

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term “program” is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: COMPUTER INFORMATION SCIENCE

Date: SEPTEMBER 22, 2016

Program Type:

Instructional

Student Services

Administrative Unit

(circle the answer)

College or District Mission Statement:

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career- technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Program Mission:

Laney College's mission is to meet the educational needs of its student body by providing a comprehensive and flexible coupling of academic and vocational programs which will enable students to transfer to four year institutions and or to earn vocational degrees and certificates in academic and occupational areas of achievement.

The Laney Computer Information Systems (CIS) department's mission is closely aligned with Laney College's mission. The CIS department strives to maintain learning opportunities in a diverse rapidly changing environment, and maintain a commitment to the needs of those served.



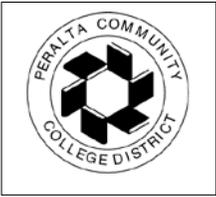
The CIS Department at Laney College is comprised of two Associate of Science Degrees and four Certificates: Computer Information Science (AS Degree), Computer Programming Degree (AS Degree), Computer Programming with C++ (Certificate of Achievement), Computer Programming with Java (Certificate of Achievement), Computer Systems Analysis (Certificate of Achievement), and Database Management with SQL (Certificate of Achievement). One of the primary goals of the CIS Discipline is to meet the needs of the Laney College Community by providing comprehensive and flexible programs for both transfer and nontransferable first and second year college level computer courses.

The Laney CIS Team's overall goals and objectives are to enable students to: Transfer to four year colleges or universities with the intention of majoring in, and earning Bachelor of Science degree or Bachelor of Arts degree in Computer Science (For example: <http://guide.berkeley.edu/undergraduate/degree-programs/computer-science/>) . Achieve training and computer skills for employment in the industry, upgrade knowledge and skills for a current occupation, and continuing education training for job advancement for salary increase. The CIS Team continues to maintain currency in their respective subject areas, updates of curriculum and classroom technology to be adequate to maintain current with the industry. In addition, the department has created four (4) Mobile Apps courses (two courses each for the Android/iOS) and two (2) certificates; Android programming certificate and iOS programming certificate, waiting for approval from the state.

The CIS Department Team continuous collaboration with the Laney's other disciplines (Math, Counseling and English departments to name a few), Advisory Committee, sister colleges, Berkeley, Merritt and Alameda discipline meetings, High Schools, Articulation Office and four-year institutions to ensure curriculum meets the requirements of institutions to which students transfer. Lastly, we are continuing the complete redesign and updating of all professional courses.

Date of Last Comprehensive Program Review: Fall 2015

Date of Comprehensive Program Review Validation: Spring 2016



Strategic Goals & Institutional Objectives 2015-2016

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2015-2016 which will be evaluated prior to the start of the next academic year.

Strategic Focus for 2015-2016: The focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	2015-2016 Institutional Objectives
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p> <p>A.2 Student Success: Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Fully implement an Early Alert process for all students.</p> <p>A.4 Student Equity: Address the achievement gap through fully implementing the student success and equity plans at each campus.</p> <p>A.5 Student Success: Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015.</p> <p>B.2 Partnerships: Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>

<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program (such as Peralta Scholars).</p> <p>C.2 Student Success: Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.</p> <p>D.3. Institutional Effectiveness: Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).</p> <p>D.4. Global Planning: Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.</p>
<p>E: Develop and Manage Resources to Advance Our Mission</p>	<p>E.1 FTES/FTEF Target: Achieve the District target FTES/FTEF within budget.</p> <p>E.2 Budget to Improve Student Success: Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p>E.3 Fiscal Oversight: Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.</p> <p>E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>

Laney College Goals:

GOAL#1 STUDENT SUCCESS

Develop new and strengthen existing interventions and strategies to increase students' access and success.

GOAL#2 ACCREDITATION

Take the necessary actions to reaffirm Laney College's accreditation.

GOAL#3 ASSESSMENT

Ensure completion of the Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs.

GOAL#4 RESOURCES

Increase, develop and manage the College's resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided.

			925.930.7137 Office
Goal 4. Student Success and Student Equity: The CIS department is exemplary in how we Honor and celebrate our student's successes.	<ol style="list-style-type: none"> 1. PCCD Strategic Goals: (C.2). 2. College Goals: (1). 	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) ✓	Increase Workshops for PCCD to collaborate on how all can do functions of their job differently, to be a part of all student success; and change what is not working to provide a better environment for our students. Recommendation: Olivia S. Herriford, DM, MBA Herriford Consulting www.herrifordconsulting.com Gmail: oherriford@gmail.com 925.930.7137 Office
Goal 5. Professional Development: Institutional and Professional Engagement, Partnerships, Workshops and Conferences.	<ol style="list-style-type: none"> 1. PCCD Strategic Goals: (B.1 and B.2). 2. College Goals: (4). 	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) ✓	Have a better process for faculty to fill out the required paperwork before Workshops and Conferences would increase participation. Designed one or two people to meet as a group to fill out the paperwork (F170) for the Workshop or Conference. Option two, meet by appointment to fill it out.
Goal 6. Other Program Improvement Objectives or Administrative Unit Outcomes: The CIS department's second year for our summer programs, and has obtained funding from external sources including ICT/DM Deputy Sector Navigator Interior Bay Region's Sandy Jones. In addition the department has expand Distance Education (DE) options to appropriate courses for students who are unable to attend College because of their work schedule.	<ol style="list-style-type: none"> 1. PCCD Strategic Goals: (A.1 and B.2) 2. College Goals: (4). 	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) ✓	The CIS department plans to explore alternative to increase the schedule offering to increase evening courses, hybrid courses, and bring back weekend programs to be more accessible to the students..

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). Comments about changes:

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	525	520	-1%	579	537	-7.3%
Female	203	189	-6.9%	243	220	-9.5%
Male	308	323	4.9%	323	308	-4.6%
Age <20	73	74	1.4%	88	104	18.2%
Age 20-24	200	212	6%	210	200	-4.8%
Age 25-39	178	171	-3.9%	197	171	-13.2%
Age >=40	74	63	-14.9%	84	62	-26.2%
African American	126	140	11.1%	133	143	7.5%
American Indian/Alaskan	1	4	300%	4	4	0%
Asian	180	185	2.8%	193	214	10.9%
Hispanic	77	95	23.4%	113	92	-18.6%
Pacific Islander	2	1	-50%	2	2	0%
White	79	52	-34.2%	80	45	-43.8%
Two or more Races	31	24	-22.6%	20	14	-30%
Unknown	29	19	-34.5%	34	23	-32.4%

The Student Demographics Data Report, enrollment changes among the age, gender, ethnicity, special populations have been the collaboration of the CIS Team for some time. The CIS Team has research options, new technologies, attended workshops, conferences, to swiftly implement new courses and technologies. Some of the CIS Team has modified their presentation in a more appealing representation of the course content to inspire students. The CIS department has implemented new technologies, courses and programs to motivate, give exposure to new technologies and opportunities to our students. The CIS Team our very adamant in efforts to be a part of the improvement and solution to increase the enrollment for all students with more collaboration, extended open lab hours and days, and with more student workers who have taken our courses and or know the skills needed to help all CIS students to be more successful.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	-	-	-	-	-	-
Sections	15	15	0%	16	16	0%
Course Enrollment	550	546	-0.7%	606	551	-9.1%
Productivity	20.73	21.15	2%	21.31	20.12	-5.6%

The Enrollment Data Report, changes among the sections, course enrollment, productivity, # of student contacts has shown, even with the mandatory deletion of sections, the demand for more sections and courses has increased. The CIS department's productivity is high, ranged from 20.73 to 21.31. College productivity rate 15.3, the CIS department is well ahead of the college overall. The CIS department has approved: Computer Information Science (AS degree), CIS/Computer Programming (AS degree), Computer Programming with C++ (Certificate of Achievement), Computer Programming with Java (Certificate of Achievement), Computer System Analysis (Certificate of Achievement), and Database Management with SQL (Certificate of Achievement). The CIS department urgently needs to increase sections and courses for the CIS student's to successfully graduate in two years.

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	-	-	-	-	-	-
Course Completion Rate*	0.83	0.79	-0.04	0.79	0.82	0.03
Course Success Rate**	0.63	0.6	-0.03	0.63	0.67	0.04

* A,B,C,D,F,W, P,NP, CR, NCR

** A,B,C,P, CR

The Student Success, changes regarding retention and completion rates are high, and the demand is as well, even with the limitations of extending sections, hiring more full-time and part-time faculty to insure successful pathways for all students. The CIS Team our very concerned, what will happen if we are not able to increase sections or offer the needed courses to graduate students' in two years? Will this impact push our students to other Colleges? However with these challenges and Technology changes that drives the discipline to revise courses, our CIS department will have to work carefully and prudently with the course availability in ways to offer classes. Possibilities in concurrent classes and fee-based classes will have to be considered and

supported while working under our college budget constraints. Even with the mention challenges the CIS Team continues collaboration, modifications as needed to empower the students, to give them skills to be utilized personally and professionally.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	-	-	-	-	-	-
100% DE	0	0	0	0	0	0
Hybrid	0.55	0.43	-0.1	0.45	0.5	0.05
100% Face-to-Face	0.64	0.61	-0.02	0.64	0.69	0.05

Distance Education/Hybrid course for Computer Information Systems (CIS) 1					
TERM	Course -	Census-	FTES TOTL-	FTEF TOTL	PROD
Spring 2015	INTRO to CIS	166	33.2	1.44	23.06
Summer 2015	INTRO to CIS	70	14.36	0.73	19.69
Fall 2015	INTRO to CIS	162	32.4	1.44	22.5

The Student Success in Distance Education/Hybrid classes versus face-to-face classes, the CIS department offers Introduction to Computer Information Systems (CIS) 1. This is the only course in the department that offers both, Distance Learning (DE) and face-to-face. According to the Oracle Business Intelligence software tool, the data shows 51% or more online courses that has proven effective, for those students who are self-motivated and academically prepared to complete the requirements for the courses they take. The Introduction to Computer Systems (CIS) 1 has the same consistency plus more as the corresponding face-to-face classes because of the numerous tools available in the online course.

