

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Computer Information Technology

Name of Division

Mathematics, Business, and Computer Technology

Name of Person Preparing this Report

Roger Powell

Extension

8910

Names of Department Members Consulted

Maha Al-Husseini, Mona Jackson, Reginald Metu, and Mary Lou Vasquez

Name of Reviewers

Joe Notarangelo and Todd Heibel

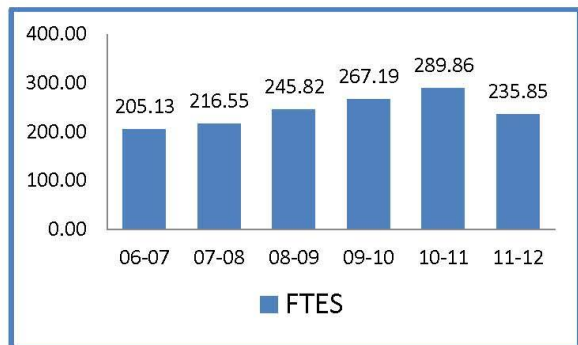
| Work Flow | Due Date | Date Submitted |
|---|-----------------|-----------------------|
| Date of initial meeting with department | 02/26/2012 | 02/26/2012 |
| Final draft sent to the dean & committee | 02/28/2013 | 02/28/2013 |
| Report submitted to Program Review Team | 03/29/2013 | 03/27/2013 |
| Meeting with Review Team | | |
| Report submitted to Program Review co-chair | | |

Staffing

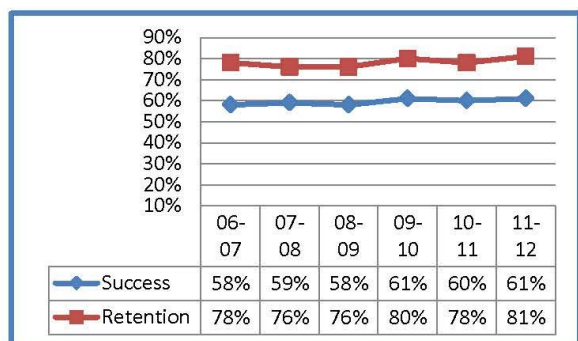
List the number of full and part-time employees in your area.

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short- term, hourly |
|-----------------------|-------------------------|---------------------------------------|--|
| Managers | 0.2 | | |
| Faculty | 5 | 0 | 7 |
| Classified Staff | 0.4 | | |
| Total | 5.6 | 0 | 7 |

Computer Information Technology - 2012



| | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|-----------------------|-------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 1,815 | 1,918 | 2,199 | 2,357 | 2,564 | 2,089 |
| FTEF | 16.00 | 17.13 | 16.31 | 15.85 | 17.31 | 14.48 |
| WSCH per FTEF | 385 | 379 | 452 | 506 | 502 | 489 |



| | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Sections | 86 | 89 | 86 | 84 | 90 | 71 |
| % of online enrollment | 20% | 48% | 65% | 54% | 67% | 72% |
| Degrees awarded | 7 | 4 | 11 | 7 | 5 | 9 |
| Certificates awarded | 6 | 4 | 6 | 7 | 13 | 7 |

Description:

The CIT Program serves students needs in three ways:

- Acquisition of basic through advanced computer technology skills
- Acquisition of computer skills applicable to current work requirements
- Preparation for pursuing education in computer technology at a four-year institution

Assessment

- The data indicates a mature program that consistently serves the needs of students while maintaining academic standards:
- FTEF and enrollment variance is consistent with campus-wide trends and is stable over the reporting period
- WSCH per FTEF is trending upwards
- Online course offerings continue to grow providing student access while success and retention rates remain stable

Program Goals:

- Continue to offer online courses
- Continue course SLO assessment and implement program level SLO assessments
- Approve new certificates in Medical Information Technology
- Create Information Security courses

Challenges and Opportunities:

- Funding continues to be the biggest challenge with cuts in sections available impacting students opportunities to complete degrees and certificates
- Updates to technology require frequent course updates
- Continuing need for staff development with new Windows and Office Suites available

