Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Leadership - Dean, Business and Technology Office

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
BT of Business and Technology (BT) has undergone numerous changes since the comprehensive program review in 18/19. These changes, some due to COVID, have brought about both success and challenges that are intertwined.

Employees
Contract Faculty:
In the last five years, BT has seen a decline in its contract faculty ranks. In 18/19, BT had 29 full-time faculty; at the end of 22/23, we will have 22 full-time faculty. Additionally, BT has many contract faculty members that have reassigned positions beyond the standard chair reassigned time. In 22/23, BT contract faculty had a total of 1.8 FTEF reassigned time that took them out of the classroom. The reassigned assignments benefit the campus community and show the talent and dedication of the faculty. These assignments include Guided Pathways Coordinator, Accreditation Writer, CPL Coordinator, CTE Lead Faculty, MOST Leader, and SBVI Coordinator. The pro rata faculty have also decreased from 4 to 1. These multiple reductions in contract faculty classroom time have increased BT's reliance on adjunct faculty. And while BT has seen an overall decrease of 25 sections in the last five years, we have still had to hire numerous adjunct faculty to meet course demands. In 22/23 alone, we have hired 13 adjuncts to fill our needs. Hiring, onboarding, and mentoring new adjuncts takes excessive time. This time impacts the Dean's office and existing contract faculty, and while it is an important use of time, it compiles upon the already full workload.

But moreover, the limitations of adjuncts' time and involvement on campus can negatively affect student retention, success, persistence, completion, and associated equity gaps. However, the hiring of new adjuncts has enabled BT to begin to diversify the faculty. We consciously recruited in new ways to address the diversity in BT and are pleased that we have brought on numerous women, men, and women of color. We hope these new adjunct faculty will help our students connect with their subjects and bring new perspectives into BT.

Classified Professionals:
BT has also seen a transition in classified professionals. Currently, there are only two contract positions in BT, Admin. Assistant IV, and ILT-CACM. In the last five years, the ILT-CACM position has had two employees who have left, which is currently vacant. The vacancy has been challenging for the program and the Dean's office. The rotation of NANCEs in the position can only take on a portion of the workload. The CACM faculty and the Dean's office have supported the remaining workload. However, during this time, the program and the Dean have been able to asses and realign the position responsibilities so that when the position is filled, it should be more effective and hopefully reduce turnover.

The long-time Administrative Assistant IV for BT retired, and it took a few months to fill the position. The retirement left a void of school history that was relied upon for the functionality of the Dean's office. The time it takes for the new employee to learn all the aspects of the position slows the office's productivity. However, after completing the one-year cycle of BT, all the position responsibilities should be understood, and productivity will increase. An exciting aspect is that the new employee also brings new and needed skillsets to the position, enabling the Dean's office to put new and more efficient structures and practices in place. Some of the goals for BT, like facilities management and improved communication, will now be achievable.

Administration:
The Dean for BT has also changed in the last five years. The departure of the prior Dean also left a void of institutional and School knowledge. BT had an interim dean for nine months before hiring the permanent Dean. It was advantageous for BT that the interim Dean was hired for the contract position, removing the need for another person to learn about BT and start over again with evaluation and planning. However, the new Dean faced some challenges in the first year, including being more recent to the instructional division, continuing the responsibilities of their previous, the retirement of the Admin Assistant, COVID, and returning to campus. Despite the challenges, BT has successfully addressed many of the impacts of COVID and implemented changes to processes and

communication that are improving how BT operates.

Facilities
BT moved into its new building in the Spring of 2019. This was an immense change for almost everyone in BT. The new building brought all the disciplines, except for Culinary, together in one space, when previously the BT classrooms had been located in five old buildings across the campus. Faculty and students had new facilities and equipment in their classrooms, a vast departure from the dilapidated buildings, old furniture, and limited equipment that was not conducive to student learning. A majority of the faculty now had new offices together.

Initially, the building was designed and planned to be one of the first new facilities on campus with the prop S & N bonds. However, it became the last new building on campus. Over the years between design and occupancy, some contract faculty had left, some programs' needs had changed, and the amount of prop S & N funds for the building had decreased while costs had increased. This delay and reduced funding resulted in some shortcomings in the facilities, which now need to be addressed.

