The CTE Program Review Report

1. College: Berkeley City College

   Discipline, Department or Program: Computer Information Systems

   Date: October 2015

   Members of the Comprehensive Instructional Program Review Team: P. Thananjeyan, Jayne Matthews

   Members of the Validation Team:

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

The mission of the program is to educate students so that they can compete and perform successfully in today's ever-changing global business environment. Students in this program will acquire the computer application, programming, and technical knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year computer science or other related degree programs that have similar goals.

The program fully supports the general institutional student learning outcomes of Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills.

The CIS Department offers transfer Courses and non-transfer occupational programs leading to Associate Degrees and Certificates in several CIS areas:

Certificates of Proficiency:
Computer Applications
Computer Programming
Web Scripting

Certificates of Associate:
Applied Computer Information Systems
Advanced Computer Programming
Web Programming

Associate Degrees:
Applied Computer Information Systems
Advanced Computer Programming
Web Programming

These certificates provide the skills needed for immediate employment. They prepare students for advancement to positions that require more in-depth knowledge of programming concepts; students develop and upgrade skills in related programming and web technology areas; and/or students acquire entry-level job skills, including the all-important office application software skills needed by all workers.

A student who wishes to transfer to a four-year college in Computer Science can take individual transfer courses and transfer to UCs and CSUs. An AS-T in Computer Science is not available at this time.

Nearly every aspect of life is linked to computer science and applications. Any changes in the overall economy of the world obviously affect our programs and our students. When the economy is booming, it is good news for students who want jobs, but negatively affects our enrollment in the classes and programs aimed at employment. When the economy lags, it is bad news for job seekers, but our enrollments increase so students can improve their skills and/or progress towards a degree to become more competitive in the job market. As in every discipline, this roller coaster enrollment is a challenge.

Obviously the changes in technology in our world affect the design of our courses and the methods of instruction used. Nevertheless, many core programming principles have remained valid and continue to be relevant and included in our programs, updated as needed using current technological advances.

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. Students who successfully complete courses and/or programs in Computer Science have developed the skill and knowledge to transform their lives by taking the next step to additional higher education or by being better qualified to begin their chosen career.

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3. **Curriculum**:

- 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.

    See Appendix 1: Course Updates

    Most active courses have been updated within the last three years. The following courses will be updated in Spring 2016
    - o CIS 006-Introduction to Computer Programming
    - o CIS 023-C# Programming
    - o CIS 200-Computer Concepts and Applications
    - o CIS 231-Advanced Laboratory Projects in Microcomputers

    The following courses have been not offered for more than 10 years and will be deactivated or updated in Spring 2016.
    - o CIS 025-Object-Oriented Programming Using C++
    - o CIS 040-Database Management
    - o CIS 088-Introduction to Microcomputer Hardware and Software
    - o CIS 089-Introduction to Data Communications and Networking
    - o CIS 206-Network Cabling
    - o CIS 216-Introduction to Programming in Visual Basic
    - o CIS 220-Introduction to Database Management
    - o CIS 222-Advanced Database Programming
    - o CIS 230-Laboratory Practice in Microcomputers

Due to the constant changes in the field, almost all CIS courses have been written to incorporate changes in technology and do not require course outline updates. The textbooks and course outlines of every course offered are reviewed and updated every semester. All courses will be reviewed in the Spring semester every year to see if any updates are necessary.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

  Nearly all course outlines were updated within the last three years. All certificates were updated within the last two years and received State approval only recently.

  As part of that process, we will evaluate our Distance Education offerings. There are courses we currently offer only face to face that are being successfully offered at other colleges as Online or Hybrid. We should ensure that there are appropriate opportunities for our students to have this additional flexibility in scheduling some of their program requirements.

  Continue to solicit feedback from the Business/CIS Community Advisory Board to ensure course content and degree paths are meeting their needs.

  Continue to review and update course outlines, degrees, and certificates and create certificates of proficiency to meet employment and transfer requirements.

  Create 2 or 3 year course sequence and increase budget for courses so that students can complete certificate and degree programs in a timely manner.

  Evaluate need for and appropriateness of new AS-T in Computer Science.

  Once a Full Time Computer Science instructor is hired, possible additional courses in Computer Science will be considered.

