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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Program Review to your Dean by November 30, 2021.**

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| **COLLEGE PROFILE** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **DEPARTMENT DESCRIPTION**   Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College’s mission. | | |
| 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 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. | | |
| **Name(s) of member(s) completing this Program Review** | **Department/Program** | **Completion Date** |
| Paramsothy Thananjeyan | Comp. Information Systems | November 30, 2021 |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Paramsothy Thananjeyan  Vladeta Djukich  Benjamin Allen | Juan Herrera  Michael Seidel  Fayez Elgiheny  JoAnne Strickland | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. | | |
| **What are your enrollment trends in the past three years?** | | |
| CIS Enrollment and productivity for the last three years:  2018-2019 = 630 (CIS Productivity = 16.3 – BCC Productivity = 14.9)  2019 – 2020 = 746 (CIS Productivity = 15.9 – BCC Productivity = 14.9)  2020-2021 = 618 (CIS Productivity =16.2 – BCC Productivity = 14.3)  Data shows that productivity of CIS (is slightly larger compared to BCC average. Overall, enrollments have decrease in 2020-21 compared to previous years but productivity has remained approximately between 15.9 and 16.2. The decrease in enrollment may be due to the pandemic as all courses have been changed to online or synchronous online offerings. Also, we have not significantly increased or decreased the number of courses offered during this period. | | |
| **When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?** | | |
| Since data shown similar trends for all years between 2018 to 2021, this summary is presented for the whole period between 2018 to 2021.    Enrollment trends based on three-year data from 2018 to 2021:   1. Male/Female/Other:   Male: 66%  Female: 31%  Other: 3%  Although enrollment data shows more male students (approximately 66%), the retention rates and completion rates are similar for male, female, and other students.   1. Ethnic groups:   Asian: 40%  Black/African American: 12%  Hispano/Latino: 17%  Two or more: 6%  Unknown: 4%  White: 21%  The enrollment data shows that approximately 60% of the students are Asian and White students and only 30% are Black/African American and Hispanic/Latino students.   1. Age groups:   16-18: 8%  19-24: 53%  25-29: 18%  30-34: 11%  35-54: 10%  Approximately 79% of the students are between 16 to 29 years and only about 21% are over 30 years or older. | | |
| **Year 1 (2021-2022)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| The above-mentioned trends are likely to continue until we could return to the normal teaching condition. Enrollment of age groups 16 to 18, 19 to 24, and 25 to 29 will continue to grow. | Enrollment should stabilize and return to before 2019 levels. Consider offering our normal face-to-face classes and refine our asynchronous and synchronous classes. | To further improve enrollment, we need to review our class mix with the current trends and offer classes to meet the needs of our students. Provide, use, and maintain current and innovative technology in the classroom and distance learning environment. Offer more transfer-level classes on a predictable sequence. |
| **What would you recommend that we do to increase student enrollment in your department?** | | |
| We need to continue to refine and enhance our existing transferable courses to serve the needs of CIS students needing to transfer to four-year colleges. We need to make available additional classes for dual enrollment for early college students, targeting age group 16 to 18, mainly for high school juniors and seniors. Further, we need to work with our counseling department to reach out to local high schools for outreaching programs and design summer short courses for high school students to introduce our programs to them. We also need to consider developing short certification of completion programs to serve the needs of the age group 25 to 29, likely working adults looking for advancement to positions that require more in-depth knowledge of CIS principles and upgrade skills in related areas. We need to continue to develop new programs, including outreach to CIS, educational institutions, and public organizations linked to high demand professions, for example, UCB’s Data 8 program and transfer courses to UCs and CSUs. With the implementation of this new popular program, enrollment will improve significantly and additional resources may be needed to accommodate for the surge in enrollment.  Business and CIS faculty members are currently planning a new Data 8 program in collaborating with University of California, Berkeley campus. This new data science program will again bring in new UC and BCC students, and once implemented, enrollment will improve significantly, addition resources such as computer labs, apps, and qualified adjunct faculty members will be needed.  Further, faculty members are in the process of creating a CS program and revise the transfer curriculum and certificates to meet the needs of the age groups from 18 to 29 students for transfers, skill upgrading, career advancement, and career changes. | | |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Instruction**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  *If you need more guidance with this item, click here for additional support.* [Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** | | |
| As in 3A, this summary is presented for the whole period between 2018 to 2021.  Retention and completion trends based on three-year data from 2018 to 2021:   1. Male/Female/Other:   Completion Retention  Male: 52-67% 72-81%  Female: 51-71% 70-81%  Other: 38-76% 69-88%  The lower completion and retention rates were observed for 2018-2019, while the completion and retention rates are higher in 2019-2020 and 2020-2021 for all groups.   1. Ethnic groups:   Completion Retention  Asian: 61-77% 77-85%  Black/African American: 34-65% 61-88%  Hispano/Latino: 34-49% 58-72%  Two or more: 47-64% 70-79%  Unknown: 35-73% 75-96%  White: 55-73% 76-82%  The lower completion and retention rates were observed for 2018-2019, while the completion and retention rates are higher in 2019-2020 and 2020-2021 for all groups. By ethnic groups, completion rates for Asians and Whites are higher than other groups and lowest for Hispanic/Latino students.   1. Age groups:   Completion Retention  16-18: 54-73% 65-74%  19-24: 51-70% 71-83%  25-29: 53-71% 76-83%  30-34: 40-64% 68-84%  35-54: 63-100% 67-100%  The lower completion and retention rates were observed for 2018-2019, while the completion and retention rates are higher in 2019-2020 and 2020-2021 for all groups. | | |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?** | | |
| Supporting programs such as tutoring services and cohort support should be provided to age groups under 16 and 16-18, as the students, may need additional counseling and educational programs to guide through the transfer process and career pathways. Tutoring services should be provided to Black/African American and Hispanic/Latino students as both groups received the lower completion rates. It seems that there is an equity gap between the course completion and course retention of the Black/African American and Hispanic/Latino students compared to White and Asian populations in our discipline. | | |
| **How do these outcome trends compare to the college average?** | | |
| CIS retention and completion rates are slightly lower than college average during this period.  Completion Retention  CIS 67% 81%  BCC 74% 84%  The retention rate is only 3% below the college rate, whereas completion rate is 7% lower than college average. This may be expected as CIS courses are generally more advanced and difficult compared to other college courses, compounded by the equity issue identified earlier. Online courses have also decreased overall enrollment in all courses and may have affected completions and retentions. | | |
| **What questions do you have about the trends?** | | |
| It will be interesting to know more about why students in certain groups have lower completion rates and how we can help these students complete the courses successfully. Examples – do they lack of adequate math background, what student support services can we provide? … etc.,? | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete and succeed in your courses? (support your recommendations with examples) e.g., offer diff modalities; timing of day).** | | |
| Comments from students show that student tutors and LRC tutoring center help has been very valuable to many students during the pandemic period.  Comments about online courses are mixed. Some students prefer the convenience of online courses whereas some are lost by the isolation and the lack of student cohorts and support.  Since we have only one section per class for most courses and many students who take these classes are working during day time, they tend to prefer evening classes. Completion and retention rates are similar for morning and evening classes. | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Schedule more face-to-face, synchronous, and blended evening classes. | Review the tutoring arrangements and programs and, if necessary, offer new tutoring help for students to increase completion rates.  Recruit adjunct faculty members with high school teaching experience and advanced Computer Science classes. | Review student enrollment and performance during day classes, evening classes, synchronous online classes, and asynchronous online classes and student performance determine to class mix for the coming semesters. |

