251	Introduction to Structured Programming with Visual Basic	3.0
OR CSCI C252	Introduction to Computer Science	
CSCI C270	Database Design and Management	3.0
BSAD C100	Introduction to Business	3.0
MATH C130	Finite Mathematics	4.0
OR MATH C131	Basic Functions and Calculus for Business	
OR MATH C121	Elementary Probability and Statistics	
	Total Major Units	**19.0**

Select a minimum of 12 units from the following courses:

Course Number	Course Name	Units
CSCI C140	A+ Essential Skills for PC Repair	2.0
CSCI C141	A+ Standard Skills for IT Technicians	2.0
CSCI C143	Network + Fundamentals of Network Technologies	3.0
CSCI C146	Security + Fundamentals of Network Security	3.0
CSCI C161	Advanced MS Word	1.0
CSCI C163	Advanced MS Excel	1.0
CSCI C165	Advanced MS Access	1.0
CSCI C136	Advanced Adobe Acrobat	1.0
CSCI C181	XHTML and CSS	3.0
CSCI C187	MS Project	1.0

CSCI C251	Introduction to Structured Programming with Visual Basic	3.0
CSCI C252	Introduction to Computer Science	3.0
CSCI C265	C++ Programming Language	3.0
CSCI C267	Java Programming	3.0
CSCI C280	Web Application Development using PHP	3.0
CSCI C285	Extensible Markup Language (XML)	3.0
DMA C211	Web Scripting with JavaScript	3.0
DMA C213	Web Development with PHP and MySQL	3.0
BSAD C101	Financial Accounting	3.0
WXEP C101	Introduction to Work Experience	1.0
WEXP C102	Career Work Experience	1.0-3.0
	Total Degree Units	**31.0**

Complete general education requirements and electives for a minimum of **60 total units.**

1.4.2 Computer Information Systems Certificate

This certificate provides students with skills to enter the job market as help desk providers, computer support specialists, or entry-level programmers.

Complete all of the following courses:

Course Number	Course Name	Units
CSCI C101	Introduction to Computer Information Systems	3.0
CSCI C241	Introduction to Telecommunications	3.0
CSCI C251	Introduction to Structured Programming with Visual Basic	3.0
OR CSCI C252	Introduction to Computer Science	
CSCI C270	Database Design and Management	3.0
BSAD C100	Introduction to Business	3.0
MATH C130	Finite Mathematics	4.0
OR MATH C131	Basic Functions and Calculus for Business	
OR MATH C121	Elementary Probability and Statistics	
	Total Major Units	**19.0**

Select a minimum of 6 units from the following courses:

Course Number	Course Name	Units
CSCI C140	A+ Essential Skills for PC Repair	2.0

CSCI C141	A+ Standard Skills for IT Technicians	2.0
CSCI C143	Network + Fundamentals of Network Technologies	3.0
CSCI C146	Security + Fundamentals of Network Security	3.0
CSCI C161	Advanced MS Word	1.0
CSCI C163	Advanced MS Excel	1.0
CSCI C165	Advanced MS Access	1.0
CSCI C136	Advanced Adobe Acrobat	1.0
CSCI C181	XHTML and CSS	3.0
CSCI C187	MS Project	1.0
CSCI C251	Introduction to Structured Programming with Visual Basic	3.0
CSCI C252	Introduction to Computer Science	3.0
CSCI C265	C++ Programming Language	3.0
CSCI C267	Java Programming	3.0
CSCI C280	Web Application Development using PHP	3.0
CSCI C285	Extensible Markup Language (XML)	3.0
DMA C211	Web Scripting with JavaScript	3.0
DMA C213	Web Development with PHP and MySQL	3.0
BSAD C101	Financial Accounting	3.0
WXEP C101	Introduction to Work Experience	1.0
WEXP C102	Career Work Experience	1.0-3.0
	Total Certificate Units	**31.0**

1.4.3 Computer Information Systems Intermediate Programming Certificate

This certificate is designed for students who plan to specialize in computer programming. It is currently not approved by the State Chancellor's Office so appropriate paperwork will need to be submitted to have it listed as an approved program.

Complete all of the following courses:

Course Number	Course Name	Units
CSCI C101	Introduction to Computer Information Systems	3.0
CSCI C241	Introduction to Telecommunications	3.0
CSCI C251	Introduction to Structured Programming with Visual Basic	3.0
OR CSCI C252	Introduction to Computer Science	
CSCI C270	Database Design and Management	3.0

BSAD C100	Introduction to Business	3.0
MATH C130	Finite Mathematics	4.0
OR MATH C131	Basic Functions and Calculus for Business	
OR MATH C121	Elementary Probability and Statistics	
	Total Major Units	**19.0**

Select a minimum of 6 units from the following courses:

Course Number	Course Name	Units
CSCI C181	XHTML and CSS	3.0
CSCI C251	Introduction to Structured Programming with Visual Basic	3.0
CSCI C252	Introduction to Computer Science	3.0
CSCI C265	C++ Programming Language	3.0
CSCI C267	Java Programming	3.0
CSCI C280	Web Applications Development Using PHP	3.0
CSCI C285	Extensible Markup Language (XML)	3.0
DMA C211	Web Scripting with Java Script	3.0
DMA C213	Web Development with PHP and MySQL	3.0
	Total Certificate Units	**25.0**

Part 2—Appropriateness

2.1 Student Demand Data

Information presented here represents our best attempt at working with existing data supplied by the KCCD database. The department has made the needed corrections to the SAM and TOP codes on the course outlines of record (CORs) so that program data will align correctly and these changes have been approved and submitted to the district. Because of late submission of the data to the district and then to the state ARCC, numbers may be inconsistent until all sources have been updated properly. A number of courses are common to many degree programs and there is an overlap across several disciplines (BSAD, BSOT, CSCI), something that is not reflected in the data.

As seen in table 2.1.1, there has been a steady increase in the number of sections and the overall student enrollment over the past several years. The current academic year (2010-11) appears to be on track to support the increased enrollment trend we have seen since 2005-06. There could be a correlation between the national/regional/local economic recession and the dramatic increase of enrolled students starting with the 2008-09 academic year. In recession years, displaced workers return to the community college to update and increase their vocational skills to increase their marketability. Computer Information Systems is a popular choice because of the immediate applicability to the workplace and the long-term prognosis for career advancement in CIS related fields. Additional sources of students might be a significant increase in employees at China Lake NAWS through the BRAC process and an increase in employees at Searles Valley Minerals. Both of these are large employers in the Cerro Coso service area (*source: Dean of Career and Technical Education - Program_Review_Supplemental_Employer_Information.docx*).

Based on the data that we are currently working with, there does appears to be a correlation between the FTES/FTEF ratios and the student success/retention percentages, but further investigation would be needed to confirm this. This is illustrated and discussed in section 3.1.3.

2.1.1 ODS DATA: CIS FTES/FTEF

		Sections	Enrollment	Students/ Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF
2005-2006	**-**	**13**	**406**	**31.23**	**21.94**	**2.73**	**1.18**	**8.04**
	200630	13	406	31.23	21.94	2.73	1.18	8.04
2006-2007	**-**	**15**	**383**	**25.53**	**43.50**	**4.60**	**1.60**	**9.50**
	200650	2	49	24.50	4.20	0.70	0.00	6.30
	200670	7	189	27.00	23.20	1.90	0.30	12.00
	200730	6	145	24.17	16.10	2.00	1.30	8.10
2007-2008	-	**15**	**423**	**28.86**	**59.83**	**3.26**	**1.40**	**18.34**
	200750	2	44	22.00	4.00	0.70	0.00	6.00
	200770	6	185	30.83	28.20	1.30	0.70	21.20
	200830	7	194	27.71	28.90	1.30	0.70	22.30
2008-2009	-	**23**	**579**	**25.95**	**79.96**	**6.46**	**3.79**	**12.38**
	200850	4	90	22.50	12.70	1.20	0.90	10.60
	200870	12	286	23.83	39.80	3.30	1.90	12.20
	200930	7	203	29.00	31.80	2.50	1.50	12.90
2009-2010	-	**24**	**675**	**28.13**	**107.10**	**7.45**	**4.33**	**14.38**
	200950	5	121	24.20	18.40	1.50	1.20	12.00
	200970	11	291	26.45	46.50	3.30	1.90	14.00
	201030	8	263	32.88	42.30	2.60	1.30	16.30
2010-2011		**20**	**490**	**26.07**	**64.92**	**4.26**	**1.93**	**18.11**
	201050	5	146	29.20	19.53	1.20	0.53	14.88
	201070	15	344	22.93	45.39	3.06	1.40	10.65

Data source: 702 program_review.xls

2.1.2 CIS Retention/Success

		Total Grades	# retained	% Retained	# Succeeded	% Succeeded
2005-2006	**-**	**358**	**268**	**75%**	**192**	**54%**
	200630	358	268	75%	192	54%
2006-2007	-	**355**	**312**	**88%**	**195**	**55%**
	200650	51	45	88%	26	51%
	200670	175	152	87%	104	59%
	200730	129	115	89%	65	50%
2007-2008	**-**	**388**	**317**	**82%**	**205**	**53%**
	200750	43	38	88%	27	63%
	200770	155	131	85%	85	55%
	200830	190	148	78%	93	49%
2008-2009	**-**	**581**	**444**	**76%**	**277**	**48%**
	200850	90	70	78%	45	50%
	200870	284	223	79%	134	47%
	200930	207	151	73%	98	47%
2009-2010	**-**	**679**	**496**	**73%**	**344**	**51%**
	200950	121	112	93%	67	55%
	200970	295	204	69%	149	51%
	201030	263	180	68%	128	49%
2010-2011	-	**490**	**360**	**66%**	**259**	**53%**
	201050	146	102	70%	77	53%
	201070	344	258	75%	182	53%

Data source: CIS Grade Distribution 05-201070 (LFTTrend).xls

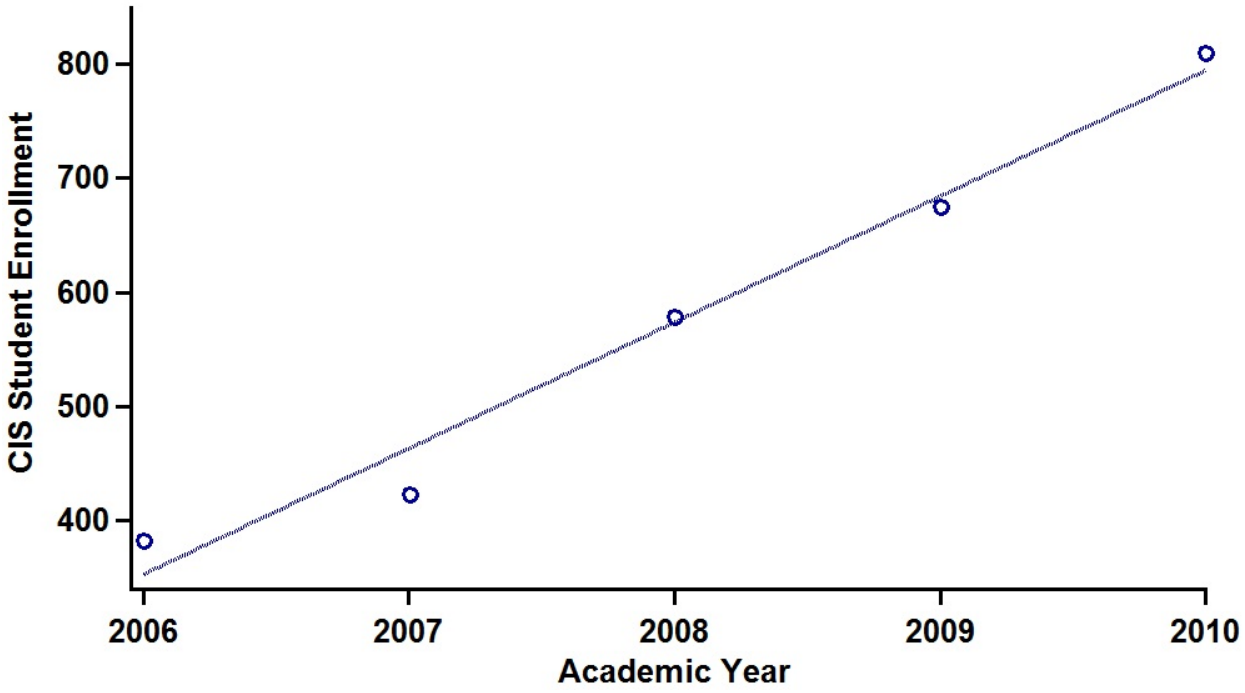
Current enrollment trends indicate a steady increase in student demand for courses. The total numbers for the 2010-2011 year are not yet available, but current summer 2010 and fall 2010 semesters reported show an increase over previous summer and fall semesters, indicating that the trend of increased enrollment will continue.

2.1.3 Enrollment Trend Data

	Term	Sections	Enrollment	FTES
2006-2007	-	**15**	**383**	**43.55**
	200650	2	49	4.21
	200670	7	189	23.21
	200730	6	145	16.13
2007-2008	-	**15**	**423**	**59.83**
	200750	2	44	4.02
	200770	6	185	28.21
	200830	7	194	28.94
2008-2009	-	**23**	**579**	**79.96**
	200850	4	90	12.67
	200870	12	286	39.82
	200930	7	203	31.80
2009-2010	-	**24**	**675**	**107.14**
	200950	5	121	18.41
	200970	11	291	46.45
	201030	8	263	42.28
2010-2011	-	**20**	**490**	**64.92**
	201050	5	146	19.50
	201070	15	344	45.39

Data source: CIS Grade Distribution 05-201070 (LFTTrend).xls

2.1.4 Enrollment Trend Chart



Data source: CIS Grade Distribution 05-201070 (LFTTrend).xls

2.2 Place of Program in Curriculum/Similar Programs

The computer information systems program serves students throughout the College's service areas by providing an associates degree, vocational certificates, and general interest courses. The courses in this program support several other programs, including Business, Business Administration, Business Office Technology, Computer Science, Digital Media Arts, Engineering, Engineering Drafting Technology, Engineering Technology, Human Services, Industrial Technology, Liberal Arts, Management, Mathematics, Small Business Management /Entrepreneurship, Vocational Nursing, and Web Design.

2.3 Curriculum Currency

The Computer Information Systems degree was updated in Spring 2008 to include program outcomes assessments. The department strives to keep all of the course outlines and the general program presented in the catalog updated. The process insures that each course is in full compliance with requirements of the Cerro Coso Curriculum and Instruction Council (CIC) of the Academic Senate. All updated

courses are approved for distance education including online, integrated television (iTV) and hybrid modes of delivery.

