

Form: "PSR 2021 INSTRUCTIONAL Comprehensive Cohort B"

Participating Area: Business Technology 0514 CTE Cohort-B

Show All Possible Responses

*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code**

Program Title

Business Technology
(Max chars: 100)

Program Code

0514
(Max chars: 100)

*** 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

Goal 1: Equity and Success

- Business Technology inspires hope and success and improves lives by supporting and serving communities of diverse populations.
- Through the BUSTEC curriculum, students develop skills, competencies, and gain knowledge leading to success in the workplace.
- We serve students through equal access to quality learner-centered career, transfer, general education, and foundation courses by addressing the needs of diverse populations, including both transfer and non-transfer students.
- We serve students who are seeking jobs, keeping jobs, advancing in jobs, transitioning in jobs, and/or seeking further formal education.
- Our population includes re-entry students, DPS, EOPS, ESL students, single parents, displaced homemakers, economically/educationally disadvantaged students, and under-represented minorities.

Goal 2: Learning and Completion

- Business Technology ensures learning and timely completion of students' educational goals by providing "stackable" certificates and an AS Degree program that is completely mapped for students that can be accessed through the Chaffey College website, Business Technology web page, for each of our seven "stackable" certificates and our AS Degree (Professional Administrative Management).
 - BUSTEC's certificates and degree are "stackable," so students have the opportunity to complete additional certificates completely online as they work towards the Professional Office Management certificate/AS degree requirements.

- Each map in our BUSTEC web page provides the students with a guided pathway to be able to earn the aforementioned certificates in one or two semesters, and the AS Degree in four semesters (including general education requirements).
 - Career Pathways Certificate: Professional Office Skills (two semesters)
 - Certificate of Preparation: Microsoft Excel (two semesters)
 - Certificate of Preparation: Microsoft Word (two semesters)
 - Certificate of Achievement: Microsoft Office (two semesters)
 - Certificate of Achievement: Business Information Worker (BIW) Stage One (one semester)
 - Certificate of Achievement: Business Information Worker (BIW) Stage Two (two semesters)
 - Certificate of Achievement: Professional Administrative Management (two semesters)
 - Associate in Science Degree: Professional Administrative Management (two semesters plus two semesters general education requirements)
- Most of our courses are offered in a Fast Track format to help ensure timely completion of the above certificates and degree.

Goal 3: Community Opportunities and Needs

- Effective Fall 2019, all BUSTEC courses have been available online, which maximizes students' opportunities and reflects community needs, such as students' work schedules, transportation challenges, and family responsibilities.
- BUSTEC programs maximize students' opportunities for a career that provides gainful employment with a self-sustainable wage, and the Inland Empire has job openings that need to be filled in our community.
 - According to the *Centers of Excellence For Labor Market Research* list of the 2020 *Top 100 Middle-Skill Occupations* in the Inland Empire Desert Region:
 - Number 2, "Secretaries and Administrative Assistants"
 - Number 39, "Executive Secretaries and Executive Administrative Assistants"

Goal 4: Technology

- The majority of BUSTEC courses are taught utilizing Cengage Learning digital products, a global education and technology company.
 - Simulated software teaches students technology skills.
 - Cengage Unlimited is utilized by numerous Chaffey departments and programs.
 - Students purchase one Cengage Unlimited Subscription for \$119 that is good for all courses being taught at Chaffey where instructors are using Cengage Unlimited for that semester.
 - The Subscription is good for four months.
 - Students can rent a hard copy of their course textbook for \$7.99.
 - Students also have access to Cengage's entire library of 15,000+ eTextbooks.
 - This Subscription includes the learning platforms MindTap and SAM (Skills Assessment Manager).
 - These learning platforms allow students to practice their technology skills, for example, in Microsoft Word, Excel, Access, Keyboarding, and Job Simulations for Filing and Records Management.
- We direct our students to the Chaffey Toolkit to access the Microsoft Office 365 Education software that is provided for free to all Chaffey students.

PRIOR VIP GOALS STATUS/PROGRESS

❖ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

VIP Goal #1: Learn about and begin to build Guided Pathways to advance Business and Office Technology programs.

- Ongoing. We continue to build Guided Pathways to advance our Business Technology (department name change effective Fall 2019) certificates and degree programs. Our BUSTEC certificates and degree have all been mapped in the Business Technology web page of the Chaffey website.

VIP Goal #2: Make all courses required for the Professional Office Management Degree/Certificate available completely online.

- Complete. With the department name change from Business and Office Technology in Fall 2019 to Business Technology, changes were also made to the Professional Office Management Degree/Certificate.
 - We took two AS degrees and the accompanying certificates and streamlined them into one: Professional Administrative Management Degree/Certificate.
 - All courses required for this streamlined degree/certificate have been available online since Fall 2019.

VIP Goal #3: Create and submit Credit by Exam proposals to Curriculum Committee for approval for more of our BUSOT courses.

- Complete. We were able to create and submit Credit by Exam proposals for more of our BUSTEC (formerly BUSOT) courses.
 - In the Chaffey College 2016-2017 Catalog, Business Technology had 5 courses eligible for Credit by Exam.
 - In the Chaffey College 2019-2020 Catalog, Business Technology had 12 courses eligible for Credit by Exam.

OTHER RESOURCES REQUESTS

1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

- Yes
 No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

\$300 was approved for food and beverage purchases for our Advisory Committee meeting, but the funds were not used because there was no Advisory Committee meeting during that time period.

\$2100 was funded by Perkins to compensate our adjunct instructors for attending a pre-semester faculty meeting held in August 2019. Adjunct instructors have full-time day jobs and cannot participate in professional development training; therefore, BUSTEC used the funds for their intended purpose of providing the adjunct instructors with training on program changes, Guided Pathways mapping, student support services, and SLO outcomes and assessments.

2. EVIDENCE--EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data (includes CTE data), and learning outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Please reference the Equity Data file to evaluate the following areas.

