



Annual Unit Plan Planning Cycle 2021  
for Academic Year 2022-23

**STEP 1 – DESCRIBE DEPARTMENT/UNIT**

**a. Connection to College Mission.** Describe how your department/unit contributes to the college mission. The previous year's entry has been supplied for you.

**STEP 2 –REPORT ON IMPROVEMENTS MADE AND GAPS IDENTIFIED IN PRIOR YEAR**

**a. Student Equity**

Describe actions taken in the immediately preceding academic year to close gaps in equity. These actions may have been department specific or part of a larger division or college-wide effort. In the bottom box, list equity gaps still to be addressed. For instructional units, reference equity data that can be found in static reports (called “profiles”) and in the interactive dashboards linked from the KCCD Data Directory For non-instructional units, reference unit-specific locally-determined equity measures as developed in consultation with your supervisor and the Office of Institutional Research.

***Actions Taken Last Year***

***Gaps to be Addressed***

**b. Outcomes Assessment: Loop-Back Improvements Made**

Describe any improvements your department made in the immediately preceding academic year because of outcomes assessment. For instructional units, these might be improvements in course content, pedagogy, methods of evaluation, textbook adoption, etc. For non-instructional units, it might be a change in operations, an adjustment in work flow, expansion of services, etc. This allows the college to track and report out on what implementations actually went forward, a key accreditation requirement. Report on SLO's and AUO's only, not PLO's. PLO's are reported and analyzed in your program review.

Note: this section is asking for improvements actually implemented in the immediately preceding academic year even if the outcomes were assessed at a prior time. Maybe your department has a class that is offered once every two years, and the last time it was assessed it showed outcome gaps, but last year was the first time you offered the class again with changes. Please capture those changes here.

**Actions Taken Last Year**

**c. Outcomes Assessment: Results of Last Year's Assessments**

Courses or outcomes planned to be assessed in the immediately preceding academic year have been auto-filled from a preceding plan (note: for 2021's and 2022's planning cycles—for academic years 21-22 and 22-23—these lists will not yet be populated). Tell us how you did and whether the outcomes met the targets, did not meet the targets, or were not assessed. For instructional units that indicated courses (e.g., CHDV C102), indicate a "yes" if all targets for that course were met; if any SLO missed the target, indicate a "no." More information on missed targets can be entered on the next page.

If you assessed an outcome in the immediately preceding academic year that was not planned and does not show on the auto-filled list, you can add it below (note: for 2021's and 2022's planning cycle, because the lists are not already pre-populated please enter all outcomes).

Outcome(s)	Target(s) met?
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[Auto-filled]	
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**Additional Assessments Completed Last Year**

Outcome(s)	Target(s) met? [Y/N/DNA]

**d. Outcomes Assessment: Missed Targets**

This page allows for multiple entries. Provide the Outcomes Assessment Committee with more information about outcomes entered on the prior page that missed targets. For "Extent of Gap" just very briefly indicate the target and the outcomes result (e.g.: "Target 70%. Result 64%"). For "Type of Gap", help the committee find themes across the college in instructional and non-instructional departments by checking the type of gap detected (check all that apply). For "Analysis and Plan for Improvement," indicate how the department plans to move forward addressing the assessment gap.

Type	Outcome	Extent of Gap	Type of Gap	Analysis and Plan for Improvement	Anticipated Semester of Planned Improvements	Anticipated Semester of Next Assessment

**e. Outcomes Assessment: Schedule of Next Year's Assessments**

This page allows for multiple entries. Referring to your SLO or AUO 5-year schedule (for example, in a program review document), list courses or outcomes you plan to assess during the next academic year. For instructional units, you need only indicate the course (e.g., CHDV C102) unless your department is assessing some but not all SLO's in a course. For non-instructional units, list AUO's individually or in groups that make sense for you and your unit. These courses and outcomes will auto-populate in later plans.

Outcome(s)

**f. Program Review.** Referencing your last program review, describe what progress has been made in the immediately prior academic year on the two-year or five-year strategies. Note: this page allows for multiple entries. If your department has multiple program reviews, enter the information for one program, click the blue button, and then enter the information for the next.

