2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Laney Computer Information Systems (CIS) department's mission is closely aligned with Laney College's mission. The CIS department strives to maintain learning opportunities in a diverse rapidly changing environment, and maintain a commitment to the needs of those served. The CIS Department at Laney College is composed of two Associate of Science Degrees and five Certificates: Computer Information Science (AS Degree), Computer Programming Degree (AS Degree), Android Programming (Certificate of Proficiency), iOS Programming (Certificate of Proficiency), Computer Programming with C++ (Certificate of Achievement), Computer Programming with Java (Certificate of Achievement), and Computer Systems Analysis (Certificate of Achievement). One of the primary goals of the CIS Discipline is to meet the needs of the Laney College Community by providing comprehensive and flexible programs for both transfer and nontransferable first and second year college level computer courses. The Laney CIS Team's overall goals and objectives are to enable students to: Transfer to four year colleges or universities with the intention of majoring in, and earning Bachelor of Science degree or Bachelor of Arts degree in Computer Science (For example: http://guide.berkeley.edu/undergraduate/degree-programs/computer-science/). Achieve training and computer skills for employment in the industry, upgrade knowledge and skills for a current occupation, and continuing education training for job advancement for salary increase. The CIS Team continues to maintain currency in their respective subject areas, updates of curriculum and classroom technology to be adequate to maintain current with the industry. In addition, the CIS Department Team engages in continuous collaboration with Laney's other disciplines (Math, Counseling and English departments to name a few), Advisory Committee, sister colleges, Berkeley, Merritt and Alameda discipline meetings, High Schools, Articulation Office and four-year institutions to ensure curriculum meets the requirements of institutions to which students transfer. Lastly, we are continuing the complete redesign and updating of all professional courses.

List your Faculty and/or Staff

Kim Bridges (PT), Barbara Collins (PT), José Luis Flores (FT), Irfan Ortak (FT), Patrick McDermott (PT), Derrick McMillen (PT), Tuan Nguyen (FT), and Johnnie Williams (FT).