The CIS department is exploring having more DE offerings, and have started in the face-to-face Computer Literacy (CIS) 205 course the opportunity to expose students to the online environment to promote more successful experiences for them. This modification of the course has allow for a better preparation for many students and has helped in them making better choices; such as which courses they should take online verses the face-to-face course. Currently, many members of the CIS Team are using Moodle and Canvas in their face-to-face course for students to have access to the course Syllabi, handouts, lecture note etc. which has been very helpful the students to have 24-7 access to course materials

E. Other program specific data or unplanned events that reflect significant change in the program.

The CIS department deactivated courses, programs, degrees and certificates that had not been taught for more than three years and some were not approved by the state. The CIS department started from no programs, degrees and certificates to seven significant changes to the department. The CIS department now has for fall 2016:

Computer Systems Analysis	(Certificate of Achievement)
Database Management with SQL	(Certificate of Achievement)
Computer Programming with C++	(Certificate of Achievement)
Computer Programming with Java	(Certificate of Achievement)
Computer Information Science	(Associate in Science)
CIS/Computer Programming	(Associate in Science) and the
UpGrade Computer Science Program	(began summer 2015)

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

The CIS department’s UpGrade Computer Science Program used the cohort model, because of the high outcomes. Shared Learning Experience: The students are active participant’s in discussions, learning activities, encouraged to support each other, and give contributions to the group. Small Participatory Groups: The developing bond with others in the group helps them in intense depth conversation of the course content. Career Development: The field trips, guest speakers and career counseling has resulted in students' career development. Lastly, students benefit in cohort programs has begun the activities to address the disproportionately impacted students to be a part of the solution in a pathway of decreasing the existing gaps. The CIS department will continue the collaboration and research to be a part of decreasing the gaps in the department.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

The CIS department has some of the faculty on the committees who participates in activities to improve in the planning process of the department and development of new course offerings.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

The CIS department has different ways of delivering course content such as: Learn by doing, learn by teaching, a methodology in which the student becomes the instructor to deliver a lesson to the class. The result of collaboration, research and feedback from the students has helped in the improvement of understanding what fundamental concepts are needed in improving the pedagogical quality as much as possible to enrich the integrity of the course content for a more successful learning experience.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

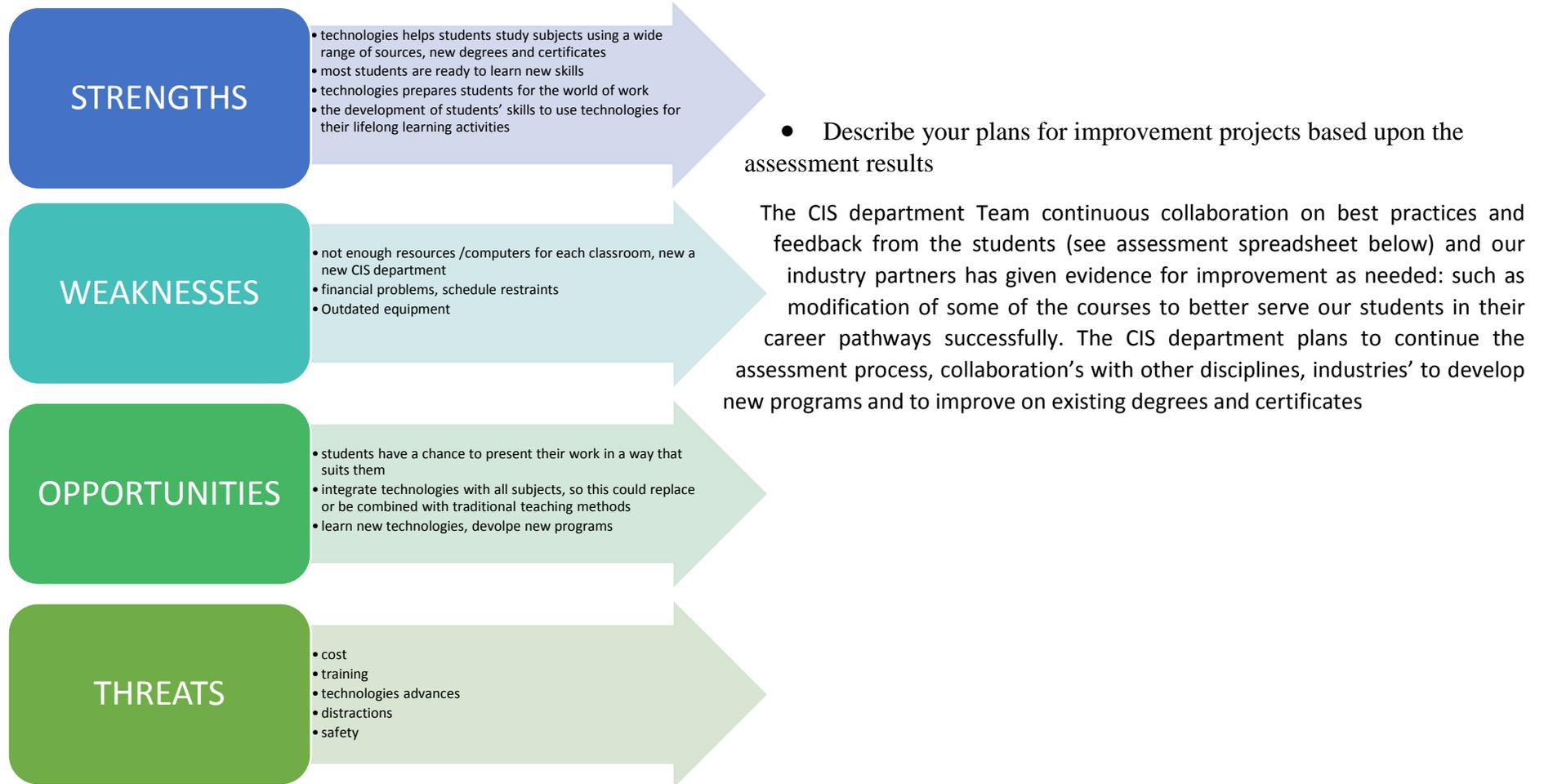
The department now has new degrees and certificates to teach and change on the base of assessment, collaboration and feedback from the students to continued delivering best practices for the success of student's pathways.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

The CIS department plans to continue the assessment process and to work on the needed information to track outcomes to support best practices to improve student's successes.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue

The CIS department works in partnership with the advisory committee, and high schools; and measures the progress with the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of the department. The Strengths and Weaknesses provides the internal factors that the department can change for improvement. The Opportunities and Threats are the external impacts that the department cannot control, but continued to improve with schedule restraints, and small rooms. This tool is effective if used regularly for being aware of demands, and when to update to prepare students to be successful in their career pathway.



