

Santa Rosa Junior College

Program Resource Planning Process

Dean II Business and Professional Studies 2015

1.1a Mission

The mission of the office of the Dean of Business and Professional Studies is to assure high quality instruction of both career/technical and transfer programs in order to meet the educational and training needs of students, the community and the ever changing local work force.

Four unique departments are currently included in the Business and Professional Studies Cluster. They are: Business Administration, Computer Studies, Industrial and Trade Technology and Consumer and Family Studies.

1.1b Mission Alignment

The mission of the Cluster aligns with the new mission of the District (posted 10/8/13) inasmuch as "we focus on student learning by preparing students for transfer; by providing responsive career and technical education" and "we support economic vitality" in the county and north bay region.

1.1c Description

The Business and Professional Studies Cluster (BPS) consists of four unique departments: Business Administration, Computer Studies, Industrial and Trade Technology, and Consumer and Family Studies. With the exception of Industrial and Trade Technology (which is capital intensive), all other departments have a presence on both the Santa Rosa and Petaluma campuses.

The largest department, Business Administration, includes five majors and the broadest array of certificate programs in the Cluster. The Paralegal Studies Degree Program (formerly of Sonoma State) and the former Business and Office Technology department are included in this Department. Business Administration offers the highest number of transfer courses, which Accounting (BAD 1 and BAD 2) being a strong FTES draw. BAD 10 (American Business in its Global Context) and BAD 52 (Human Relations in Organizations) both meet General Education requirements. As it relates to Career and Technical Education and in accordance with the Carl Perkins Act, the Department has two (2) separate Advisory Committees - Business Administration and Business Office Technology. Though not currently required, the Paralegal Studies Degree Program also has an Advisory Committee.

The second largest department in the cluster is Computer Studies, which includes the former Graphic Design department and the Digital Media program. The Computer Studies Department

offers several local majors and recently revitalized many of its certificate programs. Many of the courses and/or programs prepare students for professional certifications that are highly valued in the job market. The Department continues to develop curriculum and programs to address current and emerging technologies, which will poise it for continued growth. As it relates to Career and Technical Education and in accordance with the Carl Perkins Act, the Department has two (2) separate Advisory Committees - Computer Studies and Digital Media.

Recently, the Industrial and Trade Technology Department emerged as the third largest in BPS and includes Machine Tool Technology, Automotive Technology, Diesel Technology, and Welding Technology. The Machine Tool and Automotive Programs are poised to literally explode with enrollment growth with the hiring of a new anchor faculty in Machine Tool and impending NIMS (National Institute for Metalworking Skills) accreditation. This accreditation has the potential to provide significant resources to the Program and the College. Furthermore, such accreditation would allow the SRJC Machine Tool Program to join Laney College (the Deputy Sector Navigator) in grant opportunities. (Currently, Laney views Petaluma High School as their partner in the North Bay but cannot work with them on some grants because Petaluma High - which is NIMS certified - is not a postsecondary institutions). NATEF (National Automotive Technicians Education Foundation) accreditation for the Automotive Program has the potential of similar results by garnering significant donations from manufacturers (namely Honda). The Automotive Program has recently aligned some curriculum to NATEF standards in anticipation of pursuing accreditation within the next few academic years. Each of the four (4) disciplines within the Department maintains a separate Advisory Committee.

Finally, the smallest department is Consumer and Family Studies and includes Dietetic Technology, Foods and Nutrition, Fashion Design, Interior Design, and Floristry. There are two (2) majors related and a handful of certificates. In 2013, the Dietetic Technician Program became an Academy of Nutrition and Dietetics/ACEND accredited program, which remains active for 5 years. The Food and Nutrition (FDNT 10) course satisfies General Education requirements and garners the majority of the FTES for this department. Additionally, many FTES also are driven by students pursuing programs in Health Sciences. The Dietetic Technology Program has preceptor requirements, similar to Health Sciences. As required by the Carl Perkins Act, the Department maintains Advisory Committees as follows: Diet Tech, Fashion, Interior Design, and Floristry.

1.1d Hours of Office Operation and Service by Location

The office of the Dean is located in room 2815 of Maggini Hall and operates Monday through Friday, from 8:00 a.m. until 5:00 p.m. During the 2013 - 2014 academic year, the Cluster was able to increase its service to the College with the increase of the 50% Business Administration

Department Administrative Assistant II position to 100% Maggini Service Center. This has allowed the Dean Administrative Assistant III to provide more strategic support cluster-wide.

1.2 Program/Unit Context and Environmental Scan

Environmental Scan

The economic recovery continues with more jobs in Sonoma County. Industries relevant to the programs in Business and Professional Studies that have emerged from the economic recovery are manufacturing, hospitality, and entrepreneurship. BPS has an array of programs in each of these areas of growth. In fact, Industrial and Trade Technologies continues to have difficulty meeting the enrollment demands in Automotive and Welding programs. Computer Studies is also an area in which courses are consistently impacted and students consistently are employed, oftentimes before completing a certificate.