- 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?

  As determined by the college, only the degrees listed at
  http://www.berkeleycitycollege.edu/wp/de/for-students/can-i-complete-my-degree-completely-online/
  are 50% or more online.

  None of the degrees and certificates in Computer Science can be completed through Distance Education.

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4. **Assessment:**

- 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?

  See attached Appendix 2: Assessment "At a Glance" report

For course SLOs
- Syllabi Course SLOs are reviewed with students at the same time as the syllabus.
- Course SLOs are published on syllabi.
- Program SLOs are published in the catalog

- Student Leaning Outcomes webpage: http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/

For Program Learning Outcomes
- College Catalog (printed and on the website http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege_2015_17Catalog.pdf)
- Program Assessment Matrices webpage: http://www.berkeleycitycollege.edu/wp/slo/program-assessment-matrices/
- Degrees and Certificate Programs webpage: http://www.berkeleycitycollege.edu/wp/depts-progs/degree-certificate-programs/

- 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.
  All CIS were updated. Outdated certificates were deactivated. Changes were finalized in 2013-2015 and published in the most recent catalog, 2015-2017.

  Improvement 2.
  Four new Certificates of Proficiency were created within the last three years. See Question 2 for the complete list. These are published in our catalog.

  Improvement 3.
  A new course in robotics was created and approved by the State. It is envisioned that this course would encourage high schools into the STEM fields.

  As a result of Business/CIS Community Advisory Board Meetings, the Business Department is working closely with the City of Berkeley to provide internships for BCC students. This positively affects our department by connecting with the community to provide opportunities for students now and in the future. It also markets our programs more widely to the community which could increase enrollment in our courses and programs for the future. This partnership also resulted in offering a general COPED course in Summer 2015 to accommodate the unpaid interns hired by the Berkeley community.

  None of these items are documented in TaskStream. The updated course and program information is available in CurricUNET.

- 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.

  Plan 1.

Create an AS-T degree in Computer Science.

Plan 2.
Make all effort to offer all courses required for the certificates and degree so that students can complete their courses in a timely manner.

Plan 3.
COPED 450/451 have been raised to a new level of importance in the department, due to the new internship opportunities. The courses were assessed in Spring and Summer 2015.
See attached Appendix 8 COPED 2015 SU Assessments and Appendix 8 COPED 2015 SP Action Plan In addition, new instructors will be assigned to this course to provide additional insights into achieving positive results for these students.

Plan 4.
Ensure all faculty have access to the most up to date SLOs and PLOs and ensure they are included in all course syllabi.

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

  The CIS Department currently can provide the following courses only as Hybrid Courses:
  CIS 001and CIS 104.

  These have been offered regularly as Hybrid Courses.

  We currently have no data that has been sorted to assess results comparing face to face to distance education.

  This will be an action item for the coming review period.

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

  Many courses in our department are only offered as one section per semester or even per school year.

  Only multiple sections of CIS 001 have been offered. As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.

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

  The CIS Department has been involved in assessing the following ILO's:

  The program fully supports the general institutional student learning outcomes of Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness, Information Competency and Valuing Diversity, Self-awareness and Interpersonal Skills. In all instances assignments were provided to the ILO Assessment Committee for evaluation using the ILO rubric.

- How are your course and/or program level outcomes aligned with the institutional level outcomes?

All courses and programs have been evaluated and aligned as appropriate.

See attached Appendix 3Assessment Goal Alignment Summary.

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  Numerous strategies are used by our various full time and part time instructors. Lecture, case studies, oral presentations, team projects, capstone projects are part of many courses and certificates.

  We also provide regular office hours to discuss classwork and provide advice regarding programs.

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

  The inclusion of Distance Education courses, power point presentations by faculty and students, use of Moodle, use of clickers to poll students in the classroom.

- 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?

  All faculty have been provided with copies of the most current course outlines for their courses (and will be involved in updating outlines in Spring 2016).

  All faculty are observed in the classroom as required by contract, including face to face, hybrid, and Distance Education courses. Syllabi are reviewed. Evaluations are discussed, including areas for improvement.