Additionally, the facility did not accomplish everything in the design plans. For example, CISC was to have a "Google" type space for students to innovate, collaborate, study, commune, and create community. Due to resource limitations, the space was made into a simple computer classroom. Due to bulk-cost savings, the classroom furniture purchased, which is the same for every classroom and lab, is large and immovable. This furniture causes some rooms to be ineffective learning spaces that do not support active learning and are ergonomically incorrect. For example, there are computer classrooms where students have to turn their heads back and forth to look at the board and teacher and then at their computer. There are storage issues for some programs, like Fashion, that must store equipment, unsecured, in the corners of classrooms that encroach on student learning spaces. In over ten classrooms, large monitors were supposed to be installed for instructional use. The rooms were built and wired for these, but there was no money to purchase the technology. There are also not enough faculty offices in the building for all the contract BT faculty and any new ones hired. The faculty offices in other buildings create barriers to students' access to instructors and disrupt the ability to maintain a community among disciplines, programs, and BT.

There are multiple problems with the building itself. Some doors lock people into rooms, while others never lock at all. We have inadequate and unsafe lighting in the bathrooms. The ADA bars for the doors work intermittently, as do the key fob pads. The temperature in the building can fluctuate by 20 degrees from one side of the building to the other. The temperatures have been so drastic that some faculty have stopped using their offices, and some classes had to wear gloves when it was cold. This is not acceptable. Very recently, we had flooding on both the first and second floors in all 39 occurrences of water intrusion. Because of COVID, the building was only used for 13 months before closing the campus. Due to this, these issues were not resolved and identified until after the District took full possession of the building.

Now we are addressing these challenges within the District's limited fiscal and people resources. This has caused frustration among the faculty and, in some cases, the inability to implement programmatic improvements for student success.

Additionally, with the return from COVID, the changes in the schedule, due to course modalities and the different needs of our students, have us rethinking how we use some of the spaces/classrooms in the building. We want to utilize our facility effectively to meet the new demands and remain flexible for future needs. We must use some classroom spaces differently. For example, we have partnered with other schools, like Engineering and Athletics, to use classrooms in the building. Having these schools in the BT space creates new opportunities for faculty collaboration and exposes students to different courses and disciplines.

In all our programs, we need spaces for students to create community and for employers to engage with students. Dedicated student space is one method to address some equity gaps, encourage more adjunct involvement, and improve overall student outcomes. The conversion of some classrooms is necessary to achieve these goals and effectively utilize the building. The challenge remains in the funding and people resources. However, the innovation and impact on our students keep us moving forward with advocation and planning to achieve this goal. The Dean's Office has identified available programmatic funding in its general fund that could assist in reaching

some of these goals. A reorganization of the GFU throughout BT could provide a partial solution to address more minor needs.

Technology
As the school of Business and Technology, we strive to be the leaders in instructional technology, which also models many of the careers our disciplines educate and train for. The faculty in the ICT disciplines teach to current technology. We are keenly aware of the types of software, hardware, systems, etc., that are available and that we should be using—particularly technology to address access, equity, and student success. Even before the pandemic, the technology focus has four areas: remote servers for instructional software, HyFlex systems, student technology, and faculty technology. The faculty and Dean feel we have pushed to have new systems considered and then find we must lead the efforts in the change process. There have been improvements at the District level that are progressing towards these goals, but it is slow and wares on the motivation to implement change, even when the impact is vital.

Programs, Curriculum, and Enrollment
BT is primarily a CTE school with only one discipline, Economics, that does not have a CTE top code. At the same time, the Business program is the largest transfer and award-granting program on campus. With two different drivers and influences, the Dean's office collaborates with the faculty in a myriad of ways to assist the programs in reaching their goals and ensure alignment with campus goals. In this area, I believe we have seen most of our successes.

Through these collaborations, we have begun establishing course sequencing guides that faculty, students, and counselors utilize. Developing these guides includes a review of course enrollments, prerequisites, facilities needs, and employment and transfer timing. These guides have also helped with course scheduling and FTEF allocations.

We have also brought together the CISC, MULT, and WEBD disciplines to review curriculum, program goals, and develop new and joint awards. This work has also brought to light possible overlaps in curriculum and new discussions regarding which discipline the courses should reside. The year-long work also created relationships that continue moving the work forward to discussing student outcomes and identifying ways the departments can create student support through the community.

