

**Curriculum and Assessment Committee**  
**Special Meeting: Minutes-March 31, 2009**

Special meeting Date: March 31, 2009 at 4:00 pm at the Tide Table Conference room

Agenda:

1. Business and Information Technology Program Review

Attendance: Meg Malmberg, Jose Dial, Rosita Capelle, John Pagolu, Seyoum Teshome, Don Hess, Janet Hess, Max Voelzke, Ellie Hess, Florence Peter, Isabel Vazquez, and Ruth Abbott. Bob Soderblom was invited to be present, in a consulting role, by BIT department chair. A quorum was present.

**Agenda Item:**

The meeting was called to order at 4:12 pm by Max Voelzke.

1. Business and Information Technology program review

Opening remarks made by Max Voelzke, chair, to set the work of CAC in regards to the BIT program review. Reminder that all program review drafts must stay in-house until approved.

- ICS 105 Powerpoint is the corrected course designation; a change from ICS 104 course designation used incorrectly in the schedule for AY 2008-2009 fall and spring schedules. Outlines, schedules, and student transcripts must be changed to reflect this correction that became necessary due to ICS 104 is Spreadsheets.
- BIT program sheet template adjustments
  - Remove TOEFL scores and replace with English/Math placement scores and placement levels.
  - Add CMI 101 First Year Seminar
  - Delete CS 103 Word processing in top section since listed in bottom section
  - Delete the list of suggested humanities courses since there are many other choices
  - Program sheet accepted with changes.
- BIT program review
  - Format concerns were expressed as to the elements required in a program review. At present, departments preparing reviews, have the template that was approved by CAC 2 years ago or a template that was presented by faculty who attended a WASC assessment workshop Spring 2008. Further discussion of this issue will ensue at a future time.
  - Cover page: include names of committee members
  - Table of contents: include listing of charts and page numbers
  - Introduction: tone down the language to address the issues of what the program is presently doing. The program review must state: 1. What the program is doing now (an audit of present offerings), 2. The program strengths, 3. The program weaknesses, 4. The program recommendations.
  - Recommendations chart: Include the evidence of results stated in this chart as an appendix with data. Include results of individual faculty work on course Performance Indicators. Items that are not addressed in recommendations must be addressed as to why they were not addressed. Did BIT program priorities change since the last program review?

- Mission: wording change suggested that this is Program and not department mission. Use wordings to reflect what are now the mission and vision. Move ideas for the future to a separate section of the program review.
- Program Learning Outcomes: Must keep the ones that you have already had approved. If you want changes, then that will go into the recommendation section. Link assessment pieces to each PLO at the course level.
- Program description: Task is to describe current program before adding on recommendations for changes. Data needs to be cleaned up to reflect only credit level BIT students. Proposed Associate degrees need to be justified according to CAC requirements. This review lists 4 new associates degrees along with certificate programs. Do you really want to do this for the number of new degrees and certificates? If so then include in the program review the background information for a new program proposal. Keep the focus as to why we have this program: is it for workforce development?
- Current BIT courses: What is the title of the table? Course SLO's must be tied to PLO's. Look for a mapping of the courses presently offered. Review the included chart and make corrections. Be aware that prior course changes affected student advising in terms of course substitutions. Check all the courses offered on this chart against the courses listed on the program sheet.
- Proposed BIT courses: move to recommendations for the necessary courses
- Certificate programs: Should be in response to employee survey, which has not been completed. Each proposed certificate must be based on data. Make a case using data for each proposed certificate.
- BIT program enrollment: look at what really happened in terms of enrollment in the night and weekend classes. Sections were shifted to night and not enough day options for students.
- Staffing chart: define more clearly what each category means in the fields. Provide more detail on each skill. Look at chart listing student/faculty ratio by program and provide explanation.
- Student success: Is this true that we have preferential priority in employment opportunity? Provide evidence of this agreement.
- Graduation years chart: something is wrong with the years indicated for the number of graduates. Perhaps it should be a greater span of years.
- Survey data: Provide more clarity
- Content mapping: how is this relevant to what the program is actually doing at our own institution? NBEA standards may be a starting point for BIT programs to compare themselves to and look for areas for suggested improvements and strengths in comparison to these standards. To what level of proficiency do BIT courses demand?
- Correlation to concepts: Be sure you can validate the courses that we are teaching specifically to these concepts. Map your course outcomes to the program outcomes to the ILO's.
- Page 35: Concepts covered should be called Course SLO's and include assessments and activities that match to the SLO's for each course. Be sure to match assessments to SLO's and use your own assessments.

April 15: final corrected draft due to CAC.

Next meeting: April 2, 2009, 11 a.m. in the conference room. Regularly scheduled meetings are 1<sup>st</sup> Thursdays, and 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays.

Meeting adjourned at 8:15.

Respectfully submitted,

Ellie Hess, Recording Secretary