

Instructional Program Review 2019/20 UPDATE

Computer Business Technology

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Leslie Cloud
- Name of Liaison: Ian Kay
- Department Chair: Juan Carlos Toth
- Name of Manager/Service Area Supervisor: Danene Brown
- Is this a CTE program? (State Yes or No): Yes

There have been changes to faculty assignments within the CBTE Department. Karen Williams continues to teach Pro-Rata for the department. Leslie Cloud was approved for Early Retirement/Reduced Workload as of Fall 2019 semester. She is the only remaining Tenure/Tenure Track faculty member in the department.

OUTCOMES AND ASSESSMENT (REQUIRED)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018/19

Identify Strategies to increase enrollment

Work with faculty, Department Chair, Dean and Strong Workforce department to identify viable strategies to aid in increasing enrollment for our program. This might include marketing, review of historical data to help with schedule and course offerings, just to name a few. Collaboration is needed to help with this goal.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.5, Strategic Goal 2.1, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2,

CTE 2018/19: Perkins Permissive Use 10.12, Perkins Permissive Use 10.9, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 6, Strong Workforce Recommendation 11, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 7,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

Investigate the reinstatement of the Open Entry/Open Exit Lab

With the new Center for Business and Technology building opening in the Spring of 2019, the process of looking at the Open Entry/Open Exit lab is more viable. The classroom/lab space is needed for this program, as well as working with other faculty in our school to get their buy in of the OE/OE lab. This lab will increase access and equity for students.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.2,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Permissive Use 10.12, Perkins Permissive Use 10.9, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 6, Perkins Requirement 7, Perkins Requirement 8, Strong Workforce Recommendation 11, Strong Workforce Recommendation 12, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

Request funding for Professional Development

Professional Development in our area never stops. There are many professional development opportunities that are low or no cost and our faculty does take advantage of as much of this training as possible. However, attending conferences and networking with other instructors from many different areas is so important in helping faculty stay current in our area.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Permissive Use 10.12, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Perkins Requirement 9, Strong Workforce Recommendation 15, Strong Workforce Recommendation 7,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Identify Strategies to increase enrollment

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No actions specified

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No actions specified

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

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No actions specified

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Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix



Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Computer Business Technology

Program Name

(REQUIRED) Type your program name.

No answer specified

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

No answer specified

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

No answer specified

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

No answer specified

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

No answer specified

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

No answer specified

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

No answer specified

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

No answer specified

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

No answer specified