Cluster (if only one area, list department)	Department	Course #	Year	Term	Program (degrees and certificates for which this course counts)	PLO (program outcome to which this SLO maps)	ILO #	SLO	Assessment Methods	Success Criteria	Assessment Results (describe performance data; what % students met standards, how many sections/instructors participated, if sampling was used describe, describe target performance as "met," "not met" or "exceeded")	Reflection on Assessment Results (What were the strong points and weak points students demonstrated on the assignment? What areas need more attention? What do your results show about student learning?)	Use of results/Action Plan (include timeline for implementation, key/responsible personnel, priority high/medium/low, status report/reflection on results of action plan)	Professor
CIS	CIS	1	2018	Spring	1. Laney New Program-AS-T Degree "Active" Associate Of Science Degree In Business Administration For Transfer 2. Laney New Program-Certificate of Achievement "Active" Retail Management; Laney Program Deletion-AS-T Degree "Draft" Associate Of Science Degree In Business Administration For Transfer 3. Laney New Program-AS-T Degree In Business Administration For Transfer	PLO 2: Introduce tools, concepts, and vocabulary while helping to integrate new functionality for the efficient use of software tools for educational, business, and personal use.	2	SLO 2 Outcome: Demonstrate proficiency in the use of word processing, spreadsheet, database, and presentation	Assessment: Evaluate lab assignments, projects, quizzes and exams for understanding the usage of word processing, spreadsheet, database, and presentation graphics applications.	Students that succeed will complete 80% of Lab Assignments. Projects and tests will be completed with a score of 70% or more.	*70% of students in completed. 50% of Lab assignments. *81% of students completed course with a score of 70% or higher. *Sampled two classes Spring 2018 with total of 90 students.	Reassess SLO with colleagues for industry updates on a yearly basis.	Results met standard.	Barbara Collins
CIS	CIS	6	2018	Spring	The state has not yet approved either of the two degrees that this class would count for. However it does count for programming certificates in Java, C++, and SQL. 1. Laney New Program-A.S. Degree "Active" Business Administration 2. Laney New Program-A.S. Degree "Active" Computer Information Science 3. Laney Program Modification-A.S. Degree "Draft" Business Administration 4. Laney New Program-A.S. Degree "In Review" CIS/Computer Programming	PLO 3: Create and program algorithmic solutions to solve problems.	2	SLO 1 Outcome: Design and create projects with the Raspberry Pi (miniature computer the size of a credit card) to explore in the process of learning to solve problems.	Assessment: Evaluate lab assignments, quizzes and exams for understanding of computer hardware, architecture, and simple programming concepts.	Students who succeed will earn 70% or more of the total points possible by installing and configuring an operating system. Successful Students will, using the python programming language, write three simple	80% of students earned a 90% or more, and 20% of students earned 80% or more, of total points assigned based on grading rubric.	The grading rubric is adequate. What has changed in the assignment deadline structure.	Results met the standard. Restructure criteria within grading rubric based on student work and reassess in 2 semesters.	Jose Luis Flores
CIS	CIS	8	2018	Spring	1. Laney New Program-Certificate of Achievement "Active" Computer Programming With C++ 2. Laney New Program-Certificate of Achievement "Active" Computer Programming With Java 3. Laney New Program-A.S. Degree "In Review" CIS/Computer Programming 4. Laney New Program-AS-T Degree "In Review" Information Systems 5. Laney New Program-Certificate of Achievement "In Review" Computer Systems Analysis 6. Laney New Program-Certificate of Achievement "In Review" Database Management With SQL 7. Laney New Program-Certificate of Proficiency "In Review" Android Programming 8. Laney New Program-Certificate of Proficiency "In Review" IOS	PLO 2: Programming Skills: Demonstrate an understanding and competence in the ability to analyze a problem, using algorithms to create computer systems and appropriate problem solving using a programming language.	3	SLO 3 Outcome: Implement Programs: Proficiently and effectively write and debug programming code using a programming language in a development environment and tools	Evaluate students' project and lab work for solutions to business problems and management project tasks required for development of a computer system. Details/description of the assessment measure/method: Design and program a solution to a computing problem (See	Describes the standards for successful performance on this SLO: The program should solve the problem specified in the student proposal submitted and approved prior to completing the project. What percentage of students should successfully meet this standards for this SLO? 70% of students should achieve	Summary of Assessment Measure Results: 38 students were assessed, 30 of the students met the target score of 25 points Results: Target performance: Exceeded What percentage of students successfully met the standards for this SLO? 83% Was the assessment information sampled in any way? If so, please describe. No. Substantiating Evidence: Assessment CIS 8 Spring 2018 (Excel Workbook (Open XML)) Spreadsheet showing calculations	The assignment is highly effective and directly relates to career education goals. Two weak points: 1. Documentation should be better. A lecture should be devoted to documentation. 2. Not all presented: 3 of 30 (10%) chose not to present their projects to the class. Since this is a valuable experience, we should consider more incentives: higher points for that component, making it mandatory, not optional, including more coverage in the lecture, a dedicated lab period for preparation.	This course is expected to be taught again by Patrick McDermott in Spring 2017. Two tasks to complete: 1. Prepare lecture on documentation; 2. Devise plan for presentation encouragement. Patrick McDermott will have a medium priority task to re-evaluate this SLO and reflect on improvements at semester end.	Patrick McDermott

Cluster (if only one area, list department)	Department	Course #	Year	Term	Program (degrees and certificates for which this course counts)	PLO (program outcome to which this SLO maps)	ILO #	SLO	Assessment Methods	Success Criteria	Assessment Results (describe performance data: what % students met standards, how many sections/instructors participated, if sampling was used describe, describe target performance as "met," "not met," or "exceeded")	Reflection on Assessment Results (What were the strong points and weak points students demonstrated on the assignment? What areas need more attention? What do your results show about student learning?)	Use of results/Action Plan (include timeline for implementation, key/responsible personnel, priority high/medium/low, status report/reflection on results of action plan)	Professor
CIS	CIS	26	2016	Spring	1. Laney New Program-A.S. Degree *Active* Computer Information Science 2. Laney New Program-Certificate of Achievement *Active* Computer Programming With C++ 3. Laney New Program-Certificate of Achievement *Active* Computer Programming With Java 4. Laney New Program-A.S. Degree *In Review* CIS/Computer Programming 5. Laney New Program-Certificate of Achievement *In Review* Database Management With SQL 6. Laney New Program-Certificate of Proficiency *In Review* Android Programming	Briefly mentioned in class about the programs. Students are asked to check the programs for details.	2	SLO 1 Outcome: Solve Problems with Computers: Interpret and analyze a business problem and design, code, compile, test and debug a program solution in C++ using proper program structure.	Assessment: Evaluate lab assignments and project for proper program syntax balancing efficiency and maintainability using object-oriented programming concepts.	Students who succeed will earn 65% or more of the total points possible for the written homework/tests	To be updated after class grade submitted on June 6th.	Grading rubric should be updated to go along with the details and explanation presented in class discussion.	Results met the standard. Restructure criteria within grading rubric based on student work and reassess per semester results. Note: Faculty will evaluate and adjust the instructional and informative concepts and explanation presented during spring 2016 for effective use, going forward.	Tuan Nguyen
CIS	CIS	27	2016	Spring	1. Laney New Program-Certificate of Achievement *Active* Computer Programming With C++ 2. Laney New Program-Certificate of Achievement *Active* Computer Programming With Java 3. Laney New Program-A.S. Degree *In Review* CIS/Computer Programming; Laney New Program-Certificate of Achievement *In Review* Database Management With SQL	PLO 1: Computer Software Development: Demonstrate the ability to apply data requirements, algorithmic principles, and software development practice in the classroom.	2	SLO 1 Outcome: Data Structures ; Design and program data structures such as Linked Lists, Queues and	Assessment: Evaluate quiz and exam results for correct understanding of data structures such as Linked Lists, Queues, and Deques.	Students who succeed will earn 70% or more total points possible for final exam.	90% of students earned 70% or more on the Final. 80% of students earned 80% or more on final exam results.	Students performed well during programming tasks during final exam. Students struggled with short answer section of the final exam. More lecture/lab time should be dedicated to helping students improve written descriptions of algorithms in their own words.	Results met the standard. Dedicate larger amounts of class time to explanation and written descriptions form students.	Johnnie Williams
CIS	CIS	36A	2016	Spring	1. Laney New Program-A.S. Degree *Active* Computer Information Science 2. Laney New Program-Certificate of Achievement *Active* Computer Programming With C++ 3. Laney New Program-Certificate of Achievement *Active* Computer Programming With Java 4. Laney New Program-A.S. Degree *In Review* CIS/Computer Programming 5. Laney New Program-Certificate of Achievement *In Review*	PLO 2: Programming Skills: Demonstrate an understanding and competence in the ability to analyze a problem, using algorithms to create computer systems and appropriate problem solving	2	SLO 2 Outcome: Program Structure: Use data types to define variables and arrays, analyze and construct algorithms and translate to appropriate control structures of	Assessment: Evaluate quiz and exam results for correct understanding of algorithms and control structures: sequence, selection and iteration; and design methods to structure programs into smaller, simply defined components.	Students who succeed will earn 70% or more total points possible for final exam.	86% of students earned 70% or more on the Final. 72% of students earned 80% or more on final exam results.	Students performed well during programming tasks during final exam. Students struggled with short answer section of the final exam. More lecture/lab time should be dedicated to helping students improve written descriptions of object oriented programming concepts.	Results met the standard. Dedicate larger amounts of class time to explanation and written descriptions form students.	Johnnie Williams
CIS	CIS	205	2016	Spring			6	SLO 3 Outcome: Access appropriate applications to complete tasks or projects.	Assessment: Evaluate lab assignments, projects, quizzes and exams for understanding the usage of word processing, spreadsheet, database, and presentation graphics applications.	Students who succeed will earn 70% or more total points possible for final exam.	Summary of Assessment Measure Results: 35 students were assessed, 30 of the students met the target score of 66 points. Results: Target performance: Met. What percentage of students successfully met the standards for this SLO? 76% (22 students out of 29) Substantiating Evidence: Final exam for the CIS 205 Spring 2016 (PDF document).	The final exam results showed that the students need more hands-on assignments to practice on choosing appropriate applications for completing task and or projects.	Although the results met standard, plan to give more hands-on assignments to increase the expected outcome to 80%.	Kim Bridges

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

Suggestions and questions from the advisory committee: Speed up the curriculum process in order to respond more quickly to business needs. They were concerned that approval of courses and programs take too long. Provide Test Exam Preparation for Computer Information Systems, and Review Network Analysis Program at Laney (a backend computer function).

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

The CIS department UpGrade Computer Science Program in the summer obtained funding from external source including ICT/DM Deputy Sector Navigator Interior Bay Region's Sandy Jones.