2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by males		✓		
Number of enrollments by females		✓		
Success rate by males	✓			
Success rate by females	✓			
Retention rate by males			✓	
Retention rate by females	✓			

2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4

Number of enrollments by African American		✓		
Number of enrollments by Asian		✓		
Number of enrollments by Caucasian		✓		
Number of enrollments by Hispanic		✓		
Number of enrollments by other race/ethnicity		✓		
Success rate by African American	✓			
Success rate by Asian	✓			
Success rate by Caucasian	✓			
	1	2	3	4
Success rate by Hispanic	✓			
Success rate by other race/ethnicity	✓			
Retention rate by African American			✓	
Retention rate by Caucasian	✓			
Retention rate by Asian			✓	
Retention rate by Hispanic			✓	
Retention rate by other race/ethnicity	✓			

2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by age group, 19 or younger		✓		
Number of enrollments by age group, 20-24		✓		
Number of enrollments by age group, 25-29		✓		
Number of enrollments by age group, 30-39			✓	
Number of enrollments by age group, 40-49		✓		
Number of enrollments by age group, 50 or older		✓		
Success rate by age group, 19 or younger	✓			
Success rate by age group, 20-24	✓			
	1	2	3	4
Success rate by age group, 25-29	✓			
Success rate by age group, 30-39	✓			
Success rate by age group, 40-49	✓			
Success rate by age group, 50 or older	✓			

Retention rate by age group, 19 or younger		✓		
Retention rate by age group, 20-24	✓			
Retention rate by age group, 25-29			✓	
Retention rate by age group, 30-39	✓			
Retention rate by age group, 40-49	✓			
Retention rate by age group, 50 or older	✓			

2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by students with disabilities		✓		
Number of enrollments by first generation		✓		
Number of enrollments by economically disadvantage		✓		
Success rate by students with disabilities			✓	
Success rate by first generation	✓			
Success rate by economically disadvantage	✓			
Retention rate by students with disabilities			✓	
Retention rate by first generation			✓	
Retention rate by economically disadvantage			✓	

2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?

Response Legend: 1 = Increase 2 = Decrease 3 = No Change			
	1	2	3
Number of sections with zero-cost textbooks			✓

2b. Considering the evidence provided, elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data that supports your answer.

If there is a disparity in equity, do not discuss responsive strategies in this section. This is addressed in the STRATEGIC PLANNING section (item 7d).

How BUSTEC is providing equity in educational opportunities: Beginning Fall 2019, all BUSTEC courses were available for online delivery. Most BUSTEC courses are taught using the Cengage Unlimited Subscription that allows students to purchase only one Subscription that can be used for all Chaffey courses being taught during a specified semester where the instructor is using Cengage Unlimited. Most BUSTEC courses are taught using the Cengage Learning Platform so that students will only need to purchase one Subscription. Most of our certificates can be earned in one semester or two. Not only does this help students get through faster, but the cost of their materials decreases. We direct our students to utilize the Microsoft Office 365 Education software that is available for free to all Chaffey students.

2a.1 Concerning Gender/Identity: There was a decrease in the number of enrollments for males (-73.3%) and females (-43.4%). Despite the decrease in enrollment, the success rates increased over the 6-year period for both males (5%) and females (12.5%). The BUSTEC retention rate for males was reported as no change (0.5%), and the retention rate for females was reported as an increase (2.2%). When compared to the Chaffey campus-wide gender/identity data, which reported a plus or minus 2% change in success rates and retention rates, the success rates and retention rates in BUSTEC are higher for both males and females.

2a.2 Concerning Race/Ethnicity: Although all BUSTEC enrollments decreased for all groups regarding race/ethnicity, our retention rates either increased or were reported as no change, and our success rates increased in all five race/ethnicity categories.

- Success Rate % change over six-year period for BUSTEC compared to Chaffey (campus-wide)
 - BUSTEC African American 20.6% (increase) compared to Chaffey African American -0.3% (no change)
 - BUSTEC Asian 11.8% (increase) compared to Chaffey Asian 2.5% (increase)
 - BUSTEC Caucasian 16.9% (increase) compared to Chaffey Caucasian 1.7% (increase)
 - BUSTEC Hispanic 7.8% (increase) compared to Chaffey Hispanic 1.7% (no change)
- Retention Rate % change over six-year period for BUSTEC compared to Chaffey (campus-wide)
 - BUSTEC African American -1.2% (no change) compared to Chaffey African American -1.2% (no change)
 - BUSTEC Asian -0.4% (no change) compared to Chaffey Asian 0.4% (no change)
 - BUSTEC Caucasian 6% (increase) compared to Chaffey Caucasian 0.2% (no change)
 - BUSTEC Hispanic 1.1% (no change) compared to Chaffey Hispanic -0.3% (no change)

2a.3 Concerning Age Group: All BUSTEC enrollments by age group decreased, with one exception: the age group 30-39 remained the same. The BUSTEC success rates increased in all six categories. Regarding retention, in four categories there was an increase (20-24; 30-39; 40-49; 50 or older), one category remained the same (25-29), and there was a decrease in one category (19 or younger).

2a.4 Concerning Other Characteristics: Campus-wide at Chaffey students with disabilities enrollment decreased so it is not surprising to see that BUSTEC's students with disabilities enrollment also decreased by -69.1%. Also, BUSTEC did see a decrease in first generation (-58.4%) and economically disadvantaged (-55.6%) students. However, BUSTEC student success rates increased in both first generation students (11.8%) and economically disadvantaged students (13.1%), and our students with disabilities success rates remained the same with percent change of only -0.1%. Campus-wide the success rate remained the same for first-generation and economically disadvantaged students. Retention rate for these three categories all remained the same for BUSTEC's students. The campus-wide data, also, reported that all three categories remained the same.

2a.5 Zero-cost textbooks: We use textbooks and software to teach our students the technology skills that are demanded in business and industry. Most BUSTEC courses utilize the simulated software SAM (Skills Assessment Manager) to teach technology skills, and there are not any zero-cost textbooks that provide simulation software.

3. EVIDENCE--PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please reference the Program Data file to evaluate the following areas.

