



Barstow Community College  
**INSTRUCTIONAL  
PROGRAM REVIEW**

**PROGRAM:**

**Academic Year:**

**Date Submitted:**

**By:**

*Faculty Lead:*

*Members:*

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
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## 1. Program Mission and Vision

### A. Program Mission

The primary mission of the CSIS department is to prepare students for employment in the Computer and information technology area, or prepare them to transfer four year institutions. This is accomplished through a variety of courses which offer a diversity of topics, and emphasizes critical thinking and laboratory skills.

In addition the goal of our discipline is to improve student retention and success by strengthening certificate, degree, and transfer programs and by establishing new programs and course sequences thereby providing students opportunities for transfer education and career preparation. These activities are also aligned with BCC's other goals in terms of providing an effective learning environment, utilizing advances in technology, working with the community, working with other educational institutions, and designing programs relevant to the diverse communities served.

### B. Program Vision (*Where would you like the Program to be three years from now?*)

The CSIS Department vision for the following three years is to:

1. Continue to offer degrees and certificates that will help students get employment in the fields of Computer Information technologies.
2. Continue to offer courses that will assist students to transfer to a four-year institution to achieve their baccalaureate degree in the fields of Computer Science or closely related fields.
3. Continue to work on achieving high level of student success.

### C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

The CSIS Department contributes to the Barstow Community College mission and vision in the following ways:

#### **A. *Mission/Vision One:***

***Provide learning programs and an environment that ensures student success.***

Objective 1.1—Expand and/or revise the curriculum to meet the dynamic needs of students and community. The Department specifically addresses Action 2 in the Plan which states, "Develop student skills that promote lifelong learning with competencies in computer literacy, oral and written communication, and critical

and analytical thinking. Student learning Outcomes (SLOs) stress critical and analytical thinking and since they are derived primarily from test essays and laboratory reports, they also emphasize written communication.

Objective 1.3—Support flexible pedagogies designed to improve student learning and achievement. CBIS faculty review teaching methods at the start of every semester. With the recent changes in state enrollment quotas, the CBIS no longer faces limitations in growing our online enrollment, and will take advantage of this. It is the department’s goal to increase online enrollment numbers offering courses with practical lab simulation software. To do this the CBIS department will need to acquire simulation software to provide online students with “real-time” and “hands-on” training.

Objective 1.5—Develop learning support systems that are effective and flexible to meet changing student needs and enrollment growth. In particular, Action 2, “Enhance collaboration between tutorial services and faculty” by donating instructor copy textbooks and recommending tutors to the Center.

Objective 1.6—Provide modern facilities and classrooms with integrated technologies that support learning programs and accommodate projected student growth. Faculty attends Best Practice seminars to improve live and distance delivery. A majority of CBIS courses are offered online.

1.

**B. Mission/Vision Two:  
*Create an effective work environment.***

Objective 4.1—Enhance college wide dialog and develop a more effective link between department and institutional goals. Action 4 which emphasizes planning sessions, objectives, and measurable outcomes contained in a program review. (See additional data throughout this review).

**C. Mission/Vision Three:  
*Improve college programs through systematic evaluation.***

Objective 5.2—Align courses and programs with mission and overall curriculum.

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## 2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

The Computer and Information Science (CSIS) department serves two main areas of studies: “Computer Science” and “Information Science”. The program is designed to provide the necessary skills to manage and maintain the hardware and software for businesses through industry standard certification objectives. Students will develop good communication skills, learn to use the basic application software, troubleshoot hardware and software problems and develop software applications. Students may specialize in computer programming, web/internet development, or management information systems.

CSIS classes are offered in different platforms: on-campus (18-week full-term and 9-week Hybrid), 9-week online and 9-week hybrid at Ft. Irwin. CSIS classes are offered on campus during the day and evening. Pending on future calendars, weekend CSIS classes are possible.

The department is run by a one (1) full-time faculty, and three (3) part-time faculty members. The part-time faculty is considered to be an essential part of the department. They contribute positively to achieving the mission and goals of the department.

The CBIS department offer classes that serve the following population areas:

1. The general population in the city of Barstow and its adjacent communities.
2. Ft. Irwin. And
3. The online population in general.