Working with the Department Chairs and program leads, we have revised the process for developing class schedules. The process starts with assessing classes to meet student needs/requirements for completion and the scheduled sequences. Then we review enrollment demands and trends to determine the number of sections to offer. Next, course modalities are determined, based on the course itself, and then, for multiple sections, a balance of on-campus and online offerings is based on enrollment trends and student outcomes. Lastly, faculty are assigned to courses in order of contract, pro-rata, POA adjuncts, and non-POA adjuncts. This process has been a departure from the prior "rollover" process, which was not responsive to the changes in enrollment and student course-taking behavior. We share this process with all faculty, and through this transparent communication, they have been part of the solution when scheduling difficulties arrive.

With the return to campus, we have seen prior partnerships start to grow, new ones beginning, and a breath of new and returning events to campus.
- Launch of the Small Business Virtual Incubator
- Special Certificate of Performance in ICT for Point Loma High School
- MOU with Point Loma Nazarene University to offer their BA Business Program courses on our campus and at a reduced rate for our students.
- Portfolio Show that brings employers to view student work in the ICT industries with hopes of employment.
- First annual Global Game Jam to support and grow the Game Development community and program.
- Golden Scissors Fashion Show was re-envisioned in 2022 and held its first in-person show since the pandemic. The event was so successful that the program utilized this new model to build this year's event.

Summary and Reflection

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

Since the last comprehensive program review, BT has:

- discontinued the Computer Business Technology Program based on enrollments, course awards, and labor market demands (effective 24-25 catalog)
- launched its new Fermentation program

Curriculum and program adjustments are found in the individual program reviews.

The Dean's office has implemented a few process changes since the last comprehensive review, including:

- Monthly online school meetings to improve communication and connectivity of the faculty and transparency from the Dean's office. These meetings include standing topics such as enrollment and scheduling, review of data dashboards, discussions on common and current faculty issues, and presentations from departments or initiatives on campus.
- Online submission of required faculty forms to improve the efficiency of tracking and file access.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

The Successes and Challenges section addresses new employees and facilities.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

BT of Business and Technology has managed quite well through the last number of years despite COVID and the overall changes in enrollment in higher ed. This may be due to the CTE focus and the Business program in BT. BTs" overall data shows from 19/20 to 22/23:

- FTES – 6% decline
- FTEF – 1% decline
- Capacity – 8% decline
- Enrollment – 8% decline
- Fill rate – No Change
- Productivity – 1% decline
- Number of sections – 4% decline

However, there is much room for productivity improvement. BT has a wide range of programs and courses that balance out the school’s data. In viewing KPIs at the program level, the vast discrepancy can be seen between programs like Accounting, which runs at 96% capacity and approximately 20.00 for productivity, and Culinary, which runs a 65% capacity with a 5.86 for productivity. And within programs like CISC that have courses that run at 94% capacity and 18.80 productivity to courses with only 50% capacity at 6.17 productivity. As with any school, the goal is to maximize those courses and programs that can produce enough to offset those that do not, or cannot produce better outcomes while balancing the needs of students to complete their programs. We have been addressing this in BT by working on the programs that have overall lower productivity to stagger course offerings and get students into a program sequence in which they can plan and guarantee to have the correct courses to finish on time. This process improves enrollments and productivity because courses are no longer over-scheduled for the demand. Changes have also occurred in some disciplines with slightly higher caps in high-productivity courses to impact the net gain.

Summary and Reflection

Beyond scheduling, we need more targeted marketing and outreach to increase the number of students entering these programs. We are working on this in four areas:

- continue to improve the pathways from K-12 through CCAP, course articulation, and outreach events
- develop much stronger pathways from CE through CTE transitions, faculty collaboration, and outreach events
- work with employers to bring in their current employees for training
- develop in-reach marketing to undecided students to explore the program options at BT

BT needs large improvements in the area of student outcomes. There have been a few fluctuations in BT student outcomes in the past six years. The outcomes have only improved by 1%, aligning with the college outcomes. From 16/17 to 21/22:

- Course success rates went from 70% to 71%, with a high of 74% in 20/21
- Course retention rates went from 85% to 86%, with a high of 88% in 20/21
- Program GAP went from 2.82 to 2.85 with a high of 3.02 in 20/21

However, the Average Units Completed in the same timeframe have gone from 4.5 units to 4.45 units, with a high of 4.78 and a low of 4.41. These are well below the college average of 6.33.

BT awarded 520 degrees in certificates in 21/22 (28% of all campus awards). The data shows that we have decreased from a high of 668 in 16/17. This 25% decrease is disproportionate to our enrollment decline of 9%.