3a. Identify important PROGRAM developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = No or Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment		✓			
Overall Retention			✓		
Overall Course Success	✓				
FTES		✓			
All ADT degrees awarded				✓	
All AA degrees awarded				✓	
All AS degrees awarded			✓		
All degrees awarded			✓		
	1	2	3	4	5
All Certificate Completion	✓				
Average units earned, ADT degree				✓	

Average units earned, AA degree				✓	
Average units earned, AS degree	✓				
Average units earned, all degrees	✓				
Average units earned by certificate(s)	✓				
Overall average # of semesters to award degree(s)					✓
Overall average # of semesters to award certificate(s)					✓

3b. Considering the evidence provided, explicitly identify specific program strengths and provide data/evidence that supports your answer.

This is an assessment of your program's health. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increase number of certificates/degrees).

Programs may provide additional information or data that has not been included in their IR files.

Overall Retention remained the same. There was a 1.9% change over the last 6 years. Although it's relatively close to being the same, BUSTEC did increase almost 2%, and this is slightly higher than the college-wide retention rate of -0.3% for the 6-year period. This data includes the 2020 COVID-19 pandemic year.

Overall Course Success increased 11.9% over the last 6 years. This is higher than the college-wide success rate of 1.3% in the same period. We are very pleased with our overall course success, especially in light of the fact that 2020 was the year of the COVID-19 pandemic.

All AS Degrees Awarded remained the same, 23, over the last 6 years. We excluded the Retail Management degree data. Retail Management is not a Business Technology program. Therefore, any IR data from Retail Management cannot be included with BUSTEC data. This again makes it extremely difficult to address this section.

All Certificate Completion increased from 64 in 2014-15 to 86 in 2019-20. We are pleased that our certificate completion increased by 22 certificates (34%). Had it not been for the COVID-19 pandemic in 2020, we are confident these numbers would have been even higher.

Average Units Earned, AS Degree increased from 199.7 in 2014-15 to 205 in 2019-20. Even though this was a small increase of 2.7% in the number of our AS degrees earned, we are still pleased because, were it not for the COVID-19 pandemic during the year 2020, these numbers would most likely have been even higher.

Average units earned by certificate(s) for Microsoft Office Excel Applications, the data begins with 2017-18, where 68 units were earned. In 2019-20, 88.4 units were earned. There was a 20.4-unit increase (30%).

Average units earned by certificate(s) for Microsoft Word, only one year of data was provided, 2019-2020, where 101.1 units were earned.

Average units earned by certificate(s) for the Professional Office Skills Certificate. The data provided by IR regarding the Average Units Earned by the Professional Office Skills Certificate Earners is inconsistent. IR provided two documents for this certificate; however, the data is different on the two documents. This makes it impossible to address the data for this certificate.

Average units earned by certificate(s) for the Office Management Certificate, in 2014-15 73.2 units were earned. In 2019-20, 88.6 units were earned. There was a 15.4-unit increase (21%).

Average units earned by certificate(s) for the Professional Administrative Assistant: Executive Certificate earners, in 2014-15 74.4 units were earned. In 2019-20, there were 101 units earned. There was a 26.6-unit increase (35.8%).

Average units earned by certificate(s) for the Microsoft Office Expert Certificate, in 2014-15, 96.4 units were earned. In 2019-20, 100.8 units were earned. There was a 4.4-unit increase (4.6%).

Average units earned by certificate(s) for the Business Information Worker Stage One, there is no data provided.

Average units earned by certificate(s) for the Business Information Worker Stage Two, the only year of data provided was 2019-20. 146.4 units were earned for that one year.

We are very pleased that we had increases in every category listed above for all of our certificates where IR data was provided.

3c. Considering the evidence provided, explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.

Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 7d).

Programs may provide additional information or data that has not been included in their IR files.

Overall Enrollment decreased 52.2% over the last 6 years. However, there was an increase in the last year that was reported as an 8.5% 1 year change. The program enrollments increased from 1,111 in 2018-19 to 1,205 in 2019-2020. BUSTEC's program enrollments increased in the last year, whereas a decrease was reported campus-wide with a reported -2.7% 1-year change. It should be noted that these changes were reported during the COVID-19 pandemic.

FTEs decreased 48.7% over the last 6 years. Although there was a decline over the last 6 years, there was an increase in the last year reported as a 10.1% 1-year change. This reflects an increase between 2018-19 (110.52) to 2019-20 (121.66). The increase occurred during the COVID-19 pandemic where the campus-wide data showed that the 1-year change remained the same.

4. EVIDENCE--Career & Technical Education (CTE)

4a. Is this a CTE program?

If yes, proceed to questions 4b-4e. If no, skip to section 5.

Yes No

Labor Market Information (LMI): Regional Job Outlook (If Applicable)

4b. Identify important CTE PROGRAM developments and trends.

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	2
CTE: Projected Occupational Growth	✓	

4c. Please reflect on projected occupational growth. Are entry-level and median hourly earnings 10% below or 10% above regional living wages? Please explain and provide specific data that supports your answer.

This is an opportunity to discuss middle and above middle occupations and whether these occupations are projected to grow or decline.

Programs may provide additional information or data that has not been included in their IR files.

Employment trends in the Business Information Systems Technology sector

Demand for the Business Information Systems Technology (BIST) occupational group is anticipated to increase among employers in the Inland Empire/Desert Region (IEDR); this region includes Riverside, San Bernardino, and Ontario counties and thus encompasses Chaffey College and the BUSTEC program. According to the Centers of Excellence for Labor Market Research (COE) January 2020 report on employment and wage projections for BIST in the IEDR, between 2018 and 2023 BIST-related employment is expected to grow by 6%, with 7,793 annual job openings and a total of 38,963 new and replacement positions projected to emerge over the next 5 years. (This report is included in the PSR Attachment Section as the pdf document, "Business Information Systems Technology," and provides all data referred to in this analysis). The term "new" jobs refers to newly created positions which employers need to fill while "replacement" jobs refers to existing jobs which have been permanently vacated by workers, including through retirements, career changes, and promotions to a different occupation, and thus need to be filled. BIST is further broken down into the occupational categories of General Office Technology (GOT), Legal Office Technology and Court Reporting, and Medical Office Technology. The GOT group corresponds to the skills and competencies taught in the BUSTEC program and is thus the primary focus of this analysis.