***Actions Taken Last Year to Address 2- and 5-Year Strategies***

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***Strategies Still to Be Addressed***

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**g. Annual Unit Planning:** Enter concluding reports on the success of unit initiatives that were completed in the immediately prior academic year. Reference measure of success. Note that the strategies are already filled in for you and they are drawn from the plan written TWO years ago. Do not think there is an error here. Two years ago your department wrote initiatives to be undertaken in the immediately preceding year; now that that year has fully come to an end, you are in a position to report out on the success of those initiatives. The initiatives you wrote LAST YEAR are the ones you are currently working on THIS YEAR and which you will report out on next time. That is why the strategies are already filled in from the report two years ago. In completing the page, check the status of the initiative and then describe the progress made. As a help, you might

draw from the mid-year progress report that you submitted during the immediately preceding academic year. That can be found at [planning.cerrocoso.edu](http://planning.cerrocoso.edu) click on the down-arrow next to "By Planning Unit" at the top of the page, and then search for your department or unit.

**Initiative 1: [Autofilled from Plan Two Years Ago]**

1. Status. Choose one:

- Completed
- In Progress
- Not attempted
- Withdrawn

2. Summarize actions taken on this initiative. Reference measures of success.

**Initiative 2: [Autofilled from Plan Two Years Ago]**

1. Status. Choose one:

- Completed
- In Progress
- Not attempted
- Withdrawn

2. Summarize actions taken on this initiative. Reference measures of success.

**STEP 3: REMINDER OF INITIATIVES FOR THE CURRENT YEAR**

**a. Initiatives for the current year.** Good news, nothing to do here. This section is just a reminder about your initiatives that the department identified last year to be addressed and completed THIS academic year. You will summarize results of your initiatives NEXT year.

*Initiative 1: [Autofilled from Prior Year's Plan]*

*Initiative 2: [Autofilled from Prior Year's Plan]*

**STEP 4: PLAN INITIATIVES FOR NEXT YEAR**

**a. Initiatives for Next Academic Year.** This page allows for multiple entries. On this page design your department's initiatives for NEXT academic year. The initiatives will very likely be based on the gap analysis completed in the prior sections. As a general rule, departments should try for 3-5 goals, though the expectation may be different in some divisions. Discuss with your administrator if you are not sure. Goals should be substantive and designed to move the department forward significantly in addressing gaps and improving student learning and achievement.

"Lead" measure(s) are early observational data that a department can track DURING the implementation of an initiative to ensure that it is on the right track for a successful outcome. For example, if a department has a goal to improve student performance on a state licensing exam taken after the semester is over, a good lead measure would be student performance on practice modules or exams during the class. Based on these midway measures, the department can make changes if needed to boost the chances of a successful outcome.

"Lag" measure(s) are data collected at the end whether the goal was successful or not. In general, these are the "needles" the outcome is designed to move, and very likely they will be institutional data that the college already tracks (success, retention, equity numbers, basic skills cohort rates, number of tutoring hours, average time to close a work order, etc.). In the example above, however, it would be student performance on the state licensing exam. If you are not sure of what would be a good lead or appropriate lag measure (whether currently

tracked by the institution or not), consult with your administrator, consult with the institutional research office, or check the boxes to request help ... or all three! Your administrator, the IR Office will all be reviewing your initiatives for ways they can provide support.

**Initiative 1: [State Initiative Here]**

1. Is this part of a multi-year initiative? Y/N
2. Specific action steps to be taken:
3. Early observational data, or lead measures:
4. Does the department request help developing these instruments? Y/N
6. Institutional performance data, or lag measures:
7. Person Responsible:
8. What unit gap or institutional goal does this address? Reference the crosswalk chart linked in the instructions. Check all that apply
  - It addresses a gap in student equity
  - It addresses a gap in outcomes assessment
  - It addresses a 2- or 5- year program review strategy
  - It addresses an Educational Master Plan direction
  - It addresses an accreditation Quality Focus action item
  - It addresses a Strategic Plan goal or objective
  - It addresses a Student Equity and Achievement Plan goal
  - It addresses a Guided Pathways practice
  - Other. Explain:

**Initiative 2: [State Initiative Here]**

1. Is this part of a multi-year initiative? Y/N

2. Specific action steps to be taken:

3. Early observational data, or lead measures:

4. Does the department request help developing these instruments? Y/N

6. Institutional performance data, or lag measures:

7. Person Responsible:

8. What unit gap or institutional goal does this address? Reference the crosswalk chart linked in the instructions. Check all that apply

- It addresses a gap in student equity
- It addresses a gap in outcomes assessment
- It addresses a 2- or 5- year program review strategy
- It addresses an Educational Master Plan direction
- It addresses an accreditation Quality Focus action item
- It addresses a Strategic Plan goal or objective
- It addresses a Student Equity and Achievement Plan goal



It addresses a Guided Pathways practice

Other. Explain:

[Empty text box for explanation]

**STEP 4: EVALUATE RESOURCE NEEDS**

**a. Facilities**

[Drawing from the initiatives planned, explain your next year's needs in this area.]

