The Instructional Program Review Narrative Report

**1. College: BCC**

 **Discipline, Department or Program: CIS**

 **Date: March 12, 2010**

 **Members of the Instructional Program Review Team: Neil Dunlop and P. Thananjeyan**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

 *Please provide a general statement of 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 any significant changes or needs anticipated in the next three*

 *years.*

With the collapse of the dot-com bubble in 2001 and 2002 CIS enrollments declined nationwide. The BCC CIS department attempted to counter this trend by developing three new programs: Computer Programming, Web Programming, and Network Support Technician. Because of low CIS enrollments at all Peralta Colleges the Computer Programming and Network Support Technician programs were put under review in spring 2007. The department is now focusing on the Web Programming Degree Certificate (which has some potential synergy with Multimedia) as well as the Applied Microcomputer Information Systems Certificate/Degree Program.

There are many indications that IT employment is picking up which should lead to increased demand for IT courses. We need additional resources for outreach to inform the public about the range of classes which we offer

We are exploring the possibility of creating a Games Design and Development program at BCC.  It will be developed collaboratively by the CIS and MMART departments.  We are currently considering the possibility of creating two certificate programs: one focusing on Games Development and another focusing on Game Design, The Game Development certificate will be primarily CIS and Game Design with be primarily MMART.  Students in either program will be required to take courses in both departments.  For example, those in the Game Design certificate may be required to take CIS 6 and maybe another course to learn basic computer skills (5 to 8 units) and those in Game Development will be required to take MM Art/Design classes.

We hope to create these certificates such that they can be articulated with the UC Santa Cruz degree program in Game Design and Development.  Those students who want to continue for a degree in these areas can then continue their studies at UC Santa Cruz.

We hope to create an outline of the program by the end of the semester.  We will identify any courses that we already have and what other courses might be required.

**3.** **Curriculum**:

* *Is the curriculum current and effective?  Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?*
* *Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?*
* *What are the department’s plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?*
* *What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?*
* *Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?*

All course outlines were reviewed in the 08 and 09school years and student learning outcomes developed for all courses which are currently taught. Student learning outcomes are listed on all course syllabi. In this process prerequisite and co requisites were reviewed. We are in the process of removing prerequisites and co requisites from some courses because they prevent enrollment in the class because Peralta does not implements its own Prerequisite Policy. For instance the policy calls for students being able to challenge prerequisites, yet the PASSPORT online enrollment system does not support this feature. Very often students are not told about the ability to challenge prerequisites when they attempt to enroll through A & R

Also, in the 08-09 school year program SLOs were developed and linked to institutional outcomes. The SLOs are posted on TaskStream. We started the course assessments in spring 2009.

* Recommendations and priorities.

1. Continue with the course assessment process by setting up a schedule for when the assessments will occur.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4.** **Instruction:**

* *Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?*
* *How does the department maintain the integrity and consistency of academic standards within the discipline?*
* *Discuss the enrollment trends of your department.  What is the student demand for specific courses?  How do you know? What do you think are the salient trends affecting enrollments?*
* *Are courses scheduled in a manner that meets student needs and demand? How do you know*?

All CIS courses involved hands on lab work. Most courses include students completing a project to apply the principles learned in the course to real world problems. Classes are taught in state of the art labs or Internet enabled smart classrooms. Great emphasis is placed on Internet research and problem solving.

Each semester we offer at least two CIS classes in a hybrid format. We also schedule classes in mornings, afternoon and evenings to accommodate the needs of students.

We have started setting up an assessment process to insure consistent academic standards within the department and across multiple sections of the same class.

Enrollments are high particularly in transfer level classes and therefore productivity is high. However, with the emphasis on productivity, we have not been able to offer some of the more advanced lower enrolled classes required for program completion. Because we teach a significant number of short-term classes the productivity figures are not always accurate and understate our true productivity.

* **Recommendations and priorities**.

1. We need to be able to offer some of the lower enrolled more advanced sections required for program completion.

2. We will be experimenting with teaching additional classes in online and hybrid formats.

3. Continue to work on course assessments

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Student Success:**

* *Describe student retention and program completion (degrees, certificates, persistence*

 *rates) trends in the department. What initiatives can the department take to improve*

 *retention and completion rates?*

* *What are the key needs of students that affect their learning?  What services are needed for these students to improve their learning?  Describe the department’s efforts to access these services. What are your department’s instructional support needs?*

 *Describe the department’s effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?*

The success rates (60-70%) are listed in the data elements and are comparable to the rest of the college. There are many reasons for students not succeeding including lack of English language proficiency. The college has been attracting more International students for whom English is a second language. Our ESL department needs more resources to offer contextualized ESL classes for Business students. We also need student tutors to provide additional assistance.

* Recommendations and priorities.

1. We need additional money for student aids

2. Work with ESL in developing classes contextualized for CIS students

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6.** **Human 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 utilization of facilities and equipment*.
* *Are the human and physical resources, including equipment and location, adequate for all*

 *the courses offered by your department (or program)? What are your key staffing and*

 *facilities needs for the next three years? Why?*

We have three contract faculty in the department and several part-timers. We are currently seeking qualified part time faculty.

We are outgrowing our facility at 2050 Center Street. We need additional instructional computer labs. In addition, we need to upgrade our current labs to run Windows 7. We hope to gain one additional computer lab from the third floor remodeling. The college is seeking additional expansion space

* Recommendations and priorities.

1. We need at least one additional instructional computer lab

2. We need resources to upgrade all computer labs to Windows 7

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7.** **Community Outreach and Articulation**

***For vocational programs:***

* *Describe the department’s connection with industry.  Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field?  How do you know?*
* *Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?*
* *What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?*
* *What industry trends are most critical for the future viability of the program?  How do you know? What are the implications of these trends for curriculum development and improvement?*

***For transfer programs:***

* *Describe the department’s efforts in meeting with and collaborating with local 4-year institutions.  Is the program adequately preparing students for upper division course work? How do you know?*

***For all instructional programs:***

* *Describe the department’s effort to ensure that the curriculum responds to the needs of the constituencies that it serves.*

We have an active advisory committee which meets at least once a year. Faculty are working closely with the Advisory Committee to match program offerings to community needs.

We have no way of tracking job placement rates.

Our transfer level classes are articulated with CSU and UC.

The McIntyre Environmental Scan identified CIS as a growth area

A June 2008 Business Week article headlined “Technology: It’s Where the Jobs Are” reported that there is still a labor shortage in tech. And if you took Economics 101, you know that’s good news for paychecks. Already, tech wages are 87% higher, on average, than in the rest of the private sector job market. Tech wages are also growing faster, by an average of 4% a year—double the 2% reported for private industry as a whole.

* Recommendations and priorities.

1. Continue to work with employers to fine tune our programs.