Over the past two years, twenty-nine course outlines have been updated with student learning outcomes and outdated/no longer relevant courses have been deleted from the inventory. The Computer Information Systems area is a quickly changing field requiring frequent curriculum updates and revisions in order to be responsive and current to industry needs.

A full listing of CIS courses, outcomes, and contents can be found on the college website at http://www.cerrocoso.edu/cic/COR/CSCI/.

2.4 Transfer Documentation

The Associates of Science in Computer Information Systems is specifically designed to accommodate students that wish to transfer to an institution offering baccalaureate degrees in computer information systems or management information systems, as well as students who desire to enter the workforce upon graduation from the college. All of the courses offered in the CIS degree are accepted for transfer within the UC and CSU systems (source: assist.org) as well as other universities throughout the US.

See Appendix A - Articulation matrix

2.5 Course Scheduling

A long-term schedule has been developed that will allow students to complete a CIS degree in a two-year time frame. Core classes that are a part of several degree programs are offered every semester. Other major classes are offered on a once-a - year schedule. At this time, programming electives are offered online once every two years. This will be reassessed if demand increases. The waitlist system implemented in Fall 2009 will help more accurately determine demand for additional sections of existing courses.

See Appendix F - CIS Long-Term Schedule

2.6 Methods of Delivery

The CIS degree can be completed completely online. Some course are only offered in an online format, and although it would be preferred to have an on campus option as well, on-site enrollment trends do not currently support sections. However, in response to local employer requests, we are planning on offering some on campus sections in the near future to see how well they are received. Advisory committee feedback helps determine what courses are applicable to desired skills in the work place as well as delivery mode preferences. A large number of the upper level CIS

students take classes concurrent with working full time so it is advantageous for them to be able to take their college classes online.

2.7 Teaching Methodologies

Most CSCI courses are listed as a lecture/lab, allowing for hands on application of concepts taught in the class. Courses are approved for delivery via on-ground, online, instructional television, and hybrid versions, taking advantage of available technology. This allows for the greatest flexibility and adaptation to student needs and learning styles.

See Appendix B: Distance Learning Addendum

2.8 Student Fees

There are currently no additional fees charged for CIS courses beyond tuition.

2.9 Explanation of Employer Relationship

Specific CSCI courses have been developed and delivered to meet the short-term and long-term needs of local employers. The department is responsive to requests for specific training programs and attempts to develop appropriate coursework as needed, dependent on staffing and budgetary constraints.

2.10 Advisory Committee

The Business and Information Technology department holds an semi-annual advisory board meeting. Members are invited from a cross-section of community businesses and organizations that represent employers that would hire CIS graduates. The general format of the meetings includes discussion about current department activities and courses, relevance of curriculum, desired job skills, and future trends that we should take into consideration as we develop new courses and programs.

November 18, 2010 was the most recent advisory board meeting. It was held at the IWV campus and attended by the following participants:

- Attending by CCCConfer: Matt Hightower, Gina Jones (OVCDC), Heather Freeman, Joanie Hanson (OVCDC)
- Attending in person: Margaret Porter, Jennifer Schwerin, Karen O'Connor

See Appendix C - Advisory Board Meeting minutes (11/18/10)

Part 3—Achievement of Student Learning Outcomes

3.1 Student Performance Data

Information presented here represents our best attempt at working with existing data supplied by the KCCD database. The department has made the needed corrections to the SAM and TOP codes on the course outlines of record (CORs) so that program data will align correctly and these changes have been approved and submitted to the district. Because a number of courses are common to many degree programs, there is an overlap across several disciplines (BSAD, BSOT, CSCI) that is not reflected in the data.

A number of students who take CIS courses do so with a specific purpose, to learn a specific skill, to upgrade existing skills, or to qualify for certification examinations. Our department serves many in-career professionals on a large military base where a formal postsecondary degree is not required for some tech jobs — just specific technical skills to get promoted. Many of these students achieve their learning goals but do not continue to complete a degree or certificate. Cerro Coso CIS students have gained employment at China Lake NAWS and other local businesses in CIS related occupations. This is in part why completions are low. Our program provides those skills that increase the tech workforce on a large weapons research base and for many local businesses requiring IT support.

There is currently not a good system for tracking students such as these. It is recommended that Cerro Coso develop a system for tracking vocational students to help determine what their initial learning goals are and if they are successful in meeting them. The number of degree and certification completions alone many not accurately reflect the success of the program.

3.1.1 CIS Program Awards & Certificates: 2005-2010

05-06	5
06-07	4
07-08	3
08-09	6
09-10	3

source: Admissions & Records Office

In the summer 2008 term, the state changed it's method of calculating student success. A "DR" grade is now assigned when a student drops a class between census day and the last day to drop without receiving a "W" grade (30%) date. DR grades did not exist prior to Summer 2008 and are now included in the Retention and Success Rate calculations, leading to a higher denominator and an overall lower rate of calculated retention and success. This functionally means that the institution's success and retention rate are now affected by DRs in a very negative way. For courses where there are a lot of drops, this can significantly bring down retention and success numbers.

3.1.2 CIS Programs Student Success Data: 2005-2010

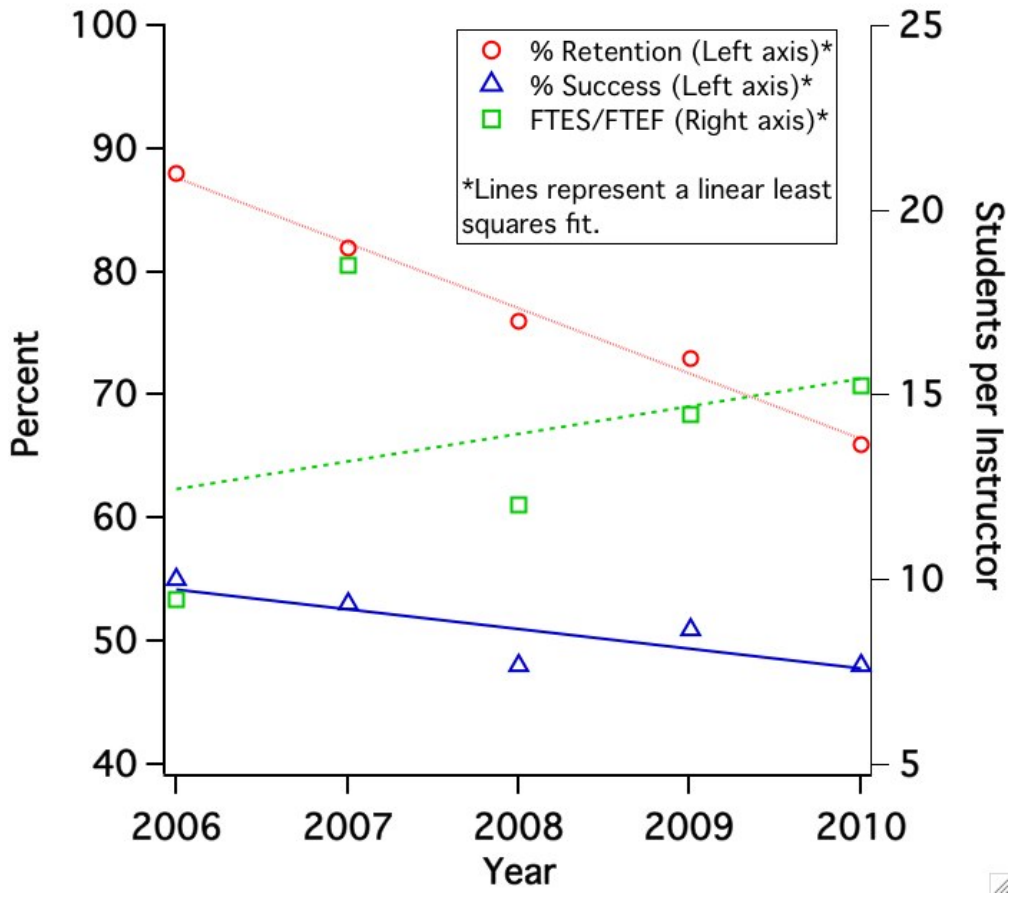
		Total Grades	# retained	% Retained	# Succeeded	% Succeeded
2005-2006	**-**	**358**	**268**	**75%**	**192**	**54%**
	200630	358	268	75%	192	54%
2006-2007	-	**355**	**312**	**88%**	**195**	**55%**
	200650	51	45	88%	26	51%
	200670	175	152	87%	104	59%
	200730	129	115	89%	65	50%
2007-2008	**-**	**388**	**317**	**82%**	**205**	**53%**
	200750	43	38	88%	27	63%
	200770	155	131	85%	85	55%
	200830	190	148	78%	93	49%
2008-2009	**-**	**581**	**444**	**76%**	**277**	**48%**
	200850	90	70	78%	45	50%
	200870	284	223	79%	134	47%
	200930	207	151	73%	98	47%
2009-2010	**-**	**679**	**496**	**73%**	**344**	**51%**
	200950	121	112	93%	67	55%
	200970	295	204	69%	149	51%
	201030	263	180	68%	128	49%
2010-2011	-	**490**	**360**	**66%**	**259**	**53%**
	201050	146	102	70%	77	53%
	201070	344	258	75%	182	53%

Data source: CIS Grade Distribution 05-201070 (LFTTrend).xls

Charting the trends over time based on the ODS data appears to show a correlation between an increase in student/teacher ratios and a decrease in retention and success. Research has shown that as lecture sections increase, overall scores decrease, and that in general, large class sizes were not effective for the retention of knowledge and critical thinking. (Hartley, 2004)[1]

While it is not possible to directly correlate this trend without further investigation into other variables, it does appear to be a factor worth considering as we plan for future faculty hires in relation to annual enrollment growth.

3.1.3 Relationship Between Student/Teacher Ratio and Retention/Success Rates



Reference 2.1.1 ODS Data: CIS FTES/FTEF chart

1. Hartley, James. "Class size matters! James Hartley considers research into the effects of different class sizes on academic attainment at school and university." *Psychology Review* Nov. 2004: 27+. *General Reference Center Gold*. Web. 20 Feb. 2011.

3.2 Achievement of Student Learning Outcomes

Program Learning Outcomes (PLOs) were assessed during the Spring, Summer, and Fall 2009 semesters. Course-level Student Learning Outcomes (SLOs) for all courses in the program will be assessed by the 2012 accreditation cycle.

3.2.1 CIS Program Learning Outcome matrix

Outcome	**Condition of Outcome**	**Target Level of Performance**	**Learning Outcome**	**Assessment Method**	**Outcome**
A.	Upon successful completion of the program,	70% of students will	demonstrate sufficient understanding and application of business and related information technology concepts for entry-level employment and advancement in the field. This will be measured by projects and scored with a rubric.	This will be assessed through final exams in BSAD 100.	Results met targeted level of performance.
B.	Upon successful completion of the program,	70% of students will	demonstrate proficiency in using industry standard computer software programs for business. This will be assessed by final exams in all courses in the program.	This will be assessed by word processing, spreadsheet, and presentation projects completed in CSCI 101 and scored with a rubric.	Results met targeted level of performance.
C.	Upon successful completion of the program,	70% of students will	demonstrate an understanding of the global system in which computer information systems are practiced including the role of ethics and the impact on society as well as contemporary issues. This will be assessed by final exams in all courses in the program.	This will be assessed through completion of a computer ethics lab assignment in CSCI 101.	Results met targeted level of performance.
D.	Upon successful completion of the program,	70% of students will	demonstrate preparedness for one or more of the career tracks listed in the program descriptions for Information Systems. This will be assessed using a rubric.	This will be assessed using a certification preparation readiness assessment exam in CSCI 146 (Security +).	Results met targeted level of performance.

Note: The department modified some assessments during the process to make the analysis more accurate and relevant. Source: Cerro Coso Program Learning Outcomes Moodle site

3.3 Data Plan

Also refer to figure *3.2.1 Program Learning Outcome Matrix*. As assessed below, it appears that the program learning outcomes are being met by the current course offerings.

3.3.1 Assessment and Data Collection Matrix

Outcome	Detailed Description of Assessment Plan	Results
A.	Description: Identify final exam questions in BSAD C100 and tabulate the results. Timeline: Assess Spring 09 classes. Sample: Collect samples from all instructors in all delivery modes. These details are researched and reported by Matt Hightower and Jerry Smith.	From section A Final: 13, 19, 26,32,33 From section B Final: 50, 46, 47, 48, 49 Spring '09 (section A, 18 results, avg score 70%, 11 at 70% or higher) Spring '09 (section B online 16 weeks, 24 results, avg score 92.5%, 21 at 70% or higher) Spring '09 (section C online 8 weeks, 17 results, avg score 92.9%, 15 at 70% or higher) Summer '09 (section D online, 18 results, avg score 91.1%, 17 at 70% or higher)
B.	Description: Based on a word processing, spreadsheet, and presentation software project, proficiency with industry standard computer software programs will be assessed. Timeline: Assess Spring 09 classes. Sample: Collect samples from all instructors in all delivery modes. These details are researched and reported by Debby Kurti and Matt Hightower	Each course had a word processing, spreadsheet, and presentation software assignment. Spring '09 **word processing -** (Section A online) 20 of 23 students successfully completed at least 70% of the assignment. (Section B - f2f) 9 of 13 students successfully completed at least 70% of the assignment. (Section C - online) 24 of 25 students successfully completed at least 70% of the assignment. **spreadsheet -** (Section A) 18 of 23 students successfully completed at least 70% of the assignment. (Section B - f2f) 10 of 13 students successfully completed at least 70% of the assignment. (Section C - online) 18 of 25 students successfully completed at least 70% of the assignment.

		presentation - (Section A) 19 of 23 students successfully completed at least 70% of the assignment. (Section B - f2f) 11 of 13 students successfully completed at least 70% of the assignment. (Section C - online) 20 of 25 students successfully completed at least 70% of the assignment. Results met targeted level of performance.
C.	Description: Have CSCI 101 students complete the textbook Computer Ethics lab. Timeline: Assess Fall 09 classes. Sample: Collect results for all students in the class. Pending Tasks: * Continue to collect data from Fall 09 class. All classes will complete the Computer Ethics lab and results will be tabulated. These details are researched and reported by Debby Kurti and Matt Hightower.	Spring '09 18 of 23 students successfully completed lab with scores of 80% or higher. All classes will complete Computer Ethics lab in the Fall '09 semester and additional data will be collected.
D.	Description: 1.) In CSCI 146 a Security+ readiness exam measures student likely preparedness for success if pursuing to achieve the official CompTia Security+ certification. 2.) Where possible, results will be gathered from current and previous students who proceed beyond the scope of our class to take the official CompTia Security+ certification. The Security+ certification is a employment requirement for many contracting companies providing IT services to our local China Lake Naval Weapons Research Center. CSCI C146 and tabulate the results. Timeline: Assess Summer 09 classes. Sample: Collect results for all students in the class. These details are researched and reported by Dan Johnson, Jon Bushnell, and Karen O'Connor.	An email survey of Spring 09 and Summer 09 students shows that 5 of 5 students out of 8 who responded to the survey successfully passed the Security + after taking the CSCI C146. All five of these were from Spring. The survey was sent less than one week after the summer class ended August 31st to meet the needs of this report. 80% of the class succeeded with meeting or exceeding the equivalent level of success required to pass the certification exam elements, through various assignments and or practice exam simulations.