Action Plan:

- Continue staff development activities for new and updated technologies
- Trim down Certificates and degrees to allow students to complete in less time
- Update requirements to meet new technology needs

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

| Strategic Initiative | Institutional Expectations | |
|-----------------------|--|--|
| | Does Not Meet | Meets |
| Part I: Access | | |
| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population | The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service | The program's pattern of service is not related to the needs of students. | The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs. |

| Program: Computer Information Technology | Demographics Fall 2009 – Fall 2012 | Campus |
|--|---------------------------------------|------------|
| 5.6% | Asian | 6.2% |
| 24.6% | African-American | 20.3% |
| 48.7% | Hispanic | 48.6% |
| 0.6% | Native American | 1.0% |
| 0.6% | Pacific Islander | 0.7% |
| 18.6% | White | 21.0% |
| 1.2% | Other/Unknown | 2.1% |
| 56.1% | Female | 54.6% |
| 43.9% | Male | 45.2% |
| 9.6% | Disability | 5.4% |
| Min: 15 | Age | Min: 15 |
| Max: 88 | | Max: 88 |
| Avg: 30.96 | | Avg: 29.47 |

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The CIT program student population is substantially the same as the overall college population. The demographic ratios of CIT programs vary from the general college population by less than 5% in any of the table rows above. Only three table rows, African-American, White, and Disability exceed 2%. Of those, African-American and Disability are represented at 4.3% and 4.2% higher rates, respectively, in the CIT student population than the overall student population. White students participate in CIT program classes at a 2.4% lower rate than the general college population. This data supports the assertion that the student demographic information for the CIT program is substantially the same as the overall college and there is no need for concern.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Faculty collaboration is vital to the CIT scheduling process and the resulting CIT schedule has a broad range of course and section offerings. These serve community needs by offering a mix of traditional on-campus courses, hybrid courses that include a combination of on-campus and distributed education (DE), and exclusively DE courses. On-campus courses include daytime, evening, and weekend college offerings. Course with several sections each semester, such as CIT 100 and CIT 101, are scheduled to provide students a choice of more than one format. For courses with more than one section per semester, daytime and evening or daytime and DE options are provided. For courses that are offered with one or fewer sections per semester, the offerings are either scheduled alternately between day and evening sections or they are offered with DE. The Fall 2013 schedule, which is representative of current course offerings, has 34% of the courses offered during the day, 37% offered during the evening, 23% offered online and 6% in weekend college. Four out of five sections include at least some DE component.

Part II: Questions Related to Strategic Initiative: Student Success

| Strategic Initiative | Institutional Expectations | |
|--|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success - Rubric | | |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data. | Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |

| | | |
|---|--|--|
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. | Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy. |
|---|--|--|

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded” on page 3 of this form.)

The CIT program has experienced a modest increase in both student retention (from 78% to 81%) and student success (58% to 61%) between the 2006/2007 and the 2011/2012 academic years. The number of degrees and certificates awarded for the period 2006/2007 to 2011/2012 is too variable to support a conclusion that there is a similar trend in this data. The sum of degrees and certificates award each academic year is a much more consistent with a six-year average of 14.3 degrees and certificates awarded each year. Further examination of the data reveals interesting trends. The 6-year average of degrees awarded (7) is exactly the same as the 6-year average of certificates awarded (7). The 3-year average of degrees awarded for 2006 through 2008 (7.3) is almost exactly the same as the 3-year average of degrees awarded for 2009 through 2011 (7). The same comparison of certificates awarded is different with 5.3 for 2006 through 2008 and 9 for 2009 through 2011. Further monitoring of these trends will be required before any conclusions can be drawn.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The CIT program provides students with the type of technology skills that are highly valued by employers. Even while engineering graduates are finding a tough job market, the demand for computer science (CS) and information technology (IT) graduates is stronger than ever (Michigan State University, 2011). In addition to the need for new IT workers, there is a continuing need for current IT workers to adapt existing or acquire new competencies as the IT skills in demand change over time (Harris, Greer, Morris, & Clark, 2012). It is imperative that the SBVC CIT program offers a broad range of courses ranging from foundational such as keyboarding skills to highly technical such as Cisco networking. Only by continuing to do this will we continue to serve the broad range of needs presented by our diverse student population. The CIT department student demographic data with a range in age from 15 to 88 years for CIT students is illustrative of this point. There are no courses at SBVC where the age of the students is more relevant than computer technology courses. Obviously no one would expect the technology experiences of a 15 year old to remotely resemble those of a student six times older. We must continue to serve students of all ages, with all ranges of experience, skills and academic preparation.