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

  Currently CIS department offers no online courses. Hybrid classes are reviewed at the time of the instructor's evaluation. The evaluator is given access to the course to review assignments, lectures, and student participation.

  Instructors are required to take EDT courses or show evidence of previous experience teaching Distance Education courses.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  Overall enrollment trends in the past three years is shown below.

  Heeadcount in CIS has been remained somewhat similar since Fall 2012, with a slight dip in Spring 2015, due to the absence (long-term leave) of a fulltime faculty. This steady enrollment is due to the fact that we have been offering the same number of sections every year. Because of limited computer

labs and classrooms and qualified part-time and fulltime faculty, we have not been able to offer more courses.

Summer enrollment has dropped over the past three years because we have offered fewer sections during the last two semesters. College administrators generally tend to prefer courses with high enrollments and we are under constant pressure to cancel many advanced classes which usually have smaller enrollment.

We hope that enrollment will grow once we hire a full time instructor to start in Fall 2016.

UNDUPLICATED ENROLLMENT BY SUBJECT

Campus	Berkeley								
Subject	CIS								

	Term								
	2012 Summer	**2012 Fall**	**2013 Spring**	**2013 Summer**	**2013 Fall**	**2014 Spring**	**2014 Summer**	**2014 Fall**	**2015 Spring**
Headcount	91	347	489	80	420	428	41	342	451

<u>Productivity for the discipline, department, or program compared to the college productivity rate.</u>

Productivity by Subject

CAMPUS	Berkeley		CIS						
SUBJECT	(Multiple Items)								

	Term								
	2012 SUMMER	**2012 FALL**	**2013 SPRING**	**2013 SUMMER**	**2013 FALL**	**2014 SPRING**	**2014 SUMMER**	**2014 FALL**	**2015 SPRING**
Productivity	14.66	18.07	16.16	15.81	18.16	17.41	15.27	17.52	18.08	16.79

College productivity rate ___17.45_____

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

  Day classes are preferred by transfer students. Many of the CIS courses are CTE courses and are offered during evenings and Saturdays to accommodate student work schedules. Summer courses have lower enrollment because many of our CTE courses cannot be offered successfully during the short six-week period summer period. The increased meeting frequencies are not favored by working students.

Due to classroom restrictions making changes in times offered is difficult, but enrollment and productivity are acceptable in both day and evening.

- Recommendations and priorities.

    Ensure all Hybrid Education courses continue to be evaluated using the same standards as face to face courses.

    Ensure all faculty have appropriate training and resources to be effective in the classroom.

    Encourage all faculty to engage in faculty development activities.

    Ensure all classrooms are designed to allow multiple forms of instruction and have adequate tech support.

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6. Student Success and Student Equity:

College course completion standard _____62.97_____

- 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?

    See Appendix 11 BUS ECON COPED Program-Review-Course-Success-By Course

    Higher than College Course Completion
    BUS 10   Introductory Course for transfer and non-transfer. End of semester project has been converted to a series of smaller projects throughout the semester.
    BUS 2   Introductory Course for transfer and non-transfer. End of semester project has been converted to a series of smaller projects throughout the semester.
    BUS 24   Technology and accounting. Students learn the basic skills needed for everyday life.
    BUS 5   Students learn Critical Thinking Skills and there is a focus on improving soft skills relevant to their day to day life. End of semester project has been converted to a series of smaller projects throughout the semester.
    BUS 56   All students will be employees at some point and they find the information relevant to their day to day life. End of semester project has been converted to a series of smaller projects throughout the semester.
    BUS 70   Students are interested in opening their own business and focus on that as their project. Though there is a large end of semester project, it is broken down into a series of smaller projects during the semester.
    COPED 451   Students are in internships related to their career goals.
    COPED 468B Students are in internships related to their career goals.
    COPED 470H Students are in internships related to their career goals.

    Lower than College Course Completion
    BUS 1A   Difficult, transfer level course.
    BUS 1B   Difficult, transfer level course.