Partnerships

The Machine Tool Technology Program has developed a strong alliance with been directed to develop a working partnership with the Society for Manufacturing Engineers (SME) and MFG 101.

The program is in the process of being NIMS (National Institute for Metalworking Skills) Certified. With this certification The Business Administration Department has build Cluster has gone through a complete make over in the past year. New and existing partnerships are being created and nurtured. The programs within the cluster are committed to review, revitalize, plan and create programs and partnerships for a sustainable future. Industry and educational partnerships are being developed in collaboration with the CTE office and dean in the areas of food, technology, manufacturing, automotive, diesel welding and consumer and family studies.

High School Articulation: updated for spring 2012

BPS faculty continue to serve as leaders in developing high school articulation and credit by exam opportunities that streamline student success in programs of study at SRJC. (11) of the district's (18) courses articulated with local high schools reside under the Business & Professional Studies cluster including Automotive and Diesel Technologies, Information and Communication Technology, Digital Media and Video Production, and Computerized Bookkeeping. (48) of the (122) students passing credit by exam for articulated courses in spring 2012 and (140) of the (326) units earned were in BPS courses. High school students benefit from earning college credit and saved over \$7,300 in student fees and BPS credit by exam fees in spring 2012.

Spring 2012 High School-SRJC Course Articulation & Outcomes

Industry Sector	SRJC Course #	SRJC Course Title	SRJC Units	High Schools
Transportation	AUTO 100	Intro to Auto Tech	2.5	(6) Analy, Casa, Pet HS, Healdsburg, Maria Carrillo, SRHS
Transportation	DET 80	Diesel Shop Practices	3.0	
Transportation	DET 81	Preventive Maint & Inspection	3.0	
Information Tech	CS 80.15	IT Essentials 1	4.0	(3) Healdsburg, SRHS, Middletown HS
Information Tech	CS 82.21A	Cisco Networking	4.0	
Digital/MultiMedia	CS 50.11A	Web Design: HTML 1	1.5	(6) Cloverdale, Casa, El Molino, Pet HS, PNR, SRHS
Digital/MultiMedia	CS 50.11B	Web Design: HTML 2	1.5	
Digital/MultiMedia	CS 74.21A	Digital Video Prod. 1	1.5	(7) Analy, El Molino, Healdsburg, Montgomery, SRHS, Sonoma Valley, Windsor
Digital/MultiMedia	CS 74.21B	Digital Video Prod. 2	1.5	
Digital/MultiMedia	APTECH 53	Computer Animation w/3D *	3.0	(3) Casa, Pet HS, Rancho Cotate
Culinary	CUL 252.3	Knife Skills*	2.0	(1) Sonoma Valley
Culinary	CUL 250	Safety & Sanitation	1.0	(2) Windsor & PNR
Business	BBK 50	Computerized Bookkeeping	3.0	(2) Rancho, Pet HS
Education	CHLD 110.1	Dev Children under 3 years	1.5	(4) Casa, Elsie, Pet HS, Sonoma Valley
	CHLD 110.2	Dev Children 3- 5 years	1.5	
Geospatial	GIS 40	Intro to Geographic Info Systems	3.0	(1) PNR (transfers to CSU & UC)
Manufacturing	MACH 51A	Intro to Machine Tool Tech	2.0	(2) Pet HS & Sonoma
Healthcare	ANAT 140	Intro to Anatomy	2.0	(1) Petaluma HS
(8) industry sectors	12 disciplines	(18) SRJC courses	= 41.5	= 70 agreements w/15 high schools

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2.1a Budget Needs

The budget for the Dean's Office is used effectively to directly benefit students by supplementing the supplies and equipment budgets for the Departments in the Cluster. During time of to severe budget cuts, the Departments have become more dependent on the Dean to backfill budgetary shortfalls. Now that we are recovering from such hardships, the need to update equipment, software and supplies, still requires the need for departments to depend on the Dean's Office to supplement their budgets. Currently the Dean's Office provides funding for STNCs, equipment, supplies and professional development opportunities.

Expenditure Totals

Expenditure Category	Amount	Change from 2012-13	District Total	% of District Total
Total Expenditures	\$317,181.73	-2.54%	\$120,253,860.49	0.26%
Total Faculty Payroll	\$3,456.70	-13.47%	\$43,245,546.66	0.01%
Total Classified Payroll	\$108,150.04	7.47%	\$19,181,736.44	0.56%
Total Management Payroll	\$112,183.02	-11.15%	\$8,511,170.13	1.32%
Total Salary/Benefits Costs	\$306,198.93	-1.29%	\$90,311,305.65	0.34%
Total Non-Personnel Costs	\$10,982.80	-27.93%	\$15,816,837.66	0.07%