**b. Information Technology**

[Drawing from the initiatives planned, explain your next year's needs in this area.]

**c. Marketing**

[Drawing from the initiatives planned, explain your next year's needs in this area.]

**d. Professional Development**

[Drawing from the initiatives planned, explain your next year's needs in this area.]

**e. Other resource augmentations requested (equipment, supplies, etc.)**

[Drawing from the initiatives planned, explain your next year's needs in this area.]

**f. Staffing**

*Permanent Certificated Position. If more than one position is requested, copy and paste additional boxes.*

Discipline:

Location:

Justification - address at least the following questions

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
  - a. Size of wait lists in the discipline
  - b. Department productivity, previous year
  - c. Number of faculty currently in the department
  - d. Number of adjunct faculty
  - e. Number of certificates awarded, previous year
  - f. Number of degrees awarded, previous year

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

*Classified Staff Position. If more than one position is being proposed, copy and paste additional boxes.*

Position Title:

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification – address at least the following questions

1. Explain why the work of this position cannot be assigned to current staff.
2. Describe the impact on the college if the position is not filled.
3. Is a temporary employee currently performing the work of this position? (Y/N)
4. How is the work assigned to this position presently accomplished?

**STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)**

## Sample AUP Business and Information Technology 2021-22

### Ethnicity: Hispanic

#### Gap Identified:

#### Web Professional

Retention of Hispanic students has risen consistently over the past 5 years from 69.6% in 2015-16 to 85.4% in 2019-20. Success has also risen from 56.5% in 2015-16 to 76% in 2019-20. The sample size is sufficient for us to take this trend as reliable data.

Our goal is to focus marketing toward these groups to attract more Hispanic and African American students.

## Outcomes Assessment: Actions Taken

### Actions taken in the prior academic year

#### Business

No outcome gaps were identified.

#### Business Office Technology

Courses in Business Office Technology over the past few years have been redesigned and aligned with industry standards. The retention and success rates seem to support that there has been improvement in this program. The awards dropped from 26 to 6, but this is probably due to students being in their first year as previous years had gone from 7 (2016-17) to 16 (2017-18) to 26 (2018-19). The 2019-20 seems to be an anomaly in so many areas.

#### IT/Cyber Security

Previous to the SLO in the Fall 2019/Spring 2020, all CSCI courses were updated to the IT designation and were updated. Use of updated technology including simulators and continuing and ongoing individual faculty improvements in the courses contributed to the success. Changes in projects and/or clarification of requirements provides students with improved direction. The department implemented the first week syllabus quiz as well as standard writing expectations.

Student Learning Outcomes were all assessed in 2019-2020 academic year. The faculty are beginning to review the outcomes of these assessments but generally students met the targets for all our courses. (Pending Report)

#### Paralegal

Courses were assessed within the program review cycle last year. These courses include PARA C101, PARA C112, PARA C122, PARA C130, PARA C140, PARA C190, and PARA C230.

#### Web Professional

DMA was assessed in Fall 2019.

### Assessments completed in the prior academic year

#### Business

The following courses were assessed in the preceding year.

- BSAD C100 – Introduction to Business (Spring 2020),
- BSAD C101 – Financial Accounting (Spring 2020),
- BSAD C102 – Managerial Accounting (Spring 2020),
- BSAD C145 – Business Communication (Spring 2020),
- BSAD C152 – Managing Diversity in the Workplace (Fall 2019),
- BSAD C171 – Marketing (Fall 2019),
- BSAD C220 – Project Management (Fall 2019),
- BSAD C220 – Data Analytics for Business (Spring 2020), and

- BSAD C251 – Principles of Management and Organizations (Fall 2019).

### **Business Office Technology**

The Business Office Technology program assessments were completed in 2018-19 and the PLOs were reviewed in 2019-20. The Program Review will be completed this year (2020-2021)

### **IT-Cyber Security**

All the courses in the IT/Cyber Security programs were assessed in 2019-2020. The courses include IT C101, IT C142, IT C143, IT C146, IT C248, IT C251, IT C255, and IT C259.

