

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Instructional Program Review Handbook

Fall 2015
Version 4.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Comprehensive Instructional Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Comprehensive Program Review process include:

- The Comprehensive Instructional Program Review Team
 - Core data elements
 - Completion of a Comprehensive Instructional Program Review Narrative Report every three years
 - Validation of the Comprehensive Instructional Program Review Report
 - Completion of three reporting templates (found in the appendix). They are:
 - The *Comprehensive Instructional Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.
-
- Annual Program Updates (APUs), which review progress in meeting goals identified in the Comprehensive Instructional Program Review, are completed in the alternate years within the Comprehensive Program Review three year- cycle.
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Thus, the recommendations and priorities from the Comprehensive Instructional Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Comprehensive Instructional Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
- Division Dean
- Two additional faculty members.
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

The Comprehensive Instructional Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the Comprehensive Instructional Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the Comprehensive Instructional Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
 - Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
 - FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
 - College productivity rate for the last three years.
 - Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
 - Total degrees and certificates awarded by the college, per year, for the last three years.
 - Retention rates by course and discipline, department or program for the last three years.
 - Overall college retention rate.
 - Course completion (student success) rates, by course and discipline, department or program for the last three years.
 - College course completion rates for the last three years
 - Faculty Demographics: Full-time/part-time, age, gender, ethnicity
-

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
 - A list of degrees and certificates
-

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
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C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$\text{FTES} = \text{WSCH} \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$\text{FTES} = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = $35/2 = 17.5$.

Retention: The percent of students earning any grade but “W” in a course or series of courses. To compute retention for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade “C” or better.

The Comprehensive Instructional Program Review Report

1. College: Laney College

Discipline, Department or Program: Computer Information Systems (CIS)

Date: October 30, 2015

Members of the Comprehensive Instructional Program Review Team:

José Luis Flores

Patrick McDermott

Kim Bridges

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

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 or to earn vocational degrees and certificates in academic and occupational areas of achievement.

The Computer Information Systems (CIS) department's mission is closely aligned with Laney College's mission. The two new department co-chairs Kim Bridges and José Luis Flores along with part-time instructor Patrick Mc Dermott have succeeded in bringing the CIS department up to date. Further, this group has endeavored to actually gain concurrency with both the rapidly changing technology and the requirements of our industry and the academic arena.

The unique needs to maintain discipline and industry wide concurrency requires that our department implement changes at a pace far surpassing what is customary within the district and is untypical of most academic programs.

Unlike the previous department co-chairs which did not complete any of the tasks due for updating past Program Reviews the current team is keeping the department up to date. Laney College CIS department's new co-chairpersons have implemented far-reaching changes to the curriculum and programs offered. We've have deactivated all of our out of date courses and programs and have created four (4) new degree programs: The first, a Computer Information Science degree; Second the CIS Programming Degree both of which have passed all Peralta and Bay Area approval committees and are currently awaiting State approval. The third degree, Information Systems is currently in the process toward approval. A fourth Degree now beginning is a Cisco Academy / Networking degree in the early stages of course approval leading to degree approval.

Continuing with the department's efforts at modernization and relevance an important group of four (4) new Certificates of Accomplishment have been created and, like the new degrees, are at State awaiting

approval. The first of these is Computer Programming with C++, next is Computer Programming with Java. Rounding out our programming certificate offerings and at differing stages of their journey through the approval process are two new certificates: one in Database Management with SQL and the second - Computer Systems Analysis.

To provide the coursework for these new degrees and certificates the department has created many new classes. Many of which have already met with state approval. CIS 73 is the first of the new classes for the creation of A Laney College Cisco Academy and a new Networking degree. The state has also approved CIS 25B required for our Programming with C++ Certificate. Also with State approval are CIS 81 Systems analysis with UML, CIS 98 Database programming with SQL, and CIS Database administration with SQL three courses that form the core of the new Database Management with SQL certificate. CIS 62 another course for our Database certificate is currently going through the approval process. Lastly, we are continuing the complete redesign and updating of all professional courses.

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.