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	02	07	\$10,000.00	Increase the dean's supply budget to better support the underfunded instructional departments. This would include funds for repairs and purchases of instructional equipment.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administratiave Assistant III	40.00	12.00	Supports dean in a variety of administrative capacities, as well as other department administrative assistants. Supports cluster tech review committee and tracks curriculum actions. Monitors all cluster budget (except those maintained by the Foundation) and assists department chairs in processing faculty evaluations. Coordinates activities related to a variety of meetings, committees, and special projects. Assists dean in taking and distributing minutes of all cluster based meetings and special projects as needed. Supports dean with research and preliminary analysis of various data.
Admin II	40.00	12.00	See Business Administration
Admin II	20.00	12.00	See Computer Studies
Admin II	24.00	12.00	See Consumer and Family Studies
Admin II	20.00	12.00	See Industrial Trade and Technology

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean II	40.00	12.00	Supports Cluster departments and programs. Responsible for schedule development, enrollment management, budget development, hiring and evaluations and curriculum review and

			development. Serves on District-wide committees as requested.
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2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
	0.00	0.00	

2.2d Adequacy and Effectiveness of Staffing

Currently the Dean's office is adequately staffed and accounts for less than 1% of the District totals. All classified and management employees are being used effectively.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0000	ALL	00	00	None at this time		Classified

2.3a Current Contract Faculty Positions

Position	Description
Not Applicable	

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Not Applicable	0.0000	0.0000	0.0000	0.0000	

2.3c Faculty Within Retirement Range

Not applicable

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Not Applicable see departmental requests.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0000	ALL	00	00	Not applicable at this time	

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

All instructional equipment requested by the various departments is critical to delivering up to date curriculum and training. The instructional equipment requests for this cluster are currently grossly underfunded. Much of the equipment in the shops and classrooms is more than 20 years old, negatively impacting the currency of our curriculum, and in some cases, our ability to train students to industry standards. Moreover, the cluster regularly submitted over \$100,000.00 in CTEA requests for instructional equipment, but only receives a fraction of that funding.

The classroom furniture and equipment in Maggini Hall is woefully out of date and in ill repair. An upgrade of facilities is top priority.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00	None requested at this time	0	\$0.00	\$0.00			

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

Maggini Hall, where the Business and Professional Studies Office is located, is ADA compliant. Environmental conditions (heat and air) continue to be problematic.

3.1 Develop Financial Resources

3.2 Serve our Diverse Communities

Each prospective instructor is asked a question that tests their sensitivity to and awareness of diversity issues during their interview.

We depend on Human Resources to advertise in publications that would target a diverse applicant pool.

3.3 Cultivate a Healthy Organization

Classified staff are constantly encouraged to participate district staff development activities, attend professional development activities outside the district, and to serve on district-wide committees.

I have supported my administrative assistants in pursuing their educational and professional goals. Encouraging participation in PDA activities and enrollment in courses.

3.4 Safety and Emergency Preparedness

Karen Hori, and Kris Dalby are currently serving as Area Safety Leaders and Cece Jones as the Building Safety Leader. They have attended the most recent trainings offered by the Environmental Health & Safety department and will be working on a building safety plan in the coming years. Additionally, the dean's office is planning to coordinate a safety training for the staff with the Environmental Health and Safety Office.

3.5 Establish a Culture of Sustainability

The Dean's office has taken an active role to minimize the amount of prints generated and recycles all that can be recycled (without jeopardizing the privacy of others). We also encourage all departments within the cluster to use electronic devices to review agenda and minutes at meetings instead of printing them.

4.1a Course Student Learning Outcomes Assessment

The dean's office has worked very closely with the departments in developing course level Student Learning Outcomes, and providing support in the cluster tech review meetings. Every department is 100% compliant with both course and program level SLOs and we are now working towards 100% compliance with SLO assessments.

4.1b Program Student Learning Outcomes Assessment

The dean's office has worked very closely with the departments in developing program level Student Learning Outcomes. All Program level SLOs have been submitted.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
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4.2b Narrative (Optional)

Assessment of program and course SLO's is a top priority for the cluster. Some departments are well on their way, while others struggle to get started. The dean is committed to have SLO's assessed each and every semesters to further the success of our students.

5.0 Performance Measures

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Schedule development is carefully evaluated by all of the departments. All of the CTE departments meet regularly with their respective advisory committees. Feedback is solicited and recieved concerning the dynammic needs of the business community, including emerging technologies and newly defined skill sets. Due to course reductions, all programs offer classes on a set rotation schedule that include days, evenings and online.

5.2a Enrollment Efficiency

See departments for enrollment efficiency.

5.2b Average Class Size

Average of EnrollCen	Semester						Grand Total
Cluster	2011_FA	2012 SP	2012_FA	2013 SP	2013_FA	2014 SP	Grand Total
Business & Professional Studies	22.67	20.48	22.79	19.17	20.70	19.26	20.80

The Average class has slightly declined this academic year between Fall 2013 at 20.70 and Spring 2014 at 19.26. Many of the classes in the cluster are lab classes with with a class max size of between 20 and 24. This certainly affects the numbers.

