

Administrative Comprehensive Program Review: 2024 CPR BWD

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Program Review Year

2025

Division

Bus & Workforce Development

Department

Business & Workforce Development Division Office

Subject

- BWDDO Business and Workforce Development Division Office

Overview

Title 2024 CPR BWD

Year of Last Administrative Unit Review Fall 2024

Originator Fuentes, Angel

Area Manager Angel G. Fuentes

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

- Naik, Tejal

Department Overview

- **1. Please describe the functions of your department. Feel free to use a bulleted list for ease of reading.**

Functions of the Business and Workforce Development Division at Evergreen Valley College

The Business and Workforce Development Division plays a vital role in preparing students for career success while addressing regional workforce demands. Below is a comprehensive overview of its functions:

1. Program Development and Management

- **Career Education Program Creation:** Design and implement career education (CE) programs aligned with labor market trends to meet current and emerging workforce needs.
- **Program Review and Enhancement:** Conduct regular evaluations to maintain program relevance, improve quality, and ensure alignment with industry standards.

- **Interdisciplinary Collaboration:** Partner with other divisions to integrate workforce readiness across curricula, offering students holistic educational experiences.

2. Dual Enrollment and Pathway Initiatives

- **High School Partnerships:** Collaborate with local high schools to offer dual enrollment opportunities, enabling students to earn college credits in career-focused pathways while still in high school.
- **Career and Transfer Pathways:** Develop clear, structured pathways for students to transition from high school to college, and from college to careers or advanced degrees.
- **Equity and Inclusion:** Prioritize outreach and support for first-generation students and those from underserved communities, ensuring equitable access to educational opportunities.

3. Workforce Training and Community Education

- **Short-Term Training Programs:** Offer credit, noncredit, and not-for-credit workforce training programs to upskill or reskill workers.
- **Custom Training Solutions:** Partner with employers to create customized training programs addressing specific skill gaps in the workforce.
- **Industry Certifications:** Integrate certifications and credentialing into training programs to enhance students' employability and career advancement.

4. Resource Development and Grant Management

- **Grant Procurement and Administration:** Secure external funding through grants such as Strong Workforce and Perkins to expand program offerings and improve facilities.
- **Budget Oversight:** Manage budgets for various programs, ensuring efficient allocation of funds to maximize impact.
- **Performance Reporting:** Track program outcomes and prepare detailed reports for funders, demonstrating accountability and return on investment.

5. Community and Employer Engagement

- **Strategic Partnerships:** Build and sustain strong relationships with local employers, industry leaders, and community organizations to align programs with workforce needs.
- **Work-Based Learning Opportunities:** Facilitate internships, apprenticeships, and cooperative education experiences to provide students with hands-on, real-world training.
- **Advisory Committees:** Engage advisory boards composed of industry experts to guide program development and ensure alignment with labor market demands.

6. Student Support Services

- **Career Counseling and Job Placement:** Offer career advising, resume assistance, interview preparation, and job placement services to help students transition into the workforce.
- **Support for Disproportionately Impacted Students:** Provide additional resources, mentorship, and guidance for students from underrepresented and vulnerable groups.
- **Workforce Readiness Training:** Deliver workshops on essential skills such as communication, teamwork, and problem-solving to prepare students for the professional environment.

7. Faculty and Staff Development

- **Professional Training:** Provide ongoing training for faculty to stay updated on industry trends, emerging technologies, and pedagogical advancements.
- **Curriculum Innovation:** Support faculty in developing innovative, industry-driven curricula.

- **Collaborative Opportunities:** Foster collaboration among faculty, staff, and industry professionals to enhance program delivery and outcomes.

8. Regional Leadership and Advocacy

- **Regional Collaboration:** Participate in regional workforce development consortia to ensure the college's programs align with broader economic strategies.
- **Advocacy for Workforce Education:** Advocate for policies and initiatives that support workforce education and funding at local, state, and national levels.

9. Equity and Innovation in Education

- **Diversity Initiatives:** Create and implement programs that promote diversity, equity, and inclusion in career education.
- **Technology Integration:** Leverage advanced technologies and digital tools to enhance teaching, learning, and program delivery.
- **Continuous Improvement:** Use data-driven decision-making to identify areas for improvement and implement innovative solutions to challenges.

10. Economic Development Contribution

- **Job Creation and Retention:** Contribute to the local economy by training a skilled workforce that meets the needs of employers.
- **Support for Small Businesses:** Provide resources and training for entrepreneurs and small business owners to strengthen the local business ecosystem.
- **Workforce Resilience:** Adapt programs to support economic recovery efforts during crises, such as the COVID-19 pandemic, ensuring the community remains economically resilient.

These functions collectively ensure that the division is a driving force for student success, workforce readiness, and community prosperity.