BUS 20	Accounting is a struggle, even this entry level course.
BUS 201	No prerequisite of basic English grammar skills. End of semester project can be daunting.
BUS 202	Course was too basic; enrollment was low. No prerequisite and it led to no further levels of math.
BUS 210	Difficult financial concepts. Only offered at night.
BUS 228	Four Saturday course. Students learn basics of Business Plans and may take off prior to completing the course. End of semester project can be daunting.
BUS 54	Full Semester course. Students learn basics of Business Plans and may take off prior to completing the course. End of semester project can be daunting.
COPED 450	Students enrolled in this course do not have a direct link to their future careers. Often enrolled just to use their current part time job to earn units to meet minimum enrollment for financial aid or fulltime student status.
ECON 1	Difficult, transfer level course. Several sections offered 100% online.
ECON 2	Difficult, transfer level course. Several sections offered 100% online.

- 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.
  Ethnicity:
  Rates lower for African American and Hispanics:
  BUS 10, BUS 1A, BUS 1B, BUS 20, BUS 201, BUS 210, BUS 24, BUS 5, BUS 56, BUS 70, COPED 450, COPED 451, COPED 468B, ECON 1, ECON 2
  Rates lower for African American:
  BUS 2, BUS 202,
  Rates lower for African American and Asian:
  BUS 228
  Rates lower for African American and Hispanics and Asian:
  BUS 54
  Special Population:
  BOGG: No: 63.56%   Yes: 55.97%
  DSPS: No: 63.07%   Yes: 60.26%
  Foster Youth: No significant difference
  Low Income: No: 70.21%   Yes: 57.89%   Unknown: 57.42%
  Veterans: No: 62.99%   Yes: 65.77%
  Gender:
  Rates lower for Females
  BUS 228, COPED 468B
  Rates lower for Males
  BUS 1A, BUS 2, COPED 451
  Age:
  No significant differences based on age

- 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?
  The only 100% online courses taught during the past three years were:
  ECON 1 – 42.69%
  ECON 2 – 47.10%
  Both are lower than the overall Econ completion rate. Both are lower than 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.
  Ethnicity: DE completion rates are lower by ethnicity than overall course completion rates.
  Age: No significant differences
  Gender: No significant differences

- Describe course completion rates in the department **for Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?
  The only hybrids taught during the past three years were:
  BUS 24—73.39%
  COPED 450—70.51%
  COPED 451 –69.06%
  For these courses, the hybrid teaching method improved the course completion rate; they are higher than 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.
  Ethnicity: No significant differences
  Age: No significant differences
  Gender: No significant differences
  Special Population: No significant differences.

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?
  The Hybrid courses improved course completion.
  The Distance Education courses lowered course completion.
  Options for the future:
  More hybrid, fewer DE. Ensure there are sufficient face to face courses for those students who are less successful in DE.

- How do you assess the overall effectiveness of Distance Education course?
  Using the same assessment methods as face to face. However, we are aware that we need to be part of the effort to develop a more robust method of assessing DE.

- 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 ____79.39%_____
  The retention rate for BUS, COPED, and ECON for the past three years is: 78.72%
  It appears that even students who may not have successfully completed courses remain in the program.

- Are there differences in the retention 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.

No significant differences noted.

Course Retention: Subject:
Business, Economics, and COPED

CAMPUS	Berkeley
SUBJECT	(Multiple Items)

	Term									
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Retention%	85.64%	79.12%	78.22%	77.54%	76.14%	76.96%	78.57%	78.04%	78.21%	78.72%

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?
To improve course completion rates, faculty uses a variety of teaching methods to meet the needs of as many students as possible. Also faculty adjusts the types of assignments used to assess progress. In addition, faculty is available for office hours, before class, and after class and by appointment.
To improve retention rates, faculty provides information about the degrees, certificates, and other programs available in our department and other parts of the college.

  For the future, we will continue the above methods.

  Accounting tutors have been in place, using grant funding, but will not be available after this semester.

- What 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?

	2012-2013	2013-2014	2014-2015	Total
Total Business	18	46	52	116
Accounting (CP)		13	13	26
Bus Admin/Accounting (AA)	2	3	5	10
Business Administration (AA)	6	4	1	11
BUSINESS/Accounting (AA)		4		4
General Business (AA)	2	3	5	10
Office Technology (AA)		2	1	3
Office Technology-Admin Asst/Medical (CA)		1		1
Office Technology-Admin/Accounting Asst (CA)	1	2	1	4
AS-T in Business Administration for Transfer (AST)	3	10	18	31
Office Technology-Admin Asst (CA)	1	1		2
General Business (CA)	3	3	8	14

During the past three years, the department has added Accounting CP, Office Skills for Business CA, AS-T in Business Administration, and AA-T in Economics. In addition, all other programs were revised and updated and were published for the first time in the 2015-2017 catalog.