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

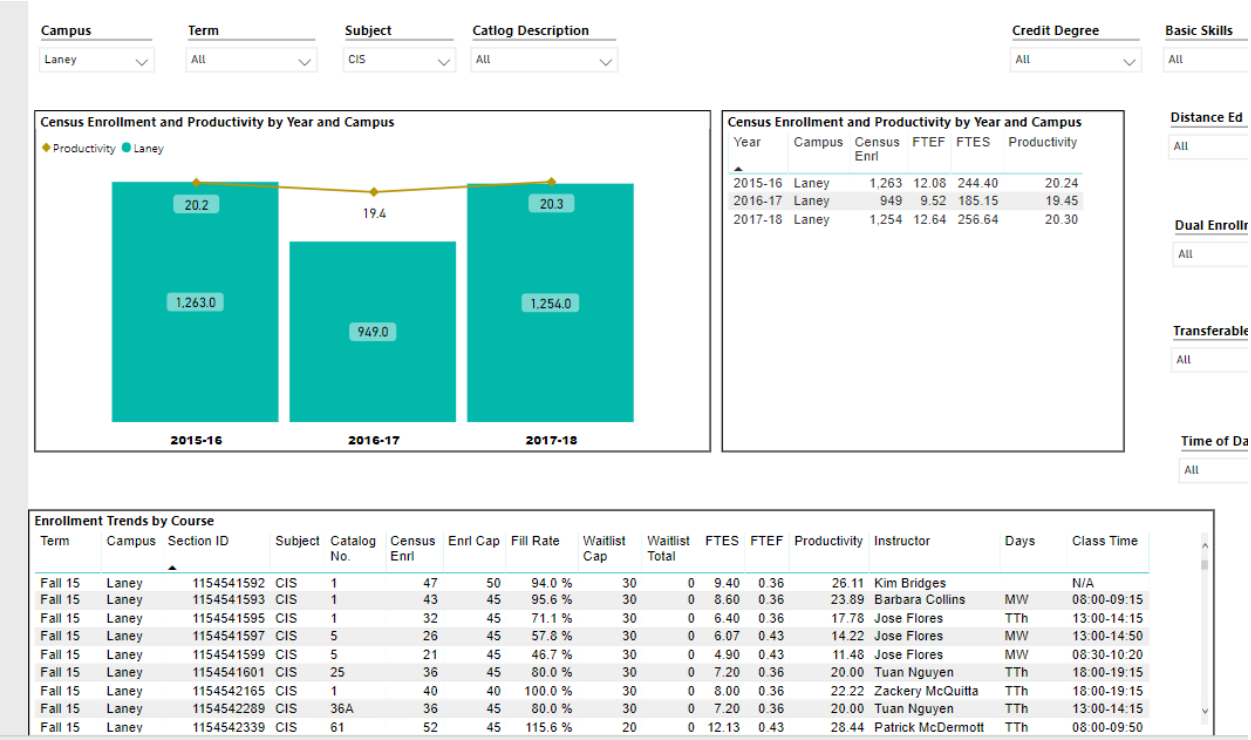
Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	**Which institutional goals will be advanced upon completion?** (circle all that apply)	**Progress on goal or AUO attainment** (choose option & date)	**Explanation and Comments** (If a goal or AUO is Revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment The CIS department continues our assessments alone with the new incoming certificates.	1. PCCD Strategic Goals A: Advance Student Access, Equity & Success B: Engage & Leverage Partners 2. College Goals: LC: Raise Community Awareness and Manage Enrollment Effectively LC: Build A Culture of Success, Innovation, Belonging and Pride	Ongoing: Select Date.	The CIS Team are active in the assessment process, and are collaborating to Improve as needed for current and future semesters.
Curriculum (if applicable) The CIS department continues to develop degrees, certificates, and courses to meet the goals for the CTE, Transfer, Foundation Skills, and the High School Pathways.	1. PCCD Strategic Goals C: Build Programs of Distinction D: Strengthen Accountability, Innovation & Collaboration 2. College Goals: LC: Provide Pathways to Careers, Degrees, Certificates/Transfer Choose an item.	Ongoing: Select Date.	The CIS Team are collaborating with multiple entities to develop degrees, certificates, High School Pathways to prepare all students (even the underrepresented groups such as women and minorities) for employment.
Instruction (if applicable) The CIS department continues to collaborate more for an improved alignment across the other CIS departments among courses, not to be in competition with each other, to have a better efficient schedule for all students that we serve.	1. PCCD Strategic Goals D: Strengthen Accountability, Innovation & Collaboration E: Develop & Manage Resources to Advance Our Mission 2. College Goals: LC: Develop Equitable, Aligned and Suitable College Resource Allocation Model LC: Make All Facilities Clean, Safe, Functioning, Well-Equipped and Attractive	Ongoing: Select Date.	The CIS department needs once a month a facilitator to improve the alignment across the other CIS departments for faculty to collaborate, how as a whole to improve our efforts, our schedules and list plans to input into manageable action plans to do! Recommendation: Recruit within the Peralta Community first: We have passionate people who could provide their gifted talent to facilitate or: **Olivia S. Herriford, DM, MBA** Herriford Consulting www.herrifordconsulting.com Gmail: oherriford@gmail.com 925.930.7137 Office
Student Success and Student Equity The CIS department is exemplary in how we Honor and celebrate our student's successes.	1. PCCD Strategic Goals A: Advance Student Access, Equity & Success D: Strengthen Accountability, Innovation & Collaboration 2. College Goals: LC: Build A Culture of Success, Innovation, Belonging and Pride LC: Build A Culture of Success, Innovation, Belonging and Pride	Ongoing: Select Date.	Increase Workshops for PCCD to collaborate on how all can do functions of their job differently, to be a part of all student success; and change what is not working to provide a better environment for our students.