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

The CIS department and the Counseling department in the summer of 2015 begin the UpGrade Computer Science Program (Johnnie Williams, Doug Cobb and Kim Bridges). The UpGrade Computer Science Program had an awesome successfully 2016 summer program. The UpGrade Team developed and managed resource to advance the college educational priorities to improve on the success of the students. The purpose of the program: To prepare high school students and recent graduates for careers in Information Communication Technology (ICT), structured introduction to college and higher education success techniques. The Upgrade Computer Science Program has created opportunities to join the rapidly expanding ICT workforce and give a clear view of higher education pathways and skills in ICT. The summer program targeted: underrepresented groups in ICT such as women and minorities (African American, Latino, Asian Pacific Islanders, etc.) and open to all interested students entering their sophomore year in high school to seniors graduating in the class of 2016. Students that take the advance level of the Upgrade Technology Education will have immediately marketable

skills in the fields of ICT, inside work experience gained through internships, and transferable units for either community college or 4-year College. There will be 2 sections of Upgrade offered: UpGrade and UpGrade Advanced. Upgrade Technology Education seeks to provide resources and support for students from the local community that are lower income and have minimal parental / environmental assistance. By providing, breakfast, lunch, mentors, vocational training in ICT, internship placement, structure, and college success training, participants in the program will have an option to immediately join the ICT workforce or pursue community college or 4-years college level ICT education.

Enrollment process: All students will be concurrently enrolled in Laney College and their high school. Through the concurrent enrollment process students will receive Peralta Community College credits, transferable CSU/UC credits, and high school credit. If students have graduated from high school they will only receive transferable CSU/UC college credits. The UpGrade Computer Science Program will serve as a Bridge program for students that are high school graduates and interested in attending Community College.

The overall structure:

- The program is offered for 6 weeks in the summer mirroring the academic calendar of the Peralta Community College District.
- Each morning the program start at 7:30am with a continental breakfast provided. Students are enrolled in the Introduction to Computer Science (CIS) 5 from 8 am – 12:50pm, Monday – Thursday. The program provides lunch daily.
- Students are also enrolled in the College Success (COUN) 201 course from 1:30pm – 2:30pm, Monday – Thursday. From 1:30pm – 6:00pm eligible students attend their internships / inside work experience opportunities.
- Each week at least 1 guest speaker presents to the students during lunch. (We actively seek guest speakers that represent the students present in the program.)
- There are Industry trips on Friday's to different ICT companies or agencies.

Summer 2016: All students take the same courses, (No prerequisites required). ICT Course: Introduction to Computer Science (CIS) 5, and College Success Course (COUN) 201 – Orientation to College: for Student Success and Support Program.

Location: Laney's campus (CIS Department Lab G273) , due to its central location and proximity to public___ transportation. Laney has large computer labs and forum meeting space. Internships will hopefully be located in the East bay or San Francisco. As the program grows, it can be implemented at other Peralta Community colleges.

Supplies/Textbook: Each student needs a **Raspberry Pie 2, Ultimate Micro-Computer starter kit** and CIS 5 Textbook – **Computer Science Illuminated, 6th Edition.**

Summer 2016 outcomes:

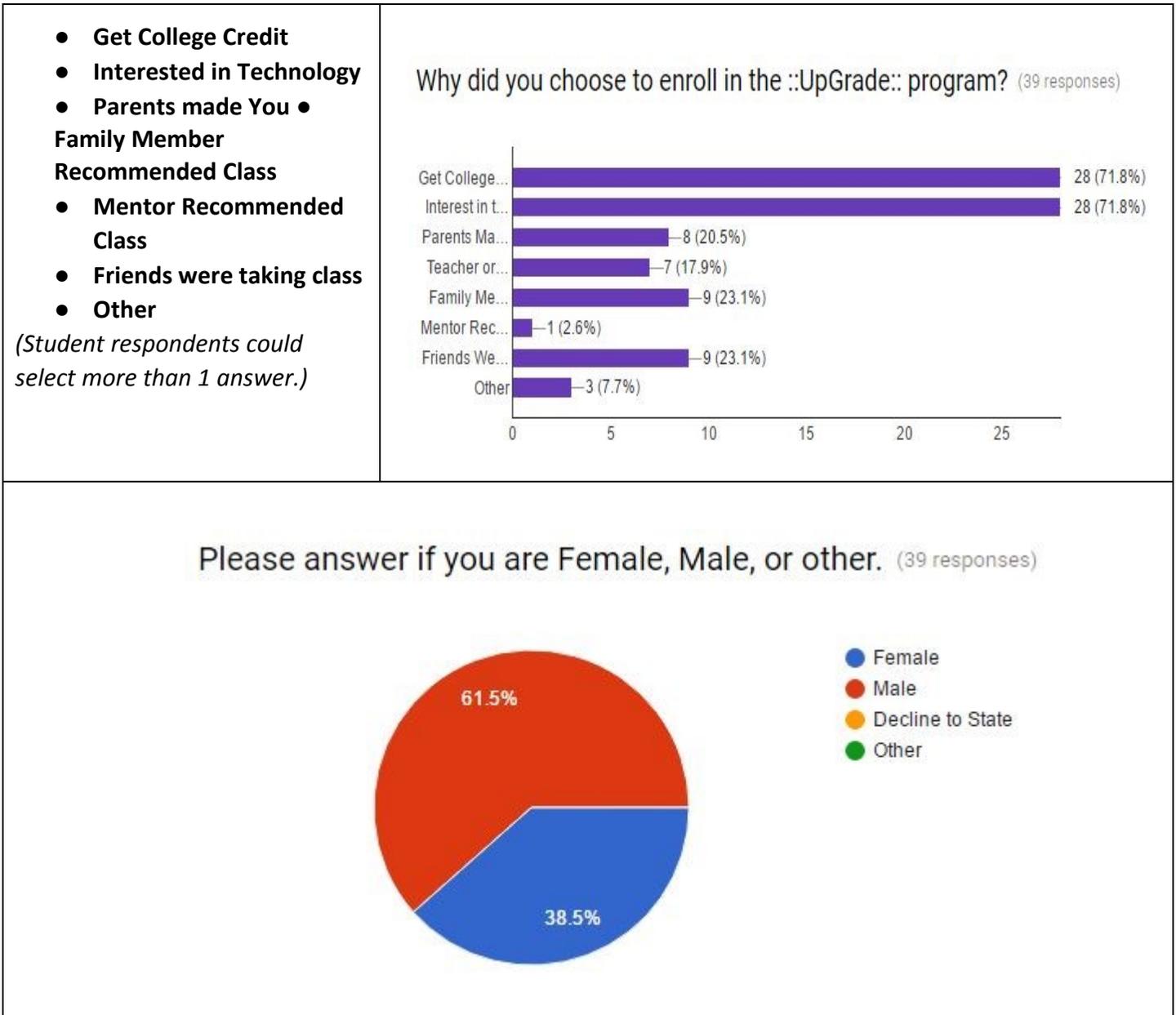
- 41 Students registered in UpGrade 2016 / Laney College courses. All students enrolled in Introduction to Computer Science (CIS) 5 as well as Counseling 201 for the summer.
- Students represented 24 local high schools.(Alameda High School, American Indian Model School, Arise High School, Arroyo High School, Berkeley High School, Castro Valley High School, Emery High School, Fremont High, Gateway to College at Laney, Life Academy, Mount Eden High School, Nea Community Learning Center, Oakland Charter High School, Oakland International, Oakland Military Institute, Oakland Technical High School, Oakland Military Institute, Piedmont High School, San Domenico High School, San Leandro High School, Skyline High School, Stellar Preparatory high School, and Tilden Preparatory High School.)
- Program retained 40 out of 41 students or 97% of the students.
- Program had over 10 different guest speakers from different technology companies to give presentations and talks to the students in the program.
- Program went on 3 industry trips, Lawrence Berkeley Lab July 8th, Autodesk July 15th, and Oakland Museum July 29.
- Students were provided with free breakfast and lunch for 6 weeks.

Summer 2015 outcomes:

- 38 Students registered in Laney College courses. All students enrolled in Computer Information Systems 5 (CIS 5) as well as Counseling 201 for the summer.
- Students represented 10 local high schools.(Skyline, Oakland Tech, Oakland High, San Leandro, Alameda High School, Metwest High School, Lighthouse, Berkeley High, Bentley Prep, and Newark High School)
- The Program retained 33 out of 38 students or 87% of the students.
- Program had over 14 different guest speakers from different technology companies to give presentations and talks to the students in the program.
- Program went on 3 industry trips, Lawrence Berkeley Lab June 26th Square July 10th , and Google July 17th.
- Students were provided with free breakfast and lunch for 6 weeks.
- Eligible high school graduates were placed in paid summer internships.