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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) | | |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).** | | |
| CIS had a total of two Certificates of Achievements every year between 2018-2021, compared to about 45 per year for the whole college. CIS has no proficiency or transfer AAT degrees.  These numbers are too small to calculate any trends by categories. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| As stated above the number of certificates are too small to calculate any meaningful trends.  We need to offer more classes on a regular basis, have students adequately prepared with the basic pre-requisites, and capture the students who are transferring to 4-year colleges with a degree comparable to the AAT degree. | | |
| **How do these outcome trends compare to the college average?** | | |
| As stated above, CIS had a total of two Certificates of Achievements every year between 2018-2021, compared to about 45 per year for the whole college. CIS has no proficiency or transfer AAT degrees. These numbers are too small to calculate any trends by categories. | | |
| **Based on input you’ve received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)** | | |
| 1. A significant percentage of students who take classes are interested in transferring to the UCs or CSUs. Recommendation: Create a CA and degree or modify the existing CA and degree to incorporate transfer class. 2. There are also many students who have a degree in another field and would like to take classes for change of career, of advancement in their current work. Recommendation: Modify the CA and degree and offer all the courses that are required for the degree. 3. CIS is a fairly difficult and a competitive field which require good mathematical and logical problem-solving skills. For students who are trying complete their first degree in CIS, we need to encourage all student to take the required Math and GE classes. | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Provide supporting services such as tutoring services. Review with our counseling department on supporting resources. | Review results and responses from students and revise plans, if necessary, together with the counseling department. | Monitor these services and consistently review and update the supporting plans. |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
| Based on the available information, majority of our CIS students wish to transfer to UCs and CSUs to continue their studies. The department should focus on refining and enhancing the course contents of our existing transferable courses and maintain standards so that our students are well prepared to continue their education. |

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| **3E. Curriculum** |
| View the department’s curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success. |
| **How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?**  Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.). |
| Encourage and ensure that all CIS faculty members review the original course outlines for their courses and assess their classes on a timely basis. Review student learning outcomes and assessment results with department chair with recommendations for improvement when applicable. Utilize technology to enhance student learning. Based on assessment data revise and adjust teaching plan accordingly.  Update courses and certificates frequently to meet the changing needs of the fields.  Restructure the CIS department to be more like the CS departments in most universities and colleges. |