Professional Development, Institutional and Professional Engagement, and Partnerships Institutional and Professional Engagement, Partnerships, Workshops and Conferences.	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Ongoing: Select Date.	Designed a few staff members to be available to help with filing out the paperwork for the Workshops and or Conferences. This process for faculty would be a better way to submit the required paperwork before the event.
Other Program Improvement Objectives or Administrative Unit Outcomes The CIS department's forth year for our summer programs, and has obtained funding from external sources. In addition the department plans to add more Distance Education (DE) options to appropriate courses for students who are unable to attend College because of their work schedule.	1. PCCD Strategic Goals Choose an item. Choose an item. 2. College Goals: Choose an item. Choose an item.	Ongoing: Select Date.	The CIS department plans to explore alternative to increase the schedule offering to increase evening courses, hybrid courses, and bring back weekend programs to be more accessible to the students.

Describe your current utilization of facilities, including labs and other space

The restrooms near the CIS department area, need more janitors available to keep the restrooms clean. The CIS department is growing because of the degrees and certificates offerings, and a new building is needed with at least four or more classrooms. Currently, the CIS department has three classrooms available which limits the department from offering more courses and sections. More classrooms will be very helpful for the students to complete their degree and or certificates.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

The CIS department enrollment trends over the past three years has shown the demand for more sections and courses. The CIS department's productivities fall 2015 to spring 2018 is high, ranged from 20.21 to 20.30. The CIS department has approved: Computer Information Science (AS degree), CIS/Computer Programming (AS degree), Computer Programming with C++ (Certificate of Achievement), Computer Programming with Java (Certificate of Achievement), Computer System Analysis (Certificate of Achievement), Android Programming (Certificate of Proficiency) and iOS Programming (Certificate of Proficiency). The CIS department urgently needs to increase sections and courses for the CIS student's to successfully graduate in two years.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

The day courses offered showed enrollment ranges from 477 to 350, the evening courses enrollment ranged from 81 to 114. This clearly shows a demand for more courses and sections for the evening, and weekend courses are also needed to meet the demands of the students who are not able to attend Laney College because of their work schedule (Monday through Friday).

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

According to the BI tool the data has shown that the schedule does not meet student's demands. In order to meet the demands of the students more courses and sections need to be schedule for the day, evening and weekend.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

The faculty in our department have increased students learning and engagement because of involving them more in the learning process. The assignments, projects, lab activities, and hands on with the Raspberry Pi (miniature computer the size of a credit card) has increased their focus, motivation, and critical thinking skills for a meaningful learning environment. This innovative teaching strategies of the student-centered approach has increase opportunities for the students to effectively achieve the course's learning objectives.

How is technology used by the discipline, department?

The CIS department is constantly improving its' use of technology and teaching techniques. Many of the CIS department instructors use the latest teaching technology as exemplified by the Raspberry Pi (miniature computer the size of a credit card) that was developed as a teaching tool at Cambridge University. Additionally students are employing 3-D printing projects in their learning environment. The CIS department also utilizes the technology for demonstration, assignments, projects, lab activities, quizzes and exams: The students have some of their projects on the CIS website: https://laney.edu/cis/student-projects/ .

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?

The result of collaboration, research and feedback from the students has helped in the improvement of understanding what fundamental concepts are needed in improving the pedagogical quality to enrich the integrity of the course content for a more successful learning experience. The CIS department provides an environment for the students to learn by doing, a methodology in which they become a researcher and presenter in the delivery of their projects. The Student Success in Distance

Education/Hybrid classes versus face-to-face classes, the CIS department offers Introduction to Computer Information Systems (CIS) 1 and Computer Literacy 205.This is the only two courses in the department that offers Distance Learning (DE)/Hybrid and face-to-face. According to the Oracle Business Intelligence software tool, the data shows 51% or more online courses that has proven effective, for those students who are self-motivated and academically prepared to complete the requirements for the courses they take. The Introduction to Computer Systems (CIS) 1 and Computer Literacy 205 has the same consistency plus more as the corresponding face-to-face classes because of the numerous tools available in the online course. The interactive system on Canvas allows the instructor to communicate with all of the students more, such as the shy students who do not always communicate with the instructor in a face to face classroom. The instructor is able to use the inbox and or zoom to contact the students individually or all of them for updates and announcements, and to encourage them to continue their participation. These tools have increased more interactions with the students, immediate scoring results, correct and incorrect responses to increase their knowledge of the course content.