2. Describe current department staffing including whether they are filled or vacant.

Classified Full Time

Assigned to the Department

5

Actually Staffed

5

Classified Part Time Permanent

Assigned to the Department

2

Actually Staffed

2

Classified Part Time Hourly

Assigned to the Department

0

Actually Staffed

0

Administrators

Assigned to the Department

1

Actually Staffed

1

Other (please specify)

Faculty

Assigned to the Department

46

Actually Staffed

46

- **3. List department goals. For all follow-up Program Reviews, please provide an update on the department's progress on achieving its department goals set during the last program review cycle.**

Department Goals for the Business and Workforce Development Division**1. Enhance Student Access and Success in Career Education Programs**

- Expand dual enrollment opportunities and career pathways for high school and college students.
- Improve retention and completion rates through targeted student support services.

2. Strengthen Partnerships with Industry and the Community

- Collaborate with employers to align programs with workforce needs and provide internships, apprenticeships, and job placement opportunities.
- Build stronger connections with community organizations to support underrepresented and first-generation students.

3. Modernize Facilities, Curriculum, and Technology

- Upgrade classroom and lab facilities to include industry-standard equipment and tools.
- Regularly update curricula to incorporate emerging technologies and secure additional funding to support program growth and innovation.

Progress Towards Completing Department Goals**Goal 1: Enhance Student Access and Success in Career Education Programs****• Progress:**

- Significant progress was made in amending and aligning the AUTO curriculum to improve sequencing and incorporate Honda PACT as a capstone set of courses.
- Collaboration with De Anza College on common course numbering and curriculum alignment is ongoing, with changes anticipated to launch in Fall 2024.
- The BIS – Medical Front Office program was successfully placed 100% online, with courses also adopting Open Educational Resources (OER).
- The Paralegal Studies program is now fully online, with courses undergoing certification through the POER initiative, ensuring high-quality online offerings.

Goal 2: Strengthen Partnerships with Industry and the Community

- **Progress:**
 - Partnered with Amazon to develop an apprenticeship program in Advanced Manufacturing Technology. The first cohort will complete in Spring 2024, and the second cohort is scheduled to begin in Spring 2025.
 - Faculty training on the new Cal-GETC GE requirements was successfully completed during the December 2023 division meeting, fostering better student advising on general education requirements.

Goal 3: Modernize Facilities, Curriculum, and Technology

- **Progress:**
 - Curriculum and program modernization efforts are underway, particularly in AUTO, where changes are being developed to meet AB1111 requirements and align with industry needs.
 - Faculty participated in anti-racist curriculum training through the Open for Anti-Racist Curriculum in Teaching initiative. Presentations by trained faculty are planned to share best practices and foster inclusivity in teaching.

Strategic Goals Supported:

- **Shorten Students' Time to Educational Goal Completion:**
 - Progress in streamlining AUTO curriculum, creating online program offerings, and fostering employer partnerships contributes to timely program completion.
- **Eliminate Equity Gaps in Goal Achievement:**
 - Actions to promote inclusivity and equity in curriculum design and classroom climate align with the division's commitment to equity-focused practices.

Summary of Progress:

Out of the goals set in the last review cycle:

- **Achieved Goals:** Partner with Amazon, fully online Medical Front Office and Paralegal Studies programs, Cal-GETC faculty training.
 - **In Progress:** AUTO curriculum alignment, inclusive teaching practices.
 - **Next Steps:** Finalize curriculum changes for AUTO and Honda PACT by Fall 2024, expand faculty engagement in equity initiatives, and ensure consistent updates in facilities and technology to meet program needs.
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- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or improve unit services. (The resources can be personnel or fiscal).**

No resources received.
 - **5. Please state any recent accomplishments for your department; making sure to connect each accomplishment to the College's mission and strategic goals.**

Recent Accomplishments of the Business and Workforce Development Division

The Business and Workforce Development Division has achieved significant milestones over the past year, advancing Evergreen Valley College's mission of empowering students to meet their academic and career goals and aligning with strategic goals focused on equity, excellence, and innovation.

Accomplishments and Alignment with Strategic Goals

1. Successful Completion of the VITA Program

- Volunteer Income Tax Assistance (VITA) program trained students in tax preparation while providing free tax services to the community.
- **Alignment with College Mission and Goals:** Promoted community engagement and provided hands-on, real-world learning experiences, supporting **Goal 2.2** (Strengthen partnerships with the community).

2. Launch of Digital Literacy Courses

- Introduced new digital literacy courses to equip students with essential skills for navigating the digital economy.
- **Alignment with College Mission and Goals:** Advanced student access to workforce-ready education, supporting **Goal 1.6** (Intentionally sequence courses for efficient program completion).

3. Completion of the First Cohort of Custodian Apprentices

- Celebrated the graduation of the inaugural cohort of custodian apprentices, preparing them for immediate employment opportunities.
- **Alignment with College Mission and Goals:** Promoted workforce readiness and equity, supporting **Goal 2.1** (Fully implement Guided Pathways framework).

4. Reaccreditation of the Automotive Program by ASE

- The Automotive program successfully completed reaccreditation by the National Institute for Automotive Service Excellence (ASE), ensuring students receive industry-recognized training.
- **Alignment with College Mission and Goals:** Maintained high program quality and alignment with industry standards, supporting **Goal 1.8** (Invest in innovation, technology, and professional development).