Because of the extraordinary effort on the part of Kim Bridges, Patrick McDermott, and José Luis Flores the CIS Department will soon be offering transferable degrees and courses to four year universities with concentration areas in Computer Science (CS) and with many other academic options and work oriented possibilities. The effort has been successfully made to strengthen the course offering to students.

As with all our recent efforts there will be the continuous development of new courses to meet the needs of the Information Technology (IT) industry.

It should here be noted that through the extended efforts of the CIS department we have been completely successful in achieving the goals set at the 2012 Program Review.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.
- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?
- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

**Curriculum Review Planning Checklist - Laney College
2015-2016**

Name of the Discipline:
Date of Report:
List Faculty Involved in Developing this Report:
<p>Please complete this evaluation before your presentation date with the curriculum committee. We ask that you use the checklist below to let us know where you are in your curriculum updating and your departmental methods for analyzing and evaluating the contents of course and degree/certificate offerings. Let us know what methods you use to maintain the integrity of academic standards and achieve consistency within the instructional program?</p> <p>Also, please use CurricuNet to review all courses taught in your department and any certificates or degrees offered. Use the dates for the Active courses (red) to check the date of last up date.</p> <p>CTE courses should be updated every two years, and courses in other disciplines every three years.</p>

(please use additional pages as necessary)

Current Courses

Course Number	Course Name	Date of most recent update	In current catalog?	In State inventory?	In PROMT?	Are course SLOs and evaluation methods in C-net?	Are the course SLO evaluation tools included in the COR assignment section?	Is this course part of a program?	NOTES: What will be done with this course, when and by whom?
CIS 001	Intro. to Computer Information Systems (CIS)	11/14/2014	Yes	Yes	Yes	Yes	Yes	Yes	
CIS 005	Intro. to Computer Science (CS)	unknown	Yes	Yes	Yes	Yes		Yes	Pending –updating; Kim Bridges
CIS 006	Intro. to Computer Programming	05/03/2013	Yes	Yes	Yes	Yes	Yes	Yes	
CIS 016	Cobol Programming I	01/01/2000	No	No	Yes				Deactivate
CIS 020	Microcomputer Assembly Language	01/01/2004	Yes	Yes	Yes	No	No	Yes	This course is not being taught and we do not have plans to teach it.
CIS 025	Object Oriented Programming Using C++	05/03/2013	Yes	Yes	Yes	Yes	Yes	Yes	
CIS 025B	C++ Programming Language II	05/03/2013	No	No	Yes	Yes	Yes	Yes	
CIS 027	Data Structures and Algorithms	05/03/2013	Yes	Yes	Yes	Yes	Yes	Yes	
CIS 036A	Java Programming Language I	05/03/2013	Yes	Yes	Yes	Yes	Yes	Yes	
CIS 036B	Java Programming Language II	05/03/2013	Yes	Yes	Yes	Yes	Yes	Yes	
CIS 40	Database Management	01/01/2003	Yes	No	Yes				Pending - updating
CIS 048GA-MZ	Selected topics in CIS		Yes		Yes				
CIS 049	Independent Study in CIS		Yes		Yes				

CIS 061	Structure and Interpretation of Computer Programs	05/03/2013	Yes		Yes			Yes	
CIS 073	Networking Concepts	01/01/2001	Yes	Yes	Yes				
CIS 075C			No		Yes				
CIS 075D			No		Yes				
CIS 077A	Network Architecture I	05/03/2013	No	Yes	Yes				
CIS 81	Systems Analysis with UML	05/01/2015	No	Yes	Yes	No	Yes	Yes	New course
CIS 96A	Introduction to System/Software Security and Encryption		Yes		No				
CIS 98	Database Programming with SQL	04/17/2015	No	Yes	Yes	No	Yes	Yes	New course
CIS 99	Database Administration with SQL	04/17/2015	No	Yes	Yes	No	Yes	Yes	New course
CIS 202			No		Yes				Deactivate
CIS 205	Computer Literacy	11/14/2014	Yes	No	Yes	Yes	Yes	Yes	
CIS 248GA-MZ	Selected Topics in CIS		Yes		Yes				
CIS 255	Computer Literacy Preparation (Project Bridge)		Yes		No				Deactivate
CIS 260	Preparation For Computer Literacy For Deaf		Yes		No				Deactivate
COPEd 462A	Occupational Work Experience In CIS		Yes		Yes				Revise to CIS 462A
COPEd 462B	Occupational Work Experience In Computer		Yes		Yes				Revise to CIS 462B