The CIS department is exploring having more DE offerings, and have started in the face-to-face Computer Literacy (CIS) 205 course the opportunity to expose students to the online environment to promote more successful experiences for them. This modification of the course has allowed for a better preparation for many students and has helped in them making better choices; such as which courses they should take online verses the face-to-face course. Currently, many members of the CIS Team are using Canvas in their face-to-face course for students to have access to the course Syllabi, handouts, lecture note etc. which has been very helpful for the students to have 24-7 access to course materials. The CIS Department plans to have more Hybrid courses for spring 2019.

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

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

The CIS department will review the course outlines of record in CurricUNet this semester spring 2019 to start the update of updating each one within the next three years.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

The CIS department have new degrees and certificates that need to be offered. Our plans are to increase courses and sections to help the students complete their degrees and certificates successfully in our department.

Assessment – Instructional

Assessment Data figure 1

Cluster (if only one area, list department)	Department	Course #	Year	Term	Program (degrees and certificates for which this course counts)	PLO (program outcome to which this SLO maps)	ILO #	SLO	Assessment Methods	Success Criteria	Assessment Results (describe performance data: what % students met standards, how many sections/instructors participated, if sampling was used describe, describe target performance as "met," "not met,"	Reflection on Assessment Results (What were the strong points and weak points students demonstrated on the assignment? What areas need more attention? What do your results show about student learning?)	Use of results/Action Plan (include timeline for implementation, key/responsible personnel, priority high/medium/low , status report/reflection on results of action plan)	Status Report (comment on changes made, have the changes resulted in improvement in student learning? Planned date for reflection)	closed the loop, AP successful
CIS	CIS	1	2016	Spring	1. Laney New Program-AS-T Degree *Active* Associate Of Science Degree In Business Administration For Transfer	PLO 2: Introduce tools, concepts, and vocabulary while helping to integrate new functionality for the efficient use of software tools for educational, business, and personal use.	2	**SLO 2 Outcome:** Demonstrate proficiency in the use of word processing, spreadsheet, database, and presentation graphics applications.	**Assessment:** Evaluate lab assignments, projects, quizzes and exams for	Students that succeed will complete 80% of Lab Assignments. Projects and tests will be completed	*72% of students in completed 80% of Lab assignments. *81% of students completed course with a score of 70%	Reassess SLO with colleagues for industry updates on a yearly basis.	Results met standard.		
CIS	CIS	5	2016	Spring	The state has not yet approved either of the two degrees that this class would count for. However it does count for programming certificates in	PLO 3: Create and program algorithmic solutions to solve problems.	2	**SLO 1 Outcome:** Design and create projects with the Raspberry Pi (miniature computer the size of a credit card) to explore in the process of learning to solve problems	**Assessment:** Evaluate lab assignments, quizzes and exams for	**Students who succeed will earn 70% or more of the total points possible by**	**80% of students earned a 90% or more, and 20% of students**	The grading rubric is adequate. What has changed is the assignment deadline structure.	Results met the standard. Restructure criteria within grading rubric based on student work and		