5.3 Instructional Productivity

5.3 District Wide Instructional Productivity (FTES divided by FTEF)

Cluster	2011_FA		2012 SP		2012_FA		2013 SP	
	Sum of FTES	Sum of FTEF	Sum of FTES	Sum of FTEF	Sum of FTES	Sum of FTEF	Sum of FTES	Sum of FTEF
Business & Professional Studies	1007.06	65.68	983.64	62.71	941.10	60.78	963.32	59.58
	15.33172058		15.6863781		15.48282341		16.16757995	

The productivity in the cluster ranges between 15 and 16. Given the relatively small maximum class size due to the lab classes, this number is not surprising. The supervising administrator plans on working with the chairs to find ways to increase enrollments and improve retention in the advanced classes.

5.4 Curriculum Currency

Business and Professional Studies is 100% up-to-date with curriculum as of the ending of the 2013 - 2014 academic year. Eighty-five (85) courses were processed through Cluster Tech during the 2013 - 2014 academic year. Sixteen (16) of those course were overdue at the beginning of the academic year, some by as much as two years!

5.5 Successful Program Completion

5.6 Student Success

Analysis: For the 2009–10 academic year, the largest number of program certificates awarded by SRJC are:

- Basic Police Academy (109);
- Child Development: Associate Teacher (83);
- Automotive Technology: Brakes, Steering & Suspen (59);
- Automotive Technology: Engine Repair Specialist (52);
- Children in the Justice System (32);
- Firefighter I Academy (31);
- Culinary Arts (29);
- Culinary Arts: Baking and Pastry (28);
- Pharmacy Technician (26);
- Human Resource Administration (24);
- Vocational Nursing (22);
- Adobe Certification Training: InDesign (20).

The dean is addressing the issue of inceasing completers two ways. Looking at the number of units, pre requisites, and frequency of class offerings, as well as creating capstone courses in certificates where appropriate.

Totals	11/12	Prev. Yrs.
BAD		
Certificate Name		
BAD: Account Clerk	21	1
BAD: Accountant Assistant	11	1
BAD: Administrative Assistant	6	1
BAD: Administrative Support 1	4	0
BAD: Administrative Support 2	2	0
BAD: Bookkeeper	11	0
BAD: Bookkeeper Assistant	11	0
BAD: Business Marketing	5	3

	BAD: Client Services Specialist	1	0
	BAD: Customer Service Skills	0	1
	BAD: Hospitality	6	1
	BAD: Human Resources Administration	22	4
	BAD: International Office Assistant	2	0
	BAD: Legal Office Support	6	1
	BAD: Legal Secretary	3	0
	BAD: Office Assistant	13	0
	BAD: Payroll	5	0
	BAD: Real Estate	1	0
	BAD: Sales and Marketing	0	0
	BAD: Small Business Management	1	2
	BAD: Tax Assistant	0	0
	BAD: Tax Assistant Clerk	0	2
	BAD: Virtual Assistant: Administrative Support	1	0
	BAD: Virtual Assistant: Bookkeeping	1	0
	TOTAL BAD CERTS AWARDED	133	17
CFS			
	CFS: Apparel Design & Production	0	1
	CFS: Dietary Service Supervisor	7	0
	CFS: Dietetic Technology	0	0
	CFS: Fashion Merchandising	0	0
	CFS: Floristry	2	0
	CFS: InDe: Retail Merchandising	2	1
	CFS: InDe: Residential	2	0
	CFS: InDe: Commercial	0	0
	TOTAL CFS CERTS AWARDED	11	1
CS			
	CS: Adobe Applications Specialist	7	1
	CS: Adobe Certification Training in Dreamweaver	2	0
	CS: Adobe Certification Training in Illustrator	3	0
	CS: Adobe Certification Training in InDesign	21	0
	CS: Adobe Certification Training in Photoshop	6	0
	CS: Applied Graphics	1	0

	CS: Cisco Certification Training in CCNA	18	0
	CS: IT Support	2	4
	CS: Graphic Design	11	1
	CS: Graphic Design Production Fundamentals	2	0
	CS: HTML Web Content Developer	12	4
	CS: Interactive Media Design	1	0
Totals		11/12	Prev. Yrs.
	CS: IT Essentials Certification in A+	0	0
	CS: Microsoft Office Specialist	9	0
	CS: Web Graphic Designer	5	0
	CS: Web Graphic Production	5	0
	CS: ASP.NET Programmer	1	1
	CS: JAVA Programmer	1	0
	CS: JavaScript Programmer	4	0
	CS: PHP Programmer	3	1
	CS: XML Web Developer	0	0
	CS: Digital Media: Filmmaking	1	0
	TOTAL CS CERTS AWARDED	114	12
ITT	ITT: Auto: Brakes, Steering & Suspension	10	6
	ITT: Auto: Electric & Electronic Sys. Spec.	20	0
	ITT: Auto: Engine Repair Specialist	9	8
	ITT: Auto: Heat & Air Sys. Specialist	0	0
	ITT: Auto: Transmission Specialist	15	2
	ITT: Auto: Tune-Up & Electronics Specialist	0	2
	ITT: Automotive Technology	4	2
	ITT: Diesel Chassis	1	0
	ITT: Diesel Electrical/Electronics	5	0
	ITT: Diesel Equipment Technology	4	1
	ITT: Diesel and Heavy Duty Engine	5	0

