Institutional Program Review—2018-2019
Program Efficacy Phase: Career Technical Education (CTE)
Two-Year Mini-Review
DUE: Monday, March 18, 2019 by NOON

Send by e-mail to the Program Review Co-Chairs:

Paula Ferri-Milligan pferri@sbccd.cc.ca.us
Wallace Johnson wjohnson@sbccd.cc.ca.us

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini-review between the full efficacy cycles (that is, two years following the most recent efficacy report).

This review is not designed to be comprehensive, but rather, it is expected to be a two-year **update** since the last full efficacy report. Specifically, this update should address the following seven program components:

1. Purpose
2. Demand
3. Quality
4. External Issues
5. Cost
6. Two-Year Plan
7. Deficiencies

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 22 from 9:30 to 11:00 a.m. in NH-222
Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Instructions:

For each of the seven sections:

1. Mark the checkbox that best identifies where the program stands.
2. Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.
3. **Scan the documents—with signatures**.
4. **Do NOT change the file name**

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us)) by **NOON on Monday, March 18, 2019**.

The purpose of this report is a mid-term update in order to comply with Title 5; therefore, the length should be ***no more than five pages***. The boxes for each section are expandable; take the space needed for each section. Keep in mind that this report is an **update** of the previous two years rather than a comprehensive analysis.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: March 8, 2019 **College:** San Bernardino Valley College

Program: Computer Information Technology

1. Purpose of this Program

No Changes in Purpose in the Last Two Years		Minor Changes in Purpose in the Last Two Years		Significantly Changed Purpose In the Last Two Years
☒	☐	☐	☐	☐

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

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.

2. Demand for this Program

Low Demand		Adequate Demand for our Students		High Demand
☐	☐	☒	☐	☐

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

The SBVC CIT program is poised to grow. Employment continues in the upward trend. Information Technology ranked the 6th, on the list of high paying college majors (https://www.glassdoor.com/blog/50-highest-paying-college-majors/). ICT is a growing area of employment in the Inland Empire (http://www.desertcolleges.org/docs/dsn/ict/ict-in-the-ie.pdf). We hope that demand for the program will continue in the upward trend as we inject new courses like Digital Forensics, Web Development, iOS, and Android Application into our program. Our Cybersecurity program continue to attract students from the local feeder high school and ROP programs.

Attached is a minute from our last Advisory Board meeting.

SBVC provides quality education and service that supports a diverse community of learners.

CIT/CS Advisory Board Meeting

05-05-2016
2:00p – 4:00p
B100

MINUTE

Members:	Brady, Jason		Brunke, Jeff	X
	Engel, Aline	X	Gomez, Raymond	X
	Hughes, Christopher	X	Lugo, Peter	X
	Mulcahy, Brandon	X	Nunn, Justin	X
	Orpilla, Paul	X	Planscenia, Hector	X
	Ramos, Cole	X	Shin, Yui	
	Stanton, Karen			
SBVC:				
	Al-Husseini, Maha	X	Bray, Linda	X

Castro, Anthony	X	Hua, Henry	X
Jackson, Mona		Metu, Reginald	
Mcginnis, Odette	X	Powell, Roger	X
Vasquez, Mary Lou	X		