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### 3. Program Data

#### A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

##### 1) Full-time/Part-Time Faculty Ratio

2012/2013 TERM	FULL TIME	PART TIME
FALL 2012	1	5
SPRING 2013	1	6
SUMMER 2013	1	1
TOTAL	3	12

2013/2014 TERM	FULL TIME	PART TIME
FALL 2013	1	2
SPRING 2014	1	3
SUMMER 2014	1	1
TOTAL	3	6

2014/2015 TERM	FULL TIME	PART TIME
FALL 2014	1	2
SPRING 2015	1	2
SUMMER 2015	1	1
TOTAL	3	5

2) Course Completion Rate

a) Full-time:

TRADITIONAL  
HYBRID

TERM	ENROLLED
FALL 2012	10 TRADITIONAL 47 HYBRID
SPRING 2013	68 HYBRID
SUMMER 2013	28 HYBRID
TOTAL	153

ONLINE

TERM	ENROLLED
FALL 2012	50
SPRING 2013	43
SUMMER 2013	63
TOTAL	156

HYBRID

TERM	ENROLLED
FALL 2013	26
SPRING 2014	67
SUMMER 2014	0
TOTAL	93

TERM	ENROLLED
FALL 2013	40
SPRING 2014	67
SUMMER 2014	34
TOTAL	141

TERM	ENROLLED
FALL 2014	54
SPRING 2015	41
SUMMER 2015	17
TOTAL	112

TERM	ENROLLED
FALL 2014	53
SPRING 2015	41
SUMMER 2015	16
TOTAL	110

b) Part-time:

HYBRID

TERM	ENROLLED
FALL 2012	22
SPRING 2013	7
SUMMER 2013	0
TOTAL	29

ONLINE

TERM	ENROLLED
FALL 2012	104
SPRING 2013	128
SUMMER 2013	47
TOTAL	279

TERM	ENROLLED
FALL 2013	6
SPRING 2014	27
SUMMER 2014	0
TOTAL	33

TERM	ENROLLED
FALL 2013	94
SPRING 2014	28
SUMMER 2014	35
TOTAL	157

TERM	ENROLLED
FALL 2014	12
SPRING 2015	16
SUMMER 2015	0
TOTAL	28

TERM	ENROLLED
FALL 2014	98
SPRING 2015	45
SUMMER 2015	22
TOTAL	165

Course Success/Retention Rate:

3) a) Full-Time:

HYBRID/TRADITIONAL

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	75%	83%	79%
CBIS-3	77%	83%	83%
CBIS-1	70%	92%	80%
<b>TOTAL</b>	<b>74%</b>	<b>86%</b>	<b>81%</b>

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	81%	86%	79%
CBIS-1	54%	100%	93%
CBIS-6	82%	82%	82%
CBIS-33	79%	88%	88%
<b>TOTAL</b>	<b>74%</b>	<b>89%</b>	<b>85.5%</b>

SUMMER 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-2	90%	97%	76%
<b>TOTAL</b>	<b>90%</b>	<b>97%</b>	<b>76%</b>

FALL 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	66%	86%	49%
CBIS-10	80%	80%	70%
CBIS-33B	70%	78%	78%
<b>TOTAL</b>	<b>72%</b>	<b>81.33%</b>	<b>65.7%</b>



HYBRID (continued)

SPRING 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	88%	94%	94%
CBIS-2	79%	85%	63%
CBIS-13	87%	87%	77%
CBIS-13	100%	100%	100%^
CBIS-29B	100%	100%	100%
TOTAL	91%	93%	86.8%

SUMMER 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE	*	*	*
TOTAL	*	*	*

FALL 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	67%	75%	75%
CBIS-3	92%	100%	91%
CBIS-2	58%	100%	72%
TOTAL	72.3%	91.67%	79.3%

SPRING 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-2	59%	74%	67%
CBIS-33	78%	78%	78%
CBIS-2	100%	100%	100%
CSIS-1	50%	59%	DATA NOT AVAILABLE(CSIS IS NOT IN SYSTEM)
TOTAL	71.75%	77.75%	?

SUMMER 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-2	59%	89%	84%
TOTAL	59%	89%	84%

ONLINE

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	70%	89%	83%
CBIS-15	58%	75%	67%
TOTAL	64%	82%	75%

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	84%	91%	83%
TOTAL	84%	91%	83%

SUMMER 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-29A	70%	90%	86%
CBIS-1	85%	96%	89%
CBIS-2	93%	96%	50%
TOTAL	82.67%	94%	75%

FALL 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-17	58%	61%	50%
CBIS-1	56%	59%	85%
TOTAL	57%	60%	67.5%

SPRING 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	65%	65%	50%
CBIS-1	69%	87%	86%
TOTAL	67%	76%	68%

ONLINE (continued)

SUMMER 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	72%	94%	61%
TOTAL	72%	94%	61%

FALL 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	70%	97%	72%
CBIS-15	75%	86%	43%
TOTAL	72.5%	91.5%	57.5%

SPRING 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-29A	67%	70%	48%
CSIS-1	61%	89%	DATA NOT AVAILABLE(CSIS IS NOT IN SYSTEM)
TOTAL	64%	79.5%	?