Employment trends for the General Office Technology occupational group

Occupations in the GOT group include Administrative Services Managers, Executive Secretaries and Executive Administrative Assistants, First-Line Supervisors of Office and Administrative Support Workers, and Secretaries and Administrative Assistants, except Legal, Medical, and Executive. As exhibits one and two of the COE report illustrate, annual job openings will be highest for General Office Technology, with 24,076 new and replacement jobs opening over the five-year period from 2018 to 2023; this represents a 2% increase in new jobs. Although this is a decrease compared to the period 2013 to 2018, which witnessed a 9% increase, the observed and expected employment trend for 2018 to 2023 nonetheless demonstrates growth in demand for BUSTEC-related jobs. Based on the historical and projected data, annual job openings for new and replacement positions are anticipated to number 4,815. Legal Office Technology and Court Reporting and Medical Office Technology, in contrast, are expected to add only 2,800 and 177 new and replacement jobs, respectively, over the same five-year period. The occupational group of Secretaries and Administrative Assistants was recently identified as #2 in the "Top 100 Middle-Skill Occupations" in the IEDR, while Executive Secretaries and Executive Administrative Assistants rank as #39 (this document is also included in the PSR Attachment Section as two pdf documents). In sum, both middle and above middle skill occupations in the General Office Technology sector are projected to continue to grow in the future.

Analysis of entry level and median wages for BIST and GOT in the IEDR

For both the BIST occupational group and the GOT subgroup, median hourly wages are above the Inland Empire/Desert Region living wage, determined using the MIT Living Wage Calculator, of \$14.75 for a household with two working adults and one child. This three-person household dynamic will be used in the analysis of entry and median wages earned by the four subgroups of the GOT occupational group. The median wage (50th percentile) is highest for Administrative Services Managers at \$47.27, representing earnings that are 220% above the regional median living wage and 163% above the Brookings Institute-established median "good job" wage of \$18.00. Executive Secretaries and Executive Administrative Assistants, with a median wage of \$28.12, earn on average 91% more than the minimum living wage and 56% more than the "good job" wage. For First-Line Supervisors of Office and Administrative Support Workers and Secretaries and Administrative Assistants (except Legal, Medical, and Executive), respectively, median earnings of \$26.40 and \$18.55 equate to 78% and 26% above the regional living wage and 46% and 3% above the identified median "good job" wage.

For the most part, entry level hourly earnings display a similarly positive trend: relative to the IEDR and "good wage" median wages, Administrative Services Managers earn 133% and 90% more with an entry-level wage of \$34.34, while Executive Secretaries and Executive Administrative Assistants earn 56% and 28% more with a wage of \$23.01 and First-Line Supervisors of Office and Administrative Support Workers earn 41% and 15% more with entry level hourly wages of \$20.77. The group Secretaries and Administrative Assistants (except Legal, Medical, and Executive) is the only one to display entry level earnings below both the \$14.75 living wage for the region and the \$18.00 "good job" wage, with an entry level wage of \$14.13 (4.2% and 22% below the living and "good job" wages, respectively).

Taken as a whole, both entry level and median hourly earnings for the GOT occupational group trend well (more than 10%) above both regional living wages and the higher "good job" wage. As previously discussed, wages for Secretaries and Administrative Assistants are the only exceptions to this pattern, yet even for this group median wages are still higher than the living and "good job" wages. In addition to overall good to excellent wages, the 2020 COE report used in this analysis points out that occupational guides released by the California Labor Market Information Division show that most employers provide medical benefits to full-time employees in GOT occupations.

Closing comments

In conclusion, increases in the number of documented and projected General Office Technology occupations for the five-year period of 2018 to 2023 demonstrate that the skills, including specialized, employability, and software skills, and competencies taught by the BUSTEC department will continue to be in-demand in the coming years. Furthermore, the above-average wage prospects for these occupations confirm that BUSTEC skills are both sought after and valued by employers.

Finally, although this fact is well-known, it bears repeating here that COVID-19 has disrupted every aspect of society, including the job sector and job openings. As such, future reports like the 2020 COE report, from which all of the data utilized in this section of the PSR was derived, will need to be monitored to observe any COVID-19-related impacts on the employment and wage trends highlighted here, as well as any changes in in-demand skills due to, for instance, the need to work from home. In so doing, the BUSTEC program will continue to develop in response to industry and student needs in order to equip our students with the necessary foundational and occupation-specific skills needed to obtain employment in a post-pandemic world.

External Oversight: Advisory Committee Information (If applicable)

Programs that have an active advisory committee must complete this section.

4d. Does your program have an active Advisory Committee (whether on campus or external) that informs the direction and/or operations of the department? If "Yes" Advisory Committee meeting minutes within the LAST 6 MONTHS must be included as an attachment to this form.

Yes No

4e.1 Has the Advisory Committee recommended changes to your program that align with a current or emerging industry?

Yes No

4e.2 If yes, what are the recommendations?

No answer specified

5. External Oversight: External Regulations (If applicable)

External regulations apply to areas with outside accrediting agencies. If you DO NOT have external regulations, answer "no" on question 5a and skip 5b.

5a. External Agency

Does the program have external regulations?

Yes No

5b. External Agency Information

If yes, please provide the following information:

- a) Name of Agency
- b) Date of last review
- c) Recommendations made
- d) Any budgetary or institutional impacts from the recommendations
- e) Progress on recommendations
- f) Date of next review

*Note: more than one external agency can be added in the same field if needed.

No answer specified

6. EVIDENCE--LEARNING OUTCOMES

"Learning Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

6a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

- Current COURSE LOs for every course have been entered into Taskstream's "Course Learning Outcomes (CLOs) Workspace" for each course.
- Current COURSE LOs have been mapped to Institutional Learning Outcomes into Taskstream's "Course Learning Outcomes (CLOs) Workspace."
- Current PROGRAM LOs have been entered into Taskstream's "Program Learning Outcomes (PLOs) Workspace."
- Current PROGRAM LOs have been mapped to Institutional Learning Outcomes in the "Program Learning Outcomes (PLOs) Workspace."
- Current PROGRAM LOs have been mapped to align courses to Program LOs (Curriculum Map) in Taskstream's "Program Learning Outcomes Workspace."