References:

Harris, A., Greer, T., Morris, S., & Clark, W. (2012). Information systems job market late 1970's-early 2010. *The Journal of Computer Information Systems*, 53(1), 72-79.

Michigan State University, Collegiate Employment Research Institute (2011). *Recruiting trends 2010-2011, 40th anniversary edition*. Retrieved from <http://www.eric.ed.gov>

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

The CIT program has student learning outcomes (SLOs) for every course and every program (degree and/or certificate). For every course that has been offered, the SLOs have been assessed at least once since the last program efficacy report. SLOs are discussed at faculty meetings with a comprehensive review each year. For each course, there is a lead faculty who coordinates SLO assessments. Where adjunct faculty are involved in SLO assessment, there is a tenured faculty identified to assist or advise the adjunct faculty. There is a plan to complete assessment of each SLO during the coming three years.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

The CIT faculty completed a comprehensive review of the program level SLOs and mapped course level SLOs to the program level SLOs. The department is investigating a portfolio approach to gathering evidence that students who are awarded degrees and certificates have completed the identified course level SLOs. The results of course-level SLOs have been used to update SLOs to more appropriately align with the desired learning outcomes. Furthermore, faculty consider SLO results when updating course outline of record in CurricuNet.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

| Strategic Initiative | Institutional Expectations | |
|---|--|---|
| | Does Not Meet | Meets |
| Part III: Institutional Effectiveness - Rubric | | |
| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | <p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p> | <p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p> |

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners

What is the mission statement of the program?

The San Bernardino Valley College Computer Information Technology Department serves the broad needs of our students by offering courses that are useful to students with all levels of technological sophistication and degrees and certificates that prepare students for employment or transfer to a baccalaureate program at accredited institutions.

How does this purpose relate to the college mission?

The mission of the CIT department is consistent with the SBVC mission of serving a diverse community of learners.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain

any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The EMP data show a 51% increase in productivity (from 385 WSCH/FTEF to 582 WSCH/FTEF) between 2006 and 2010. There is a precipitous 19% drop in 2011 because of budget cuts. WSCH/FTEF growth from 2006 to 2010 is correlated with an increase in DE section offerings. Perhaps clearest example of this relationship is to compare data from the 07-08 year with the 10-11 year. In both years, the number of fulltime faculty is almost identical (17.13 for 07-08 and 17.31 for 10-11) yet there is a 32% increase in productivity (379 WSCH/FTEF for 07-08 compared to 502 for 10-11) and a 40% increase in the DE courses (48% in 07-08 compared with 67% in 10-11). This evidence supports the assertion that increasing DE section offerings is correlated with increasing productivity.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