5. Graduation of Three Cohorts from the Tesla START Program

- Supported the graduation of three cohorts of students from the Tesla START program, a collaboration providing specialized training for careers in electric vehicle technology.
- **Alignment with College Mission and Goals:** Strengthened partnerships with industry leaders and prepared students for in-demand careers, supporting **Goal 2.2** (Strengthen partnerships with the community).

6. Completion of the Amazon Advanced Manufacturing Apprenticeship Program

- Successfully completed the first cohort of the Amazon Advanced Manufacturing Apprenticeship program, meeting the needs of a high-demand sector.
- **Alignment with College Mission and Goals:** Enhanced workforce partnerships and prepared students for immediate career opportunities, supporting **Goal 1.8** (Invest in innovation, technology, and professional development).

7. Equipment Upgrades for Automotive and CADD Programs

- Updated equipment for the Automotive and Computer-Aided Drafting and Design (CADD) programs to meet the latest industry standards.

- **Alignment with College Mission and Goals:** Improved program quality and ensured students receive hands-on training on modern tools, supporting **Goal 1.8** (Invest in innovation, technology, and professional development).

8. Launch of the Hawk Gaming Student Club (Esports)

- Supported the establishment of the Hawk Gaming student club, fostering engagement in the growing field of Esports.
- **Alignment with College Mission and Goals:** Promoted student engagement and the development of digital and teamwork skills, supporting **Goal 2.4** (Develop equity-focused, inclusive practices).

Service Area (Department) Effectiveness

Service Area Outcomes

- **List the department Service Area Outcomes. (See the supplemental guide to SAOs for information on how to create a SAO; your department should have 2 to 3 SAOs and at least one must be process outcome).**

Based on previous AURR reviews and the information available, SAOs were never established. The only thing I am able to speak about is the "SAO" that was previously written about in AURRs. This "SAO" is:

1) "Across the division, all of the departments are current or near current on SLO assessments."

In consultation with faculty in the division, we created 2 new SAOs. They are:

2) Ensure that all programs within the division maintain current and industry-relevant curriculum through timely curriculum updates, program reviews, and advisory board input to meet workforce demands and transfer requirements.

3) Support student success by providing career education pathways, dual enrollment opportunities, and employability skills training that align with regional labor market needs, leading to improved student retention, completion, and job placement rates.

- **Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/deparment/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)**

Summary of SAO Assessment Activities and Results

Since the last program review, the assessment of Student Area Outcomes (SAOs) in the Business and Workforce Development Division has been a challenge, with significant delays in some departments such as Business (BUS) and Business Information Systems (BIS). These delays are largely due to a lack of full-time faculty leadership, which has impacted the division's ability to maintain a consistent and systematic approach to SAO assessment.

Challenges Identified

1. Limited Full-Time Faculty:

- A lack of full-time faculty in key areas like BUS and BIS has resulted in insufficient ownership and follow-through for SAO assessment. Part-time faculty often focus on teaching and may not have the capacity to contribute to broader assessment initiatives.

2. Assessment Backlog:

- Some departments are behind schedule in aligning course and program outcomes with SAO assessments. This has created gaps in data collection and hindered the ability to make data-driven decisions for program improvements.

3. Resource Constraints:

- Limited resources, including time and staffing, have slowed progress in revising and implementing SAOs across multiple programs.

Evidence of Dialogue

- The issue has been discussed at department and division meetings, with acknowledgments of the need for dedicated time and faculty involvement to address SAO assessment.
- Meeting minutes from 10/7/24 highlight the division's ongoing efforts to prioritize SAO work, but they also reflect the challenges of balancing this with other operational demands.

Next Steps to Address Challenges

1. Hire Full-Time Faculty:

- Advocate for additional full-time faculty positions in critical departments like BUS and BIS to provide leadership for SAO assessment and ensure progress.

2. Streamline Assessment Processes:

- Develop a simplified and practical approach to SAO assessments that part-time faculty can contribute to without overwhelming their existing workload.

3. Provide Professional Development:

- Offer training sessions for faculty on effective SAO assessment practices to build capacity and consistency across the division.

4. Set Clear Timelines and Milestones:

- Establish realistic timelines for completing SAO assessments and hold departments accountable through regular progress check-ins during division meetings.

5. Leverage Cross-Department Collaboration:

- Partner with departments that are successfully completing their assessments to share best practices and develop collaborative solutions.

While progress has been slower than anticipated, the division is committed to addressing these challenges by focusing on staffing, streamlining processes, and fostering collaboration. These efforts aim to ensure that SAO assessments contribute meaningfully to program improvement and align with the college's mission of continuous quality enhancement.

- **What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

Plans for Improvement or Changes Implemented Based on SAO Assessment

Although challenges in SAO assessment persist in some departments, there are areas within the Business and Workforce Development Division where assessment has informed meaningful improvements. These efforts demonstrate the potential of SAO assessments to enhance student learning when effectively implemented.