ITT: Diesel Preventative Maintenance	2	0
ITT: Machine Tool Tech: Basic CNC Lathe	12	0
ITT: Machine Tool Tech: Basic CNC Mill	4	0
ITT: Machine Tool Tech: Basic Manual MTT	3	1
ITT: Machine Tool Technology	0	1
TOTAL ITT CERTS AWARDED	94	23
Cluster Total	388	55

5.7 Student Access

5.8 Curriculum Offered Within Reasonable Time Frame

See individual departments.

5.9a Curriculum Responsiveness

See individual departments.

5.9b Alignment with High Schools (Tech-Prep ONLY)

High School Articulation

BPS faculty have been leaders in building high school articulation and credit by exam opportunities that streamline student programs of study at SRJC. (13) of the district's (17) courses articulated with local high schools reside under the Business & Professional Studies cluster including Automotive and Diesel Technologies, Information Technology, Video Production, Culinary, Computerized Bookkeeping and Machine Tool Technology. (8) new articulation agreements were established in 2010-2011 in Web Design, Culinary, Computerized Bookkeeping, and Machine Tool Technology. (67) of the (80) students passing credit by exam for articulated courses in spring 2011 and (212) of the (236) units earned were in BPS courses.

Industry Sector	SRJC Course #	SRJC Course Title	SRJC Units	High Schools
Transportation	AUTO 100	Intro to Auto Tech	2.5	(6) Analy, Casa, Pet HS, Healdsburg, Maria Carrillo, SRHS
Transportation	DET 80	Diesel Shop Practices	3.0	
Transportation	DET 81	Preventive Maint & Inspection	3.0	
Information Tech	CS 80.15	IT Essentials 1	4.0	(3) Healdsburg, SRHS, Middletown HS
Information Tech	CS 82.21A	Cisco Networking	4.0	
Digital/MultiMedia	CS 50.11A	Web Design: HTML 1	1.5	(6) Cloverdale, Casa, El Molino, Pet HS, PNR, SRHS
Digital/MultiMedia	CS 50.11B	Web Design: HTML 2	1.5	
Digital/MultiMedia	CS 74.21A	Digital Video Prod. 1*	1.5	(6) Analy, El Molino, Healdsburg, SRHS, Sonoma Valley, Windsor
Digital/MultiMedia	CS 74.21B	Digital Video Prod. 2*	1.5	
Culinary	CUL 252.3	Knife Skills*	2.0	(1) Sonoma Valley
Culinary	CUL 250	Safety & Sanitation	1.0	(2) Windsor & PNR
Business	BBK 50	Computerized Bookkeeping	3.0	(3) Montgomery, Rancho, Pet HS
Manufacturing	MACH 51A	Intro to Machine Tool Tech	2.0	(2) Pet HS & Sonoma
	Totals:	(13) SRJC courses	= 30.5	= 56 agreements w/13 high schools

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The transfer classes in Computer Studies, Food and Nutrition, and Business Administration are aligned, and many directly articulated with the 4 year institutions.

5.11a Labor Market Demand (Occupational Programs ONLY)

All new and existing career and technical education certificate courses and programs must meet their respective labor market demands to remain viable. The cluster is undergoing a serious evaluation of all certificate programs with regard to the labor market and the availability of jobs for the graduates.

5.11b Academic Standards

The departments in the cluster regularly have conversations regarding academic standards and expected outcomes for students. The development of student learning outcomes at the course and program level has facilitated this discussion.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
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6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
Other	See section 6.2b

6.2b PRPP Editor Feedback - Optional

Planning for the next three years in the Business and Professional Studies Cluster

Industrial Trade and Technology

Machine Tool Technology

During the 2013 -2014 fiscal and/or academic year, the Machine Tool Technology discipline laid the groundwork for future years of exponentially increased enrollments through enhanced programs and equipment. For example, new full-size instructional equipment was purchased through generous CTEA funding as well as the receipt of loaned HAAS machinery from Laney College.

The adjunct faculty worked with the Department Chair and Dean to draft a self-evaluation, which is the first critical step in becoming NIMS (National Institute for Metalworking Skills) accredited. Furthermore, an adjunct has passed more than NIMS Level 1 certification. Aside from SRJC certificates, NIMS certifications can be issued, the latter of which has more potential to enhance the Program and employment prospects beyond the immediate locality. NIMS certification should be an organizational priority because of the sheer potential to drive significant donations (namely from HAAS) to the College. Furthermore, being a NIMS accredited institution means SRJC can join in with Laney College (the Deputy Sector Navigator for Advanced Manufacturing) and others on federal grant opportunities. SRJC would be the only postsecondary institution in the North Bay area to be NIMS accredited. Currently, only Petaluma High School is NIMS accredited in the immediate area.