	Programming								
COPED 462C	Occupational Work Experience In Management Information Systems Programming		Yes		Yes				Revise to CIS 462C

Course Proposals in Progress

Course Number	Course Name	Originator	Type of Proposal (update, reactivation or deactivation)	Date Submitted	Current Status	Are course SLOs and evaluation methods in C-net?	Are the course SLO evaluation tools included in the COR assignment section?	Are proposed changes based on assessment findings?	Part of a program?	NOTES: What will be done with this proposal, when and by whom?
CIS 62	Introduction to Systems Analysis and Design	PMcD	New	05/01/2015	Awaiting State Approval	Yes		N/A	Yes	
CIS 75b	Network Architecture II	JLF	Reactivation							Pending
CIS 75c	Network Architecture III	JLF	Reactivation							Pending
CIS 75d	Network Architecture IV	JLF	New							Pending
CIS 201	Intro to Computer Hardware	JLF	Reactivation							Pending

Program Proposals in Process

Name of Program	Originator	Type of proposal (update, reactivation or deletion)	Date submitted	Current Status	Are PLOs and evaluation methods in C-net?	Are all courses in the program current?	Can this program be completed more than 50% online?	NOTES: What will be done with this program proposal, when and by whom?
Computer Information Science A.S.	JLF	New	2/22/2013	Awaiting State Approval	Yes	Yes	No	Wait for State
CIS / Computer Programming A.S.	PMcD	New	8/11/2014	Awaiting State Approval	Yes	Yes	No	Wait for State
Information Systems AS-T	PMcD	New	Pending	Ready when Meta opens	Yes	No	No	Ready to Launch when Meta becomes available
Computer Programming with C++ C.A.	PMcD	New	4/26/2013	Awaiting State Approval	Yes	Yes	No	Wait for State
Computer Programming with Java C.A.	PMcD	New	4/26/2013	Awaiting State Approval	Yes	Yes	No	Wait for State
Computer Systems Analysis C.A.	PMcD	New	4/12/2015	Awaiting BACCC Approval	Yes	Yes	No	Prepare Narrative after BACCC approval
Database Management with SQL C.A.	PMcD	New	4/12/2015	Awaiting BACCC Approval	Yes	Yes	No	Prepare Narrative after BACCC approval
Networking A.S..	JLF	New	Pending		No	No	No	Prepare & Launch

3. Curriculum – cont’d

The department has in the last couple of years:

- Created a new Computer Information Science Degree that has passed all local and regional boards and is now awaiting approval by the State.
- Created a new program for Associate of Science in Computer Programming
- Created AS-T Associate of Science for Transfer
- Created and received approval for a new programming certificate of achievement for Java
- Created and received approval for a new programming certificate of achievement for C++
- Created and received approval for a new programming certificate of achievement for SQL
- Created and received approval for a new programming class in C++
- Created and received approval for two new programming classes in SQL
- Created and received approval for two new class in Systems Analysis
- Reconfigured and reinstated a class in Database Management
- Created and received approval for a new class in Networking class based on the CISCO curriculum
- Introduced a new department wide teaching tool - an inexpensive computer the Raspberry π - that is revolutionizing Computer Science Instruction worldwide and has now been implemented in other Peralta Colleges
- The Introduction to Computer Science course now includes an introduction to Robotics and 3D Printing
- Created and implemented a CTE Pathway Summer program for high school students interested in Computer Science in Conjunction with an Oakland High School
- Created a new program for Associate of Science in Computer Programming
- Created AS-T Associate of Science for Transfer

4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years Please review the “At a Glance” reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)
They are in Syllabi; they are often listed on course websites.
- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

We are doing extensive reorganization and improvement to our entire department, however none of this is as a result of the assessment process.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.