SUMMER 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CSIS-1	64%	84%	DATA NOT AVAILABLE(CSIS IS NOT IN SYSTEM)
TOTAL	64%	84%	?

b) Part-time:

HYBRID

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	88%	92	75%
TOTAL	88%	92%	75%

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	78%	88	88%
TOTAL	78%	88%	88%

SUMMER 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE	-	-	-
TOTAL	-	-	-

FALL 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE	-	-	-
TOTAL	-	-	-

SPRING 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	70	94	71%
CBIS-1	67	67	62%
TOTAL	68.5%	80.5%	66.5%

SUMMER 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE	-	-	-
TOTAL	-	-	-

HYBRID (continued)

FALL 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE	-	-	-
TOTAL	-	-	-

SPRING 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	84%	94%	53%
TOTAL	84%	94%	53%

SUMMER 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE	-	-	-
TOTAL	-	-	-

ONLINE

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	86 %	98%	48%
CBIS-22A	33%	35%	25%
CBIS-1	88%	93%	75%
TOTAL	69%	75.33%	49.3%

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	81%	89%	64%
CBIS-13	49%	81%	59%
CBIS-1	82%	90%	48%
CBIS-22C	59%	84%	25%
TOTAL	67.75%	86%	49%

ONLINE (continued)

SUMMER 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	87%	98%	90%
TOTAL	87%	98%	90%

FALL 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	72%	80%	62%
CBIS-22A	31%	33%	44%
CBIS-1	84%	93%	55%
TOTAL	62.3%	68.67%	53.7%

SPRING 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	46%	71%	71%
CBIS-19	67%	75%	75%
TOTAL	56.5%	73%	73%

SUMMER 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	74%	85%	85%
TOTAL	74%	85%	85%

FALL 2014	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-1	86%	90%	60%
CBIS-1	53%	90%	55%
CBIS-1	59%	88%	36%
TOTAL	66%	89.3%	50.3%

ONLINE (continued)

SPRING 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	55%	61%	53%
CSIS-1	48%	62%	DATA NOT AVAILABLE(CSIS IS NOT IN SYSTEM)
TOTAL	51.5%	61.5%	?

SUMMER 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CSIS-1	49%	71%	DATA NOT AVAILABLE(CSIS IS NOT IN SYSTEM)
TOTAL	49%	71%	?

5) Fill Rate

a) Full-time:

HYBRID

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	32	91%	75%
CBIS-3	13	92%	77%
CBIS-1	33	78%	76%

SPRING 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	31	94%	81%
CBIS-1	26	54%	54%
CBIS-6	17	100%	82%
CBIS-33	19	89%	79%

SUMMER 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-2	31	94%	90%

FALL 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	29	76%	66%
CBIS-10	10	100%	80%
CBIS-33B	10	90%	70%



HYBRID continued

SPRING 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	17	94%	88%
CBIS-2	29	93%	79%
CBIS-13	31	100%	87%
CBIS-13	1	100%	100%
CBIS-29B	1	100%	100%

SUMMER 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
NONE	-	-	-

FALL 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	36	89%	67%
CBIS-3	12	92%	92%
CBIS-2	31	58%	58%

SPRING 2015	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-2	34	79%	59%
CBIS-33	9	100%	78%
CBIS-2	1	100%	100%
CSIS-1	26	85%	50%

SUMMER 2015	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-2	29	66%	59%

ONLINE

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	46	78%	70%
CBIS-15	31	77%	58%

SPRING 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	51	92%	84%

SUMMER 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-29A	27	78%	70%
CBIS-1	52	88%	85%
CBIS-2	29	97%	93%

FALL 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-17	19	95%	58%
CBIS-1	52	94%	56%

SPRING 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	51	100%	65%
CBIS-1	49	80%	69%

SUMMER 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)

CBIS-1	47	77%	72%
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ONLINE continued

FALL 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	50	72%	70%
CBIS-15	24	88%	75%

SPRING 2015	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-29A	24	96%	67%
CSIS-1	41	68%	61%

SUMMER 2015	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CSIS-1	25	76%	64%

b) Part-time:

HYBRID

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	25	96%	88%

SPRING 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-13	9	89%	78%

SUMMER 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)

NONE-	-	-	-
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HYBRID continued