Source: Cerro Coso Program Learning Outcomes Moodle site

Part 4—Currency

4.1 Current Staffing Data

Current department staffing includes three full-time faculty split between several disciplines (BSAD, BSOT, CSCI) and a large number of part-time faculty. Two full time faculty are assigned to the Indian Wells Valley (IWV) campus and the other is assigned to the Bishop and Mammoth campuses, leaving Kern River Valley and South Kern without full time faculty representation and support. We currently do not have a full-time instructor qualified to teach computer science courses. There is a desire to build up programs in all college areas, but the ability to do so is limited by the availability of full time staffing in some areas.

4.1.1 Department Sections vs Staffing

	Spring 2010			Fall 2010		
Campus	Sections Offered	Taught by Full Time	Taught by Part Time (includes team-taught)	Sections Offered	Taught by Full Time	Taught by Part Time (includes team-taught
IWV	12	11	2	12	11	1
KRV	3	0	3	4	0	4
Bishop	3	0	3	6	1	5
Mammoth	0	0	0	1	1	0
SOK	0	0	0	0	0	0
Online	22	5	20	20	4	16
Total	40	16	28	43	17	26

Source: Cerro Coso Spring 2010 and Fall 2010 Schedule of Classes

At the present time, the Business and Information Technology Department has three full time and 18-22 adjunct faculty. The CIS area specifically has 1 full time faculty and 5-10 adjuncts teaching sections. The ratio of full-time to part-time faculty would indicate a need for additional full time staff to cover classes and participate in the development of new programs. The expected addition of a full time Computer Science faculty is expected to relieve some of this load as well as allow for the increase in programming offerings, both onsite and online. The chart below details FTES/FTEF.

4.1.3 ODS DATA: CIS FTES/FTEF

		Sections	Enrollment	Students/ Section	FTES	FTEF	Adjunct FTEF	FTES/ FTEF
2005-2006	**-**	**13**	**406**	**31.23**	**21.94**	**2.73**	**1.18**	**8.04**
	200630	13	406	31.23	21.94	2.73	1.18	8.04
2006-2007	**-**	**15**	**383**	**25.53**	**43.50**	**4.60**	**1.60**	**9.50**
	200650	2	49	24.50	4.20	0.70	0.00	6.30
	200670	7	189	27.00	23.20	1.90	0.30	12.00
	200730	6	145	24.17	16.10	2.00	1.30	8.10
2007-2008	-	**15**	**423**	**28.86**	**59.83**	**3.26**	**1.40**	**18.34**
	200750	2	44	22.00	4.00	0.70	0.00	6.00
	200770	6	185	30.83	28.20	1.30	0.70	21.20
	200830	7	194	27.71	28.90	1.30	0.70	22.30
2008-2009	-	**23**	**579**	**25.95**	**79.96**	**6.46**	**3.79**	**12.38**
	200850	4	90	22.50	12.70	1.20	0.90	10.60
	200870	12	286	23.83	39.80	3.30	1.90	12.20
	200930	7	203	29.00	31.80	2.50	1.50	12.90
2009-2010	-	**24**	**675**	**28.13**	**107.10**	**7.45**	**4.33**	**14.38**
	200950	5	121	24.20	18.40	1.50	1.20	12.00
	200970	11	291	26.45	46.50	3.30	1.90	14.00
	201030	8	263	32.88	42.30	2.60	1.30	16.30
2010-2011		**20**	**490**	**26.07**	**64.92**	**4.26**	**1.93**	**18.11**
	201050	5	146	29.20	19.53	1.20	0.53	14.88
	201070	15	344	22.93	45.39	3.06	1.40	10.65

Data source: 702 program_review.xls

4.2 Facilities Currency

Most on-site CIS courses at the IWV campus are taught in the Learning Resource Center. There are three computer lab classrooms. Two classrooms are equipped with 30 student stations and the third is equipped with 29 student stations. All rooms have an instructor station, an overhead projector, and whiteboards. Although iTV rooms are available to allow multiple campuses to participate in a single course, the rooms are not equipped with computer stations, limiting their usefulness for CSCI courses that require hands-on access to technology to achieve the student learning objectives.

Increasingly, other disciplines (English, math, engineering, science) are requesting to use the computer classrooms for their own courses. It is expected that as the college continues to develop technical, engineering, and science programs, and as the use of computer technology is infused across the curriculum, the demand on these rooms will increase and additional facilities will be required.

4.3 Equipment Currency

The classroom computers are rotated based on a set replacement schedule developed by the Technology Resource Team, and implemented by the IT staff. Specialized software is installed upon request, if supplied by the department.

Because of the quickly changing nature of the computer industry, faculty, classroom, and lab computers should be kept current and replaced on a regular cycle as determined by the campus Technology Resource Team.

Current hardware and software is necessary to be able to train students to be competitive in the workplace and for transfer to other programs. Classrooms must have computers, speakers, a projector, and the ability to play CDs and DVDs. Headsets are also needed.

Due to changes in the newer Windows operating systems, the ROBOLAB software currently being used is no longer compatible with the current college operating systems. Updated software will be required for CSCI 101 classroom projects and community outreach programs. However, the newer ROBOLAB LabVIEW Education software is much more similar to the industry standard LabVIEW software which is used extensively by Navy development projects for software control of equipment.

ROBOLAB LabVIEW Education Edition 25-Seat
http://www.legoeducation.us/store/
detail.aspx?KeyWords=labview&by=20&ID=1956&c=0&t=0&l=0
Product ID: W991665
Price: $900.00

The A+ certification series of classes is in need of computer equipment for their on-site hands-on activities. This equipment also has application to CSCI101 as well:

- Desktop computer components ~$7,500
    - PC case/Power Supply: ~$150 x 8 = $1200
    - AMD Quad Core Motherboard/Processor: ~$325 x 2 = $750
    - AMD Dual Core Motherboard/Processor: ~$200 x 2 = $400
    - Intel Quad Core Motherboard/Processor: ~$470 x 2 = $940
    - Intel Dual Core Motherboard/Processor: ~$190 x 2 = $380
    - NVIDIA Graphics Card: ~$160 x 4 = $640
    - Radeon Graphics Card: ~$90 x 4 = $360
    - Hard Drive: ~$80 x 8 = $640
    - CD/DVD Drive: ~$30 x 8 = $240
    - RAM 4GB: ~$60 x 8 = $480
    - Wireless Keyboard/Mouse: ~$40 x 4 = $160
    - USB Keyboard/Mouse: ~$20 x 4 = $80
    - Monitor: ~$100 x 8 = $800
    - Shipping, etc: ~$40 x 8 = $320
    - CPU thermal compound – ~$40 * 4 = $160 in supplies

The Network+ certification series of classes also needs equipment:

- Cisco brand Ethernet switch for Network+ classes ~$1500
- Fiber for connecting switches ~$25 * 12 = $300 equipment (Network+, Security+, Telecommunications (if onsite), and several of the future courses as well)
- Fiber Optic Toolkit ~$2,000 equipment (Particularly useful for a Network+, CCNA, or Telecommunications course) – Fiber skills are a hot topic in the new telecommunications industry

4.4 Cost of the Program

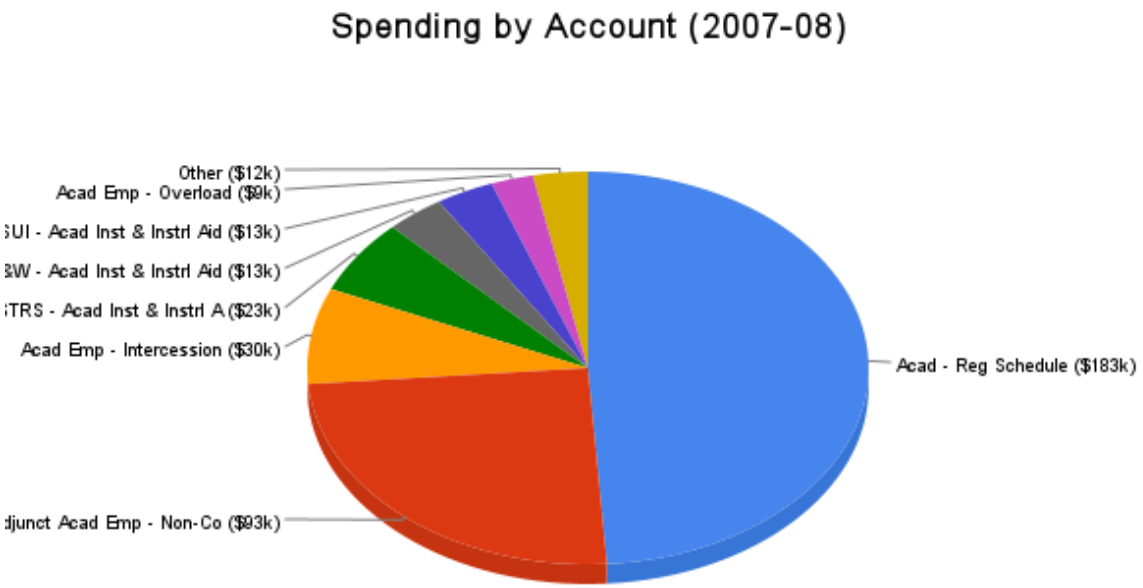
Because the Business and Information Technology department is comprised of several program areas, the individual cost of the CIS program is difficult to break out from overall department expenses; therefore, the information below may reflect some overlap with other department expenditures. We would like to request that the financial data be more accurately coded to reflect actual program expenses. This will facilitate more relevant and accurate reporting for all program areas. The budget numbers below do not include expenses for courses in the major offered by program areas outside of the department. The information was compiled from Banner budget reports of the 070100 program area.

Due to the nature of the programs we teach, software upgrades for the classroom and lab computers is a reoccurring expense. The expense for software that is used under a college or district-wide license (ie: Microsoft Office) is covered under the respective IT budgets. However, additional department expense must be budgeted in for specialized software needed to deliver curriculum. (*source: Cerro Coso IT department*)

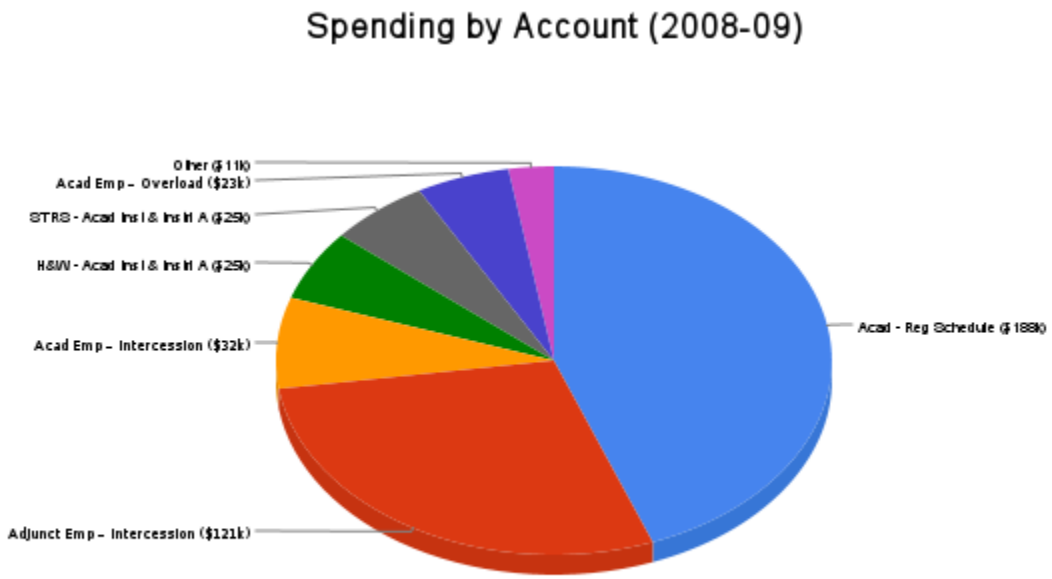
Professional development opportunities in the form of advanced training and conference attendance are necessary to keep faculty current due to the quickly changing technological landscape in which we strive to teach. There is perhaps no field in which change happen as rapidly as in software, hardware, networking, and information technology in general. Continuing education is required to keep abreast of those changes and to enable us to better prepare our students attain their workplace and transfer education goals.

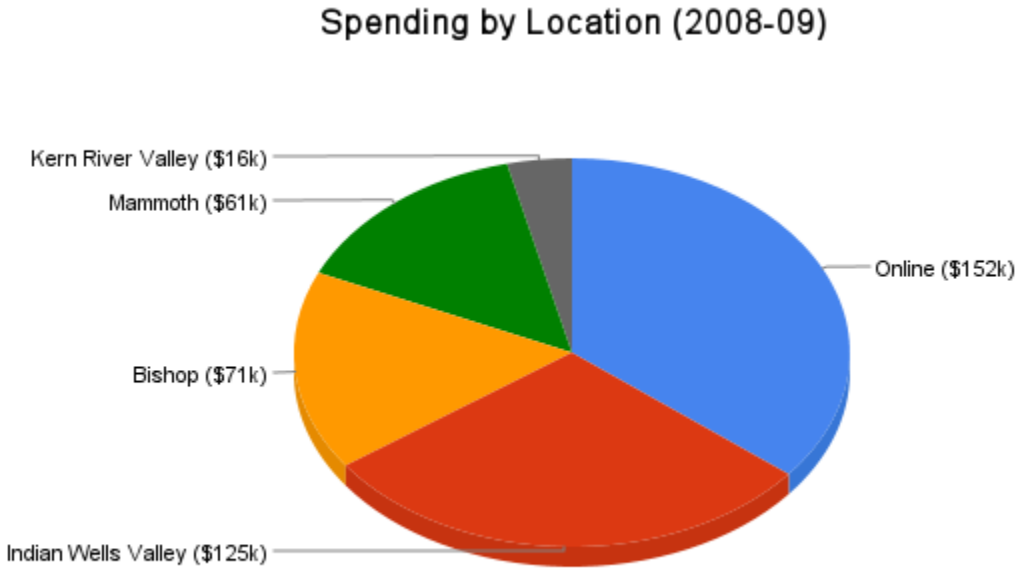
The following charts break out spending by account and by location for the 2007-08, 2008-09, and 2009-10 fiscal years. Note that the current fiscal year is not yet closed so the numbers reported will only reflect expenses through mid-April. As expected, academic salaries are the largest program expense. Majority expenditures at the Indian Wells Valley (IWV) and online campuses support a consistent trend of offering the bulk of our courses through those venues. The Bishop and Mammoth campuses show a much lower, although consistent funding trend across all three fiscal years. The Kern River Valley (KRV) campus reflects a decreasing funding trend and the South Kern (SOK) campus shows no expenditures, as we offer limited or no coursework at those locations.