6b. Have you uploaded a current Chronological Assessment Plan (CAP) into the "Program Learning Outcomes (PLOs) Workspace?"

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

- Yes
- No
- Comment:

6c. Three-year cycle

Do you evaluate all courses within the three-year period?

- Yes
- No
- Other:

6d. Are all COURSE LO assessment results from fall 2017 through fall 2020 entered into Taskstream?

- Yes

- No
- Other:

ASSESSMENT REFLECTION

Look over your learning outcomes assessment results for the various COURSES in your program(s).

6e. Based on learning outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE been met.

We are very pleased with our SLO assessment results. For all BUSTEC courses, 90% (43 out of 48) of all SLOs were met, with 98% (42 out of 43) of these exceeding the minimum criteria for success. For all courses, the criteria for successfully meeting an SLO is that at least 70% of students score 70% or better on the assessment(s) for that course.

The strengths of the BUSTEC program are summarized here, with the course(s) providing specific evidence (described in greater detail below) in support of each identified strength included in parentheses; for example, "operate keyboarding software (40A)" indicates that this strength is demonstrated through the successful fulfillment of one or more SLOs in the BUSTEC 40A course. Through our program, students successfully develop the ability to: operate keyboarding software (40A); accurately use proofreader's marks (40A, 40B); accurately key (40B); apply basic and advanced formatting features of MS Word (40B, 60A, 60B); employ basic filing principles, procedures, and systems defined by ARMA International (50); utilize basic and/or advanced features of MS Powerpoint (61), MS Outlook (62), MS Excel (63), and MS Access (64); apply job search skills and techniques to obtain employment (400); use desktop publishing software (410); employ bookkeeping procedures and handle small business financial records (452); write, proofread, and edit business documents (455, 460); carry out the duties and responsibilities of the office professional (470); apply basic principles of managing a business office (471).

Supporting Evidence:

BUSTEC 40A

The criteria for successfully meeting SLO 1 was exceeded: 100% of students were able to apply proper computer techniques to enter, navigate, print documents, and exit the keyboarding software. The criteria for successfully meeting SLO 2 was exceeded: 100% of students were able to properly recognize and apply standard industry-accepted proofreader's marks.

BUSTEC 40B

The criteria for successfully meeting SLO 1 was exceeded: 98% of students accurately keyed for five minutes on at least three instructor-administered timed writings with no more than one error per minute. The criteria for successfully meeting SLO 2 was exceeded: 76% of students were able to create appropriately formatted business documents with an outcome of 70% or better. The criteria for successfully meeting SLO 3 was exceeded: 92% of students were able to recognize and apply industry accepted proofreader's marks when analyzing copy with an outcome of 70% or better.

BUSTEC 50

The criteria for successfully meeting SLO 1 was met: 70% of students were able to prepare and file cross-references for personal and business names in alphabetic, subject, and geographic filing systems. The criteria for successfully meeting SLO 2 was exceeded: 100% of students were able to analyze records and apply the basic ARMA filing rules covering names of people, businesses, governmental agencies, institutions, and organizations. The criteria for successfully meeting SLO 3 was exceeded: 95% of students were able to employ the procedures for storing and retrieving records using current technologies for records with special purposes, including computerized and other digital records.

BUSTEC 60A

The criteria for successfully meeting SLO 1 was exceeded: 82% of students earned a 70% or better on graded assessments and were able to produce properly formatted business documents containing graphical illustrations including pictures, Clip Art, WordArt, shapes and SmartArt. The criteria for successfully meeting SLO 2 was exceeded: 80% of the students earned a 70% or better, demonstrating their ability to design and create within the merge feature main documents and data sources used for multiple distribution of data. The criteria for successfully meeting SLO 3 was exceeded: 78% of the students achieved a successful outcome of 70% or better and were able to apply formatting features, such as styles, themes, templates, headers and footers, and page and section breaks to create and customize documents.

BUSTEC 60B

The criteria for successfully meeting SLO 1 was exceeded: 91% achieved a successful outcome of 70% or better, demonstrating their ability to determine and apply effective methods to customize and streamline formatting of documents using advanced features, including building blocks, fields, Quick Parts, macros, and AutoCorrect. The criteria for successfully meeting SLO 2 was exceeded: 83% of students achieved a successful outcome of 70% or better, and could use the features to run reviewing tools such as shared documents, compare and contrast, tracking, and inserting and editing comments to evaluate and determine accurate finalized documents. The criteria for successfully meeting SLO 3 was exceeded: 73% achieved a successful outcome of 70% or better, proving their ability to employ effective use of features and tools for creating multiple-page documents, including headers and footers, keeping text together, and page numbering using expert level skills.

BUSTEC 61

The criteria for successfully meeting SLO 1 was exceeded: 90% achieved a successful outcome of 70% and were able to effectively use the menus/tabs, dialog boxes, and help features to create, edit, format, and print PowerPoint presentation slides and handouts. The criteria for successfully meeting SLO 3 was exceeded: 95% of students were able to add video and create and edit hyperlinks in

PowerPoint presentations.

BUSTEC 62

The criteria for successfully meeting SLO 1 was exceeded, with 100% of students earning a 70% or better, demonstrating their ability to compose, send, respond to e-mail messages, including attachments. The criteria for successfully meeting SLO 2 was exceeded: 94% of students earned a 70% or better and were able to use Outlook's Task feature to track information about jobs or assign tasks to others. The criteria for successfully meeting SLO 3 was exceeded: 100% of students earned a 70% or better, thus demonstrating they can customize and integrate Outlook components such as creating an e-mail merge using contacts, create and use a new Outlook data file, and compact and back up Outlook information store.

BUSTEC 63

The criteria for successfully meeting SLO 1 was exceeded, with 84% of students earning a 70% or better, indicating they can integrate imported and exported data into charts, graphs, web pages, pivot tables and pivot charts, and objects. The criteria for successfully meeting SLO 2 was exceeded: 92% of students earned a 70% or better, demonstrating their ability to design, record, edit, and run streamlining features such as macros, Quick Parts, Format Painter, and AutoText to automate repetitive actions and keystrokes in preparing professional business documents. The criteria for successfully meeting SLO 3 was exceeded: 83% of students earned a 70% or better and were able to interpret data to create formulas for business calculations used in spreadsheets.