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| In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | CIS |
| Action Name: | Student-Tutoring Services |
| Description: | 1. Fund regular embedded tutoring for all CIS courses. 2. Have tutors available daily at the Learning Resource Center. |
| Completion timeline: | On-going |
| Responsible person: | P. Thananjeyan |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.** | | |
| Create a new CS department and move CIS courses to the CS department.  Create a new CS course sequence and work for articulation with the UCs  Create a new Computer Science and Technology CA/AS certificate.  Deactivate Web Programming Certificate  Update Advanced Computer Programmer Certificate.  Create a non-credit course sequence and certificates for Office/Windows  The above goals were started last year are still in progress. Progress on these have been affected by the recent pandamic. Hope to complete these during the current 2021-22 academic year. | | |
| 1. **How do the goals align with the College goals? If so, which ones?** | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success. * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options. * **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. | | |
| All the above department goals align with the following BCC goals:  BCC Goal I, BCC Goal II, BCC Goal III, and BCC Goal IV. | | |
| 1. **Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| During in-class sessions, the CIS classes utilize Computer Labs (312, 323, 324) for most of their courses. The labs are shared with all departments. Average utilization is above 90%, with some labs available during non-peak or demand periods.  General classrooms are used for additional classroom space.  Given the typical presentation of the courses, good audiovisual projectors and audio equipment are necessary in the classrooms.  No special faciltities are needed this year, except for protection against COVID. | If returning to face-to-face classes, we will need an extra computer lab that could be used for both CIS and not-CIS classes. | Same as year 2 |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| In general, our goals align with the college goals and no special equipment are needed except for well-equipped computer labs. | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)** | | |
| Currently under review, as faculty members are working on offering additional dual enrollment courses with local high schools and supporting services will be needed including the hiring of new adjunct faculty with high school teaching experience to assist in this program. | | |

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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

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| 1. **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the department/program’s progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).** |
| The department is currently starting the fifth assessment cycle and faculty members are reviewing and updating the student learning outcomes and program outcomes. The department chair will begin to review the program outcomes upon discussion with the assessment liaison. |
| **9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.** |
| All courses and certificated are being reviewed and are being updated. |
| **9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| All courses and certificated are being reviewed and are being updated. |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?** |
| Course syllabus, in-class announcements by faculty, and Canvas course page. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| None |

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| In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| 1. **ENGAGEMENT** |
| **10A. 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/staff/admin participate in.** |
| Paramsothy Thananjeyan – Department Chair, TRC Committees.  Benjamin Allen – Tutoring Services, Technology Committee, Academic Senate.  Hoping to have regular and adjunct faculty engage in assessment committee, website updates, and curriculum updates. |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Faculty members, full-time and adjunct, regularly participate in flex day activities, TLC activities, and department meetings**.** |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| Departmental meetings. Email communications. |
| 1. **10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| Regular communications with other services, departments, and administrative units on an as-needed basis. |

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| In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Discipline: | Computer Information Systems |
| Action Name: | Update web content |
| Description: | Update faculty and course offerings |
| Completion Timeline |  |
| Responsible person: | Web Content Developer |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking of ALL Requests (1=Most important, 2=Second Most Important, etc.)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Yr 1= CIS/CTE Coordinator  Yr 2= CIS/CTE Coordinator  Yr 3= CIS/CTE Coordinator | $60,000 | $30,000 | $90,000 annually | 1 |
| Student Worker | Yr 1= Student Tutor  Yr 2= Student Tutor  Yr 3= Student Tutor | $40,000 | $0 | $40,000 annually | 1 |
| Part Time Faculty | Yr 1= Adjunct Faculty  Yr 2= Adjunct Faculty  Yr 3= Adjunct Faculty | $40,000 | $20,000 | $60,000 annually | 1 |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed | Yr 1= Attend Conferences and Seminars, etc.,  Yr 2= Attend Conferences and Seminars, etc.,  Yr 3 = Attend Conferences and Seminars, etc., | | | $2,500  annually | 3 |
| Personal/Individual PD needed | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) | Yr 1= Robotics software  Yr 2= Robotics software  Yr 3= Robotics software | | | $500  annually | 2 |
| Books, Magazines, and/or Periodicals | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Instructional Supplies | Yr 1=  Yr 2= Instructional Supplies/Robotics  Yr 3= Instructional supplies-Misc | | | $5,000  $1,500 | 1  1 |
| Non-Instructional Supplies | Yr 1= Non-instructional supplies for classroom and office  Microphones and speakers for classroom lectures.  Yr 2= Non-instructional supplies for classroom and office  Yr 3= Non-instructional supplies for classroom and office | | | $1,500 annually | 1 |
| **Technology & Equipment** | Description/Justification  *Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Replacement | Yr 1=  Yr 2= Computer for faculty  Yr 3= Computer for faculty | | | $3,500  $3,500 | 2  1 |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | Computer lab/ classroom | | | $200,000 | 2 |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Library collections |  | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description | Yr 1=  Yr 2= Fulltime CS Faculty  Yr 3= | | |  | 1 |

**Thank you for your time and effort in completing the Program Review!**

**Please email the completed Program Review to your Dean by November 30, 2021.**