INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Business Microcomputer Applications Program Academic Year: 2012-2013
Faculty Contact: Darrel Dorsett Program Review Submission Date: March 25, 2013

I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

The Business Microcomputer Applications Program is a computer skills based program designed to prepare students for immediate employment. The program offers entry-level computer skills such as keyboarding and Internet, mid-level skills in industry-demanded Word, Excel, PowerPoint and Access and high-level skills such as MS Project. It also includes AA and Certificate opportunities.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Most recent SLO assessments for microcomputer-based classes were completed by using a survey which was sent to all students via their my.smccd.edu email accounts. The responses were tallied by John Sewart's office and reviewed by the department chairperson. Most classes indicated 80-100 % comprehension of SLOs. Results of assessment were entered into Trackdat with notes about percentage of answers that indicated success with the SLO's; notes that indicated need for shorter questionnaires and modification of questions to be more specific to each class.

B. *Student Success Indicators*

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

   Student success indicators showed the following:

   a. Ethnicity: 5 of 9 ethnic groups indicated increased success with completing classes.
   b. Female/Male: Males indicated greater percent of success with completing classes.
   c. Age: All age groups maintained consistent percentages of success with the greatest success rate being in the 35-39 year olds

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

   Student success in on-campus versus distance education for each course varies from course to course as well as from semester to semester for the past few years. It most likely compares to the college summary which shows no real difference between the student success rate for both modes of delivery.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

Program efficiency has remained relatively constant.

D. *Course Outline Updates*

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
None; all updated Fall 2012	Darrel Dorsett	Fall 2014
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E. *Website Review*

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Darrel Dorsett	Spring 2015 after CTE course updates
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F. *Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)*

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

   The program offers entry-level computer skills such as keyboarding and Internet, mid-level skills in industry-demanded Word, Excel, PowerPoint and Access and high-level skills such as MS Project. There are other training programs in the area like ROP programs that offer some of the same courses but they do not offer the AA and Certificate opportunities that are offered by our program.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

   Information not available at this time

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

No change to assessment process. Next assessments are planned for Fall 2013 by means of survey sent to student emails and tallied by John Sewart's office.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

No change to assessment process. Next assessments are planned for Fall 2013 by means of survey sent to student emails and tallied by John Sewart's office.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

Course SLOs support the Program SLO and Institutional/GE SLOs since the Program SLO is derived from the course SLOs and based on Institutional/GE SLOs plus course content.

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

Our program has always been at the leading edge of CTE programs: currency of course revision process, currency of computer applications and equipment in alignment with State Business Education (BESAC) indicators, and alignment with regional programs such as ROP, Adult Ed, Job Train.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

We are on track with our goals for this year. 20 Business classes that use Microcomputer Applications were updated in Curricunet and approved by COI to satisfy the Accreditation and State Chancellors Office mandate that all CTE classes be reviewed/updated every two years. A new Keyboarding program was selected, installed and successfully used in the Fall 2012 semester. Selection criteria included students being able to rent textbooks for the semester. We had slightly higher enrollments and our percentages of retention remained stable.

B. *Program Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

We plan to continue to be at the leading edge of CTE programs by making sure our computer applications courses and computer equipment/software are current and in alignment with State Business Education (BESAC) indicators, as well as with regional programs such as ROP, Adult Ed, Job Train.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

   Attend state or national conventions, serve on advisory groups, participate in textbook publisher conferences and webinars

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The faculty lead of the Business Computer Labs learning center is an active participant in the Learning Support Centers Coordination Committee and will continue to work with faculty in the Business Department and the LSCCC to seek ways to best provide student success support while becoming more efficient in how we offer services, seeking to identify and reduce duplications and investigating how by acting as a unit we can employ economies of scale. Last year's endeavors have given a much better understanding of the roles played by the many learning centers on campus and led to discussion of how we might better serve students by consolidation of services at times when our individual labs are not usually open (some evenings and all weekends). Currently the LSCCC is considering a joint contract for student printing services where student copy cards could be used in all participating learning centers. Also, the committee plans to share equipment needs and coordinate requests.
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3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

   Faculty: With the retirement of one of our full-time faculty at the end of Fall 2012, there are only 2 full-time faculty left in the program and one or both could possibly retire in the next 6 years.

Equipment and Technology: Classroom computer equipment is already 5 years old and will need to be replaced within the next 6 years. Software in the classroom will also need to be updated to keep current with what employers need our students to be able to use in the workplace. Distance learning platforms will need to be updated and perhaps even replaced by such platforms as Blackboard (which is an easier platform to use than WebAccess).

Instructional Materials:

Classified Staff: 4T

Facilities: 4T

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

Plan 1

Title:

Keep computer applications taught current

Description

Offering courses in the most current computer applications is expected to promote student engagement in the program since students typically are interested in the newest applications and employers typically want employees to know how to use current software.

Action(s)	Completion Date	Measurable Outcome(s)
Update to Microsoft Office 2013	Spring 2014	Increased course enrollment and completions
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. *Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
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Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost
Upgrade to Microsoft Office 2013 by Spring 2014	1	unknown

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	Upgrade to Microsoft Office 2013 by Spring 2014	unknown
2		
	For additional plans, add rows and number accordingly.	