ACTION ITEMS

Program	Move/Second	Approved
A.A. Computer Information Technology	Move: Engel Second: Ramos	**YES**
Certificate Computer Information Technology	Move: Mulcahy Second: Ramos	**YES**
Certificate Management Information Systems	Move: Gomez Second: Ramos	**YES**
A.S. Information Systems and Technology	Move: Brunke Second: Engel	**YES**
Certificate Medical Administrative Assistant	Move: Orpilla Second: Lugo	**YES**
Certificate Medical Coding and Billing	Move: Orpilla Second: Lugo	**YES**
NonCredit CompTIA A+ Certfiication Preparation	Move: Cole Second: Mulcahy	**YES**
NonCredit CompTIA Net+ Certfiication Preparation	Move: Lugo Second: Ramos	**YES**
NonCredit CompTIA Security+ Certfiication Preparation	Move: Gomez Second: Engel	**YES**
NonCredit Cisco CCENT Certfiication Preparation	Move: Brunke Second: Engel	**YES**
NonCredit Cisco CCNA Certfiication Preparation	Move: Brunke Second: Mulcahy	**YES**
NonCredit Cisco CCNA Security Certfiication Preparation	Move: Brunke Second: Mulcahy	**YES**
NonCredit Office Technology for entry Office Clek	Move: Mulcahy Second: Brunke	**YES**
Certificate Big Data Analysis (CIT & Math)	Move: Engel Second: Ramos	**YES**
Certificate Game Development (CIT & CS)	Move: Gomez Second: Mulcahy	**YES**
Web Application Development (CS & CIT)	Move: Gomez Second: Brunke	**YES**
Mobile Application Development (CS & CIT)	Move: Gomez Second: Engel	**YES**

DISCUSSION ITEMS

TOPIC	DISCUSSION	FURTHER ACTION

Welcome & Introductions	Brief instructions for committee members on cccconfer. Welcome by Roger Powell. Introduction of committee members.	
New Courses Degrees and Certificates	**Discussion** Status of New Programs • Computer Network Support Specialist – pending State approval • Computer Support Specialist – pending State approval • Digital Forensics – Pending Region approval • Information Security and Cyber Defense – pending State approval	Create on or two new degrees aligned with Certificates
Transfer Model Curriculum Update	Computer Science • Over units • Statewide problem • Little interest from CSUSB CIT • No interest from CSU • "Transfer" removed now just Model Curriculum • CSUSB has BS degree • New A.S. Degree	Reduce units for CS courses where possible Consult with Articulation Officer Move A.S. Information Systems and Technology forward to align with CSUSB
New Program Proposals	See Action Items at top of page	Move approved programs through the formal State adoption process
Student Learning Outcomes	• These appear to be "checklist" items for accreditation • Recommend alignment with IT certifications, C-ID descriptors, and Professional organization recommendations	Review SLO's for areas where they can be aligned to external standards
Open Discussion	• Internships should be part of Program-level SLOs	Investigate reviving student "work experience"
Meeting Adjourned		Next Advisory Meeting TBD

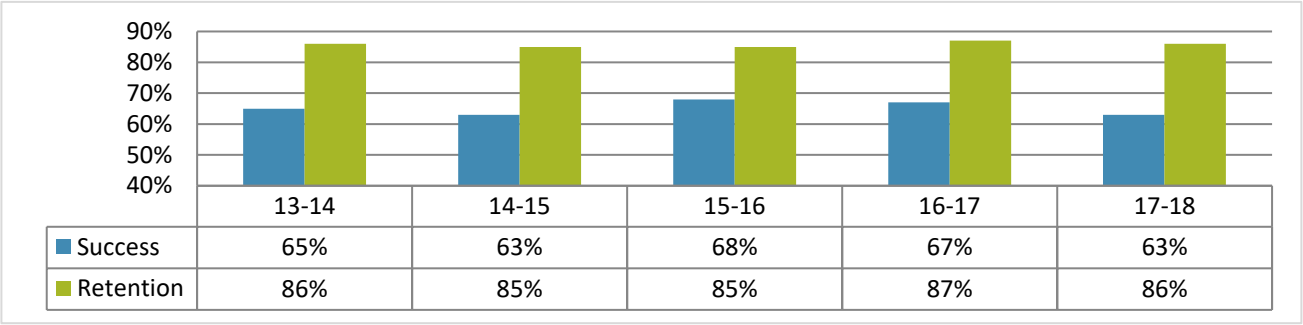
3. Quality of this Program

Needs Significant Improvement		Meets Student Needs		Highest Quality
☐	☐	☒	☐	☐

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

Analysis of department SLO downloaded from the College SLO cloud for the years 2017-2018, revealed that about 80.37% percent of the students who completed SLO understand the hardware and software makeup of a personal computer. The current finding aligned into one of our department goals #4: (Maintain hardware and software currency). In another related area of the SLO that deal directly with either computer hardware or software, students scored 84.73%; Equally, 83.37 of the students queried affirmed that they can recognize the computer and