For all these metrics, the program needs deep analysis to identify and address the factors contributing to this.

One piece of data that would be useful to most of the programs in BT is throughput outcomes. For our programs with sequences, we notice attrition in the program but are unsure what the stop-out factors are. We want to work with Institutional Research to evaluate program course sequencing (the ones with prerequisites) to analyze students through the course pathways and identify areas where we need to strengthen the course outcomes/curriculum to ensure learning alignment.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

When it comes to equitable outcomes, we see disproportionate gaps for our Latino/x and Black students in all areas (Enrollment, Retention, Success):

- Black: -14.7%
- Latino/x: -7.1%

However, for award obtainment, our gaps are smaller compared to the overall campus:

- Black: -0.9%
- Latino/x: -4.2%

Which indicates when students complete, they have better success.

For other student categories, we have equity gaps in the following:

- First Generation: -5.3%
- Males: -2.5%

We have a noticeable equity gap of -6.7% for females regarding award obtainment.

For these students, we do not have or have overcome equity gaps:

- Athletes
- EOPS
- Military

For course modality – we have equity gaps in:

- Hybrid: -3.1%
- Online Asnyc: -4.3%

And for age ranges, we have an award gap of -12.4% for 18-24-year-olds.

Summary and Reflection

As noted by individual programs in BT, Black, Latino/x, Males, and First Generation students are not succeeding at comparable rates, and if combined with course modality outcomes, are even lower.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
BT lacks robust discussion of student outcomes across the disciplines. We will address this topic as part of the 23/24 BT community-building activities. One Friday a month all the contract faculty in the school will be meeting to address topics in depth, such as adjunct faculty evaluations, student outcomes, adjunct onboarding, and mentoring.

We discussed the Dean's Office outcome assessment results at a school meeting last year. All but one of the seven school's outcomes rated above 4.00 on a 5-point scale, the lowest being 3.93. Communication with stakeholders makes up 4 of the 7 outcomes, indicating the need for improvement. The outcomes were from the prior administration. It was recommended all but one outcome be revised or deleted. The recommendations for revisions include creating measurable and more specific outcomes. These outcomes will be adjusted, in collaboration with the BT leadership team, in the 23/24 cycle.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
As noted in some prior responses, there are several practices in which BT engages and considers this data. However, this has not yet resulted in making a significant impact on our data trends and equity gaps.

To recap our activities:
Data dashboards and other resources are shared and discussed at monthly school meetings (examples):
- Enrollment Management & Course Sequencing
- Transfer, DSPS, K-12
- Productivity, why does it matter?
- Student Drop Dashboard
- Counseling Referrals for students having academic difficulties
- MOST and Humanizing Online
- Textbooks, Publishers, and OER
- Mesa Graduate Survey Data Dashboard
- Real College 2021 Basic Needs Survey

Planning:
- Chairs and the Dean analyze enrollment trends, student needs, and behaviors in scheduling discussions.
- The program leads use data for course sequencing and curriculum revisions.

Many program faculty have participated in equity analysis through the Strong Workforce Faculty Institute, FIGS, CEER, and other professional learning activities. Most programs have noted that they are concerned and actively working on mitigating inequitable practices, such as increasing intentional communication with students regarding course content, providing information on basic needs resources, and more equitable assessment practices.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Course modality is a significant factor in equity trends, from access to completion. Some BT programs are preferred to be on-campus but see a reduced enrollment for students who cannot come to campus. A few faculty have been delivering courses in the HyFlex modality and find that they accommodate the need for synchronous

learning, reach more students, and can create accommodations for students' lives. The current simple technology is the limiting factor to providing a robust HyFlex course. We hope that HyFlex will assist not only the programs' enrollment, retention, and completions but also address access for some of our students for which we have equity gaps.

As noted in the success and challenge section, faculty diversity is another area we believe can impact equity gaps. Through having better ethnic and gender diversity in our programs, not only do we want our students to see themselves in our faculty, we want the perspectives and input from these faculty for improvements to our programs in and out of the classroom.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
Faculty:
The school was granted two full-time faculty: BUSE/REAL and CISC.
We continue to hire adjunct instructors, specifically to teach courses with specialized technology or industry skills.
All three departments in BT received an increase of .20 Chair reassigned time. This time is being distributed among the contract faculty to assist with the additional work that comes with many CTE programs. This includes activities like Advisory Committees, larger-scale adjunct onboarding and mentoring, special program facilitation and more.