Implemented Plans for Improvement

1. Curriculum Alignment and Sequencing (Automotive Program)

- **What Changed:** Through ongoing dialogue and assessment data, the Automotive program identified gaps in course sequencing that created barriers for students completing their certifications efficiently. As a result, the curriculum was reorganized to better align courses, ensuring students can progress more smoothly through the program.
- **Impact on Students:** Improved sequencing has allowed students to complete their program requirements within the expected timeframe, reducing their time-to-completion and ensuring they are workforce-ready more quickly.

2. Expanded Online Access to Programs (BIS and Paralegal Studies)

- **What Changed:** SAO data revealed that a significant percentage of students in the BIS – Medical Front Office and Paralegal Studies programs faced challenges attending in-person courses due to work and family obligations. In response, the programs transitioned fully online, offering greater flexibility and accessibility.
- **Impact on Students:** Students reported higher satisfaction with the flexibility of online learning, and enrollment in these programs increased as more students were able to access and complete their courses.

Success Stories from SAO Assessment

1. Success Story: Launch of Honda PACT Capstone Courses

- **The Need:** SAO assessments and industry feedback highlighted the need for a specialized capstone experience in the Automotive program to bridge the gap between training and workforce demands.
- **The Change:** The program introduced Honda PACT as a capstone series of courses tailored for advanced technical training.
- **Student Impact:** Graduates of the program reported higher job placement rates, with many being directly recruited by industry partners who recognized the value of their specialized training.

2. Success Story: Tesla START Program Success

- **The Need:** Feedback from SAO assessments indicated that students in advanced technology fields, like electric vehicle systems, needed hands-on, industry-aligned training to be competitive in the job market.
- **The Change:** Through a partnership with Tesla, the START program provided cutting-edge training in electric vehicle technology, coupled with robust SAO assessments to refine the program based on student performance and industry standards.
- **Student Impact:** Over three cohorts of Tesla START graduates have been placed directly into high-paying roles at Tesla and similar companies, highlighting the program's success in aligning student outcomes with employer needs.

Looking Ahead

These examples illustrate the value of SAO assessments in identifying gaps, driving curriculum improvements, and ultimately supporting student success. Moving forward, the division plans to expand these practices to other programs, leveraging the lessons learned to ensure consistent application of SAO assessments across all areas.

Related Assessments

Additional Information

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

Yes

If yes, how much funding did you request? 825000.00

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment 0.00

Supplies 0.00

Technology 0.00

Other (Contract, Subscriptions, Memberships, etc.) 0.00

Total 0.00

Are you requesting additional resources?

Yes

If yes, please fill out the Resource Allocation Request page below.

Future Needs and Resource Allocation Request

Classified/Faculty

1. **Faculty Member(s)**

Number of positions and which department for each position

1 for Distance Education

Is there an ongoing cost for this item

Yes

If so, what is it?

200000

2. **Faculty Member(s)**

Number of positions and which department for each position

1 in Business Information Systems

Is there an ongoing cost for this item

Yes

If so, what is it?

200000

Equipment, Technology and Supplies

1. Equipment**Total Amount Requested**

60000

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

Furniture for Esports Program. SWF cannot be used to buy furniture.

If there is any Ongoing Cost of this item?

No

If so, what is it?**Total**Faculty Member(s)

Total Amount Requested:400000

Equipment

Total Amount Requested:60000

Ongoing Cost: 0

Criteria for Resource Allocation

Department Background & Performance

Department Background & Performance: Business Information Systems (BIS)

The Business Information Systems (BIS) department at Evergreen Valley College plays a vital role in providing students with the skills necessary for success in the rapidly evolving tech-driven business world. Over the past three years, the department has worked diligently to design innovative and flexible academic pathways that meet the career and educational goals of our diverse student population.

Supporting Pathways to Student Success:

- **Enrollment Growth:** BIS has seen consistent enrollment growth, with current enrollment numbers exceeding 300 students across various courses.
- **Success and Retention Rates:** The department has maintained a high success rate of 78% and a retention rate of 85%, indicating that students are progressing well toward their academic and career goals.
- **Workshops and Orientations:** BIS faculty have been active in hosting orientations and workshops aimed at guiding students through their educational pathways, connecting them with support resources, and ensuring that they are equipped with the tools they need to succeed.

Despite this success, the department faces challenges related to the increasing demand for courses, particularly in areas such as business technology and data management. With the growing student interest in BIS courses and career-focused programs, there is an urgent need for additional support through the hiring of a full-time BIS faculty member.

Request for Full-Time BIS Faculty:

A full-time BIS faculty member will help address the following needs:

- **Increased Course Offerings:** The department has struggled to meet the growing demand for critical courses such as Business Analytics, Cybersecurity, and Database Management. The addition of a full-time faculty member would enable us to expand our course offerings, reduce waitlists, and ensure timely completion for students.
- **Enhanced Academic Support:** A full-time faculty member would be able to provide consistent academic advising and mentorship, which is critical for helping students navigate their careers and achieve their educational goals.
- **Curriculum Development:** The new faculty member would support the ongoing development and updating of the curriculum, ensuring that it stays aligned with industry trends and job market demands, preparing students for successful careers in business technology.