CIS	CIS	6	2016	Spring	1. Laney New Program-Certificate of Achievement *Active* Computer Programming With C++ 2. Laney New Program-	PLO 2: Programming Skills: Demonstrate an understanding and competence in the ability to analyze a problem, using algorithms to	3	**SLO 3 Outcome:** Implement Programs: Proficiently and effectively write and debug programming code using a	Evaluate students' project and lab work for	Describe the standards for successful performance on this SLO: The program	Summary of Assessment Measure Results: 36 students were assessed; 30 of the	The assignment is highly effective and directly relates to career education goals. Two weak points:	This course is expected to be taught again by Patrick McDermott in Spring 2017. Two tasks to complete		
CIS	CIS	25	2016	Spring	1. Laney New Program-A.S. Degree *Active* Computer Information Science 2. Laney New Program-Certificate of Achievement *Active* Computer Programming With C++	Briefly mentioned in class about the programs. Students are asked to check the programs for details.	2	**SLO 1 Outcome:** Solve Problems with Computers: Interpret and analyze a business problem and design, code, compile, test and debug a program solution in C++ using proper program syntax balancing efficiency and maintainability using object-oriented programming concepts to create	**Assessment:** Evaluate lab assignments and project for proper program syntax balancing efficiency and	Students who succeed will earn 65% or more of the total points possible for the written homework/tests.	To be updated after class grade submitted on June 6th.	Grading rubric should be updated to go along with the details and explanation presented in class discussion.	Results met the standard. Restructure criteria within grading rubric based on student work and reassess per semester results. Note: Faculty will		
CIS	CIS	27	2016	Spring	1. Laney New Program-Certificate of Achievement *Active* Computer Programming With C++ 2. Laney New Program-	PLO 1: Computer Software Development: Demonstrate the ability to apply data requirements, algorithmic principles, and software development	2	**SLO 1 Outcome:** Data Structures: Design and program data structures such as Linked Lists, Queues and Deques.	**Assessment:** Evaluate quiz and exam results for correct	Students who succeed will earn 70% or more total points possible for final exam.	90% of students earned 70% or more on the Final. 80% of students earned 80% or	Students preformed well during programming tasks during final exam. Students struggled	Results met the standard. Dedicate larger amounts of class time to explanation and		
CIS	CIS	36A	2016	Spring	1. Laney New Program-A.S. Degree *Active* Computer Information Science 2. Laney New Program-	PLO 2: Programming Skills: Demonstrate an understanding and competence in the ability to analyze a problem, using algorithms to	2	**SLO 2 Outcome:** Program Structure: Use data types to define variables and arrays, analyze and construct algorithms and translate to appropriate control structures of	**Assessment:** Evaluate quiz and exam results for correct	Students who succeed will earn 70% or more total points possible for final exam.	88% of students earned 70% or more on the Final. 72% of students earned 80% or	Students preformed well during programming tasks during final exam. Students struggled	Results met the standard. Dedicate larger amounts of class time to explanation and		
CIS	CIS	205	2016	Spring			5	**SLO 3 Outcome:** Access appropriate applications to complete tasks or projects.	**Assessment:** Evaluate lab assignments, projects, quizzes and	Students who succeed will earn 70% or more total points possible for final exam.	Summary of Assessment Measure Results: 36 students were assessed; 30 of the	The final exam results showed that the students need more hands-	Although the results met standard, plan to give more hands-on assignments to		