Classified:
We were able to hire the contract ILT for CACM.

Facilities:
We were able to address some of the facilities issues including – ADA lighting in the bathrooms, Building Leaks, Built in removals, Some furniture removal, and Glass door issues.
The issues of ICT Homework room, FASH and CACM storage still remain and are a constant struggle.

Technology:
The technology improvement of Hyflex equipment and a Virtual Server are still in the development stages. This has taken over 3 years and has caused much frustration. In Spring 2024 the virtual server will finally pilot in the GISG program.
The Campus IT department is planning to provide equipment in Spring 2024 that may address the Hyflex needs.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
With only one semester of data since the last review, there is no comparative data to report for this update.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
Two practice changes have occurred: Scheduling - we are now using block scheduling for long lab courses to maximize our productivity rates. Community - the contract faculty now meet once a month, in person, with the Dean to discuss issues that affect or are in the purview of contract faculty.

Summary and Reflection

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Faculty:
The school was granted two full-time faculty in 23-24: BUSE and CISC. The BUSE position has failed twice and the department is seeking to change the position to REAL where the need lies. CISC had one failed search but the 2nd search was successful, resulting in the hire of Hunter Alzate, who will begin in Fall 2025
The school was granted a full-time ECON faculty in 24-25. The interviews are being held in Spring 25 after an extension of the application period due to a low number of applicants. It is hoped that it will be a successful search and the new faculty member will start in Fall 2025.

We continue to hire adjunct instructors, specifically to teach courses with specialized technology or industry skills. All three departments in BT received an increase of .10 Chair reassigned time. This time is being distributed among the contract faculty to assist with the additional work that comes with many CTE programs. This includes activities like Advisory Committees, larger-scale adjunct onboarding and mentoring, special program facilitation and more.

Classified:

We still struggle in ILT support for the Fashion program. We have had 6 NANCEs since 2020, sometimes with large gaps of time in-between. The school has found funding to continue with the NANCE hire, but a full-time position is greatly needed.

Facilities:
We were able to the issues of ICT Homework room, FASH and CACM storage. This feels like a huge win! The faculty and staff are doing much of the work (including disassembling furniture, IT, etc. to get the rooms ready for use.

Technology:
The technology improvement of Hyflex equipment and a Virtual Server have failed miserably. The District has not been able to secure a vendor for Hyflex (after 3 attempts) at a reasonable cost. We have been trying to purchase a Newline display that provides all the necessary technology, but this has been a slow process through Campus IT and Business Services. The Virtual Server had a pilot program with GISG with Azure labs (Microsoft) but this was discontinued in Fall 2024 as Microsoft is closing Aszure. The faculty are looking at other options along with the District's This has taken over 3 years and has caused much frustration.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

The School of BT has been committed to a goal of 16.00 productivity. We were well on our way, but the reduction in FTEF for 24-25 caused us to reduce some high productivity courses, as most of the other programs were operating a minimal course offerings. With the increased FTEF provided to BT for 25-26, we will be able to reach our goal. In 23-24 the school of BT awarded only 23.9% of the campus awards. This is down from 28% in the prior year. The Dean needs to investigate this dramatic dip in awards. The equity gaps in awards mirror that of the college for all ethnicities and the retention and success rates also mirror the college average.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

The revision of outcomes for the Dean's office has not occured. The concentration has been on the Course Outcomes with faculty.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

This year the school has had more of a focus on behavior and safety.

Summary and Reflection

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Faculty

BT has successfully onboarded a new CISC faculty member, and a new ECON faculty member will begin in Spring 2026. We continue to have a critical need for a full-time Real Estate instructor, which the Dean identifies as the highest faculty hiring priority. Looking ahead, if enrollment remains strong, an additional CACM faculty member will be needed within the next few years. BUSE and MULT faculty will also be required to replace individuals who have indicated plans to retire within the next two to three years.

Classified

The Instructional Lab Technician (ILT) position for Fashion remains the most critical classified staffing issue. This year, the NANCE budget was reduced, resulting in decreased direct support for students and faculty. As a result, faculty have taken on additional non-academic tasks, and budget processing and tracking demands have increased within the Dean's office. We will continue to advocate for reinstating the ILT contract position and for an increased NANCE budget to better meet program needs.