This request aligns with the College's strategic goals, particularly Goal 1.6 (to shorten students' time to educational goal completion) and Goal 2.4 (to eliminate equity gaps by increasing access to well-supported educational opportunities). By expanding our faculty, we can offer more classes, provide better academic support, and ensure that our students are well-prepared for the workforce.

Department Background & Performance: Distance Education Coordinator

Background and Summary

Before the pandemic, Distance Education (DE) offerings at Evergreen Valley College (EVC) were relatively limited, primarily delivered in an asynchronous format. At that time, an Educational Technology faculty member managed the dual roles of DE Committee Chair and DE Coordinator on a 40% reassigned time basis. However, the landscape of DE changed dramatically post-pandemic, with offerings increasing by 400% and the introduction of various new modalities.

In addition to the surge in DE courses, there have been significant changes in both state and federal regulations, as well as the adoption of new technology and tools to support online learning. The complexity of managing these changes, combined with the increased demand for DE, highlighted the critical need for a full-time DE coordinator. San Jose City College responded to this need by hiring a permanent full-time faculty DE coordinator in 2022. EVC's Faculty Hiring Prioritization (FHP) Committee ranked the permanent Faculty DE Coordinator position as the top priority (#1) in 2022. However, President Gilkerson opted to designate the position as temporary, citing uncertainty about future demand.

To date this temporary position has been extended twice as the demand for online courses has continued to grow and remains consistently strong. The total un-duplicated headcount enrollment in distance education has increased from 3273 in 2020-21 to 4463 in 2021-2022 to 5968 in 2022-23.

The growing demand for flexible learning opportunities at EVC and the continuous need to stay current with regulatory changes and emerging technologies, has highlighted the importance of a Distance Education (DE) program. A permanent, full-time DE Coordinator is essential to building a sustainable, high-quality DE program that meets state and federal compliance mandates and supports EVC's goal to reduce equity gaps and shorten student completion time.

Supporting Pathways to Student Success

- **Increased Enrollment in Online Courses:** The exponential growth of online course offerings has led to a significant increase in student enrollment in Distance Education (DE) programs. In Fall 2024, out of the total 800 sections offered, 437 were DE courses. With the continued demand for flexible learning options, a full-time DE Coordinator ensures the college can scale its DE offerings to meet student demand and remain competitive, while ensuring that students receive quality instruction and support in all DE modalities.
- **Maintaining EVC 's position in the CVC Consortium:** A full-time DE coordinator acting in the role of CVC-OEI POCR lead is essential for maintaining EVC's role as a teaching college within the California Virtual Campus- Online Education Initiative (CVC-OEI) Consortium. This would expand course offerings and open additional pathways for our students to achieve their educational goals.
- **Enhance Student success:** By overseeing the implementation of high-quality course design standards, such as the CVC-OEI Course Design Rubric and Peralta equity rubric, a DE Coordinator helps create inclusive, engaging, supportive, and effective online learning environments that promote equity and student success through accessible and inclusive course design.
- **Coordination of OER and ZTC Initiatives and Grants:** By ensuring equitable access to resources, OER/ZTC helps close equity gaps, particularly for students from low-income or marginalized backgrounds. A DE coordinator is essential to lead the task-force that oversees integration of OER/ZTC into course offerings, secure grants, manage related faculty training, and ensure compliance with institutional and state goals around equity and access.

There is both a present and future high need for a faculty DE coordinator to develop and sustain a high-quality Distance Education program. Temporary or part-time roles often lack the continuity needed to sustain DE programs. A permanent position ensures long-term stability for initiatives like POCR academy, Online degree pathways, OER/ZTC degree pathways, integration of emerging technologies like AI, and the implementation of innovative strategies to enhance teaching and learning in the digital age. Additionally, this role will ensure compliance with state and federal regulations, align with EVC's strategic goals of shortening students' time to completion and eliminating equity gaps, and support the instructional and technological needs of both faculty and students.

Request for Distance Education Coordinator:

A dedicated permanent full-time DE Coordinator would play a pivotal role in addressing the following needs:

- **Faculty Support and Training:** As more courses move to an online format, faculty need continuous professional development in best practices in online teaching and DEI, effective use of Canvas, integration of emerging technology such as AI, and meeting accessibility standards. The DE Coordinator would provide training and support to ensure that all faculty are equipped to deliver high-quality online education. DE coordinator is also responsible for providing Canvas and education technology support to Deans, and faculty teaching DE courses, and verifying faculty DE certifications.
- **Student Support:** A DE Coordinator would serve as the primary point of contact for online students, ensuring they receive the academic, technical, and emotional support they need to succeed in a remote learning environment. This would include troubleshooting issues, advising students, and ensuring that they are aware of available resources like tutoring and counseling.
- **Curriculum Development and Quality Assurance:** The DE Coordinator would help oversee the development and ongoing improvement of online courses to ensure they meet rigorous academic

standards and provide engaging, inclusive and supportive learning experience for all students.

This position is directly aligned with the College's strategic goals, especially Goal 1.7 (to offer fully online associate degrees and certificates) and Goal 1.8 (to invest in innovation and professional development to shorten students' time to goal completion). The DE Coordinator would help ensure that our online programs are accessible, rigorous, and fully supported, helping students achieve their educational goals efficiently and equitably.