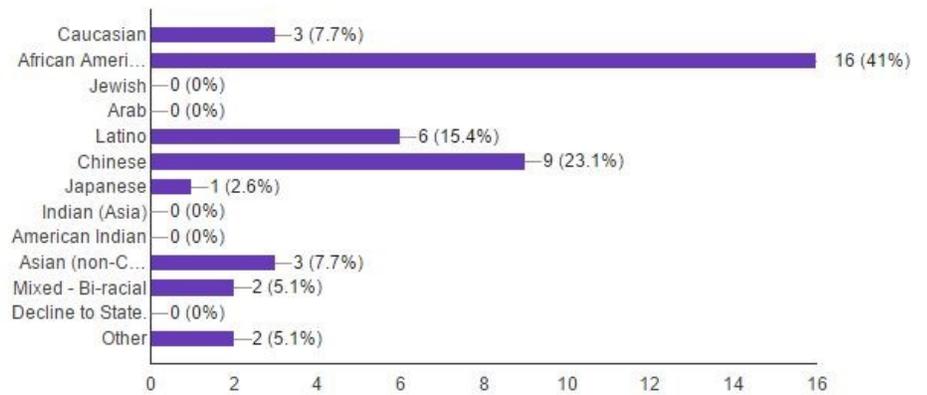
Program Data

(High Level overview of data collected from Anonymous Student Surveys administered during Summer Program 2016)



- Caucasian
- African American
- Jewish
- Arab
- Latino
- Chinese
- Japanese

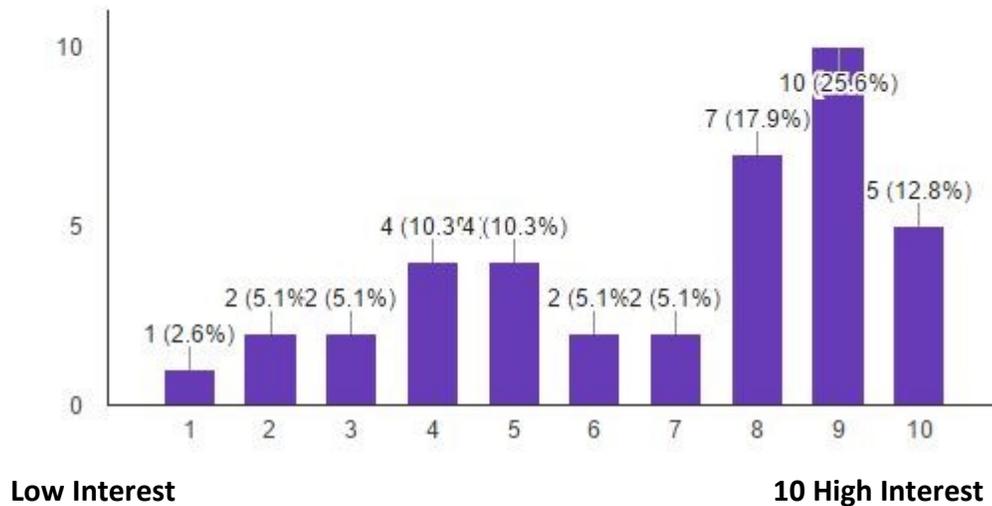
Please select your ethnic identity. (39 responses)



- Indian (Asia)
- American Indian
- Asian (excluding Chinese and Japanese)
- Mixed - Bi-Racial
- Decline to State
- Other

What interest do you have in majoring in engineering or computer related major in college?

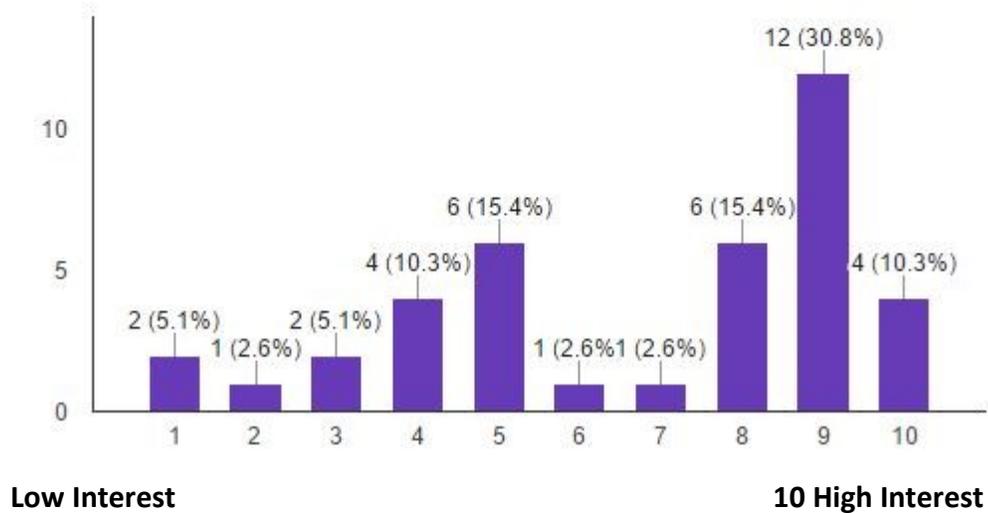
(39 responses)



1

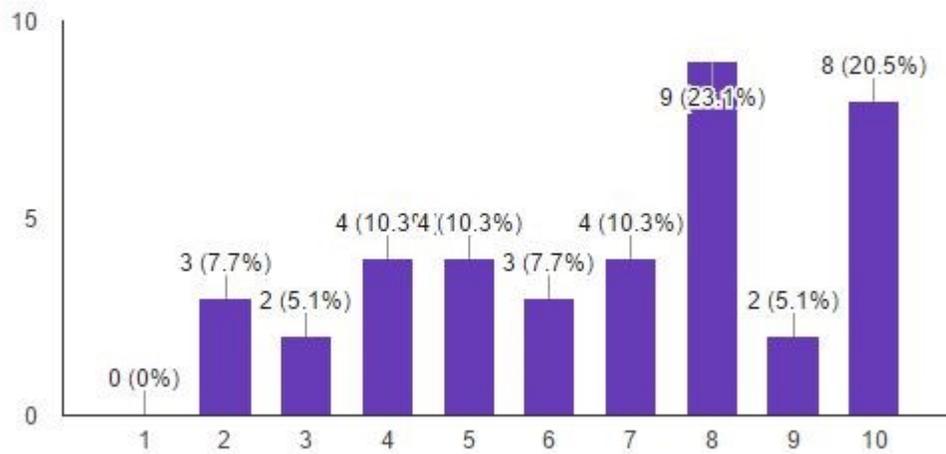
How interested are you in pursuing engineering or computer related career after college?

(39 responses)



1

How important is living in the Bay Area to you? (39 responses)



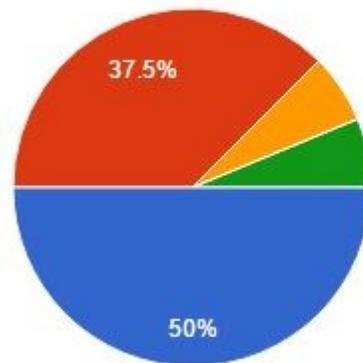
Low Interest

10 High Interest

1

We are half-way through the UpGrade Summer 2016 program. How has your experience been?

(32 responses)



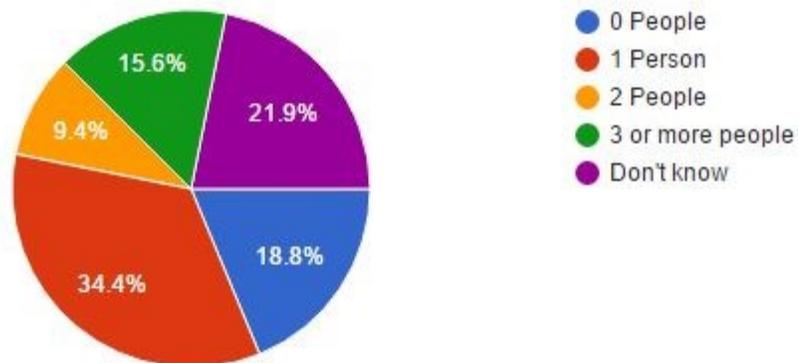
- I am really enjoying the summer program.
- The program is ok.
- The work was tough at the beginning and now I am getting used to it.
- I am not enjoying the program.

Do you want to go to college? (32 responses)



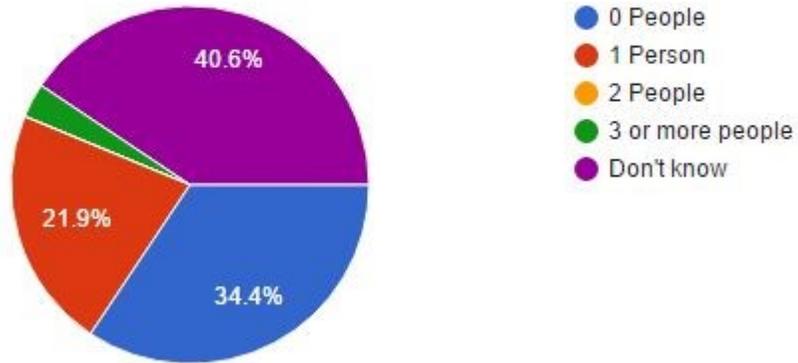
Is anyone in your immediate family in 4-year college or graduated from 4 year college?

(32 responses)



Is anyone in your immediate family in 2-year (JC) college or graduated from (JC) 2 year college?

(32 responses)



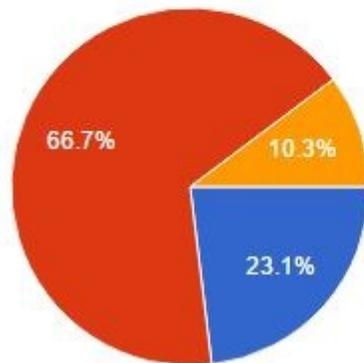
At the end of the ::UpGrade:: Summer 2016 program. How was your experience?

(39 responses)



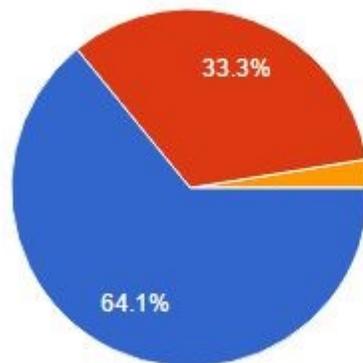
At the end of the ::UpGrade:: Summer 2016 program. Would you do ::UpGrade:: Advanced program next summer focused on more advanced topics using he Raspberry Pi and computer programming?