4.4.1 FSYR 2007-08



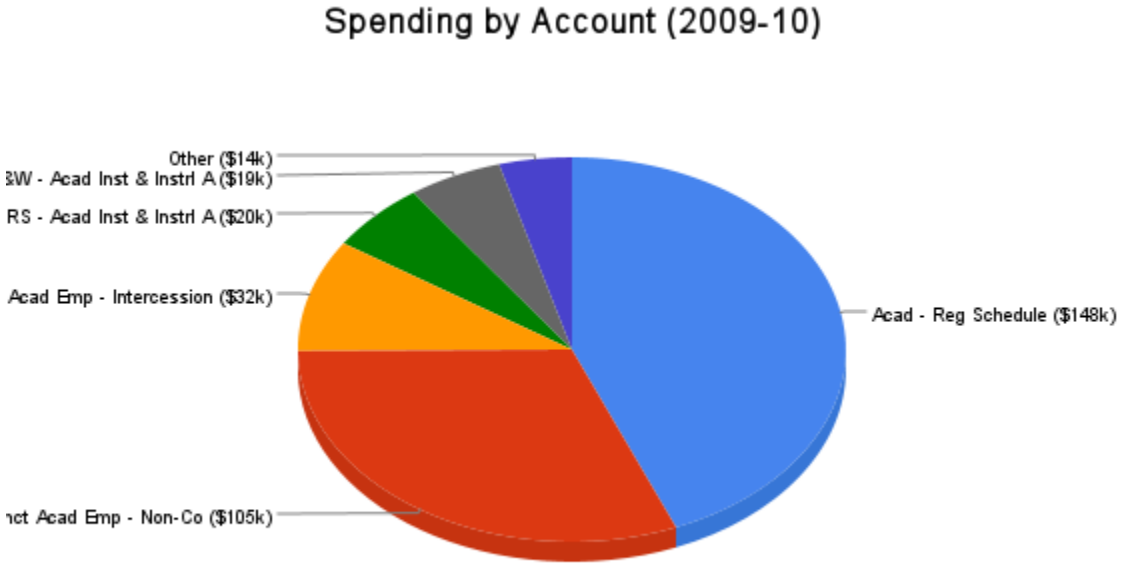
4.4.2 FSYR 2008-09

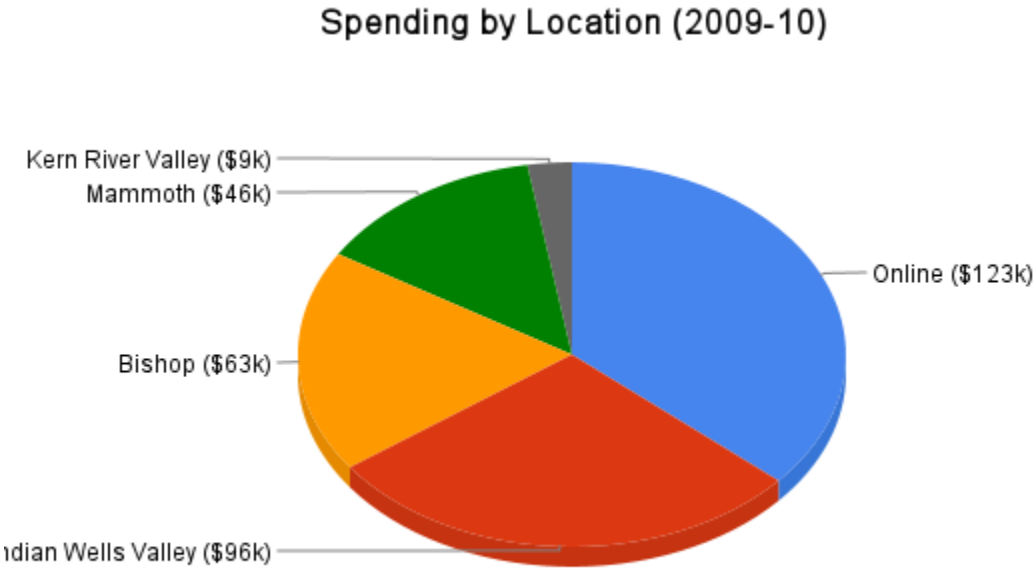




4.4.3 FSYR 2009-10

as of 4/14/10





Data source: Banner budget category 070100 data supplied by the Office of Career Technical Education.

See Appendix D for detailed CIS Budget breakdown.

Part 5—Future Needs and Plans

5.1 Program Strengths

The Computer Information Systems program has the capability of being responsive to local employer requests, often providing specialized training and coursework to fulfill specific needs. In addition, the large CIS adjunct pool consists of individuals who are currently working in the CIS field, providing relevant and current expert instruction on a diverse number of topics. Their participation and input into curriculum development is critical in a field that changes as quickly as technology instruction.

In addition to being responsive to local employer needs, the department maintains partnerships with area high schools by developing articulation agreements that allow students to earn college credits for courses they take prior to earning their high school diploma. Department members are actively involved in K12 outreach activities in the local community.

5.2 Improvements Needed

Our full time to adjunct ratio is well below the recommended 75/25% level. While there are many benefits to having a large professional adjunct pool teaching our programming, networking, and database courses, the negative effect is that there are a limited number of full time faculty to participate in long term program planning, grant writing, curriculum development and other activities that would benefit the department, and the college as a whole. Also, there are fewer full time faculty on hand to meet with and mentor students enrolled in the discipline as typically, adjunct faculty have limited availability outside of their classroom assignments.

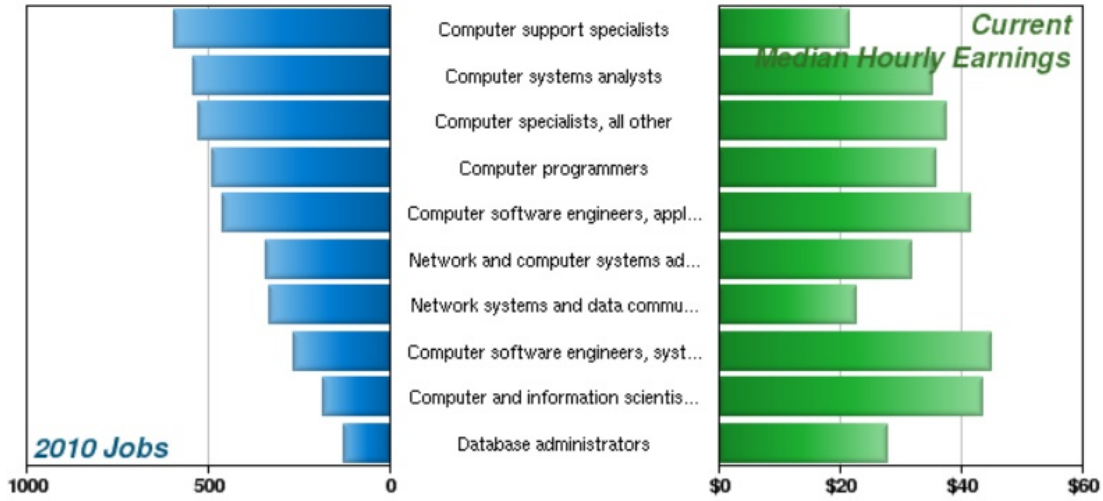
In addition to staffing issues, the department needs to look at the core program classes and determine updates that will allow them to be articulated to a greater number of California institutions of higher education. This will benefit students who are planning on continuing their education by transferring into CIS, CS, and MIS baccalaureate programs.

5.3 Five-Year Program Plan

Computer information Systems is a constantly changing field, requiring faculty to stay current in technology topics so they can be responsive to upcoming needs.

An Economic Modeling Specialists, Inc (EMSI) Highest Ranked Occupations report for Kern, Inyo, and Mono counties showed the following data:

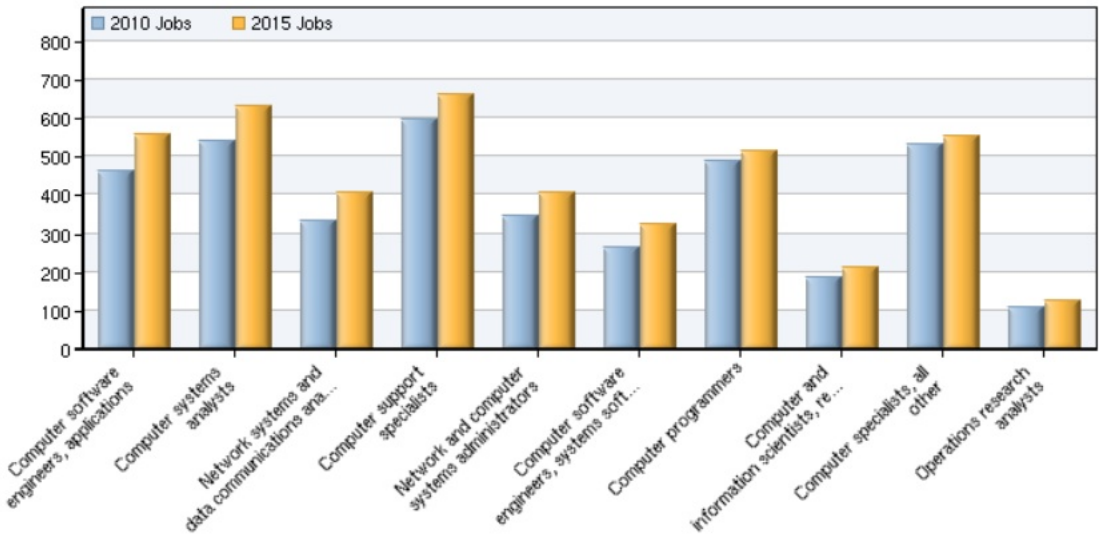
5.3.0.1 EMSI Largest Occupations



SOC Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Current Median Hourly Earnings
15-1041	Computer support specialists	597	663	66	11%	$21.40
15-1051	Computer systems analysts	541	630	89	16%	$35.15
15-1099	Computer specialists, all other	530	552	22	4%	$37.48
15-1021	Computer programmers	490	515	25	4%	$35.68
15-1031	Computer software engineers, applications	464	558	94	20%	$41.38
15-1071	Network and computer systems administrators	344	405	61	18%	$31.85
15-1081	Network systems and data communications analysts	333	406	72	22%	$22.51
15-1032	Computer software engineers, systems software	265	325	60	23%	$44.95
15-1011	Computer and information scientists, research	187	211	24	13%	$43.39
15-1061	Database administrators	130	149	19	15%	$27.62

Source: EMSI Complete Employment - 2nd quarter 2010

5.3.0.2 EMSI Fastest Growing Occupations



SOC Code	Description	2010 Jobs	2015 Jobs	Growth	Growth %	Current Median Hourly Earnings
15-1031	Computer software engineers, applications	464	558	94	29%	$41.38
15-1051	Computer systems analysts	541	630	89	16%	$35.15
15-1081	Network systems and data communications analysts	333	406	73	22%	$22.51
15-1041	Computer support specialists	597	663	66	11%	$21.40
15-1071	Network and computer systems administrators	344	405	61	18%	$31.85
15-1032	Computer software engineers, systems software	265	325	60	23%	$44.95
15-1021	Computer programmers	490	515	25	5%	$35.68
15-1011	Computer and information scientists, research	187	211	24	13%	$43.39
15-1099	Computer specialists, all other	530	552	22	4%	$37.48
15-2031	Operations research analysts	106	125	19	18%	$51.49

Source: EMSI Complete Employment - 2nd Quarter 2010

Below are some areas that have been identified as ones to explore as we develop curriculum that is relevant to our students and as well as serving the needs of our local employers within the next five years.

5.3.1 Software Support Specialist

Description

The need for qualified individuals to provide the necessary support for computer systems is evident from the EMSI data and from Advisory Board feedback relating to the local job market.

5.3.1.1 Software Support Specialist Employment Outlook

SOC Code	Description	2010 Jobs	2015 Jobs	Growth	Growth %	Current Median Hourly Earnings
15-1041	Computer Support Specialists	597	663	66	11%	$21.40

Source: EMSI Complete Employment - 2nd quarter 2010

A Software Support Specialist program would give students the skills in computer programming, personal productivity applications, and data communications that they need to succeed as a software support specialist in a typical office environment where administrative and financial management is supported by personal computers.

Outcomes

- An understanding of the capabilities and limitations of microcomputers
- Ability to perform basic scripting and programming
- Ability to recommend personal productivity solutions to end-users
- Ability to write instructions for using applications
- Provide end-user training on new systems

Occupational Outlook

Jobs in microcomputer software support are challenging and diverse, and the demand for individuals with a software support background is expected to grow significantly throughout the next decade. After a student has earned a Software Support Specialist certificate, he or she will be well prepared to go directly into entry-level employment in the software support field. According to the California Employment Department's 2001-2008 Labor Market Information, salaries ranged from $25,000 to $42,000 for an entry-level microcomputer software support specialist and up to $77,000 or more for an experienced specialist.

5.3.2 IT Systems Administration Specialist

Description:

The need for qualified IT systems administrators is evident from the EMSI data and from Advisory Board feedback relating to the local job market.

5.3.2.1 Systems Administration Specialist Employment Outlook

SOC Code	Description	2010 Jobs	2015 Jobs	Growth	Growth %	Current Median Hourly Earnings
15-1071	Network and computer systems administrators	344	405	61	18%	$31.85

Source: EMSI Complete Employment - 2nd quarter 2010

Typical job duties include: install, configure, administer and operate client and server systems including Microsoft Windows server, Windows client, Linux and Microsoft Exchange. Perform technical troubleshooting of computer systems and networks. Integrate the hardware and software required to support new initiatives. Install, maintain and troubleshoot Internet connectivity for services such as email, web and other Internet applications. Be responsible for critical system backups and plan for the restoration of computing services in the event of disasters. Demonstrate initiative as a member of an information technology team.

Outcomes:

- Troubleshoot personal computer systems.
- Install and configure Microsoft Windows client operating systems.
- Troubleshoot Microsoft Windows Client Operating Systems.
- Install and configure Microsoft Windows Server operating systems
- Troubleshoot Microsoft Windows Server Operating Systems.
- Establish an Active Directory environment on Microsoft Windows Server
- Configure basic TCP/IP networking services on Microsoft Windows
- Install, configure, and troubleshoot network operating systems.
- Solve problems individually and in a team environment.