BUSTEC 64

The criteria for successfully meeting SLO 1 was exceeded: 96% of students earned a 70% or better, demonstrating the successful use of fundamental features of database management software to create, edit, save, and print MS Access database objects. The criteria for successfully meeting SLO 2 was exceeded: 88% of students earned a 70% or better, indicating their ability to identify the types of relationships to create and define the appropriate relationship for the data used in database tables. The criteria for successfully meeting SLO 3 was exceeded: 96% of students earned a 70% or better, proving they can analyze the needs and design, modify, and customize database objects such as tables, forms, reports, and queries.

BUSTEC 400

The criteria for successfully meeting SLO 1 was exceeded: 92% earned a 70% or better, showing they are able to utilize effective job search techniques to research prospective employers and career opportunities. The criteria for successfully meeting SLO 3 was exceeded: 73% earned a 70% or better and are able to research prospective employers and career opportunities and create appropriate letters of application and resumes.

BUSTEC 410

The criteria for successfully meeting SLO 1 was exceeded: 91% of students earned a 70% or better and are able to describe the advantages of using a newsletter medium and identify the steps in its design process. The criteria for successfully meeting SLO 2 was exceeded: 73% of students earned a 70% or better, demonstrating they can critically design and organize publications by adding graphics, objects to newsletters, brochures, catalogs, flyers, web links, forms, e-mail, business cards, and invitations. The criteria for successfully meeting SLO 3 was exceeded: 91% of students earned a 70% or better, indicating they are able to use the Mail Merge Wizard and select and filter records in a data source.

BUSTEC 452

The criteria for successfully meeting SLO 1 was exceeded: 93% of students earned a 70% or better, demonstrating they can analyze business transactions and apply bookkeeping principles to prepare business forms used in the small business office, including general journal, general ledger, trial balance, income statement, owner's equity statement, balance sheet, petty cash journal and statements, and payroll registers. The criteria for successfully meeting SLO 2 was exceeded: 75% of students earned a 70% or better and can proficiently operate the functions and features of the 10-key display calculator to perform business calculations. The criteria for successfully meeting SLO 3 was exceeded: 94% of students earned a 70% or better, demonstrating their ability to examine and analyze cash transactions to prepare petty cash records, complete checks and check stubs, and prepare bank reconciliations.

BUSTEC 455

The criteria for successfully meeting SLO 2 was exceeded: 100% of students earned a 70% or better, demonstrating their ability to write effective, complete business-related sentences by recognizing and correcting sentence faults, such as fragments, comma splices, and run-ons.

BUSTEC 460

The criteria for successfully meeting SLO 1 was exceeded: 92% of students earned a 70% or better, proving they are able to produce a final mailable business document from a rough-draft or handwritten copy within time limits of 20, 30, or 40 minutes. The criteria for successfully meeting SLO 2 was exceeded: 92% of students earned a 70% or better, demonstrating they can analyze, evaluate and edit mechanical and document format errors to produce corrected mailable business documents. The criteria for successfully meeting SLO 3 was exceeded: 92% of students earned a 70% or better, thereby showing they can proofread and edit written documents so that they conform to business and industry standards.

BUSTEC 470

The criteria for successfully meeting SLO 1 was exceeded: 100% of students earned a 70% or better, indicating they can efficiently use connectivity and communication technologies. The criteria for successfully meeting SLO 2 was exceeded: 100% of students earned a 70% or better, showing they can demonstrate front desk and customer service skills. The criteria for successfully meeting SLO 3 was exceeded: 100% of students earned a 70% or better and can thus originate procedures for processing information.

BUSTEC 471

The criteria for successfully meeting SLO 1 was exceeded: 82% of students earned a 70% or better, demonstrating their ability to clearly communicate expectations of office managers and staff to fellow employees and clients. The criteria for successfully meeting SLO 2 was exceeded: 78% of students earned a 70% or better, showing they are able to explain the relationships among problem

solving, decision making, and choice making. The criteria for successfully meeting SLO 3 was exceeded: 100% of students earned a 70% or better, indicating they can appraise current organizations relative to customer service, work empowerment, management levels, and learning needs.

*** 6f. Based on learning outcomes assessment results, explicitly identify areas in which the program(s) can improve. Provide specific data that supports your answer.**

Pay special attention to learning outcomes that HAVE NOT been met.

Our SLO assessment data shows that the minimum criteria for success (at least 70% of students earning a 70% or higher score on the graded assessment for that course) was not met for 10% of the SLOs (5 out of 48). As a result, we have identified the following areas in which the BUSTEC program can improve (with supporting evidence for each detailed below): increased accuracy in timed writings (see BUSTEC 40A); develop students' ability to create effective business presentations (see BUSTEC 61) and career portfolios (see BUSTEC 400); improve students' ability to correctly punctuate and use agreement rules in business-related writing (see BUSTEC 455).

Supporting Evidence:

BUSTEC 40A

SLO 3, that students can accurately key for three minutes on at least three instructor-administered timed writings with no more than one error per minute, was not achieved. For both 3-minute and 5-minute timed writings, 69% of students met this outcome.

BUSTEC 61

SLO 2, that students are able to correctly apply available formatting and animation effects to create and run effective business presentations that may contain charts and tables created in word processing and spreadsheet software, was not met: 68% of students met this outcome.

BUSTEC 400

SLO 2, that students are able to create a career portfolio including, but not limited to, job applications, cover letters, resumes, and letters of recommendation, was not met: 68% of students achieved this outcome.

BUSTEC 455

SLO 1, that students are able to analyze and correctly punctuate business-related sentences using apostrophes, commas, semicolons, colons, quotation marks, periods, and question marks, was not successfully met: only 30% of students achieved this outcome. SLO 3, that students are able to correctly use agreement rules when writing business-related sentences to make subject agree with verbs and pronouns agree with antecedents, was not met: 60% achieved an outcome of 70% or better for subject/verb agreement and 65% achieved an outcome of 70% or better for pronoun/antecedent agreement.