network security threats and conventional approaches to preventing security compromises; students rated their ability to write reports and format business 84.73%. Reader Note: "Data in this analysis contain duplicate headcount. A student can be counted once for each statement in an SLO, and for each class they took." Students who complete a certificate or degree program are ready to compete and secure an entry-level position in the Information Technology field or transfer to a four-year university to continue their education.



	13-14	14-15	15-16	16-17	17-18
Success	65%	63%	68%	67%	63%
Retention	86%	85%	85%	87%	86%

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,159	1,945	1,753	1,469	1,515
FTEF	16.59	16.78	17.81	16.58	15.86
WSCH per FTEF	383	395	407	373	391

	13-14	14-15	15-16	16-17	17-18
Sections	77	79	74	68	67
% of online enrollment	77%	85%	92%	90%	90%
Degrees awarded	14	18	13	13	
Certificates awarded	13	8	13	12	

The department made some progress from last year's action plan. Majority of our certificates and degree currently been modified and gone through the region nine approval process. We have an AS degree aligned with CSUSB information Science and Technology (IS&T) BS degree. We have continued to expand our academy models; working on outreach and has some articulation agreements with some of our feeder High Schools. We have developed many non-credit CIT programs (s) and certificates. In the CIT Department, we are a model of diversity. The full-time faculty has two African-Americans and two women. One full-time faculty member is Hispanic. Likewise, the adjunct faculty is diverse with women, Hispanic, and immigrants. This diversity amongst the faculty helps supports a variety amongst the students.
We have recently developed many courses and certificates. Some of the new classes are: Introduction to Android Security, Introduction to iOS Application Security, Introduction to Web Security and Digital Forensics, all are awaiting final approval at the state chancellor's office. Majority of the CIT faculty holds a master's degree, and one has a doctoral degree in the discipline. We have a partnership with Here-to-career and workforce workability grants. Funds received from these external partnerships are used to develop a non-credit course, buy new hardware and software needed to improve our program.

4. External Issues

Not Consistent with External Issues		Complies with External Issues		Benefits from and Contributes to External Issues
☐	☐	☒	☐	☐

(Provide update since last full efficacy review; examples include legislation, CCCCO mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

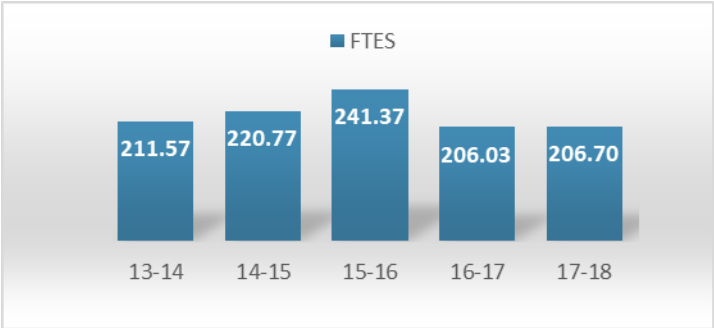
Region 9, State, and ACCJC approval of degrees and certificates process remains an issue in getting programs approved promptly. Lack of communication between the Regional Consortium and SBVC curriculum committee approval process has not helped the approval process either. We are not sure how new legislation like AB 705 and State mandates in Guided Pathways will affect our program in the future. CIT department continues to experience challenges recruiting faculty to teach newly developed courses requiring complex skill sets, as people with the desired skills prefer to work in the industry where earning is much higher.
The SBVC CIT program is poised to grow. Employment continues in the upward trend. Information Technology ranked the 6th, on the list of high paying college majors (https://www.glassdoor.com/blog/50-highest-paying-college-majors/). ICT is a growing area of employment in the Inland Empire (http://www.desertcolleges.org/docs/dsn/ict/ict-in-the-ie.pdf). Significant growth is probably in the program over the next two years, as new courses, certificates, and degrees have been added; and existing curriculums are updated and modified since the last full efficacy review. The new curriculum is a goal toward addressing the changing nature of the CIT field, as well as boost student's ability to gain employment in the area upon graduation. The new curriculum also addresses the changing environment of the industry.