(39 responses)



- Yes, I really want to participate again next Summer.
- I need time to think about it.
- I am not interested and will look for another program next summer.

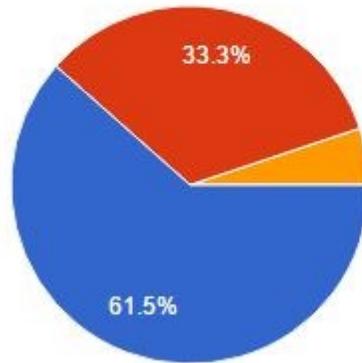
Did you make a new friend from a different high school? (39 responses)



- Yes, I made a new friend from a different high school and we will continue our friendship after the summer ends.
- I met some cool people, but I will not continue the friendship after the summer program ends.
- No, I have not made new friends.

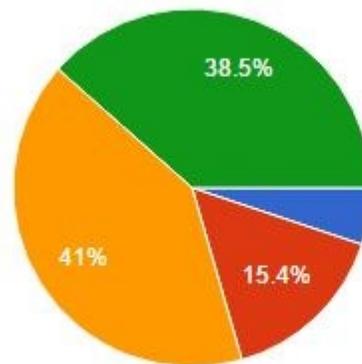
Did you make a new friend that is a different gender, race, or ethnicity?

(39 responses)



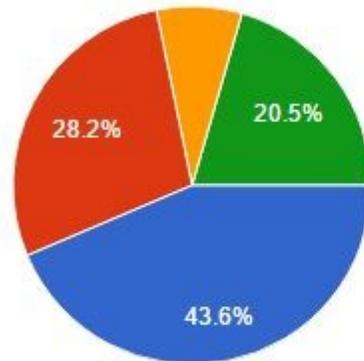
- Yes, I made a new friend and will continue our friendship after the summer ends.
- I met some cool people, but I will not continue the friendship after the summer program ends.
- No, I have not made new friends.

What was your favorite part of CIS 5 class? (39 responses)



- Learning about computer concepts related to Hardware on the Windows computers?
- Learning about computer concepts related to Software on the Windows computers?
- Building your own website?
- Working on and learning about the Raspberry Pi.

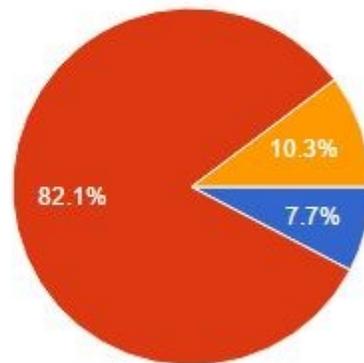
Are you Interested in majoring in Computer Science? (39 responses)



- Yes I am interested in majoring in Computer Science.
- More interested after the program but unsure.
- Less interested after the program but unsure.
- No, I am not interested in majoring in Computer Science.

Will you consider attending Laney College once you graduate high school?

(39 responses)



- Yes, I learned a lot about the college and will consider Laney.
- Not sure, I am planning to go to 4-year college, but I am willing to take more courses at Laney.
- I will not take another course or attend Laney College.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
The CIS department urgent needs one full-time instructor, four part-time instructors, and two Instructional Assistance.	All requests were not given from the CIS department.	The most important goal of the CIS department are to offer the courses year around to increase the graduation rate for the students to obtain their AS/AA degrees, and Certificates of Achievement/Proficiency from the CIS department within two years.		The following listed action plans would contribute to student success: *Open lab schedule: M-F (8AM-8PM, and Sat (10AM-2PM) and student workers. *Two additional multipurpose labs, for Mobile Apps and Raspberry Pi	Goals: 1, 2, 3 and 4.	Goals: D.1.

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
ASUS Laptop for the Oculus Rift.	No, the CIS department has the Oculus Rift and needs the ASUS Laptop to create projects for the student's success.	Develop new program.		Virtual reality (VA) will be a major contributor to new technologies and innovations. Students stay on the leading edge of this field, explore the tools and resources to inspire student creativity and innovation so they can be successful in their classroom projects enabling them to be successful entrepreneurs in virtual reality.	Goal: 1, 3 and 4	Goal: A.1, B.2, and E.4.

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
The CIS department is growing, and needs a new building. Also in the need of two to four multipurpose rooms for new degrees and certificates	Yes	New programs and courses described throughout this report.		Urgently needs a new building for the success of the students to continue learning, and be expose to new technologies.	Goal: 1, and 4.	Goal: A.1 and B.2.

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Training for instructors: CISCO Academy (Netlab+), Mobile Apps (iOS/Android) and Oculus Rift.	Yes			Students continued to be exposed to new technologies and innovations on the leading edge of the field, to be successful in their classroom and career pathway.	Goal: 1, 2, 3 and 4.	Goal: A.1, B.2, C.2, and D.1.

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016



Forms A-B-C-D-Tech

FORM A: Request for New Full-Time Faculty Position

Laney College
Name of Position [Replacement for:]
[1.0 FTEF]

Data source: BI Tool
Data for Fall: 2016

Criterion 1. Percent of Full-Time Faculty in Department	
Number of Full-Time Equivalent Faculty (FTEF)	
Contract Faculty	3
Hourly Faculty	3
Percent of Full-Time Faculty / Total FTEF	48%
Head Count Faculty	
Head Count Contract Faculty	3
Head Count Hourly Faculty	3

1. Narrative:
s full-time faculty. One was a retiree and the other was a resignation. Currently the relationship between full-time a

Criterion 2. Semester-End Department Enrollment Pattern for Last Three Years									
	Enrolled [2012-2013]	Retained	%	Enrolled [2013-2014]	Retained	%	Enrolled [2014 -2015]	Retained	%
Fall	630	592	60%	613	587	68%	578	583	58%
Spring									
Total	630	592		613	587		578	583	

Retained = Number of students who received a grade.
Contract ed. is not included.

2. Narrative:

Criterion 3. Percent of Full-Time Faculty in Comparable Department at Other PCCD Colleges

Faculty Data Comparative (PCCD, Fall 2012)				
	COA	BCC	Laney	Merritt
Contract				
Hourly + Extra				
% Contract/Hourly				

3. Narrative:

Criterion 4: Position is Replacement

Replacement for:

(Check one)

<input type="checkbox"/>	Retired
<input type="checkbox"/>	Resignation
<input type="checkbox"/>	Death
<input type="checkbox"/>	Intradistrict Transfer
<input type="checkbox"/>	Other (explain):

Criterion 5: Position Needed to Start a New Program or Enhance Existing One

5. Narrative:
Department of Labor statistics point out the outstanding growth rate for computer science related employment. As shown in the EDD labor report which is attached to our APU 2014-2015 report there is a projected growth rate 45% in Oakland - Fremont - Hayward Metropolitan areas. Therefore there is a need to increase both the number of full time instructors and course offerings.

Criterion 6: SLO/PLO/ILO Assessment Results

Data Source: At-a-Glance Report (TaskStream)
[Insert or Attach At-a-Glance Report]
How do your assessment results show that you need this position?

6. Narrative (Answer the question above):
The assessments do not directly address coursework we do not offer for lack of instructors.

Criterion 7: Additional Justification

Narrative:
The CIS department has approved two degrees and four certificates. Faculty will be required to begin offering the proper coursework in a timely manner.

FORM B-1: INSTRUCTIONAL EQUIPMENT AND LIBRARY MATERIALS

DEPT NAME: Computer Information Systems (CIS) DEPT CONTACT: Kim Bridges
 EMAIL: kbridges@peralta.edu Phone: 510 464-3454

TYPE OF REQUEST: X EQUIPMENT IT (COMPUTER / SOFTWARE) REPAIRS

PRIORITY: X 1 HIGHEST 2 HIGH 3 IMPORTANT 4 LOW

ITEM NAME	ITEM DESCRIPTION	QTY
Laptop	ASUS ROG GX700VO-VS74K - 17.3" - Core i7 6820HK - 64 GB RAM - 512 GB SSD	1

COSTS: PURCHASES & REPAIRS		COSTS: ITEMIZED ACCESSORIES & INSTALLATION			
Unit Cost:	5173.03	Description	Unit Price	Qty	Unit Total
Quantity:	1	Warranties & Services (4 years)	519.99	1	519.99
Unit Cost Total:	\$ 5,173.03				
Accessories & Installation Cost Total (from right):	519.99				\$ -
Subtotal:	\$ 5,693.02				\$ -
Tax (9.75%):	\$ 555.07				\$ -
Shipping:	60.70				\$ -
Total:	\$ 6,308.79	Accessory & Installation Cost Total =			519.99
	\$ -				

JUSTIFICATION: ADDRESS AT LEAST ONE OF THE FOLLOWING CRITERIA

(1) Health & Safety / ADA / Legal Mandate; (2) Urgency of Need; (3)
 Student Impact / Students Served; or (4) Program Viability

Urgently needed for students to continued to be exposed to new technology. Back in the day, textbooks were the only teaching tools available to transport students to solar system or foreign lands. Computers and tablets opened more opportunities for educators, and even video games such as MinecraftEdu have been implemented into schools. Now virtual reality is allowing students to experience planets and historical places like never before.