| | Course | Status | Last Content Review | Next Review Date |
|--|--|--------|---------------------|------------------|
| | CIT008 Beginning Keyboarding, Part I | Active | 12/10/2007 | 12/10/2013 |
| | CIT009 Beginning Keyboarding, Part II | Active | 12/10/2007 | 12/10/2013 |
| | CIT010 Beginning Keyboarding | Active | 12/04/2006 | 12/04/2012 |
| | CIT013 Intermediate Keyboarding | Active | 03/08/2010 | 03/08/2016 |
| | CIT016 Advanced Keyboarding | Active | 03/08/2010 | 03/08/2016 |
| | CIT020 Word Processing: Microsoft Word | Active | 09/22/2008 | 09/22/2014 |
| | CIT021 Word Processing: Advanced Microsoft Word | Active | 12/10/2007 | 12/10/2013 |
| | CIT025 Microsoft Office Outlook | Active | 10/28/2008 | 10/28/2014 |
| | CIT030 Records and Database Management | Active | 04/15/2004 | 04/15/2010 |
| | CIT031 Business English | Active | 10/25/2010 | 10/25/2016 |
| | CIT043 Legal Office Procedures | Active | 11/15/2003 | 11/15/2009 |
| | CIT045 Medical Insurance Billing and Coding | Active | 02/08/2010 | 02/08/2016 |
| | CIT048 Medical Office Procedures | Active | 03/08/2010 | 03/08/2016 |
| | CIT050 Medical Records and Health Information | Active | 11/08/2010 | 11/08/2016 |
| | CIT080 Inside the Personal Computer | Active | 04/15/2004 | 04/15/2010 |
| | CIT081 Introduction to Operating Systems - A+ | Active | 11/15/2006 | 11/15/2012 |
| | CIT091 Networking Fundamentals Semester I (Cisco Networking Academy) | Active | 04/28/2008 | 04/28/2014 |
| | CIT092 Basic Routing Semester Two (Cisco Networking Academy) | Active | 10/28/2008 | 10/28/2014 |
| | CIT093 Fundamentals of LANs, Local Area | Active | 10/28/2008 | 10/28/2014 |

| | | | | |
|--|--|----------|------------|------------|
| | Networks, Semester Three (Cisco Networking Academy) | | | |
| | CIT094 Fundamentals of WANs, Wide Area Networks , Semester Four (Cisco Networking Academy) | Active | 10/28/2008 | 10/28/2014 |
| | CIT100 Introduction to Personal Computers | Active | 09/22/2008 | 09/22/2014 |
| | CIT101 Introduction to Computer Literacy | Active | 11/26/2007 | 11/26/2013 |
| | CIT102 Advanced Computer Literacy | Active | 11/27/2007 | 11/27/2013 |
| | CIT105 Introduction to Windows | Active | 09/22/2008 | 09/22/2014 |
| | CIT114 Spreadsheets: Excel | Active | 12/04/2006 | 12/04/2012 |
| | CIT116 Database Management: Access | Active | 03/12/2007 | 03/12/2013 |
| | CIT116 Database Management: Access | Active | 11/15/2004 | 11/15/2010 |
| | CIT118 Microsoft PowerPoint | Active | 03/12/2007 | 03/12/2013 |
| | CIT118 Microsoft Powerpoint | Active | 04/15/2004 | 04/15/2010 |
| | CIT120 Internet | Active | 09/22/2008 | 09/22/2014 |
| | CIT122 Web Publishing | Active | 09/22/2008 | 09/22/2014 |
| | CIT126 Computer Graphics | Active | 04/15/2004 | 04/15/2010 |
| | CIT144 Medical Terminology | Active | 02/07/2011 | 02/07/2017 |
| | CIT150 Office Applications Development | Active | 12/10/2007 | 12/10/2013 |
| | CIT198 Computer Information Technology Work Experience | Active | 11/15/2003 | 11/15/2009 |
| | CIT215 Database Management Systems | Active | 04/15/2004 | 04/15/2010 |
| | CIT222 Independent Study in Computer Information Technology | Active | 04/15/2004 | 04/15/2010 |
| | CIT232 Data Communications and Networks | Active | 05/12/2008 | 05/12/2014 |
| | CIT215 Database Management Systems | Pending | 04/15/2004 | 04/15/2010 |
| | CIT043 Legal Office Procedures | Launched | 08/27/2012 | 08/27/2018 |
| | CIT060 General Office Procedures | Launched | 11/15/2006 | 11/15/2012 |

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

There are significant errors in the data above. For example, There are two active courses for CIT 116 and CIT 118. Obviously there cannot be two different active course outlines for one course. There are also courses listed here which have been withdrawn from the CIT curriculum (e.g, CIT 030). The CIT Department Head will work with staff in the VP Instruction Office to resolve these discrepancies.