Student Learning Outcomes Assessment

List your Student Learning Outcomes

Dept	Course	Outcome
CIS	001	1. Explain and apply computer vocabulary and concepts, perform operating system functions, and accomplish complex information processing tasks with a computer.
CIS	001	2. Demonstrate proficiency in the use of word processing, spreadsheet, database, and presentation graphics applications.
CIS	001	3. Demonstrate the ability to use email, browse the web and use search engines for Internet research
CIS	001	4. Explain the problems and issues confronting individuals and society in the use of computers including the social, political, economic and ethical issues involved in their use.
CIS	001	5. Effectively complete a wide variety of projects using the computer.
CIS	005	Design and create projects with the Raspberry Pi (miniature computer the size of a credit card) to explore in the process of learning to solve problems. This outcome maps to the following Institution Outcomes: • Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions. • Communication - Students will effectively express and exchange ideas through various modes of communication. • Career Technical Education - Students will demonstrate technical skills in keeping with the demands of their field of study.
CIS	005	Evaluate software design and methodology to identify best practices. This outcome maps to the following Institution Outcomes: • Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions. • Communication - Students will effectively express and exchange ideas through various modes of communication. • Career Technical Education - Students will demonstrate technical skills in keeping with the demands of their field of study.
CIS	005	Effectively write algorithm sequence, decision, and repetition steps, to solve problems. This outcome maps to the following Institution Outcomes: • Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions. • Communication - Students will effectively express and exchange ideas through various modes of communication. • Career Technical Education - Students will demonstrate technical skills in keeping with the demands of their field of study.
CIS	005	
CIS	006	Design Algorithms and Programs: Proficiently and effectively plan the design of a program and write appropriate programming algorithms.
CIS	006	Program Structure: Proficiently and effectively write programming code using a variety of programming structures, including variable definitions, alternation and iteration, functions and objects.
CIS	006	Implement Programs: Proficiently and effectively write and debug programming code using a programming language in a development environment and tools including user interface.
CIS	020	Describe computer hardware architecture and the organization and functions of key components.
CIS	020	Explain binary logic and digital circuits, the structure of the CPU, and how computers perform arithmetic and logic operations.
CIS	020	Explain and/or demonstrate how computers execute instructions using the fetch-execute cycle and the structure low-level computer instructions.
CIS	020	Write simple programs for microcontrollers/computers using assembly language with implementations having: Conditional and loop structures; Subroutines; and Macros & directives.
CIS	025	Solve Problems with Computers: Design, code, compile, test and debug a program solution in C++
CIS	025	Program Structure: Select & construct data types to define variables and arrays
CIS	025	Development Tools: Create programs using software development tools including editors, libraries and compilers
CIS	027	Data Structures: Design and program data structures such as Linked Lists, Queues and Deques.
CIS	027	Algorithms: Design and program algorithms for sorting and searching, using techniques such as sequential and binary.
CIS	027	Algorithm Efficiency: Evaluate and compare the efficiency of various approaches including best-, worst- and average-case scenarios.
CIS	027	Define, design and recognize Classes and Objects to implement data structures.
CIS	044	Create an object-oriented program using the C# .NET programming language.
CIS	044	Write valid decision statements (if/else constructs) in the C# .NET programming language.
CIS	044	Create list collection type that stores sequences of data in the C# .NET programming language.
CIS	049	
CIS	061	Python Programs: Develop programs that are concise and elegant, in a clear and well-planned manner in the Python programming language. Reduce the complexity of a programming problem into smaller, simply defined components (modular & object-oriented programming)
CIS	061	Data Types: Use data types to define variables, lists, sets & dictionaries
CIS	061	Sequences and Selection: Analyze and construct algorithms and translate to appropriate control structures of sequence & selection and alternation (if statements)
CIS	061	Loops and Recursion: Analyze and construct algorithms and translate to appropriate control structures for iteration using loops and recursion
CIS	062	Evaluate client requirements to recommend a systems solution in a Requirements Document and develop Technical Specifications for the system.
CIS	062	Use a methodology and related tools such as UML (Unified Modeling Language) to model the Requirements and Specifications for a computer system.
CIS	062	Design high-level logical system characteristics (user interface design, design of data and information

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

According to Assessment Data figure 1 on page 8 the results showed for some of the instructors that additional handouts, assignments and lab activities would increase in the students learning environment to successfully improve in the understanding of the course objectives.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

The CIS department plans to continue the assessment process, and work on assessing the other Student Learning Outcomes (SLO's) for new courses when they are offered. The department has completed about 30%.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

The CIS Team completes their assessments if they are reminded, the department continues to work on improvement and them automatically submitting their assessments each semester.

Collaboration

The CIS department Team continuous collaboration on best practices and feedback from the students, industry partners for improvement as needed: such as modification of some of the courses to better serve our students in their career pathways successfully. The CIS department plans to continue the assessment process, collaboration's with other disciplines, industries' to develop new programs and to improve on existing degrees and certificates