Students in the San Francisco Unified School District and Polk County Public Schools in Florida are the first to use virtual reality lesson plans. Using branded Google Cardboards, teachers can send classes on over 25 virtual field trip lessons that will offer first-person tours of the ancient pyramids of Egypt, the caves on Easter Island, the marine biomes of the Great Barrier Reef, Mars, patriotic landmarks across the U.S., and the tallest buildings in the world in Dubai.

Teachers can create their own VR lessons by searching for thousands of interactive panoramic images Guido Kovalskys states, "The possibilities are endless".

360-Degree immersive VR, especially in a classroom setting, will revolutionize education methodology. Students can affordably be transported to a novel 360-degree medium, whether it's touring the Smithsonian or learning about the hard sciences like astronomy or anatomy.

FORM B-2: INSTRUCTIONAL EQUIPMENT AND LIBRARY MATERIALS

DEPT NAME: Computer Information Systems (CIS)	DEPT CONTACT: Kim Bridges
EMAIL: kbridges@peralta.edu	Phone: 510 464-3454

TYPE OF REQUEST: X **EQUIPMENT** **IT (COMPUTER / SOFTWARE)** **REPAIRS**

PRIORITY: X **1 HIGHEST** **2 HIGH** **3 IMPORTANT** **4 LOW**

ITEM NAME	ITEM DESCRIPTION	QTY
Projector	Epson PowerLite 1761W Projector	3

COSTS: PURCHASES & REPAIRS		COSTS: ITEMIZED ACCESSORIES & INSTALLATION			
Unit Cost:	699.99	Description	Unit Price	Qty	Unit Total
Quantity:	3	Warranties & Services (3 years)	51.86	3	155.58
Unit Cost Total:	\$ 2,099.97				\$ -
Accessories & Installation Cost Total (from right):	155.58				\$ -
Subtotal:	\$ 2,255.55				\$ -
Tax (9.75%):	\$ 219.92				\$ -
Shipping:	60.70				\$ -
Total:	\$ 2,536.17				
	\$ -	Accessory & Installation Cost Total =			155.58

JUSTIFICATION: ADDRESS AT LEAST ONE OF THE FOLLOWING CRITERIA

(1) Health & Safety / ADA / Legal Mandate; (2) Urgency of Need; (3)
Student Impact / Students Served; or (4) Program Viability

Urgently needed for Students to complete class required projects and Program Viability.

FORM B-3: INSTRUCTIONAL EQUIPMENT AND LIBRARY MATERIALS

DEPT NAME: Computer Information Systems (CIS)		DEPT CONTACT: Kim Bridges	
EMAIL: kbridges@peralta.edu		Phone: 510 464-3454	
TYPE OF REQUEST: X <input type="checkbox"/> EQUIPMENT <input type="checkbox"/> IT (COMPUTER / SOFTWARE) <input type="checkbox"/> REPAIRS			
PRIORITY: X <input type="checkbox"/> 1 HIGHEST <input type="checkbox"/> 2 HIGH <input type="checkbox"/> 3 IMPORTANT <input type="checkbox"/> 4 LOW			
ITEM NAME	ITEM DESCRIPTION		QTY
3-D Printer	MakerBot Replicator 2X with Cover		1
COSTS: PURCHASES & REPAIRS		COSTS: ITEMIZED ACCESSORIES & INSTALLATION	
Unit Cost:	2499	Description	Unit Price Qty Unit Total
Quantity:	1	Warranties & Services (1 years)	600 1 600
Unit Cost Total:	\$ 2,499.00	ABS Filament 10 Bundle	460 1 460
Accessories & Installation Cost Total (from right):	1060		\$ -
Subtotal:	\$ 3,559.00		\$ -
Tax (9.75%):	\$ 347.00		\$ -
Shipping:	87.66		
Total:	\$ 3,993.66		
	\$ -	Accessory & Installation Cost Total =	1060
JUSTIFICATION: ADDRESS AT LEAST ONE OF THE FOLLOWING CRITERIA			
(1) Health & Safety / ADA / Legal Mandate; (2) Urgency of Need; Student Impact / Students Served; or (4) Program Viability			(3)
Urgently needed for Students to complete class required projects and Program Viability.			

FORM B-4: INSTRUCTIONAL EQUIPMENT AND LIBRARY MATERIALS

DEPT NAME: Computer Information Systems (CIS)	DEPT CONTACT: Kim Bridges
EMAIL: kbridges@peralta.edu	Phone: 510 464-3454

TYPE OF REQUEST: X **EQUIPMENT** **IT (COMPUTER / SOFTWARE)** **REPAIRS**

PRIORITY: X **1 HIGHEST** **2 HIGH** **3 IMPORTANT** **4 LOW**

ITEM NAME	ITEM DESCRIPTION	QTY
3-D Printer Enclosure	Tap Plastic Acrylic enclosure for 3D Printer	1

COSTS: PURCHASES & REPAIRS		COSTS: ITEMIZED ACCESSORIES & INSTALLATION			
Unit Cost:	450	Description	Unit Price	Qty	Unit Total
Quantity:	1	Warranties & Services (1 years)	0	0	0
Unit Cost Total:	\$ 450.00		0	0	0
Accessories & Installation Cost Total (from right):	0				\$ -
Subtotal:	\$ 450.00				\$ -
Tax (9.75%):	\$ 43.88				\$ -
Shipping:	60.00				
Total:	\$ 553.88				
	\$ -	Accessory & Installation Cost Total =			0

JUSTIFICATION: ADDRESS AT LEAST ONE OF THE FOLLOWING CRITERIA

(1) Health & Safety / ADA / Legal Mandate; (2) Urgency of Need; (3) Student Impact / Students Served; or (4) Program Viability

Urgently needed for Students to complete class required projects and Program Viability.

FORM B-5: INSTRUCTIONAL EQUIPMENT AND LIBRARY MATERIALS

DEPT NAME: Computer Information Systems (CIS)	DEPT CONTACT: Kim Bridges
EMAIL: kbridges@peralta.edu	Phone: 510 464-3454

TYPE OF REQUEST: X **EQUIPMENT** **IT (COMPUTER / SOFTWARE)** **REPAIRS**

PRIORITY: **1 HIGHEST** **2 HIGH** **3 IMPORTANT** **4 LOW**

ITEM NAME	ITEM DESCRIPTION	QTY
Printer	LaserJet Pro MFP M426fdn	1

COSTS: PURCHASES & REPAIRS		COSTS: ITEMIZED ACCESSORIES & INSTALLATION			
Unit Cost:	\$226.66	Description	Unit Price	Qty	Unit Total
Quantity:	1	Warranties & Services (1 years)	\$125.13	1	125.13
Unit Cost Total:	\$ 226.66		0	0	0
Accessories & Installation Cost Total (from right):	125.13				\$ -
Subtotal:	\$ 351.79				\$ -
Tax (9.75%):	\$ 34.30				\$ -
Shipping:	15.93				
Total:	\$ 402.02				
	\$ -	Accessory & Installation Cost Total =			125.13

JUSTIFICATION: ADDRESS AT LEAST ONE OF THE FOLLOWING CRITERIA

(1) Health & Safety / ADA / Legal Mandate; (2) Urgency of Need; (3)
 Student Impact / Students Served; or (4) Program Viability

Students impact to support class required projects and Program Viability.

FORM C-1: FACILITIES PLANNING TEMPLATE

REQUEST FORM -- Submit one form per project/ repair request

Department/ Program: Computer Information Systems (CIS)	<input checked="" type="checkbox"/> New Request
Date: September 30, 2016	<input type="checkbox"/> Reoccurring Request
Location: Laney College G273	

Description of Request: Two to five multipurpose labs are needed to support programs being developed (Mobile Apps certificates) and the recently approved degress and certificates.

CA	Computer Systems Analysis	Fall 2016
CA	Database Management with SQL	Fall 2016
CA	Computer Programming with C++	Fall 2016
CA	Computer Programming with Java	Fall 2016
AS	Computer Information Science	Fall 2016
AS	CIS/Computer Programming	Fall 2016

Type of Request -- (Check All the Box(s) That Apply):

<input checked="" type="checkbox"/>	Furniture, Fixture, or Equipment		<input type="checkbox"/>	Maintenance
<input checked="" type="checkbox"/>	Equipment Repair		<input type="checkbox"/>	Deferred
<input checked="" type="checkbox"/>	Installation		<input type="checkbox"/>	Preventative
<input checked="" type="checkbox"/>	Routine Facilities Care / Cleaning		<input type="checkbox"/>	Ongoing
<input checked="" type="checkbox"/>	Space Allocation/ Reallocation			
<input checked="" type="checkbox"/>	New Construction	Build a new structure/ building that currently does not exist.		
<input type="checkbox"/>	Reconstruction --	REFURBISH (Minor work using existing equip/ furnishings and apply new finishes, fixtures and/or repair to meet objective)		
<input type="checkbox"/>	Reconstruction --	REMODEL (Minor to medium work using existing spaces with no restructuring or relocating of doors/walls)		
<input type="checkbox"/>	Reconstruction --	RENOVATE (medium to major work using existing spaces possibly requiring demolition or relocation of door/walls or upgrade power supplies.		

Justification of Request- Address Any of the Following Criteria that Apply: (1) Viability of Program/ Service/ (2) Immediate Health or Safety Risk/ (3) Legal Mandate (Health Code, ADA) / (4) Indicated in Institutional Planning (Prog. Rev, Ed Mast Plan, Facility Master Plan)/ (5) Inst. Effectiveness (Impact on students: access, success, # impacted)/ (6) Collaboration with other Programs/ Depts.