Occupational Outlook:

This program would prepare students for entry level positions as Systems Administrator, Data Processing Operations Technician (State), Technical Support Services, Help Desk, Networking Services, Network Installer, and many positions requiring Microsoft Certified Information Technology Professional (MCITP) certificates in server/client applications. Locally, companies such as Jacobs Technology, MilCorp,

and NMCI will start system administrators with this type of training at $45,000 a year.

With additional education and/or work experience, graduates may find employment as:

- Install, configure, and troubleshoot network operating systems.
- Network Administrator
- Computer Operations Shift Supervisor
- Data Center Manager
- Chief Information Officer (CIO)
- Microsoft Certified Information Technology Professional (MCITP) with certificates for other server applications such as Exchange, Lync, Office Project, Share Point, and SQL.

5.3.3 IT Networking Security Specialist

Description

According to industry analysts, network security is one of the fastest growing fields in Information Technology, due to the increase in network vulnerability and security threats. Data theft and other unauthorized access to computer systems and Web sites can be enormously detrimental to a company's success. Executives from all types of companies are reporting that information technology specialists with security expertise are highly valued, because safeguarding systems is a mission critical role.

The Bureau of Labor Statistics, in its Occupational Outlook Handbook (2010-11) indicates that "computer security specialists plan, coordinate, and maintain an organization's information security. These workers educate users about computer security, install security software, monitor networks for security breaches, respond to cyber attacks, and, in some cases, gather data and evidence to be used in prosecuting cyber crime. The responsibilities of computer security specialists have increased in recent years as cyber attacks have become more sophisticated."

Nationwide, computer network, systems, and database administrators held about 961,200 jobs in 2008. Of these, 339,500 were network and computer systems administrators, 120,400 were database administrators, and 292,000 were network and data communications analysts. In addition, about 209,300 were classified as "computer specialists, all other," a residual category.

Source: Bureau of Labor Statistics, Occupational Outlook Handbook 2010-11.

Currently, EMSI data does not break out a specific category for networking security specialist. According the the Bureau of Labor Statistics, it is a subcategory of Network and Systems Administrators lists as "all other computer specialists".

5.3.3.1 Computer Specialist Employment Outlook

SOC Code	Description	2010 Jobs	2015 Jobs	Growth	Growth %	Current Median **Hourly Earnings**
15-1099	Computer specialist, all others	530	552	22	4%	$37.48

Source: EMSI Complete Employment - 2nd quarter 2010

Outcomes
Students would be qualified to understand and work with:

- Mitigating threats
- Authentication systems
- Messaging security
- User and role-based security
- Public key infrastructure
- Access security
- Ports and protocols
- Network security
- Wireless security
- Remote access security
- Auditing, logging, and monitoring
- Vulnerability testing

Occupational Outlook:
This program would prepare students to enter positions such as Information Security Specialist, Database Security Specialist, Web Application Security Specialist, LAN Administrator, Junior Network Administrator, and Technical Support Specialist (Tier II and Tier III). You'll also be well-prepared to pursue the following technical certifications: CompTIA A+, Network+, Linux+, Security+, and Microsoft® Certified Professional (MCP). Salaries typically begin at $50,000 a year and increase with experience and additional education.

Source: Appendix E - Computer Information Systems Annual Unit Plan

5.4 Relation of the Five-Year Plan to the College Mission

5.4.1 Relationship to College Mission

"Our mission is to educate, innovate, inspire and serve."

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 program 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 this program will be prepared to transfer to a four-year institution to continue as students in Computer Information Systems, Computer Science, Management Information Systems, or other comparable courses of studies.

Students earning Associate degrees, certificates and awards will be qualified to enter the job market as entry level programmers, help desk providers, computer operators, and computer support specialists.

5.4.2 Relationship to College Strategic Goals

College Goal I. Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.

A. Strengthen instructional programs and services.
B. Improve career and technical education and workforce development in our diverse service area.
C. Improve collaboration and communication with area K-12 school districts.

The Department has increased the viability of its curriculum by developing and enforcing prerequisites for courses, and reviewing and developing new course outlines of record appropriate to the technology of today.

The Department has been at the forefront of online development and delivery and now offers eight complete degrees via distance learning. The department ensures that all courses required for degrees are offered online at least once a year.

The programs in the department provide the community with a well-trained, skilled workforce.

Source: Cerro Coso Strategic Plan 2007-09

5.5 Strategies for Achieving the Plan

The future success of the Computer Information Systems and Computer Science programs, and the gathering of more in depth and meaningful data, rely on the ability to obtain accurate data in collaboration with the college Institutional Researcher. It is recommended that a method for tracking students from their initial enrollment through occupational placement be developed to help more accurately determine how student needs and goals relate to the success of the program.

The Business and Information Technology Department Chair will be ultimately responsible for the implementation of this plan, the Business and Information Technology Department's Annual Unit Plan, and for the review of this program by working closely with faculty, staff and administration.

Part 6—Supporting Documentation

6.1 Appendix A: Articulation Agreements

This articulation matrix was developed by the Cerro Coso Counseling Department based on information available at http://www.assist.org. It identifies major courses and programs they transfer into.

Computer Information Systems Articulation Matrix

Universities - CSU/UC	BSAD C100	CSCI C101	CSCI C241	CSCI C251	CSCI C252	CSCI C270	MATH C130	MATH C131	MATH C121	Extra Classes Needed
Cal Poly Pomona*		X				X		X	X	BSAD + BSAD C131, JAVA, C++
Cal Poly San Luis Obispo*		X			X			X	X	BSAD C131, MATH C131
CSU Bakersfield	NO CIS									No program articulated.
CSU Channel Islands										C++
CSU Chico**		X	X			X	X		X	BSAD + C++
CSU Dominguez Hills										BSAD + Bus Prog/Network Apps
CSU East Bay	NO CIS									No program articulated.
CSU Fresno	NO CIS									No program articulated.
CSU Fullerton	NO CIS									No program articulated.
CSU Long Beach	NO CIS									No program articulated.
CSU Los Angeles**				X						BSAD + BSAD C131, JAVA, C++
CSU Monterey Bay	NO CIS									No program articulated.
CSU Northridge	NO CIS									No program articulated.
CSU Sacramento	NO CIS									No program articulated.
CSU San Bernardino*			X	X		X				DMA C117, CSCI C270
CSU San Marcos										No program articulated.
CSU Stanislaus	NO CIS									No program articulated.
Humboldt State**		X		X					X	Bus Prog, C++, JAVA, MATH C130, Operating Sys/Analysis
San Diego State	NO CIS									No program articulated.
San Francisco State	NO CIS									No program articulated.
San Jose State										Intro to Bus Prog
Sonoma State	NO CIS									No program articulated.
UC Berkeley	NO CIS									No program articulated.
UC Davis	NO CIS									No program articulated.
UC Irvine	NO CIS									No program articulated.
UC LA	NO CIS									No program articulated.
UC Merced	NO CIS									No program articulated.
UC Riverside	NO CIS									No program articulated.
UC San Diego	NO CIS									No program articulated.
UC Santa Barbara	NO CIS									No program articulated.
UC Santa Cruz					X					C++,JAVA, Python, Systems/Assembly language
*BSAD w/CIS emphasis.										
**Actual CIS degree.										

source: Cerro Coso Counseling Department

6.2 Appendix B: Distance Education Addendum

College curriculum forms have been moved to the online CurricUNet system. The Distance Education Addendum form is required of all courses being taught in an online, iTV, or hybrid format. It is designed to ensure that sufficient instructor contact is maintained with the students.

Cerro Coso Community College						
COURSE OUTLINE OF RECORD						
Form D (Distance Education Addendum)			**Date**	Click here to enter a date.	Page 1 of 5	
Discipline	Click here to choose Discipline.	**Course No.**		**Units**		
Course Title						
Non-Credit Category	Click here to choose Non-Credit Category.					

COURSE CATALOG DESCRIPTION					
Instructions: *Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation to use distance education technology (fully or in part) as the intended method of delivery. Please attach a copy of the current Course Outline of Record.*					
Delivery Method(s). *Check all that apply*.					
	Hybrid		**iTV**		**Online**
Describe the rationale for offering the course via the identified method(s) of delivery.					
Rationale			**Hybrid**	**iTV**	**Online**
This course serves educational needs of an identified population					
This course is required for a distance education degree or certificate					
There is insufficient enrollment for this course a particular site					
There are schedule, facilities, and/or instructor conflicts for this course at a particular site					
Other					
For each identified method of delivery, describe how the hours of instruction make this course equivalent to the hours of instruction defined in the Course Outline of Record.					

Hybrid	
iTV	
Online	

For each identified method of delivery, describe how assignments and evaluations will be adapted to accommodate the identified method of delivery. Assignments and evaluations must be equivalent to (if not the same as) those noted in the COR.		
Method of Delivery	Assignment	Evaluation
Hybrid		
iTV		
Online		

Indicate the proposed maximum class size for each identified method of delivery.		
Hybrid		
iTV		*Preferred maximum enrollment for iTV courses is 20 students at each site.*
Online		*Preferred maximum enrollment for online courses is 45 students.*

For each identified method of delivery, describe how the instructor will identify and respond to students experiencing difficulty.	
Hybrid	
iTV	
Online	

Regular effective contact is a requirement of Title 5, Section 55204. Identify the methods of regular effective contact that may be used (Check all that apply):				
Methods of Contact	Hybrid	iTV	Online	Comments
Text-Based Contact				
eMail				

Outside Reading				
Research (LRC, Internet, Other)				
Lecture				
Discussion Forum				
Chat/Instant Messaging				
Electronic Presentation (*e.g.*, PowerPoint)				
Document Camera				
Smartboard				
Other				
Audio-Based Contact				
Telephone				
Synchronous Audio (*e.g.*, CCC Confer, etc.)				
Asynchronous Audio (*e.g.*, WAV, WMA, etc.)				
Other				
Video-Based Contact				
Synchronous Video				
Asynchronous Video (*e.g.*, Archived Breeze, Flash, WMV, Read, etc.				
CD				
VHS				
DVD				
Other				

Website Support				
MOODLE				
Outside Website (*e.g.*, publisher, CourseCompass, Aplia, etc.				
Electronic Posting of Grades				
Feedback				
Lecture Materials				
Other				
Classroom Support				
Remote Equipment Start-up				
Test Proctoring				
Teaching Assistant				
Other				
For each identified method of delivery, identify hardware needed by the instructor to teach this course effectively.				
Standard College IT infrastructure				
For each identified method of delivery, identify hardware needed by the student to complete the course successfully.				

For each identified method of delivery, identify software needed by the student to complete the course successfully.				

6.3 Appendix C: Advisory Meeting Minutes

Minutes of the November 18, 2010 meeting, as submitted by Department Chair, Karen O'Connor.

- Attending by CCCConfer: Matt Hightower, Gina Jones (OVCDC), Heather Freeman, Joanie Hanson (OVCDC)
- Attending in person: Margaret Porter, Jennifer Schwerin, Karen O'Connor

Discussion included:

- Program areas and degrees were reviewed briefly. Computer Information Systems needs an update to align with the state records. The program hasn't been revised for a few years and may need adjustments to suit the current days needs for students graduating from the program.
- Business Office Technology needs a true intro class and this will be created by splitting BSOT C154 into an intro and a capstone. CSCI courses that are only applicable to the BSOT program will be revised and renamed to the BSOT discipline where appropriate. Upcoming and needed changes to the BSOT program including advancing to Office 2010, changes to the CSCI course discipline to BSOT for BSOT degree courses.
- The group reviewed 2-year program reviews for all program areas in the department (CIS, PARA, BSAD, BSOT) Employment information for all areas is difficult to find EMSI doesn't show all jobs in our areas because of the zip code issues where the employer is outside our area. Joanie Hansen has a report from the Bishop area she will share.
- The group reviewed 6-year program reviews for Business Office Technology and Business degrees.
- The Business Office Technology offerings in Bishop: Updates and scheduling plans were discussed.
- MS Office is industry standard. Access is increasingly important, but Excel , Word, and PowerPoint are used in almost all offices. File management is extremely important.
- A+ courses and certifications required for jobs on base. Margaret is getting a list of what certifications the base commonly needs for trained employees. Margaret is going to ask Gail Bigelo to call Jennifer Schwerin about base training needs in our courses.
- We discussed the evolving idea of the online tutoring site that is planned to launch for Spring Semester.
- We discussed the need for additional full time faculty for Computer Science and future plans to potentially offer CSCI C251 Intro to Computer Science on campus.

6.4 Appendix D: CIS Budget Breakdown

Source: Budget data provided by the Cerro Coso Office of Career and Technical Education

6.4.1 FSYR 2007-08

FSYR 2007-08	
Summary by Account	
Acad - Reg Schedule ($183k)	$183,407.06
Adjunct Acad Emp - Non-Co ($93k)	$92,895.00
Acad Emp - Intercession ($30k)	$29,597.70
STRS - Acad Inst & Instrl A ($23k)	$23,053.49
H&W - Acad Inst & Instrl Aid ($13k)	$12,549.00
SUI - Acad Inst & Instrl Aid ($13k)	$12,508.48
Acad Emp - Overload ($9k)	$9,097.00
Other ($12k)	$11,829.92
Summary by Location	
Indian Wells Valley ($122k)	$122,383.73
Online ($111k)	$111,035.80
Bishop ($61k)	$61,166.85
Mammoth ($61k)	$61,166.65
Kern River Valley ($19k)	$19,184.62

6.4.2 FSYR 2008-09

FSYR 2008-09	
Summary by Account	
Acad - Reg Schedule ($188k)	$187,629.48
Adjunct Emp - Intercession ($121k)	$120,755.80
Acad Emp - Intercession ($32k)	$32,148.05
H&W - Acad Inst & Instrl A ($25k)	$24,979.66
STRS - Acad Inst & Instrl A ($25k)	$24,666.24
Acad Emp - Overload ($23k)	$23,028.09
Other ($11k)	$11,148.47
Spending by Location	
Online ($152k)	$151,772.45
Indian Wells Valley ($125k)	$124,588.31
Bishop ($71k)	$70,520.65
Mammoth ($61k)	$61,530.24
Kern River Valley ($16k)	$15,944.14

6.4.3 FSYR 2009-10 (YTD)

FSYR 2009-10 (YTD)	
Spending by Account	
Acad - Reg Schedule ($148k)	$147,586.24
Adjunct Acad Emp - Non-Co ($105k)	$104,781.47
Acad Emp - Intercession ($32k)	$31,810.42
STRS - Acad Inst & Instrl A ($20k)	$19,767.67
H&W - Acad Inst & Instrl A ($19k)	$18,624.84
Other ($14k)	$14,458.88
Spending by Location	
Online ($123k)	$122,656.73
Indian Wells Valley ($96k)	$96,479.00
Bishop ($63k)	$63,130.90
Mammoth ($46k)	$45,967.12
Kern River Valley ($9k)	$8,795.77

6.5 Appendix E: CIS Annual Unit Plan

See attached Computer Information Systems 2011-12 Unit Plan

6.6 Appendix F: CIS Long Term Schedule

See attached Computer Information Systems Long Term Schedule Spreadsheet

Cerro Coso Community College

Computer Information Systems
Unit Plan
2011-2012

prepared by

Deborah Kurti
Computer Information Systems faculty

in collaboration with

Karen O'Connor
Business & Information Technology
Department Chair

and

Matthew Hightower
Computer Information Systems faculty

I. MISSION 3
A. Relationship to College Mission 3
B. Relationship to College Strategic Goals 3
C. Relationship to Department Strategic Goals 4
II. PROGRAM DESCRIPTION 7
A. Degrees and Certificates 7
1. Associates of Science Degree (31 units + general education requirements) 7
2. Computer Information Systems Certificate (25 units) 7
3. Intermediate Programming Certificate (25 units) 7
B. Program Learning Outcomes 8
C. Program Outcomes Assessment 8
III. CLOSING THE LOOP 9
A. Certification Training 9
B. Program and Curriculum Development 9
C. Program Review 9
IV. FUTURE DEVELOPMENT STRATEGIES 10
A. SOFTWARE SUPPORT SPECIALIST 10
Description 10
Outcomes 10
Occupational Outlook 10
B. IT SYSTEMS ADMINISTRATION SPECIALIST 11
Description 11
Outcomes 11
Occupational Outlook 11
C. IT NETWORKING SECURITY SPECIALIST 12
Description 12
Outcomes 12
Occupational Outlook 13
V. PROGRAM SPECIFIC REQUIRED RESOURCES 13
A. Equipment 13
B. Supply 14
C. Staff 14
VI. TRENDS 15
A. Data Analysis 15
B. Enrollment Trends 15
Enrollment Trend Chart 16
VII. LONG TERM SCHEDULE 17

I. MISSION

Our mission is to provide computer information systems and computer science transfer preparation, vocational computer technology education, and employment retraining and computer literacy skills while empowering our students to become lifelong learners and active participants in a technological world.