Facilities

Facilities improvements have had a significant positive impact on programs. CACM and FASH now have organized storage, eliminating prior safety concerns, reducing equipment damage, resolving classroom space infringements, and improving supply efficiency. The ICT room is actively used by faculty and students for a variety of purposes, though some IT adjustments are still in progress. Funding was secured for new, movable furniture in BT-218, allowing the space to be used campus-wide for various events. Opening the BT building to broader campus use has increased program visibility and collaboration.

Additionally, first-aid kits were installed in all classrooms and shared spaces, along with decorative sound-absorbing bulletin boards to support information posting and improved acoustics. Faculty have requested additional boards throughout the building to further address these needs. Ongoing issues related to electrical capacity and the washer and dryer in Fashion remain unresolved; however, with newer and more efficient district processes in place, there is optimism these will be resolved by Fall 2026.

Technology

The virtual server and HyFlex projects have been deemed unsuccessful, and we have moved on from both, much to the disappointment of many within the school. District and campus IT currently lack the infrastructure and specialized knowledge required to support these instructional innovations. For HyFlex instruction, faculty report that the OWL systems are effective; two additional OWL systems will be purchased to eliminate scheduling constraints caused by limited availability.

Several technology improvements have been implemented, including new classroom systems and configurations for CISC that provide greater instructional flexibility and more hands-on, collaborative learning opportunities for students. In Fashion, three urgent technology needs were addressed in a relatively timely manner due to equipment failures: new Macs at instructor podiums, new classroom projectors, and new classroom printers.

The Dean's conference room monitor has been nonfunctional for over a year, with the replacement monitor remaining boxed for more than eight months; installation is now scheduled for early February 2026. Lastly, the large video wall in the BT building—previously identified by campus IT as requiring a $40,000 replacement—was ultimately found not to be broken, though it had been offline for a year. Campus IT is now working on access control for the Dean's office.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

BT has experienced fluctuations in productivity, resulting in only marginally meeting the 16.00 productivity goal set by the Dean and the 16.28 target set by the VPI. During this period, BT benefited from an increase in FTEF to meet student demand. One notable shift in demand has been toward more on-campus offerings, driven in part by improved student success rates in face-to-face courses. In response, additional on-campus sections were scheduled to better support student outcomes.

However, enrollment has recently been affected by two significant external factors: artificial intelligence (AI) and immigration. The rapid expansion of AI has had a temporary but notable impact on CISC enrollments. As the

technology sector attempts to determine how AI will integrate with traditional computer programming roles, uncertainty within the industry has led to fewer students pursuing computer science training. This trend is reflected nationally across computer science programs. While some CISC programs are pivoting toward AI-focused curricula, the pace of change and the labor-intensive nature of curriculum development raise concerns about the risk of creating courses that quickly become outdated or irrelevant.

Immigration issues have also affected on-campus enrollment. Many students—both documented and undocumented—have expressed fear of coming to campus due to concerns about harassment or deportation. This has had a chilling effect on in-person participation and course enrollment. The School of BT is actively engaged in discussions around both AI-related workforce shifts and immigration concerns to determine how best to adjust and adapt in order to continue serving students effectively.

These challenges have stagnationed improvments in equity outcomes. Significant focus during the past year was placed on outcomes assessment processes, which resulted in less intentional attention to equity-centered work. In the 2024–25 academic year, BT experienced large equity gaps in course completion for Black (2.8%), Native (2.0%), and Pacific Islander (9.5%) students, as well as gaps in course success rates for Black (8.2%), Latine (2.5%), Native (20.9%, and Pacific Islander (14.0%) students. Additionally, outcomes for adult learners require further assessment. While initial steps have been taken—such as scheduling more evening hybrid courses—classroom learning effectiveness for this population has not yet been fully evaluated. The Dean plans to refocus efforts on equity and adult learner outcomes during Spring 2026 and continuing into the 2026–27 academic year.