New Construction: A new structure with five multipurpose labs are needed to provide an adequate number of computers and workstations for current class enrollment and to support programs being developed.

Institutional Justification:

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Immediate Health or Safety Risk
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Legal Mandate (Health Code / ADA Disability, etc.)
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Has this item been identified in the assessment process? If Yes, Please describe how:

Department / Program Priority RANKING (different requests may have the same ranking)

4-Critical 3-Important 2-Moderate 1-Minor

FORM C-2: FACILITIES PLANNING TEMPLATE

REQUEST FORM – Submit one form per project/ repair request

Department/ Program: Computer Information Systems (CIS)	<input checked="" type="checkbox"/> New Request
Date: September 30, 2016	<input type="checkbox"/> Reoccurring Request
Location: Laney College G273	

Description of Request: A total of 31 CAT 6 network cable drops are needed in the CIS G723 Computer Lab complex to eliminate tripping hazards and to provide an adequate number of computers and workstations for current class enrollment.

Type of Request – (Check All the Box(s) That Apply):

Furniture, Fixture, or Equipment		Maintenance	
<input checked="" type="checkbox"/>	Equipment Repair	<input type="checkbox"/>	Deferred
<input checked="" type="checkbox"/>	Installation	<input type="checkbox"/>	Preventative
<input type="checkbox"/>	Routine Facilities Care / Cleaning	<input type="checkbox"/>	Ongoing
<input type="checkbox"/>	Space Allocation/ Reallocation		
<input type="checkbox"/>	New Construction -	Build a new structure/ building that currently does not exist.	
<input checked="" type="checkbox"/>	Reconstruction -	REFURBISH (Minor work using existing equip/ furnishings and apply new finishes, fixtures and/or repair to meet objective)	
<input checked="" type="checkbox"/>	Reconstruction -	REMODEL (Minor to medium work using existing spaces with no restructuring or relocating of doors/walls)	
<input type="checkbox"/>	Reconstruction -	RENOVATE (medium to major work using existing spaces possibly requiring demolition or relocation of door/walls or upgrade power supplies.	

Justification of Request- Address Any of the Following Criteria that Apply: (1) Viability of Program/ Service/ (2) Immediate Health or Safety Risk/ (3) Legal Mandate (Health Code, ADA) / (4) Indicated in Institutional Planning (Prog. Rev, Ed Mast Plan, Facility Master Plan)/ (5) Inst. Effectiveness (Impact on students: access, success, # impacted)/ (6) Collaboration with other Programs/ Depts.

A total of 31 CAT 6 network cable drops are needed in the CIS G723 Computer Lab complex to eliminate tripping hazards and to provide an adequate number of computers and workstations for current class enrollment and to support programs being developed. Six additional CAT 6 network drops are needed in G 274; Nine in G 272; 4 in G273A; 4 in g273B; Four at G273 Front desk and test station; and Four in G271.

Institutional Justification:

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Immediate Health or Safety Risk
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Legal Mandate (Health Code / ADA Disability, etc.)
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Has this item been identified in the assessment process? If Yes, Please describe how:

REFURBISH: Seven additional CAT 6 network drops are needed in G 274; Six in G 272 and Five in G271.

Department / Program Priority RANKING (different requests may have the same ranking)

4-Critical 3-Important 2-Moderate 1-Minor

FORM C-3: FACILITIES PLANNING TEMPLATE

REQUEST FORM – Submit one form per project/ repair request

Department/ Program: Computer Information Systems	<input checked="" type="checkbox"/>	New Request
Date: September 30, 2016	<input type="checkbox"/>	Reoccurring Request
Location: Laney College G273	<input type="checkbox"/>	

Description of Request: Renovation of the current G271 and G271A existing spaces is needed to provide three areas to support the Mobile Applications classes, Network Administration Classes, and Computer and Network Hardware Classes. Renovate G373 storage are to replace the accordian door with a floor to ceiling wall wall and double doors to make a secue area to store the high value laptops required for the mobile application classes.

Type of Request -- (Check All the Box(s) That Apply):

<input type="checkbox"/>	Furniture, Fixture, or Equipn		Maintenance
	Equipment Repair		Deferred
<input checked="" type="checkbox"/>	Installation	<input type="checkbox"/>	Preventative
<input checked="" type="checkbox"/>	Routine Facilities Care / Clea	<input type="checkbox"/>	Ongoing
<input checked="" type="checkbox"/>	Space Allocation/ Reallocation	<input type="checkbox"/>	
<input type="checkbox"/>			
<input type="checkbox"/>	New Construction	Build a new structure/ building that currently does not exist.	
<input type="checkbox"/>	Reconstruction – REFURBISH	Minor work using existing equip/ furnishings and apply	
<input type="checkbox"/>	Reconstruction – REMODEL	Minor to medium work using existing spaces with no	
<input checked="" type="checkbox"/>	Reconstruction – RENOVATE	medium to major work using existing spaces possibly	

Justification of Request- Address Any of the Following Criteria that Apply: (1) Viability of Program/ Service/ (2) Immediate Health or Safety Risk/ (3) Legal Mandate (Health Code, ADA) / (4) Indicated in Institutional Planning (Prog. Rev, Ed Mast Plan, Facility Master Plan)/ (5) Inst. Effectiveness (Impact on students: access, success, # impacted)/ (6) Collaboration with other Programs/ Depts.

A total of 31 CAT 6 network cable drops are needed in the CIS G723 Computer Lab complex to provide an adequate number of computers and workstations for current class enrollment and to support programs being developed. Six additional CAT 6 network drops are needed in G 274; Nine in G 272; 4 in G273A; 4 in g273B; Four at G273 Front desk and test station; and Four in G271. Renovate G373 storage are to replace the accordian door with a floor to ceiling wall wall and double doors to make a secue area to store

Institutional Justification:

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Immediate Health or Safety Risk
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Legal Mandate (Health Code / ADA Disability, etc.)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Has this item been identified in the assessment process? If

Department / Program Priority RANKING (different requests may have the same ranking)

<input checked="" type="checkbox"/> 4-Critical	<input checked="" type="checkbox"/> Important	2-	<input checked="" type="checkbox"/> 1-Minor
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Form D: Request for New Classified Staff or Student Worker Position

Title of Position Requested:

Department: Requestor:

Type of Position: Classified Student Worker

Please provide the information for the following five criteria listed below:

- 1 Position affects student success and impacts faculty and classified staff in the department/unit:**
 - Ensure that what is most important to the college is addressed i.e., the college's mission, Education Master Plan Agenda
 - Addresses capacity and human resource allocation for the unit(FTE required)
 - Addresses potential growth, student demand, support of student access and equity
 - Increased demand for program/unit services
 - Direct impact on student/academic success
 - Promotes high-quality educational experience

Justification Narrative:

The current staffing provides for only one Classified Instructional Assistant for 40 hours a week to cover 8 hours Monday thru Friday. The Department has evening classess and plans to increase hours of operations: weekend open lab and classess to provide flexibility to support student success and schedules. The department needs two Instructional Assistants to have the labs open more often and to participate in checking out the Rasberry Pi, iMac laptops, and Hardware equipment, etc. , to a part of the students being successful in their course.

- 2 Position meets legal/compliance related requirement(s).**

Justification Narrative:

Provide for Classified staff in the lab while students ae working.

- 3 Position addresses security/safety/health requirements. It directly impacts the maintenance and/or improvement of current systems that support the security, safety or health of students, faculty and staff within offices, departments or the college as a whole.**

Justification Narrative:

Provide for staff to support security, safety and health concerns of students, and faculty within the lab area of the department.

- 4 Position impacts multiple departments/units within the college and/or supports multiple strategic directions of the college.**

Justification Narrative:

- 5 Position supports innovation and collaboration. The position enhances institutional and/or community partnerships, supports implementation of effective communication and uses (or enhances) innovative practices or procedures.**

Justification Narrative:

Laney College Technology Equipment				
Request Form				
Name of Requestor:	Kim Bridges			Date: Friday, September 30, 2016
Current Hardware				
What is your current computer hardware?				
110	PC Desktop		PC Laptop	iMac
x	Software	Office 2013, Adobe Suite 2014, Visual Studio, and Trend Micro 11.0		
	Other Equipment:			
Has an IT person/department looked at your old computer recently?				
x	Yes	No	I do not currently have a computer	
Why are you seeking new computer hardware? (Check all that apply)				
	My computer no longer works at all.		My computer runs very slow.	
x	My computer is outdated and cannot be upgraded		I need portability.	
x	I need something more powerful for research, instruction, etc.			
	Other:			
New Hardware Requirements				
What type of computer are you requesting?				
110	PC Desktop	PC Laptop	10	iMac
	Other Equipment:	Mac Laptop		
Box below for MAC instructional justification only				
<p>We are the Computer Information Systems Department and it is a requirement that we are able to teach all operating systems. For this reason we request four iMacs that can run both Windows and the OS Mac operating systems. These three for instructional carts and three in room G273B for the instructors use. In addition student needs to be exposed to both operating systems to improve students skills.</p>				
Division Dean	Date	VP of Instruction	Date	
(Submit forms to VP of Instruction Office. All forms should be submitted to the appropriate signature authority)				