### **Paralegal**

Courses were assessed within the program review cycle last year. These courses include PARA C101, PARA C112, PARA C122, PARA C130, PARA C140, PARA C190, and PARA C230.

### **Web Professional**

DMA C111 was assessed in the Fall 2019.

## **Outcomes Assessment: Gaps to be Addressed**

### **IT C143 -Computer Network Fundamentals - SLO #3**

**Type:**

SLO

**Target Missed/Gap Detected:**

Student success for SLO #3 (Analyze and design a simple Ethernet network using routers and switches.) was not met. The target was 70% but students earned 62.5% which is a 6.5% below our target.

**Type of Gap:**

Need for revision to assessment method. Need to alter/refine course content. Need to alter/refine instructional techniques.

**Analysis and Plan for Improvement:**

Faculty will review the instructional materials, projects and assessments to determine where improvement is needed.

**Anticipated Semester for Implementing Planned Improvements:**

Spring 2021

**Anticipated Semester of Next Assessment:**

Spring 2022

### **IT C255 Introduction to Cybersecurity: Ethical Hacking SLO #1**

**Type:**

SLO

**Target Missed/Gap Detected:**

SLO #1. (Describe and categorize the tools and methods a "hacker" uses to break into a computer or network.) was not met. The

target was 70% but the assessment was 53.85% which is 16.15% below.

**Type of Gap:**

Need for revision to assessment method. Need to alter/refine course content. Need to alter/refine instructional techniques.

**Analysis and Plan for Improvement:**

A new adjunct faculty member was hired to teach the class in the Fall 2020 who has redesigned the course, materials and assessment methods. We will watch the success rates this fall (Fall 2020) and adjust accordingly.

**Anticipated Semester for Implementing Planned Improvements:**

Fall 2020

**Anticipated Semester of Next Assessment:**

Fall 2021

**IT C255 Introduction to Cybersecurity: Ethical Hacking - SLO #2**

**Type:**

SLO

**Target Missed/Gap Detected:**

SLO #2 (Defend a computer and a Local Area Network (LAN) against a variety of different types of security attacks using a number of hands-on techniques) was not met. The target was 70% and the assessment was 57.69% which is 12.31% lower.

**Type of Gap:**

Need for revision to assessment method. Need to alter/refine course content. Need to alter/refine instructional techniques.

**Analysis and Plan for Improvement:**

A new adjunct faculty member was hired to teach the class in the Fall 2020 who has redesigned the course, materials and assessment methods. We will watch the success rates this fall (Fall 2020) and adjust accordingly.

**Anticipated Semester for Implementing Planned Improvements:**

Fall 2020

**Anticipated Semester of Next Assessment:**

Fall 2021

**IT C255 Introduction to Cybersecurity: Ethical Hacking - SLO #3**

**Type:**

SLO

**Target Missed/Gap Detected:**

SLO #3 (Evaluate and demonstrate safe techniques on the World Wide Web.) did not meet the target of 70%. The assessment reflected a 53.85% which is 15.15% below the target.

**Type of Gap:**

Need for revision to assessment method. Need to alter/refine course content. Need to alter/refine instructional techniques.

**Analysis and Plan for Improvement:**

A new adjunct faculty member was hired to teach the class in the Fall 2020 who has redesigned the course, materials and assessment methods. We will watch the success rates this fall (Fall 2020) and adjust accordingly.

**Anticipated Semester for Implementing Planned Improvements:**

Fall 2020

**Anticipated Semester of Next Assessment:**

Fall 2021

**IT C270 Intro to Database Design/ Management - SLO #2****Type:**

SLO

**Target Missed/Gap Detected:**

SLO #2 (Use the data definition, data manipulation, and data control language components of Structured Query Language (SQL) in the context of one widely used implementation of the language.) was not met. The target was 70% but the assessment reflected 66.67% which is slightly below the target.

**Type of Gap:**

Need for revision to assessment method. Need to alter/refine course content.

**Analysis and Plan for Improvement:**

Faculty will review the SLO and the content, projects and assessment and make appropriate adjustments to improve.

**Anticipated Semester for Implementing Planned Improvements:**

Fall 2021

**Anticipated Semester of Next Assessment:**

Fall 2021

## Program Review: Actions Taken

### Paralegal Studies

**Year of Last Program Review:**

2018

**Actions Taken in the Prior Year to Address Strategies:**

Two-Year Strategies completed - Student Success: The program was taken through CIC as a whole to update the PLOs and courses