There are, however, five active courses for which the Next Review Date has passed. These are CIT 010, CIT 080, CIT 081, CIT 114, and CIT 215. Each of these courses is currently in the Curriculum Approval queue and updates will be completed before the end of the 2012/2013 academic year.

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |
| | | |
| | | |
| | | |

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information is not accurate. There are courses that have been discontinued and certificate requirements that are inaccurate. These changes are within Curricunet and should be part of the new catalog when it is published in Fall 2013. The Department Head is currently reviewing the 2013/2014 catalog entries for CIT (due to be completed by April 18, 2013) and will follow up with VP instruction administrative staff to be sure that these changes are reflected in the Fall 2013 catalog.

Part IV: Planning

| Strategic Initiative | Institutional Expectations | |
|-----------------------------------|--|---|
| | Does Not Meet | Meets |
| Part IV: Planning - Rubric | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The trends in Information Technology predict continued growth in technology and the CIT department should expect to see growing demand for CIT courses because the employment outlook for Information technology is strong and the potential earnings for those with IT skills are substantial. Receptionists and Information Clerks employment is one of the fastest growing jobs and IT management is listed in the top 20 occupations with highest median pay (US Bureau of Labor Statistics, 2012). The US Bureau of Labor Statistics (2012) predicts that there will be a 22% increase in employment for computer-related fields. The CIT program also has degrees and certificates that focus on office and administrative support occupations. While starting salaries for these occupations never make it into the top 20 list, they are positions that are typically available to individuals with AA degrees and certificates and as an entry-level position provide a foundation upon which

professional advancement is possible. One notable example of this is Carly Fiorina who began her career as a secretary and became the first woman to lead a fortune 20 company (Carly For California, n.d.).

CIT planning has focused on the growing needs and consistent need to adapt to new technologies in three distinct ways. First, the growth in enrollment has been accommodated with additional sections and improved efficiency through DE. Second new and updated certificates have been prepared to offer skill development in areas with growing demand. Finally, the CIT Department has adopted an approach of careful preparation and planning to adjust the courses so that they leverage the latest technologies available.

The economic downturn has presented some significant challenges in the area of planning with courses necessary to complete degrees and programs being cut from schedules recommended by the Department faculty. While these conditions have affected every aspect of education at SBVC, there are institutionally generated challenges that have disproportionately or exclusively impacted the CIT program. These are discussed in the Challenges section of this document.

The CIT program has addressed these concerns by creating a reduced schedule. The reduced schedule planning offers some courses only once per semester and others only once per year. The reduction in section offerings is somewhat mitigated by the increase in online and hybrid sections because they provides student access without less impact on work schedule or other life commitments than fully on-campus sections. The use of online labs is particularly helpful because sophisticated software features of the online laboratories include automatically adjusts content and remediation based student performance. This allows students with a good understanding to proceed quickly while providing additional instruction and supplemental exercises for students that need it.

References:

Carly for California, (n.d.) Retrieved from <http://www.carlyforca.com/>

US Bureau of Labor Statistics. (2012). *Economic and Employment Projections*. Retrieved from <http://www.bls.gov>

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

In the six years period covered by this review, a major focus of the CIT program has been to leverage information and communications technologies (ICT) in meeting the educational needs of our students. By all measures, the CIT program has made this change in an exemplary manner. The distributed education (DE) sections have quadrupled (from one-in-five to four-in-five) while the quality of the program has been maintained. The modest increases in student retention and success are remarkable given the research literature consensus that DE is accompanied by alarming declines in student retention and success (Lynch, 2001; Merena, 2006; Terry, 2001). The popularity of DE is evident by the 41% increase in duplicated enrollment between 2006 and 2010 (budgetary pressures forced section cancellations in 2011, destroying most these gains). The success of DE within CIT is due to the hard work and dedication of the Department faculty. It is more than the Department's obvious and substantial ICT expertise that should be credited with this accomplishment because, while technical experience is important to successful DE courses, substantial effort is required to adapt course delivery to the DE format (Lynn & Johnsrud, 2008; Smith, 2006). This work was accomplished with neither additional compensation nor instructional

release time and the CIT faculty is justifiably proud of this success.