Review Outcomes Report. Review the unit’s outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
The Dean's office has still not updated their outcomes and outcomes assessment. However the Dean established new priorities for 26-27, which will be used as outcomes to assess at the beginning of Fall 26. These priorities are:
Empower Faculty Through Resource Advocacy? - Champion and secure the fiscal, physical, and human resources necessary for faculty to focus on their core mission: Teaching.?
Foster Programmatic Community Building? - Actively support programs in cultivating or strengthening their internal and external communities to achieve their stated goals and outcomes.?
Collaborate on Institutional Initiative?s - Serve as a proactive partner in the implementation of college-wide initiatives and compliance with institutional requirements, ensuring alignment with the School of BT’s vision. ?
Deliver Targeted Professional Development? - Provide diverse and responsive professional development opportunities that reflect the unique needs of faculty and staff within the School of BT.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Over the past several years, the Dean has intentionally shifted a number of practices to better support faculty and students. I have implemented open office hours to increase access and foster more consistent communication. School meetings have been redesigned around focused topics to encourage meaningful discussion, engagement, and peer learning, making these meetings more value?added for faculty. During Fall 2025, the school engaged in in?depth discussions on learning outcomes, safety, artificial intelligence, and student attendance and behavior. Faculty have reported positive outcomes from these meetings, including the adoption of new instructional strategies that have led to improved classroom outcomes. Creating intentional space and context for these conversations has also strengthened faculty collaboration and, in turn, reinforced a sense of community within the school.

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Summary and Reflection

Review Outcomes Report. Review the unit’s outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Productivity

Unit Goal: Improve BT's productivity to reach 16.00 minimally by 2025.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Complete course sequencing plans for all programs **Action Plan Cycle:** 2026 - 2027, 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: The time to update the plans has not been available. The Dean is hoping this can be accomplished over the summer. The office would benefit from some NANCE support to work on this project. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 02/03/2025 **Action Plan Update**: We paused waiting for the Mapper implementation for the sequences. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/12/2024 **Action Plan Update**: Five programs have their plans completed: WEBD, MULT, GISG, HOSP, CACM. FASH is currently in progress. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop and implement program marketing and outreach **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: While some faculty do their own marketing and outreach, the time available to do this work has not been available. Strong workforce provided a faculty member to assist CTE programs with marketing and this has resulted in some activities, the outcomes which are yet to be realized. **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: Barriers Encountered **Submission Date**: 02/03/2025 **Action Plan Update**: We have engaged with STrong Workforce to increase our marketing, however the prior Office of Comms director did not follow the faculty wishes. We are now in a refresh stage with the new director and hope to have strategic marketing going forward. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/12/2024 **Action Plan Update**: This is happening through the Strong Workforce funding for the HOSP and ICT programs. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Develop a research agenda for BT to study throughput in sequenced courses. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: The IE office has developed an innovative dashboard to track student throughput. The demo program is CISC and the faculty are currently reviewing its functionality and data to help inform scheduling, curriculum, and student advisement. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 02/03/2025 **Action Plan Update**: I am very excited to report that the Dean met with the IR office to start the research process. Due to changes in the IR reporting systems (Tableau to Power BI). the project will be developed in Spring 25 and tested in Summer 25 for use by faculty in Fall 25. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 01/12/2024 **Action Plan Update**: This need is now part of the Career Education research agenda. The Region has provided a campus CTE researcher to address this agenda. ETA for this data is unknown. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Equity and Student Outcomes Gap Reductions