Aside from the certificate programs, the Machine Tool Technology program continues to train machinists and related occupations, including specialized classes for corporations (outside of the academic programs). In an effort to garner more industry support, a representative from the SME (Society for Manufacturing Engineers) and MFG 101 sit on the Advisory Committee.

An anchor faculty has been hired and there is great potential to gain NIMS accreditation in the next few years, which include streamlining the Shop, improved industry and secondary school relations. The Program would benefit from Credit by Exam opportunities, particularly since Petaluma High is already NIMS accredited.

As part of the revitalization efforts recommended by a previous Supervising Administrator, the following can be priorities to facilitate and bolster the NIMS accreditation process:

- Improved marketing of the program, including further developed website
- Strengthen relationships with out of county feeder schools (Lake and Mendocino Counties)
- Strengthen existing relationships with local industry and foster new relationships with local corporations
- Update facilities to include automation, CNC, and robotics
- Departments to share resources and strengthen offerings through joint cooperation with Auto CAD/Drafting, Electronics, Engineering Technology, cooperation with Mathematics Engineering Science Achievement (MESA) program
- Joint cooperation with College Skills and ESL curriculum project

- Develop internship programs in local industry

Welding Technology

During Spring 2014, the Welding Technology curriculum was minimally revised to relieve severely impacted WELD 75A/B sections. However, more curriculum updating is necessary to bring the certificate programs current with greater relevance to industry needs. For example, Butte College has Welding courses that cover a broader range than can currently be offered in the SRJC Program. While the current Program may cover many of the same topics, the scope is likely not as extensive. Aligning curriculum more with American Society of Welding standards could provide further enhancements. The Program may also be able to move students faster by offering Credit by Exam to potential student who enter with prior Welding experience or schooling.

Due to economic rebound and the strong resurgence of manufacturing in the North Bay, the Welding Program is in high demand and should no longer operate as a “one-man shop.” Currently, the program is limited to what the anchor faculty and one adjunct can teach. Efforts to expand the adjunct capacity meet consistent resistance (obstruction) from the anchor faculty. Limited faculty also means a lack of exposure to various andragogy (pedagogy), limited curricular expansion, and no Summer offerings. While Summer is normally a time when the anchor faculty performs maintenance on the equipment, an adjunct or a professional service could expedite servicing so a Summer class offering could be considered.

As with other Programs in Industrial and Trade Technology, the Welding Program is capital intensive and should have operating budget for ongoing equipment maintenance. Moreover, the program utilizes consumables (gas and metals) in the instructional process and, therefore, increasing prices should be considered in budget development. Because of the combination of equipment and consumables, the Program may benefit from the use of Welding Simulators in the introductory instructional process.

Automotive Technology

During the 2013 – 2014 academic year, the Program has already begun aligning the curriculum in preparation for NATEF (National Automotive Technicians Education Foundation) accreditation. The Automotive Technology Certificate was revised from 46.5 units (effective 2012) to 47 units (effective 2014). The former AUTO 100 class was 2.5 units and is now AUTO 80, carrying 3 units. It is now CSU transferrable. Since it is not currently required for NATEF accreditation, there should be consideration given to the 4 unit AUTO 194 (Hybrid) course being an elective rather than a requirement. This would reduce the certificate to 42 units, unless required by State. The specific skills certificates have proven very popular with students and more than 50 are awarded each year.

The Powertrain certificate (only 12 hours) is being presented July 2014 to AAC for approval and requires other organizational submissions prior to forwarding to the chancellor's office for approval. This certificate includes the Smog course and has been requested numerous times by students and industry.

As previously noted, the Automotive Technology Programs are preparing to pursue NATEF accreditation. As with NIMS certification for the Machine Tool Technology Program, the Automotive Technology Programs becoming NATEF certified should be an institutional priority. Becoming a NATEF shop will drive considerable resources to the Programs and College. Automobile manufacturers (namely Honda) won't donate vehicles, equipment, etc. to Programs that are not NATEF accredited. The return on investment to earn the accreditations is rather significant. Further curricular preparations for NATEF certification include getting a Service Writing and Management course approved. The course would be 4 – 5 units and would provide the 1200 hours minimum needed to be a NATEF Master Auto Service Training Facility – the highest level. The course foundation already mostly exists, there's only minor modifications needed to become accredited.

The discipline continues to offer Credit by Exam for some courses.