The most significant challenge has been the reduction of section offerings due to reduced budgets. Careful scheduling decisions and high utilization of DE have been successful in mitigating challenges.

References:

Lynch, M. (2001, November/December). Effective student preparation for online learning. *The Technology Source*. Retrieved from <http://ts.mivu.org/default.asp?show=article&id=901>

Merena, P. (2006). *Increasing retention in online distance education courses*. University of Delaware

Lynn, T., & Johnsrud, L. (2008). The impact of faculty attitudes toward technology, distance education, and innovation. *Research in Higher Education* 49, 625-646. doi: 10.1007/s11162-008-9094-7

Smith, L. (2006). Best practices in distance education. *Distance Learning*, 3(3), 59-66.

Terry, N. (2001, February). Assessing enrollment and attrition rates for the online MBA. *T.H.E. Journal*, 28, 64-68.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

There are significant challenges that the CIT Department faces in meeting the growing demand for IT skills by employers and the corresponding demand for IT courses by our students. While some of these challenges are the result of economic factors beyond the control of SBVC, others are the result of decisions that were or were not made by SBVC and SBCCD administration. This section will focus on factors associated with administration action or inaction because the economic downturn has been addressed in other sections.

The decision to close the Business Division and place it under the control of the much larger Mathematics Division was detrimental to CIT and other programs of the Business Division. Since that change, there has been a systematic decrease in full-time faculty without replacement of a single position and complete elimination of a program (Paralegal). CIT is part of the Business program at all neighboring Universities and a decline in the Business programs at SBVC inevitably impacts the CIT program. There are other examples of administrative actions or inactions that have hurt the CIT program.

The CIT faculty created a new certificate (Computer Specialist) which prepared students for one of the fastest growing computer related occupations available to students with an AA degree or certificate (US Bureau of Labor Statistics, 2012). The certificate was fully approved by the SBCCD Governing Board and listed in the catalog before being administratively withdrawn because SBVC administration did not submit the approval documentation prepared by the CIT

faculty to the State for approval. This certificate is still not in the catalog.

The CIT department created a new certificate for Medical Office workers. The impetus for the creation of this certificate is that healthcare support occupations are projected to grow at a staggering 34.5% (US Bureau of Labor Statistics). This certificate, although submitted two-years ago remains unapproved at the State level and cannot be offered at SBVC.

SBVC convened a program discontinuance ad-hoc committee (Committee). The report of this committee identified individual courses within the CIT program (CIT 010, keyboarding, and CIT 020 and CIT 021, word processing), as courses that should be eliminated as credit courses. In the case of CIT 010, the Committee recommended additional oversight for scheduling this course. The CIT Department takes exception to this recommendation in the strongest possible terms and submits that no such oversight is needed and if it were, no member on the Committee has appropriate qualification to provide such oversight. This committee had substantial representation from the SBVC administration but no representation from the CIT program, or anyone else from the former Business Division. Not only are making recommendations for the elimination of individual course within a program an outrageous expansion of the Committee's charge, the Committee recommendations demonstrate a complete lack of IT occupational knowledge and ignorance of employment opportunities in the local job market.

The Committee's assertion that CIT 010 is low enrolled is factually incorrect. One section showing zero enrollments due to a budget-mandated course cancellation does not support this baseless accusation. The Committee is correct when it sees that CIT 010 is not a requirement for a degree or certificate. A cursory review of the approved curriculum does however show that CIT 010 is a prerequisite for CIT 013 which is required in one degree and two certificates. By this logic SBVC should eliminate all prerequisite courses that are not required for a degree or certificate.