We will continue to market these new and revised programs for the coming three years. In addition, we will research and evaluate any needs for new certificates or degrees based on the overall business environment and feedback from our Business/CIS Community Advisory Board.

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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.

  Full-time faculty headcount _____1.7 (1 fulltime and 1 at 70% load)_____

  Part-time faculty headcount ____4_____

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

  Full-time/part-time faculty ratio _____

  Classified staff headcount ____0_____

- Describe your current utilization of facilities and equipment.
  CIS classes use standard classrooms and computer labs on campus. Most instructors use the computer and other technological equipment available in most BCC classrooms.

  Each full time instructor has a desk in a shared office with a computer and a phone. A shared printer is available in each office. Part time instructors share one desk and computer and/or share the full time faculty members' desks if they are available. Often part time faculty use the classroom before and after class for office hours.

  CIS courses require smart classrooms of sufficient size to meet enrollment needs. In addition, CIS courses require computer access and a tutoring facility. Students require access to computer equipment for homework and research.

- 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, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  A full-time and several part-time instructors to teach CS classes.

  We currently offer 12 different certificates. Currently, we have only one fulltime CS instructor who can teach the CS courses. Another fulltime instructor who teaches CIS (not CS) course is on a 70% reduced load per year. Nearly 10 different courses are taught by the single CS instructor and many courses are repeated once every two to three years. Enrollment, completion, and retention improve when there is a full time faculty member available to be the lead instructor for a discipline. Having an additional full time person available to regularly teach one or more CS courses should improve completion rates further. This additional full time person will provide additional faculty advising opportunities for students in CS and CIS.

  Develop a larger pool of part time faculty to ensure qualified instructors are available as sections are added. Broadening the part time pool used for CS will provide additional resources as existing part time faculty move to full time positions in more lucrative industry jobs. In addition it will provide a

resource in the event current full time or part timers retire. Finally, new instructors can bring new vision and viewpoints to our students.

Additional classified or student assistant support. We currently have an unpaid intern who is getting college credit for working approximately 60 hours during the semester. She appreciates the experience, but it would be nice to be able to fund this position. The business instructors all teach full loads in the classroom and could use additional clerical support for phone calls, emails, and special projects to market our programs.

Funding for a Computer Science tutoring program and open labs.

- 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, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  Reliable computers and technological equipment in the classrooms. Though this is funded college wide, it is an important resource for our instructors. This is becoming especially important as the equipment is more than nine years old and becoming less reliable.

  Reliable computers in the offices. Though most office computers are newer than the classroom computers, there remains a need for them to be maintained and updated regularly. The printers in the offices are at least nine years old, and maybe older. They are running slower each day. A budget from the college to replace these printers would be important sooner rather than later.

- 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, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  In order to increase enrollment, additional classroom and lab space is needed.

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

Part A.

- 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.
  All full time faculty and some part time faculty have participated in tabling at student events in the atrium.
  All full time faculty and some part time faculty have participated in the annual Business/CIS Community Advisory Board meeting in the spring.
  Jayne Matthews is currently mentoring two individuals in the Faculty Diversity Internship Program.
  Both full time instructors are involved in evaluations for tenured, tenure track, and part time faculty.
  Jayne Matthews is involved in the New Faculty Mentoring program.
  Full time faculty committee assignments:
  Leonard Chung, Curriculum Committee
  Jayne Matthews, Assessment Committee

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.
  The Business/CIS Community Advisory Board has been fully active for the past two years. All faculty are invited to attend to interact with businesses from our community.
  The current Internship program being managed by Jayne Matthews is a direct result of this committee. Working with Jennifer Cogley, City of Berkeley, we have done outreach to the community and received job postings for mostly unpaid internships. Students have interviewed and been hired to work for the past four semesters (including summer). Students enroll in COPED courses to receive credit. It has been a win/win/win for students/community business partners/the college.
  Statistics for this program:
  Fall 2014:   1 student placed at City of Berkeley
  Spring 2015:   1 student placed at City of Berkeley
  Summer 2015:   34 positions posted; 10 students placed
  Fall 2015:   29 positions posted; 8 students placed

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
  Adjunct faculty are encouraged to attend all beginning of semester professional development events, including department meetings. Many work full time and teach part time; a good combination for giving our students current, up-to-date information, but not as effective in allowing us to include them in department activities.