Unit Goal: Reduce BT's equity gaps for Latino/x and Black students by 2% by 2026. Reduce BT's student outcomes gaps in HyFlex and Hybrid courses by 2% by 2026.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Expanding opportunity to diversify contract and adjunct faculty through recruitment to minority professional organizations. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: While diversifying our faculty ranks will always be a goal, we have made some improvements with new adjunct hires. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed
	Submission Date: 02/03/2025 **Action Plan Update**: We have hired Latinx adjunct faculty in Real Estate. Though the Business contract faculty searches failed, we did recruit through multiple minority professional organizations and learned that HR has access to a list for positing to specific minority organizations. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 01/12/2024 **Action Plan Update**: During the recruitment for the BUSE contract faculty position - the dean worked with HR to post the position with Latino/a and Black professional organizations in the business and real estate industries. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Develop training and mentoring processes for adjunct faculty. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: While we have mentors for each new adjunct faculty, we have not established a formal program for adjuncts. I am unsure if this action plan under this goal will be achieved due to other pressing priorities. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 02/03/2025 **Action Plan Update**: While professional development is provided, and some participate, there has been a shift in school wide discussions that have focused on Safety and Civility that has lighted the discussions/focus on diversity. The Dean needs to realign these priorities to get back on track. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/12/2024 **Action Plan Update**: BT now pairs new adjunct faculty with a contract faculty member, and in some instances another seasoned adjunct, to provide semester long mentoring. In some cases the faculty co-teach a course, in others, they meet regularly and observe them to assist in developing their teaching pedagogy and also to help with faculty requirements such as census, grades, and flex. Adjuncts and contract faculty have indicated that they appreciate the level of support and involvement. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Implement identified technology needs, including Virtual Server, and HyFlex classrooms **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: The HyFlex Classroom set ups and Virtual Instructional Server projects were unsuccessful. The school has made strides in implementing other technological needs and will continue on this path for the future. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 02/03/2025 **Action Plan Update**: As stated earlier in the update, the District and Campus IT have not been able to provide the technology and vendors needed to accomplish this task. The Dean is seeking alternatives. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/12/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Technology improvements have been slow to implement due to lack of required knowledge and support by campus and District IT and lack of follow through by vendors. While they are trying to do their best, these improvements started over 3 years ago. The faculty perseverance is pushing these forward at a slow pace. The Dean's office is working with the managers of the areas to find ways to better support the project implementation. We have pulled in a faculty expert from CE on cloud platforms (virtual server) and the Campus Supervisor is being certified for the Azure platform (virtual server.) Campus IT will demo a HyFlex system in Spring 2024 in the BT building. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Develop a Business Community room for the program students. **Action Plan Cycle:** 2025 - 2026	**Submission Date**: 01/31/2026 **Action Plan Update**: This was new goal that will be assess for the new comprehensive program review. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Create study and collaboration spaces in the BT building for ICT and Business students. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 02/03/2025 **Action Plan Update**: The ICT Room is established starting Spring 2025. The Business Room will be moved to a separate goal. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 01/12/2024 **Action Plan Update**: Political barriers for approval for use of instructional space for instructional needs. The faculty may take this issue up at the Academic Senate. In the meantime, we are waiting for the Executive team to develop a process for instructional facilities needs requests. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Resolve Facilities Issues

Unit Goal: Develop a plan to address the numerous facilities issues in BT and resolved 50% of the items by the end of 2024.

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Obtain funding to address facilities needs in BT **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: Numerous BT facilities needs have been met. The passing of prop HH has also enabled us to address HAVC issues and begin working on electrical issues. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 02/03/2025 **Action Plan Update**: It has been a successful year for BT facilities. 1) BT Smelly Bathroom, plumbing issue fixed; 2) Leaks fixed; 3) ICT, FASH and CACM storage/room issues resolved. The only large facility issue remaining is the Washer/Dryer and Electricity in the Fashion program. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 01/12/2024 **Action Plan Update**: The Dean met with the Director of Events and Operations to develop plan to address the various facilities issues. The VPI provided funding for some of the electrical and data upgrades to improve instructional classroom functionalities. Some work orders have been completed at no cost. A plan for effective classroom utilization to meet the instructional needs is partly in place. There are some barriers in community and meeting storage needs. The building's HVAC and electrical issues are still unresolved, but documented. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Realign BT's GFU budget to assist with smaller facilities and equipment needs. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: The BT budget was realigned at the end of 24-25, however the change is Business Services leadership and campus-wide issues surrounding the budget undid those changes. There is a lot of promise with the new Director of Business Services and I believe the BT budget will be properly aligned and better utilized going forward. **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: Completed **Submission Date**: 02/03/2025 **Action Plan Update**: Was informed that we cannot create a 6000 account from GFU. The Dean will revisit this with new Business Services Director. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/12/2024 **Action Plan Update**: The GF budget review and discussions with the Chairs, Vice President, and Director of Business Services has produced a plan for GF realignment for 24-25. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Revise Service Outcomes and Action Plans

Unit Goal: Revise service outcomes and action plans for the Dean's office to reflect the current support needs of BT by the end of 2024.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2026 - 2027

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Improve communication practices and office procedures within BT **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/31/2026 **Action Plan Update**: Outcomes have not been revised, but new priorities established for 25-26 will lead to identifying outcomes to assess in 26-27. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 02/03/2025 **Action Plan Update**: The Dean was out on medical leave for part of Spring 24and then focused on CLO's during the Summer and Fall which put this project off schedule. It is hoped to revise the outcomes in Summer 25. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/12/2024 **Action Plan Update**: In discussions with contract faculty, it was decided to utilize Canvas as the main communication and information hub for the school. Announcements, deadlines, documents and forms can now be found in the BT Canvas Shell. Teams is utilized for course schedule development, hiring committees and meetings. There are positive responses to these changes and we continue to make improvements on them. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track