The CIT department recognizes that there is a projected 6.9% decrease in the number of word processor and typist jobs in the Riverside-San Bernardino-Ontario Metropolitan Statistical Area and also recognizes that these skills are vital for other jobs where there is substantial growth (California Employment Development Department, 2012). The California Employment Development Department (2012) also predicts an increase of 14.5% for secretaries, 15% for executive secretaries and administrative assistants, a 32% increase for medical secretaries, and an overall 12.5% increase for other office worker positions. Interestingly, this same report also lists a projected increase of 18.5% for paralegal workers and 10.7% increase for other legal support workers. It is puzzling how increasing projected employment rates among paralegal workers justify the cancellation of the Paralegal program. Returning to the topic of CIT 010, CIT 020, and CIT 021, SBCCD's own job description for Clerical Assistant I/II lists both typing and word processing as typical duties (SBCCD, 2007).

The US Bureau of Labor Statistics Occupational Outlook (2012) lists word processing as an important skill for office clerks. California EDD (2012) projects a double-digit percentage increase in demand for at least ten jobs that include the word "clerk" in their job description.

A keyword search of the careerbuilder.com website conducted on February 25, 2013 (Career Builder, 2013) using the SBVC zip code (92410) as the center of the search returned a total of 2,539 job postings in the prior 30 days, 189 of which are listed in San Bernardino. Of these 237 (9%) in the area and 25 (13%) in San Bernardino included the word "typing" in the posting. For comparison purposes Chemistry and Mathematics were used a keywords. Chemistry appears in 0.08% of job posting in the area, none of which are in San Bernardino and Mathematics appears

in 1.2% of the job postings in the area and 0% in San Bernardino. Surprisingly the Committee did not recommend elimination of courses or special scheduling oversight for Chemistry courses.

These situations represent significant challenges to the CIT program. The endless churn in SBVC management at both the executive level (President and Vice-President) and first-level (Dean) has created a situation where ad hoc committees are formed and make damaging recommendations without appropriate representation and the approval of new certificates, which should be routine, is fumbled. The Business division is eliminated and the programs are reduced and in one case eliminated with no concern for the needs of the local community. Beyond CIT, this should be an institution-wide concern.

It is noted that the prior CIT program review included one interim administrator (Kay Regan) and this one will have at least two (Haragewen Kinde and Teri Strong). Denise Whitaker was the SBVC president at the beginning of this review period and since then there has been one permanent and two interim presidents. The CIT Program has been in two different Divisions with 5 different Deans (interim and otherwise) during the last six years.

The CIT Department classrooms and labs have been moved out of the Business building twice for building updates during the six-year period and are currently operating in temporary portable facilities. Not only has this been disruptive, if the Business Division open student computer lab is closed because there are no facilities available. The need to update the old Business building is understood but the need to have two separate, disruptive updates within a short 6 year period of time is puzzling. Surely a single update would have been less costly. It certainly would have been less disruptive to the instructional programs. This is a further example of how SBVC management planning adversely impacts the CIT program.

This situation is untenable and beyond the authority of the CIT faculty to control.

References:

California Employment Development Department. (2012). *2010-2020 Occupation Employment Projections: Riverside-San Bernardino Metropolitan Statistical Area (Riverside and San Bernardino Counties)*. Retrieved from <http://www.edd.ca.gov>

Career Builder (2013). *Find Jobs*. Retrieved from <http://www.careerbuilder.com>

San Bernardino Community College District. (2007). *Clerical Assistant I/II*. Retrieved from <http://www.sbccd.org>

US Bureau of Labor Statistics. (2012). *Economic and Employment Projections*. Retrieved from <http://www.bls.gov>

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The CIT Department understandably keeps instructional programs in line with current technology. The adjustment of course content to match current IT business solutions is ongoing. The CIT department has partnerships with the SBVC community. The CIT faculty works with faculty at local high schools, as well as employees of local businesses, and nonprofit organizations. The faculty is active with on-campus and local Veteran's organizations supporting the transition from combat to college as well as serving those on active duty with DE options.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

N/A