5. Cost of this Program

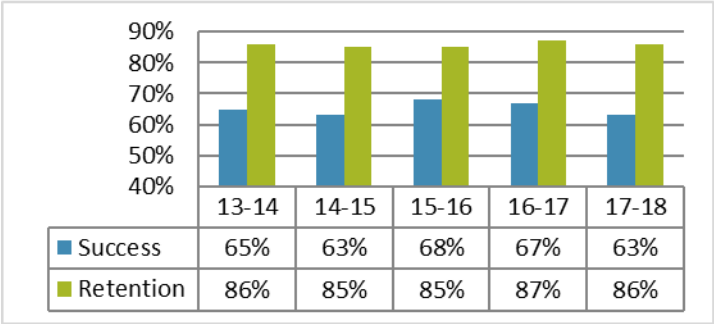
Expenditures Exceed Income		Income Covers Expenditures		Income Exceeds Expenditures
☐	☐	☒	☐	☐

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

Below is analysis of FTES, enrollment, retention and Degree/certificates completed in the program between2013-14 through 2017-18 school year.



	13-14	14-15	15-16	16-17	17-1
Duplicated Enrollment	2,159	1,945	1,753	1,469	1,51
FTEF	16.59	16.78	17.81	16.58	15.8
WSCH per FTEF	383	395	407	373	39



	13-14	14-15	15-16	16-17	17-1
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FTES data for 2017-2018 is slightly higher compared with that of 2016-2017. FTES for 12/13 was somewhat higher than the 2016 – 2017, and 2017 – 2018. In contrast, the 15/16 FTES show much improvement compared to the last previous three years. Many students with employable computers skills have once again been hired, because of the stabilization and recovery of the state economy. Retention for the current year 2017-2018 indicated a 1% decrease from the last year data. However, current year retention data show improvement when compared with 14-15 and 15-16 data. Student success in the current year (17-18) indicated a 3% drop from 16-17. The rest of the data is generally consistent apart from efficiency. WSCH/FTEF remains above the 11/12 level, and it continues to improve. Student success and retention is stable, degree and certificate awards are about the same from the previous year.

6. Two-Year Plan

Need Significant Changes And/or Increased Resources to Continue		On Track for Next Two Years		Significant Growth Anticipated
☐	☐	☒	☐	☐

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

In the next two years, our CIT program Plan includes:
I. Monitor progress of certificate and degree approvals
2. Create an AS degree aligned with new CSUSB IS&T BS degree
3. Create Transfer and Career Pathways
4. Expand use of Academy models
5. Develop outreach and articulation for HS programs
6. Develop a non-credit CIT program(s)
7. Develop a non-credit computer lab course
8. Create a new Digital Forensics degree
9. Offer newly developed courses in Digital Forensics, IOS, Android, and Web security
10. monitor impact of AB 705 hence students will be attempting courses without normal prerequisites
11. Monitor impact of Guided Pathways on our students
12. Increase the number of students earning transfer AS-T degree and certificates.
13. fill vacancies created by retirements and add a new faculty position to reduce the number of adjunct instructors

7. Progress on Previous Does Not Meets

No Progress		On Track for Next Two Years		Significant Progress
☐	☐	☐	☐	☐

What steps are being taken to address previous deficiencies as identified on the previous full efficacy review?

N/A; all needs where meet from prior full efficacy review.

Institutional Expectations: Does not address the low success rate under 70%. Does not explain how they can work to improve success. Simply stating "There is no data to explain this discrepancy" is not sufficient.

Response:

Signatures:

Administrator	Date
Faculty	Date
Advisory Committee Member	Date