Leadership Roles

Planning Process

Dept meetings for Collaboration

Data Analysis

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

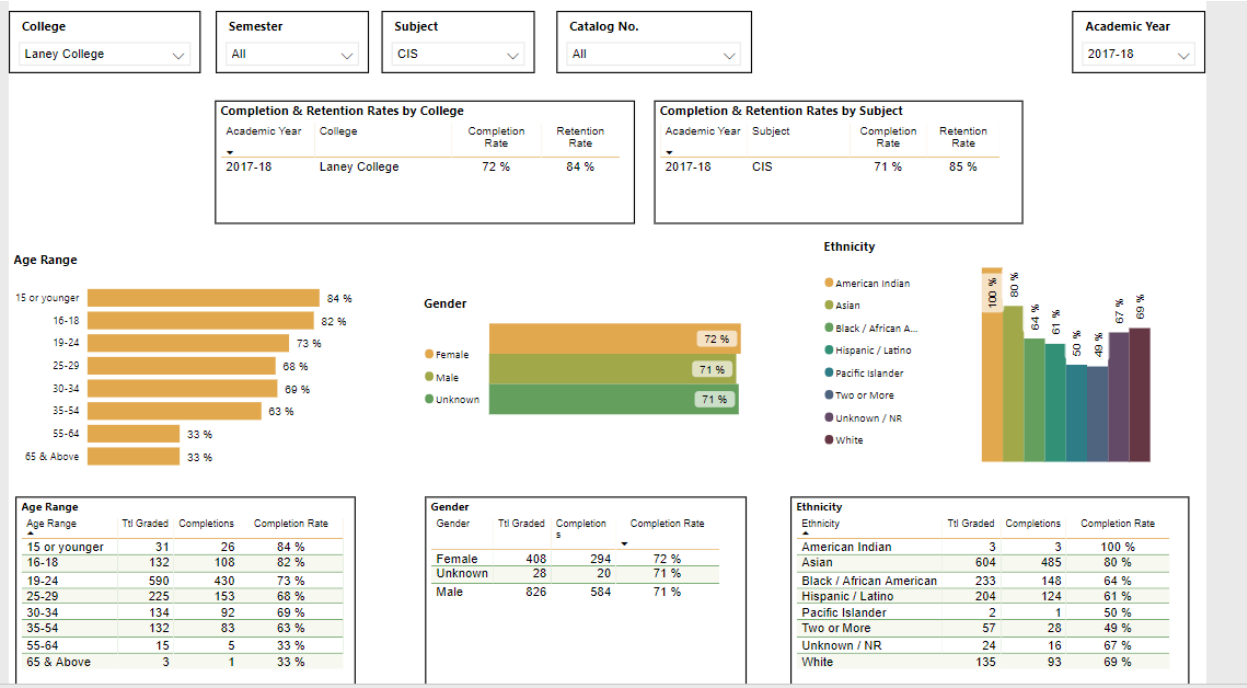
Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Ethnicity

Gender

Foster Youth Status

Disability Status

Low Income Status

Veteran Status

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Hybrid

100% Online

Dual Enrollment

Day time

Evening

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

College productivity rate 15.3, the CIS department is well ahead of the college overall. The CIS department's productivities fall 2015 to spring 2018 is high, and ranged from 20.21 to 20.30.

How do the department's Hybrid course completion rates compare to the college course completion standard?