A. Relationship to College Mission

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 program 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 will be qualified to enter the job market as entry level programmers, help desk providers, computer operators, desktop publishers, office and administrative support specialists, and computer support specialists.

B. Relationship to College Strategic Goals

The Department has increased the viability of its curriculum by developing and enforcing pre-requisites for courses, and reviewing and developing new course outlines of record appropriate to the technology of today.

The Department has been at the forefront of online development and delivery and now offers eight complete degrees via distance learning. The department has ensured that all courses required for degrees are offered online at least once a year.

The programs in the department provide the community with a well-trained, skilled workforce.

The department has offered and continues to seek opportunities to provide contract and community education courses.

C. Relationship to Department Strategic Goals

The department's programs also have common goals, plans, and accomplishments listed here:

1. Work with college administrators at all sites to evaluate course offerings and needs.

Semester schedules are created in collaboration with IWV, KRV, Mammoth, and Bishop.

2. Organize and set prerequisites in compliance with state laws and comparable educational institution standards.

As COR are presented to CIC, content reviews are updated and created to ensure advisories and prerequisites are identified in direct relation to identified student learning outcomes. Assessments methods are identified and added to student learning outcomes as curriculum cycles through for revision.

The Computer Information System program review is currently complete and going through the college review process.

3. Emphasize academic rigor, curricular diversity, and innovation in teaching.

Department members attend conferences, seminars, workshops, participate in state wide committees, and work collaboratively with other college departments

4. Encourage faculty members to pursue research, scholarship, and post-graduate education to maintain relevance and currency in areas of expertise.

Department members are engaged in a variety of professional development activities, including relevant courses of study, attending conferences and workshops, and pursuing subject related certifications.

5. Seek out opportunities to collaborate with other departments in the development of new programs and curriculum in high demand areas.

The department's curriculum and programs work collaboratively among themselves and other college programs. Business, Business Office Technology, Computer Information Systems, and Paralegal have a lot of overlap. In addition, the program area faculty (including adjunct) actively collaborate with Digital

Media Arts, English, Math, Nursing, and Trades areas when revising and creating curriculum.

6. Establish a sequence of course offerings in all programs that include online delivery to enable students to complete their degree requirements in a timely and efficient manner.

Long term plans are developed for department programs. New data is reviewed each semester to determine if the plans remain relevant.

7. Strive to create a student-centered environment accessible to individuals of diverse ages, cultures, and socio-economic backgrounds.

Several of the department's appropriate courses are being taught via Virtual High School. Department members actively pursue increasingly effective and inclusive methods of teaching and learning using available and emerging technology.

8. Develop partnership programs with private and public universities to give our students the recognition and advantage they need in transferability and access to quality university education.

When updating curriculum, department members research and discuss course and program content to ensure program area content is appropriate relevant to those students whom might plan to transfer to a four-year school and to keep course content relevant to existing articulation agreements.

9. Develop community partnerships and internships that enable students to gain valuable work experience and practical application of academic skills in real world settings.

The department holds advisory, and articulation committee meetings with members of the various college communities (Bishop and Ridgecrest with plans for KRV).

10. Enrich students and their communities through civil service, social projects, and community involvement.

The department is very active in outreach activities including Fall fair booth, preview day, high school visitations, and college tours for special groups.

11. Maintain sensitivity and accommodation to contemporary trends in society and challenge students to commit themselves to a lifelong learning process.

The spirit of lifelong learning is modeled and promoted as the norm by department members.

12. Stimulate, encourage, and maintain creativity, scholarship, and critical thinking via course development by tailoring to specific academic and community needs.

The department strives to develop and discover ongoing use of technology in new ways to promote critical thinking activities. (SAM, CengageNow, Skype, social media, virtual worlds, and the new virtual computer setup for online students learning computer repair and preparing for IT jobs.)

13. Establish and implement program area advisory groups to determine the employment and executive requirements for business training, consulting, management skills, business office technology, computer science, and resort management needs within the local communities the department serves.

Advisory meetings are planned for every semester. In the last few years we have had a growth of advisory participation from the community, including renewed connections with China Lake NAWS to fulfill some of their training needs.

14. Create a marketing strategy to publicize the department's programs in a leading role with reference to serving students, faculty, staff, and the local community.

All programs were updated for the 2008-2009 catalog and are in the process of being brought current for the 2011-12 catalog.

II. PROGRAM DESCRIPTION

Computer Information Systems is designed for students pursuing professional employment in computer information systems for business. Students are prepared to pursue a career in network, systems, or database administration; technical and applications support; and computer programming. Designed for both full and part-time students, this program is appropriate to both those currently employed and those seeking to enter this field. Students completing the CIS AS degree are prepared to transfer to a Baccalaureate program in Computer Information Systems, Management Information Systems or related programs.

A. Degrees and Certificates

1. Associates of Science Degree (31 units + general education requirements)

Students completing the degree will be equipped to become entry-level programmers, network administrators, or web development specialists. Students completing the associate of science degree will be prepared to transfer to a baccalaureate program in business administration or computer information systems and may transfer some courses toward a baccalaureate in computer science.

2. Computer Information Systems Certificate (25 units)

This certificate provides students with skills to enter the job market as help desk providers, computer support specialists, or entry level programmers.

3. Intermediate Programming Certificate (25 units)

This certificate is designed for students who plan to specialize in computer programming. Students completing this certificate will be prepared to enter the job market as entry-level computer programmers.

B. Program Learning Outcomes

1. Demonstrate sufficient understanding and application of business and related information technology concepts for entry level employment and advancement in the field.

2. Demonstrate proficiency in using and industry standard computer software programs for business.

3. Demonstrate and understanding of the global system in which computer information systems are practiced including the role of ethics and the impact on society as well as contemporary issues.

4. Demonstrate preparedness for one or more of the career tracks listed in the program descriptions for Information Systems.

C. Program Outcomes Assessment

Outcome	Condition of Outcome	Target Level of Performance	Learning Outcome	Assessment Method (Spring/Fall 2009)	Outcome
A.	Upon successful completion of the program,	70% of students will	demonstrate sufficient understanding and application of business and related information technology concepts for entry-level employment and advancement in the field. This will be measured by projects and scored with a rubric.	This will be assessed through final exams in BSAD 100.	Results met targeted level of performance.
B.	Upon successful completion of the program,	70% of students will	demonstrate proficiency in using industry standard computer software programs for business. This will be assessed by final exams in all courses in the program.	This will be assessed by word processing, spreadsheet, and presentation projects completed in CSCI 101 and scored with a rubric.	Results met targeted level of performance.
C.	Upon successful completion of the program,	70% of students will	demonstrate an understanding of the global system in which computer information systems are practiced including the role of ethics and the impact on society as well as contemporary issues. This will be assessed by final exams in all courses in the program.	This will be assessed through completion of a computer ethics lab assignment in CSCI 101.	Results met targeted level of performance.
D.	Upon successful completion of the program,	70% of students will	demonstrate preparedness for one or more of the career tracks listed in the program descriptions for Information Systems. This will be assessed using a rubric.	This will be assessed using a certification preparation readiness assessment exam in CSCI 146 (Security +).	Results met targeted level of performance.

Note: The department modified some assessments during the process to make the analysis more accurate and relevant. Source: Cerro Coso Program Learning Outcomes Moodle site.

III. CLOSING THE LOOP

A. Certification Training

The two A+ Certification classes CSCI C140 and CSCI C141 have been running for several years with great success. Network Plus and Security Plus classes, CSCI C143 and CSCI C146, have been running since Summer 08 and Fall 08 respectively, with great response from the community. The faculty teaching these courses are considering alternative scheduling, including six week one-unit courses with two scheduled on-site activities. An on-site activity would be scheduled for 4-6 hours on the Saturday following weeks 3 and 6. Technical certification oriented courses would benefit from this timeline and face-time because students are often in a hurry to get the certification for work related reasons. This would also allow students to accomplish multiple certification in a semester, and most of the certifications are advisories for the next-level certification which makes it difficult for students who sign up for all of them at once.

The department is investigating development of Cisco Certified Network Associate and Cisco Certified Network Associate part two for regular curriculum and for boot camp formats.

A new certificate is being considered to include the new certification training elements.

B. Program and Curriculum Development

The Computer Information Systems and Computer Science degrees have been updated to include program outcomes assessments. The department strives to keep all of the course outlines and the general program presented in the catalog updated. Outdated courses have been deleted from the inventory. The process insured that each course is in full compliance with requirements of the Cerro Coso Curriculum and Instruction Council (CIC) of the Academic Senate. All updated courses are approved for distance education including online, integrated television (iTV) and hybrid modes of delivery.

C. Program Review

A two-year Occupational Review was submitted for the program last fall and will be submitted to the Board this spring for approval.

A six-year Program Review has been completed and is in the approval process.

IV. FUTURE DEVELOPMENT STRATEGIES

Computer information systems is a constantly changing field requiring faculty to stay constantly current in technology topics so they can be responsive to upcoming needs. Below are some areas that have been identified as ones to explore as we develop curriculum that is relevant to our students and as well as serving the needs of our local employers.

A. SOFTWARE SUPPORT SPECIALIST

Description

The need for qualified individuals to provide the necessary support for computer systems has never been greater. A Software Support Specialist program would give students the skills in computer programming, personal productivity applications, and data communications that they need to succeed as a software support specialist in a typical office environment where administrative and financial management is supported by personal computers.

Outcomes

- An understanding of the capabilities and limitations of microcomputers
- Ability to perform basic scripting and programming
- Ability to recommend personal productivity solutions to end-users
- Ability to write instructions for using applications
- Provide end-user training on new systems

Occupational Outlook

Jobs in microcomputer software support are challenging and diverse, and the demand for individuals with a software support background is expected to grow significantly throughout the next decade. After a student has earned a Software Support Specialist certificate, he or she will be well prepared to go directly into entry-level employment in the software support field. According to the California Employment Department's 2001-2008 Labor Market Information, salaries ranged from $25,000 to $42,000 for an entry-level microcomputer software support specialist and up to $77,000 or more for an experienced specialist.

B. IT SYSTEMS ADMINISTRATION SPECIALIST

Description

Typical job duties include: install, configure, administer and operate client and server systems including Microsoft Windows server, Windows client, Linux and Microsoft Exchange. Perform technical troubleshooting of computer systems and networks. Integrate the hardware and software required to support new initiatives. Install, maintain and troubleshoot Internet connectivity for services such as email, web and other Internet applications. Be responsible for critical system backups and plan for the restoration of computing services in the event of disasters. Demonstrate initiative as a member of an information technology team.

Outcomes

- Troubleshoot personal computer systems.
- Install and configure Microsoft Windows client operating systems.
- Troubleshoot Microsoft Windows Client Operating Systems.
- Install and configure Microsoft Windows Server operating systems
- Troubleshoot Microsoft Windows Server Operating Systems.
- Establish an Active Directory environment on Microsoft Windows Server
- Configure basic TCP/IP networking services on Microsoft Windows
- Install, configure, and troubleshoot network operating systems.
- Solve problems individually and in a team environment.

Occupational Outlook

This program would prepare students for entry level positions as Systems Administrator, Data Processing Operations Technician (State), Technical Support Services, Help Desk, Networking Services, Network Installer, and many positions requiring Microsoft Certified Information Technology Professional (MCITP) certificates in server/client applications. Locally, companies such as Jacobs Technology, MilCorp, and NMCI will start system administrators with this type of training at $45,000 a year.

With additional education and/or work experience, graduates may find employment as:

- Install, configure, and troubleshoot network operating systems.
- Network Administrator
- Computer Operations Shift Supervisor
- Data Center Manager
- Chief Information Officer (CIO)
- Microsoft Certified Information Technology Professional (MCITP) with certificates for other server applications such as Exchange, Lync, Office Project, Share Point, and SQL.

C. IT NETWORKING SECURITY SPECIALIST

Description

According to industry analysts, network security is one of the fastest growing fields in Information Technology, due to the increase in network vulnerability and security threats. Data theft and other unauthorized access to computer systems and Web sites can be enormously detrimental to a company's success. Executives from all types of companies are reporting that information technology specialists with security expertise are highly valued, because safeguarding systems is a mission critical role.

Outcomes

- Students would be qualified to understand and work with:
- Mitigating threats
- Authentication systems
- Messaging security
- User and role-based security
- Public key infrastructure
- Access security
- Ports and protocols
- Network security
- Wireless security
- Remote access security
- Auditing, logging, and monitoring
- Vulnerability testing

Occupational Outlook

This program would prepare students to enter positions such as Information Security Specialist, Database Security Specialist, Web Application Security Specialist, LAN Administrator, Junior Network Administrator, and Technical Support Specialist (Tier II and Tier III). You'll also be well-prepared to pursue the following technical certifications: CompTIA A+, Network+, Linux+, Security+, and Microsoft® Certified Professional (MCP). Salaries typically begin at $50,000 a year and increase with experience and additional education.