Part B.

- What are the job placement rates for your discipline/department/program for the past three years?
  None available.

- What are the projected job openings in your discipline for the next three years?

See Appendix 12 attached: According to the CTE Workforce Data, the number of positions in Computer Programming, Software Engineering, Desktop and Computer Support areas will continue to grow during the next three years in the Bay Area and Alameda County.

- How is the discipline/department program responding with regard to labor market demand?
  Update our curriculum and programs on an ongoing basis, with input from the Business/CIS Community Advisory Board.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.
  The Business/CIS Community Advisory Board has met in May 2014 and May 2015.
  See attached Appendices 13-01 through 13-06.

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?
  The advisory committee mainly reviewed the programs and certificates to validate the currency of the programs. In general, advisory committee seemed satisfied with the updated courses and certificates offered by the department.

- Does your program require state or national licensing? Please explain. What is your licensing status?
  No

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).
  No

- 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.
  No

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

  No formal collaborations at this time. CIS faculty at various colleges meets once or twice per year to informally discuss the course offerings and collaborative opportunities.

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals

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.

  Attend professional development seminars in our field.
  Mentor new part-time faculty.
  Provide instructors with most updated technology, equipment, and supplies.

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?
  We have minimal Distance Education courses at this time. Instructors have been encouraged to take the EDT courses. Others have prior experience in teaching Distance Education.
  If we decide to expand our Distance Education and Hybrid offerings, additional training might be required for instructors who have no prior experience.

10. **Disciple, 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:**
    Ensure all curriculum is current and relevant to the CIS and CS ields.

    Activities and Rationale:
    o Nearly all course outlines were updated within the last three years. As part of ongoing process, we will evaluate our courses, certificates, and Distance Education offerings. There are many courses we currently offer only face to face that are being successfully offered at other colleges as Online or Hybrid. We should ensure that there are appropriate opportunities for our students to have this additional flexibility in scheduling some of their program requirements.
    o Continue to solicit feedback from the Business/CIS Community Advisory Board to ensure course content and degree paths are meeting their needs.
    o Continue to review and update course outlines, degrees, and certificates and create certificates of proficiency to meet employment and transfer requirements.
    o Create 2 or 3 year course sequence and increase budget for courses so that students can complete certificate and degree programs in a timely manner.
    o Evaluate need for and appropriateness of new Certificates of Proficiency in Business.
    o For Economics, once a Full Time Economics instructor is hired to begin Fall 2016, possible additional courses in Economics will be considered.

- **Goal 2. Assessment:**
    Ensure all courses and programs are assessed on schedule and that actions plans for continuous improvement are in place and measured as scheduled.
    Activities and Rationale:
    o Collect and analyze data to assess results comparing face to face to distance education.
    o Collect and analyze data to assess courses with multiple sections.
    o BUS 5, Human Relations in Business has had significant changes in teaching methods during the past three years. Additional updates are planned based on the Fall 2014 assessment.
       See attached Appendix 6 BUS 005 2014 FA Action Plan for planned updates of this course.
    o BUS 19 (formerly BUS 201) has numerous changes to be made, based on the last assessment. These changes will be made as part of the next course offering in Spring 2016.
       See attached Appendix 7 BUS 201 2014 FA Action Plan for planned updates of this course.

    o COPED 450/451 have been raised to a new level of importance in the department, due to the new internship opportunities. The courses were assessed in Spring and Summer 2015.
       See attached Appendix 8 COPED 2015 SU Assessments and Appendix 8 COPED 2015 SP Action Plan

In addition, new instructors will be assigned to this course to provide additional insights into achieving positive results for these students.
- o Ensure all faculty have access to the most up to date SLOs and PLOs and ensure they are included in all course syllabi.