7. STRATEGIC PLANNING

*** 7a. Do you have any plans to modify a degree or certificate in your program?**

Yes

No

*** 7b. Are you planning to initiate a new program?**

Yes

No

OVERALL IMPROVEMENT

To help answer 7c and 7d, review the following subsections:

Subsection 2: EVIDENCE--Equity

Subsection 3: EVIDENCE--Program Data

Subsection 4: EVIDENCE--Learning Outcomes

7c. Identify specific reasons for "why" improvement is needed. Use an evidence-based approach to support your answer.

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors, budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

Based on the Equity evidence detailed in PSR Subsection 2, it is clear that enrollment has decreased for virtually all identified demographic categories (males and females, all race/ethnicity groups, all age groups except 30 to 39, and all groups in the "Other Student Characteristics" section). The fact that enrollment is down for all groups of students strongly suggests the presence of an underlying issue pertaining to enrollment in the BUSTEC department more generally, rather than an issue with the enrollment of any particular demographic. This idea is further supported by the fact that indicators of success like retention rates and student success rates have improved across student groups. Furthermore, the Program Data evidence described in PSR Subsection 3 shows Overall Enrollment in BUSTEC to be down by 52.2% and FTES to be down by 48.7% over the past six years. A small proportion of this drop could be linked to the overall decrease in Chaffey enrollment seen in the six-year period 2014 to 2020 for certain demographic groups, however, as BUSTEC enrollment declined to a greater extent than Chaffey enrollment, other factors likely account for the majority of the downward trend we have observed. As these figures demonstrate, improvement in BUSTEC enrollment is clearly needed. An additional area of improvement identified in the Program Data evidence is the need to increase the number of AS degrees awarded, as this has remained the same (plus or minus 2%) over the past six years.

With regard to the Learning Outcomes (PSR Subsection 4), specific improvements in certain BUSTEC courses are needed to target the weaknesses identified by the fact that for 5 out of 48 SLOs the minimum criteria for success was not met (that at least 70% of students earned a 70% or higher score on the assessment for that course). These weaknesses include, for instance, students focusing on speed rather than accuracy when keying during timed writings and not correctly punctuating or using agreement rules in business documents.

7d. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps. Explain your answer in order of priority; rank highest priority first, followed by second highest priority, and so on.

If there is a disparity in equity, the strategies for implementation should be included in the plan.

BUSTEC's plan to make improvements will address, in order of highest priority: (1) the drop in overall enrollment/enrollment across all student groups; (2) the static number of AS degrees awarded over the past six years; and (3) specific issues in the courses where certain SLOs were not reached. It should be noted that a number of steps to address both Plan Priority 1 (enrollment) and Plan Priority 2 (AS degrees) were taken during the last PSR cycle from 2017 to 2020 based on the trends and issues identified in 2017. These steps included: (1) changing the name of the department and our classes, certificates, and AS degree to better reflect our students' career aspirations; and (2) making all BUSTEC courses available online to respond to the previously identified increased demand for online classes, whose flexible nature improves equity among students--many of whom come from underserved communities and must balance personal and job responsibilities with their Chaffey education--and help them to successfully meet their educational goals. Both of these steps were effective as of the Fall 2019 semester. As this represents the tail-end of the last PSR cycle and the period for which IR data is currently available, it is difficult to determine the impact these actions have had on our enrollment numbers, as well as the number of AS degrees awarded. That being said, we have identified an uptick in our overall enrollment of 8.5% (and an increase of 10.1% in FTES) in the 2019-2020 academic year that suggests these actions may be having their desired effect. Although the number of AS degrees awarded has not yet seen a similar increase, this is not surprising given the greater length of time needed to see changes in this indicator of success in comparison with enrollment data, especially in light of the complicating factor of the ongoing COVID-19 pandemic, which is likely to have a disproportionate impact on the communities we serve. We therefore anticipate a lag between actions we take and increases in the number of AS degree-holding graduates. We are optimistic that both steps are moving the department in the right direction to address BUSTEC's main areas of improvement. We will continue to monitor trends in our departmental data as well as developments in the professional sphere to develop responsive and relevant programs that increase student success. In order to build on the encouraging results seen thus far and address all of BUSTEC's areas of improvement, we have developed the following plan, arranged in order of highest to lowest priority.

Step 1 is to continue to develop and expand Guided Pathways above and beyond the existing program maps in order to increase both enrollment and the number of AS degrees awarded. The Guided Pathways program maps provide a structured and clear path to earning all seven of BUSTEC's certificates and our AS degree. We will go further in the next PSR cycle to help students identify Business Technology-related careers of interest and to access the support they need to overcome existing barriers to successful achievement of their professional goals through the timely, cost-effective completion of BUSTEC coursework.

We plan to explore the feasibility of making our program maps a "one stop-shop" that equips students with the resources and information they need to succeed in a higher education setting, all gathered in one place. As part of each program map, we would include: (1) information on the broad array of ways students can get credit for BUSTEC classes, e.g., through work-based learning, articulation agreements, and credit by exam; (2) links to existing Chaffey College student service centers to better connect, for instance, students with disabilities, veterans, and economically disadvantaged students, among others, with the appropriate support; and (3) creating an overarching program map showing how our certificates and AS degree relate to one another (the "stackability" factor). Many students come into the department to take individual courses, for instance, as elective classes or to develop their competency in specific areas like keying, MS Word, or MS Excel. When they learn that they can "stack" our certificates, earning multiple along the way to an AS degree, it helps break down this larger, more challenging goal into smaller, more feasible steps. Students are thus able to see a clear pathway to successfully earning BUSTEC certificates that will enhance their job prospects in the present while they continue to work towards an AS degree that will put them further on the road to future success.