V. PROGRAM SPECIFIC REQUIRED RESOURCES

A. Equipment

Because of the quickly changing nature of the computer industry, faculty, classroom, and lab computers should be kept current and replaced on a regular cycle as determined by the campus Technology Resource Team.

Current hardware and software is necessary to be able to train students to be competitive in the workplace and for transfer to other programs. Classrooms must have computers, speakers, a projector, and the ability to play CDs and DVDs. Headsets are also needed.

Due to changes in the newer Windows operating systems, the ROBOLAB software currently being used is no longer compatible with the current college operating systems. Updated software will be required for CSCI 101 classroom projects and community outreach programs. However, the newer ROBOLAB LabVIEW Education software is much more similar to the industry standard LabVIEW software which is used extensively by Navy development projects for software control of equipment.

ROBOLAB LabVIEW Education Edition 25-Seat
http://www.legoeducation.us/store/detail.aspx?KeyWords=labview&by=20&ID=1956&c=0&t=0&l=0&bhcp=1
Product ID: W991665
Price: $900.00

The A+ certification series of classes is in need of computer equipment for their on-site hands-on activities. This equipment also has application to CSCI101 as well:

- Desktop computer components ~$7,500
    - PC case/Power Supply: ~$150 x 8 = $1200
    - AMD Quad Core Motherboard/Processor: ~$325 x 2 = $750

- AMD Dual Core Motherboard/Processor: ~$200 x 2 = $400
- Intel Quad Core Motherboard/Processor: ~$470 x 2 = $940
- Intel Dual Core Motherboard/Processor: ~$190 x 2 = $380
- NVIDIA Graphics Card: ~$160 x 4 = $640
- Radeon Graphics Card: ~$90 x 4 = $360
- Hard Drive: ~$80 x 8 = $640
- CD/DVD Drive: ~$30 x 8 = $240
- RAM 4GB: ~$60 x 8 = $480
- Wireless Keyboard/Mouse: ~$40 x 4 = $160
- USB Keyboard/Mouse: ~$20 x 4 = $80
- Monitor: ~$100 x 8 = $800
- Shipping, etc: ~$40 x 8 = $320
- CPU thermal compound – ~$40 * 4 = $160 in supplies

The Network+ certification series of classes also needs equipment:

- Cisco brand Ethernet switch for Network+ classes ~$1500
- Fiber for connecting switches ~$25 * 12 = $300 equipment (Network+, Security+, Telecommunications (if onsite), and several of the future courses as well)
- Fiber Optic Toolkit ~$2,000 equipment (Particularly useful for a Network+, CCNA, or Telecommunications course) – Fiber skills are a hot topic in the new telecommunications industry.

B. Supply

Basic instructional supplies are needed in order for the instructors to effectively communicate with students, including software, office supplies, CD/DVDs, etc.

C. Staff

At the present time, the CIS area has 1 full time faculty, one 60%-assigned faculty, and 25-28 adjuncts teaching sections. The ratio of full-time to part-time faculty would indicate a need for additional full time staff to cover classes and participate in the development of new programs. The expected addition of a full time Computer Science faculty is expected to relieve some of this load as well as allow for the increase in programming offerings, both onsite and online.

VI. TRENDS

A. Data Analysis

Information presented here represents our best attempt at working with existing data supplied by the KCCD database. The department has made the needed corrections to the SAM and TOP codes on the course outlines of record (CORs) so that program data will align correctly and these changes have been approved and submitted to the district. Because of late submission of the data to the district and then to the state ARCC, numbers may be inconsistent until all sources have been updated properly. A number of courses are common to many degree programs and there is an overlap across several disciplines (BSAD, BSOT, CSCI), something that is not reflected in the data.

There has been a steady increase in the number of sections and the overall student enrollment over the past several years. The current academic year (2010-11) appears to be on track to support the increased enrollment trend we have seen since 2005-06. There could be a correlation between the national/regional/local economic recession and the dramatic increase of enrolled students starting with the 2008-09 academic year. In recession years, displaced workers return to the community college to update and increase their vocational skills to increase their marketability. Computer Information Systems is a popular choice because of the immediate applicability to the workplace and the long-term prognosis for career advancement in CIS related fields.

Based on the data that we are currently working with, there does appears to be a correlation between the FTES/FTEF ratios and the student success/retention percentages, but further investigation would be needed to confirm this.

A more complete discussion of program related data can be found in the Computer Information Systems Program Review document.

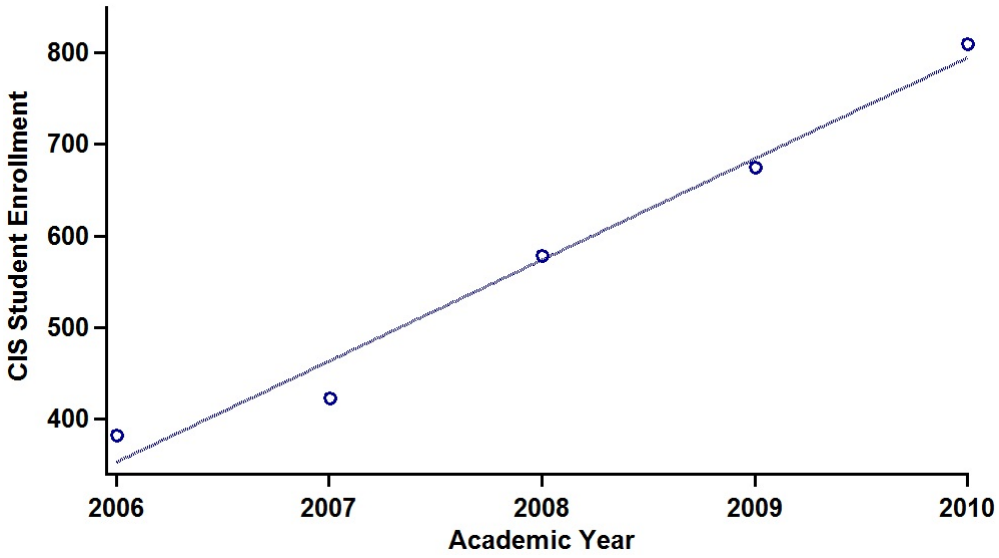
B. Enrollment Trends

Current enrollment trends indicate a steady increase in student demand for courses. The total numbers for the 2010-2011 year are not yet available, but current summer 2010 and fall 2010 semesters reported show an increase over previous summer and fall semesters, indicating that the trend of increased enrollment will continue.

	Term	Sections	Enrollment	FTES
2006-2007	-	**15**	**383**	**43.55**
	200650	2	49	4.21
	200670	7	189	23.21
	200730	6	145	16.13
2007-2008	-	**15**	**423**	**59.83**
	200750	2	44	4.02
	200770	6	185	28.21
	200830	7	194	28.94
2008-2009	-	**23**	**579**	**79.96**
	200850	4	90	12.67
	200870	12	286	39.82
	200930	7	203	31.80
2009-2010	-	**24**	**675**	**107.14**
	200950	5	121	18.41
	200970	11	291	46.45
	201030	8	263	42.28
2010-2011	-	**20**	**490**	**64.92**
	201050	5	146	19.50
	201070	15	344	45.39

Data source: CIS Grade Distribution 05-201070 (LFTTrend).xls

Enrollment Trend Chart



Data source: CIS Grade Distribution 05-201070 (LFTTrend).xls

VII. LONG TERM SCHEDULE

Many disciplines are represented in the degree and certificate offerings of the CIS and CS areas. In coordination with BOT, BUS, DMA, MATH, PHYS, and WEXP, a long-term schedule has been developed for CSCI courses covering a two-year cycle to assist with student planning and counseling. As new courses are developed and as current offerings are assessed, this schedule may be subject to change. See attached spreadsheet pages.

Computer Information Systems Associate of Science Degree (31 Units in Major)		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
Core Classes:												
BSAD C100	Introduction To Business (3)	O 8, IWV, ITV-MB	O,ITV-IWV-KRV	O	O, IWV	O,	O	O, ITV-MB, ITV-IWV/KRV	O	O	O, IWV	O
CSCI C101	Introduction to CIS (3.0)	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV	O	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV
CSCI C241	Intro to Telecommunications (3.0)	O			O			O			O	
CSCI C251	Intro to Visual Basic (3.0)	O				O					O	
Or CSCI C252	Intro to Computer Science (3.0)					O			O			O
CSCI C270	Intro to Database Design Mgt (3.0)							O				
MATH C130	Finite Mathematics (4.0)	O	O	O	O	O	O	O	O	O	O	O
Or MATH C131	Basic Functions/Calculus Bus (4.0)	O	O	O	O	O	O	O	O	O	O	O
Or MATH C121	Elementary Probability &Statistics 4.0)	O	O	O	O	O	O	O	O	O	O	O
Electives: Choose 12 Units												
BSAD C101	Financial Accounting (4.0)	O	O	O	O	O	O	O	O	O	O	O
CSCI C140	A+ Skills for Computer Repair (2.0)		O	O		O	O		O	O		O
CSCI C141	A+ Skills for IT Technicians (2.0)	O		O	O		O	O		O	O	
CSCI C143	Network + Fund of Network (3.0)	O	O		O	O		O	O		O	O
CSCI C146	Security + Fund of Security (3.0)	O	O		O	O		O	O		O	O
CSCI C161	Advanced Word (1.0)	O2, IWV	O2, IWV		O2, IWV	O2, IWV KRV, BIS	O	O2, IWV, KRV, BIS	O2, IWV, KRV, BIS	O	O, IWV, KRV, BIS	O, IWV, KRV, BIS
CSCI C163	Advanced Excel (1.0)	O2, IWV1	O2, IWV1		O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1
CSCI C165	Advanced Access (1.0)	O2, IWV2	O2, IWV2	O	O2, IWV2	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2
CSCI C181	XHTML and CSS (3.0)	O	O	O	O	O	O	O	O	O	O	O
CSCI C187	Intro to Project (1.0)				O			O			O	
~~CSCI C195~~	~~Intro to Robotic Programming (2.0)TBA~~											
CSCI C251	Intro to Visual Basic (3.0)	O				O					O	
CSCI C252	Intro to Computer Science (3.0)					O			O			O
CSCI C265	Intro C+ + Programming Lang (3.0)		O					O				O
CSCI C267	Java Programming (3.0)				O				O			

Comment [K1]: Pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K2]: Will continue every other fall pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K3]: Intended for every other fall until further notice.

Comment [K4]: AT Debby's request and after department discussion this course is being deleted.

CSCI C280	Web App Development Using PHP (3.0)											
CSCI C285	Extensible Markup Language (3.0) TBA		O			O			O			**O**
DMA C211	Web Scripting With Java Script (3.0)	O			O			O			O	
DMA C213	Web Dev w PHP and mySQL (3.0)		O			O			O			O
WEXP C101	Work Experience	X	X		X	X		X	X		X	X
WEXP C101	Work Experience	X	X		X	X		X	X		X	X

O – Online 16 Week	Grey shaded classes are duplicates in the list for convenience of the student.	**ITV** – Interactive TV KRV, IWV **ITV-A All sites**	**IWV** – IWV 16 Weeks	**BIS** – Owens Valley Career Development

Computer Information Systems Certificate (25.0)		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
Core Classes:												
BSAD C100	Introduction To Business (3)	O 8, IWV, ITV-MB	O,ITV-IWV-KRV	O	O, IWV	O,	O	O, ITV-MB, ITV-IWV/KRV	O	O	O, IWV	O
CSCI C101	Introduction to CIS (3.0)	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV	O	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV
CSCI C241	Intro to Telecommunications (3.0)	O			O			O			O	
CSCI C251	Intro to Visual Basic (3.0)	O				O					O	
Or CSCI C252	Intro to Computer Science (3.0)					O			O			O
CSCI C270	Intro to Database Design Mgt (3.0)	O						O				
MATH C130	Finite Mathematics (4.0)	O	O	O	O	O	O	O	O	O	O	O
Or MATH C131	Basic Functions/Calculus Bus (4.0)	O	O	O	O	O	O	O	O	O	O	O
Or MATH C121	Elementary Prob and Stat (4.0)	O	O	O	O	O	O	O	O	O	O	O
Electives: Choose a minimum of 6 Units												
CSCI C140	A+ Skills for Computer Repair (2.0)		O	O		O	O		O	O		O
CSCI C141	A+ Skills for IT Technicians (2.0)	O		O	O		O	O		O	O	
CSCI C143	Network + Fund of Network (3.0)	O	O		O	O		O	O		O	O
CSCI C146	Security + Fund of Security (3.0)	O	O		O	O		O	O		O	O
CSCI C161	Advanced Word (1.0)	O2, IWV	O2, IWV		O2, IWV	O2, IWV KRV, BIS	O	O2, IWV, KRV, BIS	O2, IWV, KRV, BIS	O	O, IWV, KRV, BIS	O, IWV, KRV, BIS
CSCI C163	Advanced Excel (1.0)	O2, IWV1	O2, IWV1		O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1
CSCI C165	Advanced Access (1.0)	O2, IWV2	O2, IWV2	O	O2, IWV2	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2
CSCI C181	XHTML and CSS (3.0)	O	O	O	O	O	O	O	O	O	O	O
CSCI C187	Intro to Project (1.0)				O			O			O	
CSCI C195	Intro to Robotic Programming (2.0)											
CSCI C251	Intro to Visual Basic (3.0)	O				O					O	
CSCI C252	Intro to Computer Science (3.0)					O			O			O
CSCI C265	Intro C+ + Programming Lang (3.0)		O					O				O
CSCI C267	Java Programming (3.0)				O				O			
CSCI C280	Web App Development Using PHP (3.0)											

Comment [K5]: Pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K6]: Will continue every other fall pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K7]: Intended for every other fall until further notice.