- **Goal 3. Instruction:**

  Maintain and improve the current level of quality instruction.

  Activities and Rationale:
  - o Ensure all Distance Education courses continue to be evaluated using the same standards as face to face courses.
  - o Ensure all faculty have appropriate training and resources to be effective in the classroom.
  - o Encourage all faculty to engage in faculty development activities.
  - o Ensure all classrooms are designed to allow multiple forms of instruction and have adequate tech support.
  - o A full time instructor to teach both Economics and Business. This additional full time person will provide additional faculty advising opportunities for students in Economics and Business.
  - o Develop a larger pool of part time faculty to ensure qualified instructors are available as sections are added. New instructors can bring new vision and viewpoints to our students.
  - o Secure additional classified or student assistant support. The business instructors all teach full loads in the classroom and could use additional clerical support for phone calls, emails, and special projects to market our programs.

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

  Ensure instructors provide access for a variety of learning styles and are available for students during office hours.

  Activities and Rationale:
  - o Schedule sufficient face to face courses for those students who are less successful in DE.
  - o Develop a more robust method of assessing DE.
  - o Maintain the Accounting Tutor program.

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

  Institutionalize the internship program through a partnership with the Transfer and Career Center.

  Activities and Rationale:
  - o Work with the Transfer and Career Center and the Dean of Special Projects to ensure the internship program is available to all students and no longer managed by business faculty.

Appendix A

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

College: _____**Berkeley City College**_____

Discipline, Department or Program: _____**Computer Information Systms**_____

Contact Person: _____**Paramsothy Thananjeyan**_____

Date: _____**October 2015**_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Full Time Computer Science Instructor	1 (approved for hire Fall 2015)	Fulltime Instructor: $97,812	
Human Resources: Classified	Computer Science Tutor	1	Teacher's Aide: $26,000	
Human Resources: Student Workers	student assistant (4 to 5 hours per week)	1 (currently using unpaid student worker)	Instructional Assistant: $11,373	
	Teaching/Lab Assistant	5	$56,875	
Technology	Ongoing access to Moodle and publishers textbook sites			
Equipment	New printers for offices. Upgraded equipment in classrooms. Computer for Instructors			
Supplies	Regular office supplies. Specialized resources for use in the classroom or for the library.			
Facilities	Additional classrooms to increase course offerings			
Professional	Faculty attendance at			

Development	professional development opportunities			
Other (specify)				

PCCD Program Review
Alignment of Goals Template

College: _____Berkeley City College_____

Discipline, Department or Program: _____Computer Information Systems_____

Contact Person: _____P. Thananjeyan_____

Date: _____October 2015_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1.	**BCC Goal 1. Increase Equitable Access** **BCC Goal 2. Improve Equitable Success**	Strategic Goals **A: Advance Student Access, Equity, and Success** 2015-2016 Institutional Objectives **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.
		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.
		A.3 Student Success: Fully **i**mplement an Early Alert process for all students.
		A.4 Student Equity: Address the achievement gap through fully implementing the student success and equity plans

		at each campus.
		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.
2.	**BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.**	Strategic Goals: **B: Engage and Leverage Partners** 2015-2016 Institutional Objectives: **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. **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.
3.	**BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.**	Strategic Goals: **C: Build Programs of Distinction** 2015-2016 Institutional Objectives: **C.1 Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars).

		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.
4.	**BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans**	Strategic Goals: **D: Strengthen Accountability, Innovation and Collaboration** 2015-2016 Institutional Objectives: **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. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District. **D.3. Institutional Effectiveness:** Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM). **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.
5.	**BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.**	Strategic Goals: **E: Develop and Manage Resources to Advance Our Mission** 2015-2016 Institutional Objectives: **E.1 FTES/FTEF Target**: Achieve the District target FTES/FTEF within budget. **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. **E.3 Fiscal Oversight:** Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings. **E.4 Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.
6.		Strategic Goals:

7.		Strategic Goals:
8.		Strategic Goals:

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

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

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

Rating	Instructions
▪ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
▪ 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.
▪ 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

_____   _____   _____

Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____

Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____

Print Name   Signature   Date