We are doing extensive reorganization and improvement to our entire department course offerings, including CIS 62, 73, 75b, 75c, 75d, 81, 98, 99, 201 – We have in process three (3) new degrees and four (4) new certificates of achievement - however none of this is as a result of the assessment process.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

All studies show that there is a significant lag between distance learning and face to face instruction. On the average student scores average a sixty percent (60%) differential with face to face instruction superior to distance learning.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

Because of instructor cooperation and planning assessment results are similar.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

The ILO chosen was not applicable to CIS

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

Our SLO’s and PLO’s were developed with the ILO’s in mind.

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. The CIS department employs a project based pedagogy.

- How has new technology been used by the discipline, department or program to improve student learning?

The CIS department is constantly improving its' use of technology and teaching techniques. Many of the CIS department instructors now extensively use the latest teaching technology as exemplified by the Raspberry Pi that was developed as a teaching tool at Cambridge University. Additionally students are employing 3-D printing as a new learning environment.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

See previous answer

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

At this time, we are still exploring best practices to have some of our courses taught as hybrids. We currently do not have enough experience to draw a meaningful comparison.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

Instruction Statistics

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:
 - Overall enrollment trends in the past three years

Year	Headcount	% Increase
2012-2013 School Year	1,117	-
2013-2014 School Year	1,196	7.1
2014-2015 School Year	1,283	7.3

- An explanation of student demand (or lack thereof) for specific courses.
- Demand is high for all CIS courses, with the exception of 2 newly instituted courses, CIS 36B & 73, which will be part of not yet developed programs. We expect State approval anytime now, and anticipate increased enrollment then.

Productivity by Course

CAMPUS	Laney
SUBJECT	CIS
CATALOG_NBR	(All)

Productivity	Term										Total	per Semester
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING			
CIS 1 - INTRO TO CIS	17.23	24.11	22.93	15.42	21.39	24.17	15.76	21.11	23.06	185.18	20.58	
CIS 205 - COMPUTER LITERACY	NA	20.00	21.54	12.57	22.83	22.33	19.84	22.83	22.48	164.43	20.55	
CIS 25 - PROGRAMMING USING C++	NA	21.67	17.78	NA	19.44	25.00	NA	25.56	26.11	135.56	22.59	

CIS 26 - C PROGRAMMING	NA	16.67	NA	NA	NA	NA	NA	NA	NA	16.67	16.67
CIS 27 - DATA STRUCT & ALGOR	NA	NA	20.56	NA	NA	16.11	NA	NA	11.67	48.33	16.11
CIS 36A - JAVA PRGM LANGUAGE I	NA	21.11	NA	23.43	16.67	22.22	22.78	17.78	25.56	149.54	21.36
CIS 36B - JAVA PROG LANG II	NA	NA	NA	NA	7.22	NA	NA	NA	NA	7.22	7.22
CIS 39A - UNIX/LINUX SYSTEMS	NA	19.50	NA	NA	NA	NA	NA	NA	NA	19.50	19.50
CIS 40 - DATABASE MANAGEMENT	NA	NA	NA	NA	10.00	NA	NA	8.33	NA	18.33	9.17
CIS 49 - I/S - CIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.00	0.00
CIS 5 - INTRO COMPUTER SCI	17.14	24.61	16.68	NA	24.35	17.77	NA	14.76	16.68	131.99	18.86
CIS 6 - INTRO COMPUTER PRGM	NA	16.95	24.06	14.35	27.34	25.43	16.59	24.33	26.79	175.85	21.98
CIS 61 - STRUC/INTER COMP PRG	NA	26.25	23.51	NA	25.15	NA	NA	31.72	NA	106.63	26.66
CIS 73 - NETWORKING CONCEPTS	NA	11.67	NA	NA	NA	NA	NA	NA	NA	11.67	11.67
										1,170.91	232.92
											Laney:

- o Productivity for the discipline, department, or program compared to the college productivity rate.