Diesel Technology

The Diesel Technology program is growing each year. Two to three years ago, the full-time faculty member created six new skill certificates that align with the Automotive Service Excellence organization. The certificates are each less than 10 units and provide student with opportunities for achievement in completing the two year Diesel Technology certificate. This may improve the number of recorded completers in the Program. The Coordinator's plans to engage more with industry and expand the advisory committee has seen some success and is an ongoing effort. Incorporating internships into the formal Program curriculum could benefit current students and graduates alike.

Computer Studies

During the 2013 – 2014 academic year, the Department undertook an amazing challenge to review/revitalize a considerable number of certificate programs. The result was changing eleven (11) certificates and discontinuing about two (2)! Such work should yield more certificate completers. The State's efforts to develop a system to count skill builders should also help this Department in measuring the success of its Programs. Furthermore, doing a better job at counting/recording students who earn professional certification, such as Adobe, etc. – which may be far more valuable in the job market – can also make the case that the Department is meeting the mission of the College.

As some programs are retired, the Department recognizes the need to create new courses and certificates to stay current with emerging technologies. In collaboration with the Music, Communication Studies, and Applied Technology Departments, the Computer Studies Department recently launched a Digital Media certificate. Gaming (Development and Design) is an emerged technology that the Department struggles to meet demand due to the difficulty in finding faculty who aren't too busy with the demands of the primary job. An argument could be made to procure a full-time faculty member to teach such classes; however, this is a technology where faculty must stay firmly planted in current industry practices. Therefore, it may be difficult for a full-time faculty to balance the demands of such with the need for practical experience and currency. As with the Spring 2014 courses, the Fall 2014 were cancelled – not due to low enrollments – but due to no instructor. It may be time to consider if the “hacking” style camps may meet this demand more efficiently and effectively than a community college can. Also, the Department has curriculum written for Mobile Media. However, the Department has not proceeded with getting the curriculum approved due to difficulty in finding lower a division comparable at a California four-year institution. The Dean encourages the Department to proceed with course approval, even if it means the course is non-transferable. Students in these areas are generally looking for skills for immediate employability as opposed to seeking a degree.

The single Computer Studies Advisory Committee was divided into two: Computer Science and Digital Media. The Digital Media advisory already has momentum because it previously met as a subcommittee. It is interdisciplinary and also includes the artistic disciplines of Computer Studies, such as Graphic Design. The Computer Science Advisory holds all remaining disciplines in the Department.

The majority of the sections are taught online. Various courses offer Credit by Exam with opportunities to expand.

Graphic Design

The Graphic Design program has updated most or all courses in the certificate program. The program is experiencing transition, with the full-time coordinator going on Pre-retirement Workload Reduction and absent during Spring semesters. Carefully planning is needed to insure the program doesn't continue to struggle and lose completers, as has happened with no succession plan when the Adobe anchor faculty retired.

Consumer and Family Studies

This Department is a mixture disciplines that can best be described in the tradition of Home Economics. However, contemporary Departments has a broader array of programs that have been splintered to other Clusters at SRJC. For example, Solano and Fresno's Departments include child development and culinary, both disciplines which now have traditions elsewhere. Rather than move those back to this Department, the College may consider exploring moving the disciplines to align with other Clusters where programs can leverage common elements. For example, the Diet

Technology program uses preceptors and could leverage sites with the Health Sciences Cluster and vice versa. Further investigation and consideration should be done.

Diet Technology

The program has completed its first few years as an accredited program of Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Foods and Nutrition

The Foods and Nutrition (FDNT 10) course within the program is very popular, as it is a General Education course. The curriculum is collaborated with Culinary and uses some facilities.

Fashion Studies

As a result of Board Policy 3.6 Program Review, the Fashion Studies Program has revised its certificates. The program had been inactive during the 2013 – 2014 academic year but are being reinstated, beginning Fall 2014. This is an opportunity to truly revitalize the programs by incorporating technology and becoming a more interdisciplinary program. This may also be an opportunity to place the program in a Cluster where it could find a strategic niche. For example, in an art based environment, Costume Design may be a niche for the College and the program. Unless the certificate programs can build up completers, there may not be a need for a major.

Floristry

As a result of Board Policy 3.6 Program Review, the Fashion Studies Program has revised its certificates. The program may need to endure a few semesters of very low enrollments to possibly rebuild to strong certificate completers.

Interior Design

Board Policy 3.6 Program Review will be conducted the 2014/2015 academic year. There is an opportunity to be more interdisciplinary with the program. For example, the History of Furniture class may become an elective for Theatre Arts students. As with Fashion Studies, rethinking its placement may actually be an opportunity to develop a niche market.

Business Administration

Due to its size and scope, the Department currently produces the most degrees and certificates in the Cluster, with reported 181 degrees and 185 certificates (as of 5/4/14). The most recently launched Hospitality certificate is interdisciplinary and capitalizes on the region as a tourism

destination. Also, during the 2013 – 2014 academic year, a Real Estate Sales certificate was launched and had 19 completers in its first year! That is more than a combination of some certificates that need objective review for additional revitalization or discontinuance. Such innovation (as in Real Estate) could be replicated to capitalize on other opportunities and relieve resources from the less vital programs.