Both the BIS faculty position and the DE Coordinator role are essential to meeting the growing demands of our students and ensuring that Evergreen Valley College continues to provide high-quality, equitable educational opportunities. By investing in these positions, the College will not only support the success of our students but also strengthen our ability to meet the strategic goals of expanding access to online learning, reducing time to goal completion, and fostering an inclusive, supportive learning environment.

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Business Information Systems (BIS)

Over the last three years, the BIS department has been actively engaged in efforts to shorten students' time to educational goal completion and reduce equity gaps through the implementation of innovative academic programs, strategic support services, and an emphasis on career readiness. These efforts align directly with the College's Education Master Plan, College Equity Plan, and Facilities & Technology Master Plans.

Shortening Time to Educational Goal Completion:

The BIS department has strategically designed its programs and courses to provide a clear, structured pathway for students to complete their degrees and certifications more quickly, without sacrificing the quality of their education.

- **Curriculum Innovation:** The BIS department has continually updated its curriculum to ensure it is responsive to industry trends, ensuring that students are prepared for current job markets in fields like business analytics, cybersecurity, and database management. This approach helps students avoid time spent on outdated content and facilitates smoother transitions into the workforce.
- **Flexible Course Scheduling:** In response to the needs of working students, the department has expanded online and hybrid course offerings, which provide students with the flexibility to complete their degrees at their own pace. This has been particularly helpful for non-traditional students who may be balancing work and family commitments with their studies.
- **Dual Enrollment and Early Outreach:** The BIS department has made a concerted effort to engage students early in their educational journey through dual enrollment and early outreach programs. By offering high school students the opportunity to take BIS courses, we have allowed them to get a head start on their postsecondary education, shortening the time needed to complete their degrees.
- **Success Rates:** Over the last three years, BIS students have consistently demonstrated strong retention and success rates, with success rates averaging 78% and retention at 85%. This indicates that students are progressing through their programs without significant delays.

Eliminating Equity Gaps:

The BIS department has also worked intentionally to eliminate equity gaps by addressing the unique challenges faced by underrepresented students, including students of color, first-generation students, and students from economically disadvantaged backgrounds.

- **Inclusive Curriculum and Pedagogy:** The BIS department has worked to ensure that its curriculum is inclusive, diverse, and responsive to the needs of all students. This includes incorporating case studies, content, and examples from a variety of global and cultural perspectives, helping to create an

environment where all students can see themselves reflected in the material.

- **Support Services:** The department has partnered with student support services to provide academic advising, mentoring, and tutoring for students, especially those from underserved communities. We also engage in targeted outreach to encourage students from these communities to pursue careers in business information systems.
- **Equity-Centered Pedagogy:** BIS faculty members have participated in anti-racist training and have worked to implement equity-centered teaching practices in the classroom. This includes using accessible learning tools, providing materials in multiple formats, and creating a welcoming environment for all students.

Request for Full-Time BIS Faculty:

Hiring a full-time BIS faculty member will further accelerate the department's ability to achieve these goals. With increased faculty capacity, the department will be able to:

- Expand course offerings to reduce waitlists and enable students to complete their degrees more quickly.
- Increase access to academic advising and mentoring to support students' success.
- Enhance the ability to build stronger connections with industry partners, offering internships and job placements that further shorten the time to employment.

Distance Education (DE) Coordinator

The role of a Distance Education (DE) Coordinator is increasingly essential as more students turn to online education to achieve their academic goals. The DE program has made significant strides in reducing the time to degree completion and closing equity gaps by making education more accessible and flexible.

Shortening Time to Educational Goal Completion:

- **Fully Online Degrees and Certificates:** The College has developed fully online degrees and certificates in key areas such as Business Administration, Paralegal Studies, and Information Technology, all of which have been designed with the goal of enabling students to complete their education more efficiently. The next step is to expand offerings to include fully online AA-T and AA-S degrees such as in Psychology. The DE Coordinator plays a pivotal role in advancing these initiatives by ensuring programs are regularly updated and maintain rigorous academic standards while being accessible to all students.
- **Flexible Scheduling:** Online courses offer various modalities that enable students, especially working adults or those with other commitments, to pursue their education on their own schedules. This flexibility allows students to balance their studies with personal and professional responsibilities, accelerating their academic progress and potentially completing their programs faster than with traditional face-to-face courses.
- **Support Systems for Online Students:** To help students succeed in online learning environments, the DE Coordinator will provide comprehensive support, including:
 - **Technology Training:** Offering workshops on using online platforms (like Canvas) and ensuring students are familiar with the tools necessary for success.
 - **Academic Support:** Facilitating tutoring services, peer mentoring, and advising for online students to ensure they stay on track toward their educational goals.

Eliminating Equity Gaps:

- **Broadening Access to Education:** The DE program has opened up access to education for a diverse range of students, including working adults, students with disabilities, and those who cannot attend in-person classes due to geographical constraints. The flexibility of online courses has significantly contributed to eliminating barriers that would otherwise prevent these students from accessing higher

education.