We will also investigate the possibility of adding an additional section to each map, tentatively entitled "Is [name of certificate/AS degree] right for me?", that consists of short BUSTEC graduate profiles. These profiles could include information such as what skills and knowledge the graduate gained, personally and professionally, through completion of BUSTEC certificates and/or the AS

degree, and how this has helped them achieve their career goals. With this section, we hope to help prospective BUSTEC students visualize their future career in a field related to Business Technology and to directly connect the skills and knowledge we offer to reaching said goal. By enhancing and expanding Guided Pathways in these ways, we hope to generate interest in and a better understanding of the possibilities and opportunities offered by the Business Technology department.

In Step 2, we will look into developing additional courses in the software, employability, or specialized skills identified as valuable in the professional business office (e.g., Adobe) in order to make our programs more relevant and responsive to shifting student and industry demands. The increased need to work from home in the last year, which will likely continue to some extent in the foreseeable future, provides a wealth of opportunity for Business Technology to explore course and content options that will put students ahead of the curve and equip them with the professional skills needed to succeed in the shifting landscape of the future job market. A vital part of this step is to hire an additional full-time faculty member to increase the department's capacity to proactively expand and develop. Currently, there is only one full-time faculty member in BUSTEC. This 66.7% reduction of full-time faculty over two years significantly constrains the department's resources, hindering our ability to fully meet the diverse needs of our students.

Step 3 of our improvement plan is to develop outreach materials for BUSTEC courses, certificates, and our AS degree, with an emphasis on increasing our outreach efforts to all underrepresented populations to increase BUSTEC enrollment. Outreach efforts related to the AS degree will include: instructors raising awareness of the degree in BUSTEC classes to generate interest among students who may not be aware of the certificates and the degree we offer and enlisting the help of CTE counselors to promote the AS degree among students. As part of these promotional efforts, we will emphasize the benefits of our degree that are likely to students (e.g., better job prospects in an employment sector expected to grow and increased opportunities once they have a job to, for instance, earn a promotion, higher wages in connection with a formal education, and the ability to transfer to a four-year university to further their education). We will also highlight the existence of the program maps to help students see a clear path to success, thereby increasing the perceived achievability of the AS degree, as well as our certificates, among our students. These outreach activities will help us bolster our decreased enrollment numbers and increase the number of AS degrees awarded.

Although we are pleased with the overall success and retention rates of our students, we are disappointed in the fact that the criteria of success for 5 out of 48 of our SLOs was not met (Plan Priority 3). Through Step 4 of our improvement plan, therefore, we will identify the issues that led to this less-than-satisfactory outcome during faculty meetings and will explore solutions to these problems (for instance, emphasizing accuracy over speed in timed writings) and/or consider changing the SLO in question. These solutions will then be applied in the relevant course and subsequently analyzed for their efficacy in addressing the issue at hand. For the courses and SLOs for which the COVID-19 pandemic and lack of in-person classes was judged to be the primary reason, we will consider ways to improve the courses to provide a contingency plan for ways to assess student skills and knowledge when circumstances emerge that are outside of students' control, like requests for letters of recommendation going unanswered due to the pandemic. As three out of the five unmet SLOs were within 2% of the criteria for success, however, we feel confident that the aforementioned steps will help our students exceed the minimum success criteria of 70% of students earning a 70% or higher on that course's assessment.

CURRICULUM IMPROVEMENT

As we move toward Guided Pathways, curriculum serves as a central catalyst for the movement. Reflect and provide information on questions 7e and 7f.

Information will be forwarded to the Curriculum Office. There is NO SCORING on curriculum improvement questions, 7e and 7f.

7e. How does (or will) your program incorporate experiential learning components into your curriculum?

No answer specified
(Max chars: 5,000)

7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?

No answer specified
(Max chars: 5,000)

7g. Do you have any recommendations for a professional development workshop(s) that will help you or your program execute future plans?

Type N/A in the response field if you are not making any recommendations for professional development.

Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

N/A

8. VIP GOALS

8a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP Goal #1: Increase overall Business Technology enrollment by 10% during the period 2021-2024.

VIP Goal #2: Increase by 10% the number of Business Technology Professional Administrative Management AS degrees completed during the period 2021-2024.

VIP Goal #3: Increase by 10% the number of Business Technology Certificates of Achievement during the period 2021-2024.

8b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

8c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal #1

As discussed in PSR subsection 7a and supported by evidence provided in subsections 2 and 3, BUSTEC's overall enrollment has declined over the past six years. The rationale for VIP Goal 1 is to address this issue and increase the number of students in our classes, thus providing more students with the employability and software skills they need to secure employment in the Business Technology sector. VIP Goal 1 aligns with Chaffey Goals 1 and 3 because the aim of this VIP goal is to identify and break down barriers to student engagement with BUSTEC to ensure that all students, regardless of their personal circumstances, have the opportunity to achieve their educational goals and in so doing ultimately benefit the community by increasing the number of qualified business office professionals in the workforce earning a living wage.

VIP Goal #2

As the number of Professional Administrative Management AS degrees remained the same during the period 2014 to 2020, VIP Goal #2 was developed to increase the number of students earning this degree. Through successful completion of BUSTEC's AS degree, students demonstrate that they have developed the critical and creative thinking skills, technological literacy, and strong communication, language, interpersonal, and job skills needed to seek, keep, advance in, and transition between jobs, as well as to seek further formal education. This VIP goal thus aligns well with Chaffey goals 1, 2, and 3 in that its objective is to empower--through completion of BUSTEC's career-oriented AS degree, which maximize students' opportunities for a career that provides gainful employment and a self-sustainable wage--every member of the department's diverse student body to attain the career path they aspire to, increase their job and life opportunities, and bring about positive change in the community.

VIP Goal #3

As a CTE program, we equip students with the ability to build their employment qualifications--even before they earn an AS degree--through our seven "stackable" certificates. VIP Goal #3 was chosen to increase the number of students able to access better-paying jobs and succeed in the workplace, while accommodating the diverse needs of our students (for instance, the need to work incrementally towards higher qualifications through flexible, online learning that enables students to balance work, home, and educational commitments). As such, this goal aligns with Chaffey Goals 1, 2, and 3 through its emphasis on providing, in a way that addresses the needs of the communities we serve, all students with the skills, knowledge, and competencies they need to succeed, thereby enabling them to complete their education in a timely manner.