During the 2014 – 2015 academic year, the Entrepreneurship Program will officially launch. As it stands, this program is well timed, as Sonoma County (according to the Economic Development Board) has a high concentration of small business. To that end, the program could likely better serve emerging and established entrepreneurs by being a scaled down version of the former Small Business Management certificate. As it currently stands, the program may not provide what entrepreneurs need to be successful. Moreover, it is important to offer all courses in the certificate program in the evening, as this was developed as an evening program.

The Department has the potential to produce even more degrees and certificate holders and would benefit or operate more smoothly by critically analyzing what it does and aligning the disciplines and coordinators accordingly. For example, Accounting and Bookkeeping are currently administered separately, with Accounting certificates being coordinated by the full-time Accounting faculty and Bookkeeper, Bookkeeper Assistant certificates being coordinated by another full-time faculty who formerly aligned with the now dissolved Business Office Technology Department. The current case for administering Bookkeeping separately is that the program has a different clientele (housewives) than the Accounting certificates. This is a perspective from a program that dissolved years ago and needs updating to address current employer needs. At the Spring 2014 Advisory, a representative from a staffing agency stated there were – at that time – around ninety (90) open requisitions for bookkeepers! The low number of completers and multiple certificates are not helping to meet that demand. The two certificates could be considered for consolidation or dissolution in favor of the Accounting certificates. By reducing the Accounting related choices students have, the number of completers is likely to increase. Also, if the certificates are streamlined, having one coordinator is a real possibility.

The Department is being proactive by removing BAD 1 from several certificates in which it is more rigorous than necessary. Additionally, consideration has been given to merging BGN 81 and BMG 54 into one course.

The coordinator of the former Business Office Technology Department – during the 2013 – 2014 academic year – continued to coordinate Paralegal Studies as well as operate with the old paradigm of BOT, which includes coordinating Payroll and Bookkeeping certificates. This could be streamlined by transitioning certificates in logical pairings as opposed to faculty personalities. The curricula in Office Technology has grown stale, as evidenced by the practice of combining sections (teaching different courses concurrently) to provide the appearance of full enrollments in multiple sections. Some pairings appear to be logical (Self-Paced 10-key & Electronic Calculator) while others are less intuitive or logical (including Basic Filing with the aforementioned pair). A key consideration is that Basic Filing has the potential to be taught from a contemporary perspective by infusing substantive content related to electronic filing systems specifically or knowledge management generally. Another consideration to

modernize the Office Technology curriculum is to consider that more office personnel are responsible for website maintenance and social media outreach (courses that currently exist and would be multidisciplinary).

Until the Paralegal Studies program can increase its completers, it may not be of benefit to the College to seek American Bar Association approval. Current program completers are well employed, according to the current coordinator. However, the program can increase completers by improving retention rates. This may mean adjusting the mix of faculty, particularly at the introductory level. The Program only recently began offering electronic legal research (LexisNexis) Spring 2014 into the curriculum and must determine how to maintain the subscription in perpetuity, as the Advisory Committee donated the first year subscription and shouldn't be expected to do so on a continuing basis. Also, the program may benefit from possibly expanding the choice of electives to include related courses from other disciplines (Administration of Justice, etc.).

Currently, the Department hosts four (4) Advisory Committees: Hospitality, Business Administration, BOT, and Paralegal Studies. Hospitality has a high functioning Advisory that has a majority representation of involved industry professionals who are independent of (not adjuncts) the College, including currently being chaired by the Executive Director of the Economic Development Board Ben Stone. The agenda includes items that specifically address program curricula. While it is important faculty recognize advisory boards have a consultative role and do not dictate College programming, the faculty do act upon advisory recommendations. Conversely, the Business Administration Advisory has experienced very limited benefits from participants during the two meetings held the 2013 – 2014 academic year. The first meeting had very few industry partners in attendance. Because there are so many disciplines represented, it is difficult to have a meaningful conversation. The structure and format of the Business Advisory is greatly in need of revision, which may also be a byproduct of redesigning the Department.

One suggestion for a more productive meeting is for the respective disciplines to break out into smaller groups and discuss specific curricular and industry trend topics and then meet as a larger group to vote on the proposals discussed in the smaller discipline-specific groups. With this format, there would be no need to have a separate BOT advisory, considering it is no longer a separate department. The BOT advisory has repeatedly stated there is no need for a Bookkeeping Major. Another option is to break up Business Administration and BOT advisories into Accounting/Bookkeeping

Finally, because Paralegal is a major and not a CTE discipline, the Advisory is largely to satisfy an expected requirement upon proposed ABA approval (possibly upon increasing completers). This advisory should remain separate and not include Legal Office Support and Legal Secretary, yet Paralegal faculty and professional representation may be beneficial in the advisory discussing the two current Legal Office Support and Legal Secretary certificates.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
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