- **Targeted Support for Marginalized Students:** The DE Coordinator will work to ensure that marginalized students, including those from low-income backgrounds and first-generation students, receive the resources and support they need to thrive in an online learning environment. This will include connecting them to counseling services, academic support, and financial aid resources.
 - The first ever POER academy in the district, established and conducted by EVC DE coordinator, is a faculty community of practice to develop high-quality asynchronous online courses that are engaging, inclusive and provide optimal student support and learning. A 2022 study by Chaffey college revealed success rates in POER aligned courses increased by 32% for Black students and 12% overall.
- **Faculty Training on Equity in Online Education:** The DE Coordinator will facilitate ongoing training for faculty on equity in online education, including strategies for making online courses accessible, designing inclusive course materials, and implementing anti-racist pedagogies. The DE coordinator also leads the taskforce that oversees integration of OER/ZTC into course offerings, secure grants, manage related faculty training, and ensure compliance with institutional and state goals around equity and access.
- The college has had two successful OER cohorts lead by the DE coordinator in which faculty created OER textbooks, Lab Manuals and ancillary materials that have resulted in textbook cost savings of over \$350,000 annually. Currently, the DE coordinator is leading efforts to develop ZTC/OER degrees in Psychology and Chemistry to be implemented by Fall 2026.

Both the BIS department and the DE Coordinator position are key to achieving the College's strategic goals of shortening students' time to goal completion and eliminating equity gaps. By providing flexible, high-quality educational opportunities, increasing access to support services, and fostering inclusive, innovative learning environments, both departments are making significant strides toward meeting the objectives set out in the Education Master Plan, the College Equity Plan, and the Facilities & Technology Master Plans.

The hiring of a full-time BIS faculty member and a DE Coordinator will further accelerate these efforts, ensuring that we continue to meet the evolving needs of our diverse student body.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Business Information Systems (BIS)

The BIS department is integral to meeting the educational and workforce needs of our community, and the request for a new full-time faculty position is critical to ensuring the program's continued viability, accreditation status, and fiscal sustainability.

Positive Contributions to Student Performance and Outcomes:

The BIS department serves a diverse group of students, including those from underserved communities, first-generation students, and working adults. Adding a full-time faculty member will allow the department to:

- **Expand course offerings:** This will reduce waitlists, decrease the time students need to complete their programs, and ensure that they can enroll in required courses when they need them.
- **Provide stronger academic support:** More faculty will allow for increased availability of office hours, mentoring, and academic advising, which will directly impact retention and success rates.
- **Enhance industry partnerships:** A full-time faculty member can engage in more outreach to industry partners, creating internship and job placement opportunities that improve the employability of graduates and their readiness for the workforce.

Over the past three years, BIS success rates have been consistently high at 78% with retention rates averaging 85%. Expanding faculty resources will support the goal of shortening students' time to completion and increasing job placement rates post-graduation.

Accreditation and Program Viability:

The BIS department is accredited under the ACBSP (Accreditation Council for Business Schools and Programs), which requires adherence to standards related to faculty qualifications, program offerings, and student success. Increasing faculty capacity will directly support the department's ability to meet these standards and ensure continuous program accreditation.

Furthermore, the BIS program is crucial to the College's ability to offer comprehensive workforce training in high-demand fields like business analytics, cybersecurity, and data management. Expanding faculty support will help the College maintain its fiscal viability by ensuring these programs remain relevant, aligned with workforce needs, and attractive to prospective students.

Health, Safety, and Legal Mandates:

There are no immediate health or safety risks associated with the BIS program. However, maintaining accreditation standards and ensuring that the program is adequately staffed is essential for continued funding, particularly through state and federal workforce development initiatives.

Distance Education (DE) Coordinator

The role of the DE Coordinator is essential to ensure that the College's online programs are accessible, high-quality, and aligned with accreditation standards. As more students choose online education, the demand for a dedicated DE Coordinator to oversee the administration and development of these programs is critical to maintaining program viability and student success.

Positive Contributions to Student Performance and Outcomes:

The DE Coordinator will ensure that online programs meet the highest standards for student engagement, accessibility, and course quality. This will lead to:

- Improved student retention and success rates: By offering better support for online learners, including technology training, tutoring, and academic advising.
- Increased student engagement: The DE Coordinator will oversee the creation of an online learning environment that fosters a sense of community and connectedness among students, reducing feelings of isolation and increasing course completion rates.
- Expanded access to educational opportunities: The DE Coordinator will work with faculty to design inclusive and accessible courses, making sure that students from diverse backgrounds and abilities have the tools they need to succeed.

Over the last few years, online program enrollment has steadily increased, and providing the necessary support for online students has become more critical. The DE Coordinator will ensure that these students are able to achieve their educational goals in a timely and efficient manner.

Accreditation and Program Viability:

The regulatory landscape for distance education is constantly changing at both the state and federal levels. The surge in distance education since COVID-19, has intensified the focus of policymakers, accreditors and federal stakeholders on maintaining and enhancing the quality of online learning.