Please insert the data chart here

CAMPUS	Laney
SUBJECT	CIS

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	17.21	21.68	21.06	16.53	20.50	22.35	17.43	20.73	21.31

2012-2013: 19.98
 2013-2014: 19.79
 2014-2015: 19.82

2012-2015: 19.87

College productivity rate 15.288

We are well above the College average!

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes

- Recommendations and priorities.

The CIS department will continue the process of revamping both our course offerings and programs.

6. Student Success and Student Equity:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

Student Success Statistics

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

College course completion standard 69.74%

Please insert the data chart here or complete the section below.

Department/discipline course completion rates:

CAMPUS	Laney
SUBJECT	CIS
CATALOG_NBR	(All)

Success	Term										Overall
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring		
CIS 1 - INTRO TO CIS	86.21%	75.00%	70.73%	69.51%	59.09%	62.07%	84.34%	69.08%	63.86%	71.10%	
CIS 205 - COMPUTER LITERACY	NA	77.97%	60.71%	78.95%	66.20%	68.66%	76.67%	74.04%	67.81%	71.37%	
CIS 25 - PROGRAMMING USING C++	NA	45.45%	56.25%	NA	71.43%	53.33%	NA	46.67%	72.34%	57.58%	
CIS 26 - C PROGRAMMING	NA	55.17%	NA	NA	NA	NA	NA	NA	NA	55.17%	
CIS 27 - DATA STRUCT & ALGOR	NA	NA	67.57%	NA	NA	75.86%	NA	NA	76.19%	73.21%	
CIS 36A - JAVA PRGM LANGUAGE I	NA	67.57%	NA	83.33%	33.33%	77.50%	87.18%	43.75%	69.57%	66.03%	
CIS 36B - JAVA PROG LANG II	NA	NA	NA	NA	53.85%	NA	NA	NA	NA	53.85%	
CIS 39A - UNIX/LINUX SYSTEMS	NA	77.78%	NA	NA	NA	NA	NA	NA	NA	77.78%	
CIS 40 - DATABASE MANAGEMENT	NA	NA	NA	NA	55.56%	NA	NA	86.67%	NA	71.11%	
CIS 49 - I/S - CIS	NA	NA	NA	NA	1	NA	NA	NA	NA	100.00%	
CIS 5 - INTRO COMPUTER SCI	90.32%	51.85%	36.07%	NA	42.70%	47.69%	NA	38.89%	44.26%	50.25%	
CIS 6 - INTRO COMPUTER PRGM	NA	51.61%	53.66%	80.77%	53.06%	69.89%	70.00%	52.81%	58.16%	61.25%	
CIS 61 - STRUC/INTER COMP PRG	NA	72.92%	74.42%	NA	76.09%	NA	NA	87.93%	NA	77.84%	
CIS 73 - NETWORKING CONCEPTS	NA	71.43%	NA	NA	NA	NA	NA	NA	NA	71.43%	
Grand Total	87.29%	67.63%	61.98%	75.46%	58.41%	63.74%	81.32%	63.57%	63.86%	69.25%	

Discussion:

All courses are above average except CIS, which was deactivated, and CIS 36A & 36B, which are part of the newly developed certificate, which will undoubtedly increase enrollment.

- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard 82.2%

Discipline, department, or program retention rates

Year 1. 2012-2013: 85.6%

Year 2. 2013-2014: 81.0%

Year 3. 2014-2015: 82.2%

We are right on the College average; improvement is always desirable so we'll continue to improve until we are above average.

- Describe course completion rates in the department for **Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

At this time, we are still exploring best practices to have some of our courses taught as hybrids. We currently do not have enough experience to draw a meaningful comparison.

- Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

The CIS department has created three new degrees and four certificates of achievement as well a number of both new and reactivated courses which have been delineated elsewhere in this report.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.
- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount 2

Part-time faculty headcount 7

Total FTEF faculty for the discipline, department, or program 7

Full-time/part-time faculty ratio 52% of class hours; 25% of people

Classified staff headcount 2

- Describe your current utilization of facilities and equipment.
The CIS department fully utilizes all of our Lab Equipment and rooms. In fact we are running out of space and our computers are getting old.
- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Need 3 additional Fulltime and 4 to 5 part-time to meet the demand generated by our new programs.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Lab computers will be due for upgrade/replacement within the next three years.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

José Luis Flores is on the CIS dept. Hiring Committee.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

McDermott has given talks and seminars on retirement to the Peralta community.

Collins is a member of the Skyline High School PTSA

Collins is working with the OUSD on Skyline High realignment

Kim Bridges is a member of the Foundation Skills Pathway Program (FSP), Career & Technology Education (CTE) and Foundation Skills Coordinator (FSC)

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Our department considers the adjunct faculty to be full partners in our endeavors; they are included at all levels, and all feel very much a part of the team. As an example, the department is headed by co-chairs, one fulltime and one part-time.

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

The CIS department needs training for our instructors to become CISCO / Networking certified.

- How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

Because we are computer scientists we are fully aware of the great shortcomings to distance learning and therefore do not feel it is comparable to face to face instruction.

10. Discipline, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Activities and Rationale: As previously listed, we are creating new courses and reviving old courses in order to institute 3 new degrees and 4 new certificates.

- **Goal 2. Assessment:**

Activities and Rationale: We plan to assess each course.

- **Goal 3. Instruction:**

Activities and Rationale: We constantly improve our game as we encounter new technologies and techniques.

- **Goal 4. Student Success and Student Equity:**

Activities and Rationale: We always focus on student success and plan to continue that.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: Our Advisory Committee is extensively populated with members of the business community.

Appendices

Appendix A

Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

College: _____ Laney College _____

Discipline, Department or Program: _____ CIS _____

Contact Person: ___ Kim Bridges & José Luis Flores ___ Date: ___ 11/5/2015 _____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	We need two more full-time instructors	1	Entry level salary	New programs and courses described throughout this report.
Human Resources: Classified	One full time instructional aid	1	Salary unknown	To support the CIS lab
Human Resources: Student Workers	10 student workers	2	Unknown to us	To support three labs and programming tutors
Technology	Keep software up to date	2		
Equipment	Computer lab will need upgrade or replacement of all Computers	3	Has to go out to bid	
Supplies	Enough supplies to support the 125 computers and five printers in the three CIS labs	1	Unknown to us	
Facilities	We will need G266 back for our new courses.	1	No cost	
Professional Development	Send three teachers to a CISCO Academy for certification as CISCO Instructors	2	\$3,000 to \$5,000	
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: Laney College

Discipline, Department or Program: CIS

Contact Person: Kim Bridges & José Luis Flores

Date: 11/5/2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. CIS plans to complete all of our assessments except for the incoming certificates and degrees.	Implement and assess practices that improve the college's institutional effectiveness.	
2. The CIS department has been and continues to develop degrees, certificates, and courses to meet the goals for the CTE, Transfer, and Foundation Skills.	Advance the college's educational priorities of Career Technical, Education, Transfer Education, and Foundation Skills.	
3. The CIS department has obtained funding for our summer programs from external sources including ICT/DM Deputy Sector Navigator Interior Bay Region's Sandy Jones.	Develop and manage resources to advance the college educational priorities and improve institutional effectiveness.	
4. The CIS department is exemplary in how we Honor and celebrate our student's successes.	Honor and Celebrate the contributions and impact of Laney College as a destination point on the planet contributing to the cultural, economic, and transformative experience throughout the East bay via educational excellence and its' sustainability commitment.	

Appendix C

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program: Computer Information Systems (CIS)

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input data-bbox="103 327 147 380" type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input data-bbox="99 468 142 520" type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input data-bbox="99 609 142 661" type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____ Signature _____ Date _____

Discipline, Department or Program Chair

_____ Signature _____ Date _____

Received by Vice President of Instruction

_____ Signature _____ Date _____