CSCI C285	Extensible Markup Language (3.0)											
DMA C211	Web Scripting With Java Script (3.0)	O			O			O			O	
DMA C213	Web Dev w PHP and mySQL (3.0)		O			O			O			O
WEXP C101	Work Experience	X	X		X	X		X	X		X	X
WEXP C101	Work Experience	X	X		X	X		X	X		X	X

O – Online 16 Week	Grey shaded classes are duplicates in the list for convenience of the student.	**ITV** – Interactive TV KRV, IWV **ITV-A All sites**	**IWV** – IWV 16 Weeks	**BIS** – Owens Valley Career Development

Computer Information Systems Intermediate Programming Certificate (25.0)		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
Core Classes:												
BSAD C100	Introduction To Business (3)	O 8, IWV, ITV-MB	O,ITV-IWV-KRV	O	O, IWV	O,	O	O, ITV-MB, ITV-IWV/KRV	O	O	O, IWV	O
CSCI C101	Introduction to CIS (3.0)	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV	O	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV
CSCI C241	Intro to Telecommunications (3)	O			O			O			O	
CSCI C251	Intro to Visual Basic (3)	O				O					O	
Or CSCI C252	Intro to Computer Science (3)					O			O			O
CSCI C270	Intro to Database Design Mgt (3)							O				
MATH C130	Finite Mathematics (4)	O	O	O	O	O	O	O	O	O	O	O
Or MATH C131	Basic Functions/Calculus Bus (4)	O	O	O	O	O	O	O	O	O	O	O
Or MATH C121	Elementary Prob and Stat (4)	O	O	O	O	O	O	O	O	O	O	O
Electives: Choose a minimum of 6 Units												
CSCI C181	XHTML and CSS (3)	O	O	O	O	O	O	O	O	O	O	O
CSCI C251	Intro to Visual Basic (3)	O				O					O	
CSCI C252	Intro to Computer Science (3)					O			O			O
CSCI C265	Intro C+ + Programming Lang (3)		O					O				O
CSCI C267	Java Programming (3)				O				O			
CSCI C280	Web App Development Using PHP (3)											
CSCI C285	Extensible Markup Language (3)											
DMA C211	Web Scripting With Java Script (3)	O			O			O			O	
DMA C213	Web Dev w PHP and mySQL (3)		O			O			O			O

O – Online 16 Week

Grey shaded classes are duplicates in the list for convenience of the student.

ITV – Interactive TV KRV, IWV
ITV-A All sites

IWV – IWV 16 Weeks

BIS – Owens Valley Career Development

Comment [K8]: Pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K9]: Will continue every other fall pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K10]: Intended for every other fall until further notice.

Computer Science Associate of Science Degree (31.0 in major)		Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
CSCI C252	Intro to Computer Science (3)				O		O		O		O
CSCI C265	Introductory C++ Programming (3)		O				O				O
OrCSCI C267	Java Programming (3)			O				O			
MATH C151	Analytic Geometry and Calculus I (5)										
MATH C152	Analytic Geometry and Calculus II (5)										
MATH C251	Analytic Geometry and Calculus II (5)										
PHYS C111	Mechanics (5)	O		O		O		O		O	
PHYS C113	Electricity and Magnetism (5)		O		O		O		O		O
	O – Online 16 Week										

Business Office Technology AS Business Office Technology Cert.		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
BSAD C100	Introduction To Business (3)	O 8, IWV, ITV-MB	O,ITV-IWV-KRV	O	O, IWV	O,	O	O, ITV-MB, ITV-IWV/KRV	O	O	O, IWV	O
CSCI C070	Computer Literacy (1.0)	O1, IWV, BIS, KRV	O, IWV, IWV1,BIS, KRV	KRV	O, IWV, IWV1,BIS, KRV	O, IWV, IWV1,BIS, KRV	KRV	O, IWV, IWV1,BIS, KRV	O, IWV, IWV1,BIS, KRV	KRV	O, IWV, IWV1,BIS, KRV	O, IWV, IWV1,BIS, KRV
BSAD C070	Business Mathematics (3.0)	O			O			O			O	
BSAD C072	Introduction to Accounting (3.0)	ITV	O				O		O			O
BSOT C131	Basic Keyboarding (1.0)	O2, IWV BIS	O2, IWV, BIS	O	O2, IWV, BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS
BSOT C132	Intermediate Keyboarding (1.0)	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS
BSOT C133	Advanced Keyboarding (1.0)	O2, IWV	O2, IWV	O	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS	O	O2, IWV BIS	O2, IWV BIS
CSCI C121	Beginning Word (1.0)	O1, IWV KRV	O1, IWV, KRV, BIS	O	O1, IWV KRV, BIS	O1, IWV, KRV, BIS	O	O1, IWV KRV, BIS	O1, IWV, KRV, BIS	O	O1, IWV KRV, BIS	O1, IWV, KRV, BIS
CSCI C151	Intermediate Word (1.0)	O2, IWV	O2, IWV, KRV	O	O2, IWV, KRV, BIS	O2, IWV, KRV, BIS	O	O2, IWV, KRV, BIS	O2, IWV, KRV, BIS	O	O2, IWV, KRV, BIS	O2, IWV, KRV
CSCI C161	Advanced Word (1.0)	O2, IWV	O2, IWV	O	O2, IWV	O2, IWV KRV, BIS	O	O2, IWV, KRV, BIS	O2, IWV, KRV, BIS	O	O, IWV, KRV, BIS	O, IWV, KRV, BIS
CSCI C123	Beginning Excel (1.0)	O1, IWV1	O1, IWV1, BIS	O	O1, IWV1 BIS	O1, IWV1,	BIS O	O1, IWV1, BIS	O1, IWV1, BIS	O	O1, IWV1, BIS	O1, IWV1, BIS
CSCI C153	Intermediate Excel (1.0)	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1
CSCI C163	Advanced Excel (1.0)	O2, IWV1	O2, IWV1		O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1	O	O2, IWV1	O2, IWV1
CSCI C125	Beginning Access (1.0)	O1, IWV2	O1, IWV2	O	O1, IWV2, BIS	O1, IWV2	O	O1, IWV2 BIS	O1, IWV2	O	O1, IWV2 BIS	O1, IWV2
CSCI C155	Intermediate Access (1.0)	O2, IWV2	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2	O	O2, IWV2. BIS	O2, IWV2
CSCI C165	Advanced Access (1.0)	O2, IWV2	O2, IWV2	O	O2, IWV2	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2	O	O2, IWV2 BIS	O2, IWV2
BSOT C127	PowerPoint (1.0)	O2	O1, BIS		O2	O1, BIS		O2	O1, BIS		O2	O1, BIS
CSCI C129	Outlook (1.0)		O			O			O			O
CSCI C135	Beginning Adobe Acrobat (1.0)		O			O			O			O
CSCI C171	Internet (1.0)	O		BIS	O		BIS	O		BIS	O	
BSOT C154	Office Personnel Seminar (3.0)			O		O				O		
BSAD C145	Business Communication (3.0)	ITV	O			O			O			O
WEXP C101	Work Experience	X	X		X	X		X	X		X	X
WEXP C102	Work Experience	X	X		X	X		X	X		X	X

O – Online full semester, O1-Online first 8 weeks, O2-Online second 8 weeks
IWV – IWV full semester, IWV1-on campus first 8 weeks, IWV2-on campus second 8 weeks

BIS – Owens Valley Career Development Center

Comment [K11]: This is changed from CSCI to BSOT during spring 2011 CIC approvals.

Small Business Management/Entrepreneurship AS (30 units in the Major)		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
BSAD C100	Introduction To Business (3)	O 8, IWV, ITV-MB	O,ITV-IWV-KRV	O	O, IWV	O,	O	O, ITV-MB, ITV-IWV/KRV	O	O	O, IWV	O
BSAD C101	Financial Accounting (4)	O, IWV	O	O	O, IWV	O	O	O, IWV	O	O	O, IWV	O
BSAD C110	Intro to Personal Finance (3)		O, ITV-ALL	O		O	O		O, ITV-MAM-BIS	O		O
BSAD C125	Computerized Accounting Practice(3)	O			O						O	
BSAD C131	Business Law (3)	O	IWV		ITV-All, O	IWV		O	IWV		O	IWV
BSAD C145	Business Communication (3)		O			O			O			O
BSAD C171	Intro To Marketing (3)		O, ITV-All			O			O, ITV-MB			O
BSAD C180	Entrepreneurship (3)	O						O				
BSAD C211	E-Commerce (3)	O			ITV-All			O				
CSCI C101	Intro To Computer Information Systems (3)	O, IWV	O, IWV	O	O, IWV	O, IWV	O	O, IWV	O, IWV	O	O, IWV	O, IWV

Business Administration AA (21 units in the Major)		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
BSAD C101	Financial Accounting (4)	O, IWV	O	O	O, IWV	O	O	O, IWV	O	O	O. IWV	O
BSAD C102	Managerial Accounting (4)	O	O	O	O	O	O	O	O	O	O	O
CSCI C101	Introduction to CIS (3.0)	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV	O	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV
ECON C102	Macroeconomics (3)	O	O	O	O	O	O	O	O	O	O	O
ECON C103	Microeconomics (3)	O	O	O	O	O	O	O	O	O	O	O
MATH C121	Elementary Probability& Statistics(4)	O	O		O	O		O	O		O	O

Comment [K12]:

Comment [K13]: We didn't offer this in the fall because we had to have both 8 and 16 week BSTAT C101 for the accelerated program.

Comment [K14]: Pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K15]: Will continue every other fall pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Business Associate of Science Degree Or Business Certificate (28 Units in the Major)		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
BSAD C100	Introduction To Business (3)	O 8, IWV, ITV-MB	O,ITV-IWV-KRV	O	O, IWV	O,	O	O, ITV-MB, ITV-IWV/KRV	O	O	O, IWV	O
BSAD C101	Financial Accounting (4)	O, IWV	O	O	O, IWV	O	O	O, IWV	O	O	O, IWV	O
BSAD C110	Intro to Personal Finance (3)		O, ITV-ALL	O		O	O		O, ITV-MAM-BIS	O		O
BSAD C131	Business Law (3)	O	IWV		ITV-All, O	IWV		O	IWV		O	IWV
BSAD C141	Human Relations in Business (3)	IWV	O		ITV-All, O	O		IWV	O		IWV	O
BSAD C152	Managing Diversity in the Workplace (3)	O	IWV		O	IWV		O	IWV		O	IWV
BSAD C212	International Business (3)		O						O			
BSAD C251	Principles of Management/Organization (3)					O			O			O
CSCI C101	Introduction to CIS (3.0)	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV	O	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV

Management Associate of Science Degree Or Management Certificate (32 Units in the Major)		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
BSAD C100	Introduction To Business (3)	O 8, IWV, ITV-MB	O,ITV-IWV-KRV	O	O, IWV	O,	O	O, ITV-MB, ITV-IWV/KRV	O	O	O, IWV	O
BSAD C101	Financial Accounting (4)	O, IWV	O	O	O, IWV	O	O	O, IWV	O	O	O, IWV	O
BSAD C102	Managerial Accounting (4)	O	O	O	O	O	O	O	O	O	O	O
BSAD C145	Business Communication (3)		O			O			O			O
BSAD C131	Business Law (3)	O	IWV		ITV-All, O	IWV		O	IWV		O	IWV
BSAD C155	Human Resource Management (3)		O		IWV	O		IWV	O		IWV	O
BSAD C220	Principles of Project Management (3)	O			O			O			O	
BSAD C222	Problem Solving and Computer Applications in Management		O2			O			O			O
BSAD C251	Principles of Management/Organization (3)					O			O			O
CSCI C101	Introduction to CIS (3.0)	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV	O	O, IWV	O, IWV	O	O, IWV, ITV-MB	O, IWV

Comment [K16]:

Comment [K17]: Pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K18]: Will continue every other fall pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K19]: We didn't offer this in the fall because we had to have both 8 and 16 week BSTAT C101 for the accelerated program.

Comment [K20]: Pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

Comment [K21]: Will continue every other fall pending Matt Hightower feedback from Fall 2010 Hybrid class. This class is a good candidate for every other Fall ITV-Hybrid MAM-BIS.

All Scheduled BSAD Courses from any Program MASTER List		Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013
BSAD C070	Business Mathematics (3.0)	O			O			**O**			O	
BSAD C072	Introduction to Accounting (3.0)	ITV	O			O			O			O
BSAD C100	Introduction To Business (3)	O 8, IWV, ITV-MB	O,ITV-IWV-KRV	O	O, IWV	IWV, O(2)	O	**O, ITV-MB, ITV-IWV/KRV**	O	O	O, IWV	O
BSAD C101	Financial Accounting (4)	O, IWV	O	O	O, IWV	O	O	**O, IWV**	O	O	O, IWV	O
BSAD C102	Managerial Accounting (4)	O	O	O	O	O	O	**O**	O	O	O	O
BSAD C110	Intro to Personal Finance (3)		O, ITV-ALL	O		O	O		O, ITV-MAM-BIS	O		O
BSAD C125	Computerized Accounting Practice(3)	O									O	
BSAD C131	Business Law (3)	O	IWV		ITV-All, O	IWV		**O**	IWV		O	IWV
BSAD C141	Human Relations in Business (3)	IWV	O		ITV-All, O	O		IWV	O		IWV	O
BSAD C145	Business Communication (3)		O			O			O			O
BSAD C152	Managing Diversity in the Workplace (3)	O	IWV		O	IWV		**O**	IWV		O	IWV
BSAD C155	Human Resource Management (3)		O		IWV	O		**IWV**	O		IWV	O
BSAD C171	Intro To Marketing (3)		O, ITV-All			O			O, ITV-MB			O
BSAD C180	Entrepreneurship (3)	O			O			**O**				
BSAD C211	E-Commerce (3)	O			ITV-All			O				
BSAD C212	International Business (3)		O						O			
BSAD C220	Principles of Project Management (3)	O			O			O			O	
BSAD C222	Problem Solving and Computer Applications in Management (3)		O2			O			O			O
BSAD C251	Principles of Management/Organization (3)					O			O			O

Comment [K22]: We didn't offer this in the fall because we had to have both 8 and 16 week BSTAT C101 for the accelerated program.

Comment [K23]:

Paralegal Studies Associate of Science Degree(60 Units total, 31 in the Major)		Sum 2010	Fall 2010	Spring 2011	Sum 2011	Fall 2011	Spring 2012	Sum 2012	Fall 2012	Spring 2013	Sum 2013	Fall 2013
BSAD C131	Business Law		O, ITV	IWV	O	O	IWV	O	O	IWV	O	O
PARA C101	Intro to Paralegal Studies	O	O	O	O	O	O				O	
PARA C105	Legal Ethics			O			O			O		
PARA C112	Legal Research and Writing I		O	O		O	O		O	O		O
PARA C122	Legal Research and Writing II		O	O		O	O		O	O		O
	PARA C112 & C122 may be joint											
PARA C130	Civil Litigation and Procedure I		O	O		O	O		O	O		O
PARA C140	Civil Litigation and Procedure II		O	O		O	O		O	O		O
	PARA C130 & 140 Joint Section											
PARA C290	Paralegal Internship			O			O			O		
Electives												
PARA C150	Law Office Management		O				O					O
PARA C220	Bankruptcy Law					O				O		
PARA C230	Probate Law			O					O			
PARA C240	Criminal Law and Procedure					O				O		
PARA C250	Family Law		O				O					O
PARA C260	Personal Injury and Tort Litigation			O					O			
PARA C270	Real Property Law	O			O			O			O	
PARA C280	Workers Compensation				O			O			O	