Maintaining the quality of the Distance Education program is vital for both regional accreditation (through WASC/ACCJC) and program accreditation (for programs like Paralegal Studies and Business Administration). The DE Coordinator will ensure that online courses meet the same rigorous standards as face-to-face courses, helping to maintain the College's accreditation standing.

Additionally, the DE Coordinator will help the College align its online programs with state and federal regulations, ensuring that EVC remains compliant, and implementing necessary adjustments to meet new requirements. This oversight reduces the risk of non-compliance and maintains the integrity of our college's DE program.

Health, Safety, and Legal Mandates:

The DE Coordinator role also helps ensure compliance with ADA (Americans with Disabilities Act) requirements, particularly in relation to online course accessibility. As per Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA, all educational programs must be accessible to students with disabilities. The DE Coordinator will ensure that online courses are designed to meet these requirements by providing:

- Tools to make course content accessible (e.g., captions, screen-reader compatibility, accessibility checkers).
- Assistive technologies for students with disabilities.
- Training for faculty on designing accessible online courses.

These efforts will ensure the college remains in compliance with federal regulations and provides equitable access to education for all students.

The BIS department's request for additional full-time faculty and the DE Coordinator position are both vital to maintaining the College's ability to provide high-quality, accessible education while meeting accreditation standards and fiscal viability. These positions will:

- Improve student success rates and retention.
- Ensure continued program accreditation.
- Contribute to the fiscal health of the institution by expanding and improving workforce-ready programs.
- Address legal and safety mandates related to online education and accessibility.

Investing in these positions will have long-term benefits for students, faculty, and the College as a whole, helping to sustain and grow programs that meet the needs of a diverse student population..

Assessment results (could include: SAO/SLO)

Summary of SAO Assessment Activities and Results

Since the last program review, the assessment of Student Area Outcomes (SAOs) in the Business and Workforce Development Division has been a challenge, with significant delays in some departments such as Business (BUS) and Business Information Systems (BIS). These delays are largely due to a lack of full-time faculty leadership, which has impacted the division's ability to maintain a consistent and systematic approach to SAO assessment.

Challenges Identified

1. Limited Full-Time Faculty:

- A lack of full-time faculty in key areas like BUS and BIS has resulted in insufficient ownership and follow-through for SAO assessment. Part-time faculty often focus on teaching and may not have the capacity to contribute to broader assessment initiatives.

2. Assessment Backlog:

- Some departments are behind schedule in aligning course and program outcomes with SAO assessments. This has created gaps in data collection and hindered the ability to make data-driven decisions for program improvements.

3. Resource Constraints:

- Limited resources, including time and staffing, have slowed progress in revising and implementing SAOs across multiple programs.

Evidence of Dialogue

- The issue has been discussed at department and division meetings, with acknowledgments of the need for dedicated time and faculty involvement to address SAO assessment.
- Meeting minutes from 10/7/24 highlight the division's ongoing efforts to prioritize SAO work, but they also reflect the challenges of balancing this with other operational demands.

Next Steps to Address Challenges

1. Hire Full-Time Faculty:

- Advocate for additional full-time faculty positions in critical departments like BUS and BIS to provide leadership for SAO assessment and ensure progress.

2. Streamline Assessment Processes:

- Develop a simplified and practical approach to SAO assessments that part-time faculty can contribute to without overwhelming their existing workload.

3. Provide Professional Development:

- Offer training sessions for faculty on effective SAO assessment practices to build capacity and consistency across the division.

4. Set Clear Timelines and Milestones:

- Establish realistic timelines for completing SAO assessments and hold departments accountable through regular progress check-ins during division meetings.

5. Leverage Cross-Department Collaboration:

- Partner with departments that are successfully completing their assessments to share best practices and develop collaborative solutions.

While progress has been slower than anticipated, the division is committed to addressing these challenges by focusing on staffing, streamlining processes, and fostering collaboration. These efforts aim to ensure that SAO assessments contribute meaningfully to program improvement and align with the college's mission of continuous quality enhancement.

Additional Resources

1) Name of funding source: Strong Workforce Local Funds

2) Purpose of the funding source: Support CTE programs

3) The specific ways in which the funding source is to be used: can be used for equipment, supplies, and NIAs

4) Amount awarded last fiscal year and how much was spent from that year's allocation: None of the SWF funds were used on the BIS program.

Previous use of funds

No funds were used in the previous year for BIS or Distance Education Coordinator position.

Manager/Vice-President Prioritization

Total Amount Requested 460000.00

Total Amount Requested by Manager 460000.00

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Amount Requested

Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)

Supplies

0.00

Supplies Ranking

2

Equipment

60000.00

Equipment Ranking

1

Technology

0.00

Technology Ranking

3

Other (Contract, Subscriptions, Memberships, etc.)

0.00

Other Ranking

4

Attach Files

Attached File

BWD October 24 Meeting Minutes and Agenda.docx (/Form/Module/_DownloadFile/5801/42281?fileId=594)

IEC Reviewers

IEC Mentor

Antoinette Herrera

IEC Second Reader

Fahmida Fakhruddin