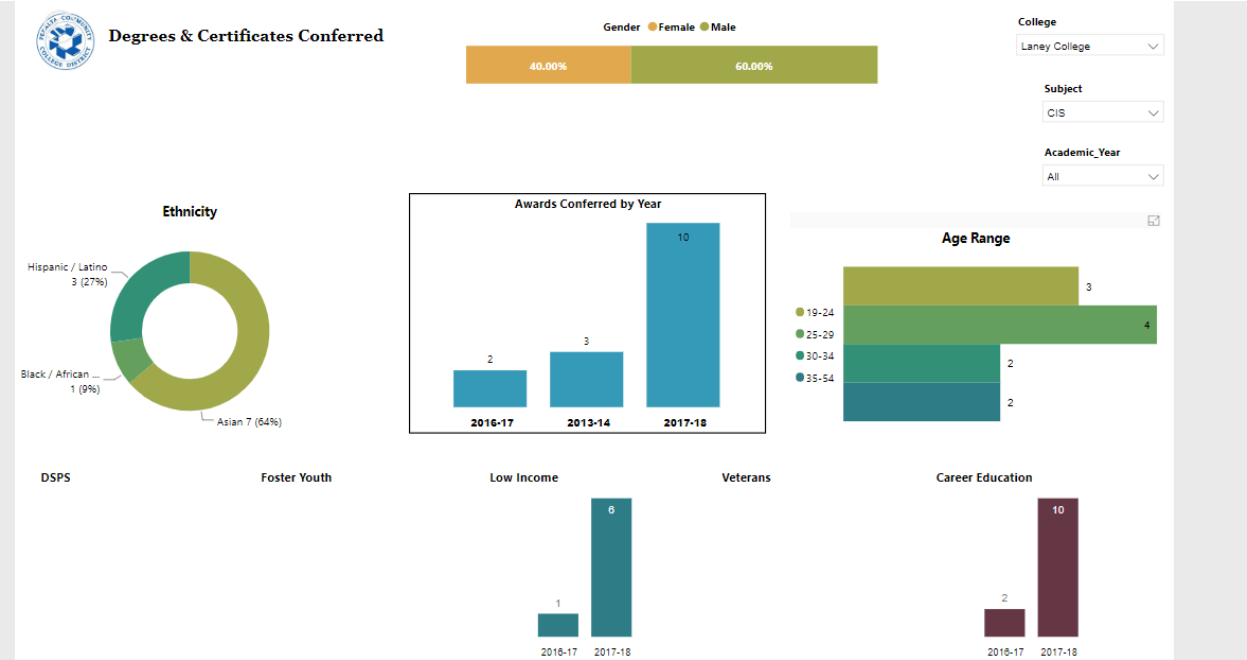
Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

What has the discipline, department, or program done to improve course completion and retention rates?

Degrees & Certificates Conferred

Degrees & Certificates figure 2



Degrees & Certificates Power BI dashboard

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.

According to Degrees & Certificates figure 2 data above clearly shows the demand for more sections to be offered for students to complete their degrees and certificates. Only about 14 students received degrees and or certificates from 2016 – 2018.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

The CIS department will be focus on the next three years offering more sections, scheduling day, evening and weekend classes to increase the number of degrees and certificates awarded.

Engagement

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.

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

The CIS faculty and staff have engaged in the following: hiring committees, given talks and seminars for the Peralta community, participated in the CTE Open House, member of the Skyline High School PTSA and worked with the OUSD on Skyline High School realignment, Dual Enrollment with three high Schools, Equity Committee and Career Education. The faculty and staff collaborations in these activities has helped in modification of some our course content to improve the success of our students completely their degrees and certificates.

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 (training, discussions, and decision making); they are included at all levels, and all feel very much a part of the team. As an example, the department is headed by one part-time.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker	Six student workers are needed to support the CIS lab, and to help in the classrooms.	Salary unknown.		

Personnel: Part Time Faculty	One to four part-time faculties are needed to offer more courses and sections; for the day, evening and the weekend.	Salary unknown.		
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed	Professional Development is needed for instructors to gain training in specific areas and the use of new equipment. Workshops, seminars, and training for instructors: CISCO Academy (Netlab+), Mobile Apps (iOS/Android) and Oculus Rift.	5,000 – 10,000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Keep software up to date.	Unknown
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Instructional supplies to maintain the department.	10,000
Supplies: Non-Instructional Supplies	Non-Instructional supplies to maintain the department.	10,000
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	The CIS department is growing, and needs more classrooms; currently have three classrooms (with computers). Can only have three classes offered at the same time.	Has to go out to bid.
Facilities: Offices		
Facilities: Labs	The CIS department needs a lab that can be open from 9 AM to 9 PM (Monday to Thursday) and 9 AM – 3 PM (Friday and Saturday). The current CIS department's infrastructure needs to be improved to better accommodate the ADA Disability requirements, and expand for three multipurpose rooms, open labs and classrooms for the student's to have an environment for access to tools and devices to increase the success of them completing their degrees and certificates.	Has to go out to bid.
Facilities: Other	The CIS department is growing, and needs a new building; currently only have three classrooms (with computers). Can only have three classes offered at the same time.	Has to go out to bid.

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		