FALL 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
NONE-	-	-	-

SPRING 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-13	23	74%	70%
CBIS-1	21	100%	67%

SUMMER 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
NONE	-	-	-

FALL 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
NONE	-	-	-

SPRING 2015	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-13	19	89%	84%

SUMMER 2015	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
NONE	-	-	-

ONLINE

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	51	88%	86%
CBIS-22A	51	94%	33%
CBIS-1	49	94%	88%

SPRING 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	48	92%	81%
CBIS-13	53	60%	49%
CBIS-1	44	91%	82%
CBIS-22C	46	70%	59%

SUMMER 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	54	89%	87%

FALL 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	50	90%	72%
CBIS-22A	54	94%	31%
CBIS-1	49	90%	84%

SPRING 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	48	65%	46%
CBIS-19	9	89%	67%

ONLINE continued

SUMMER 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	47	87%	74%

FALL 2014	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	50	96%	86%
CBIS-1	49	59%	53%
CBIS-1	49	67%	59%

SPRING 2015	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-13	40	90%	55%
CSIS-1	48	77%	48%

SUMMER 2015	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CSIS-1	45	69%	49%

DATE:

ANNUAL UPDATE #1:

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**B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes**

1)

**Course Level SLOs:**  
The CSIS/CBIS faculty, full-time and part-time, has been evaluating all course level SLOs for all classes. There have noticeable improvement in the success rate in mastering the course level SLOs for the classes taught by the full-time faculty. The success rate is approaching 100%. The perfect success rate being almost perfect is due the quality of instruction, and informing students of the importance of the topics covered by the course SLOs.

The SLOs for the courses taught by part-time faculty need to be evaluated as well.

**Program Level SLOs:**  
Still, for the past number of years, the CBIS program is in the process of being split into two different programs, the two programs are: "Computer and Information Science (CSIS)" and "Business Office Technologies (BOTE)". Once the split is officially approved by the Chancellor office, the responsible faculty in each of the two programs will develop PLOs for each program.

2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

As a result of the outcome assessment process, the following changes are implemented:

1. Encourage students to attend classes, and not miss any if possible.
2. Encourage students to actively participate in the online classes and not fall behind.
3. Encourage students to seek help (from faculty or advisors) if encounter any sort of difficulty.
4. Ongoing work to ensure the currency of all textbooks for all CSIS/CBIS classes.

3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

1. Follow through with the department split.
2. Develop PLOs for the CSIS program.
3. Continue to evaluate the course level SLOs to better student performance.
4. Continue to update the curriculum for the CSIS/CBIS classes as necessary.
5. Continue to work on ensuring current textbooks are used for all CSIS/CBIS classes.

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C. Supporting Assessment Data (See Handbook for additional information)

1)

Additional measures to gauge the program's effectiveness:

1. The number of students who declare Computer Science as their major.
2. The number of students who declare Computer Science as their major.
3. The number of CSIS/CBIS degrees and certificates awarded.
4. The number of graduates who obtained a full-time job in the field of Computers.
5. The number of students who transferred to four-year institutions.

2) Summarize the results of these measures.

<b>1. The number of students who declare Computer Science as their major:</b>	
Academic Year	Number of Students who declare CS as major
2012-2013	127
2013-2014	35
2014-2015	17

  

<b>2. The number of CBIS degrees and certificates awarded:</b>	
Academic Year	Number of Degrees Awarded
2012-2013	4
2013-2014	9
2014-2015	3

  

<b>3. The number of graduates who obtained a full-time job in the field of CBIS.</b>	
Academic Year	Number of Students who declare CS as major
2012-2013	No Data Available
2013-2014	No Data Available
2014-2015	No Data Available

  

<b>4. The number of students who transferred to four-year institutions:</b>	
Academic Year	Number of Students who declare CS as major
2012-2013	No Data Available
2013-2014	No Data Available



2014-2015	No Data Available
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3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan*\*to implement, as a result of your analysis of these measures? (\*List any resources required for planned implementation in #10: Resources.)

*The following has been learned from the measures in item 3C2, and what need to be done to improve the program outcome:*

1. Work need to be done as soon as possible to approve the two departments mentioned in item 3B.
2. Determine the PLOs for the CSIS program as soon as the split is approved by the Chancellor office.
3. Faithfully, offer classes on a 2-Year Cycle.
4. Have all CSIS classes offered online; that's our big source of students.

4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

1. All courses were analyzed for SLOs for the academic years 2012/2013, 2013/2014, and 2014/2015.
2. Work will continue to evaluate course SLOs for the upcoming academic years for next program review cycle.
3. PLOs will be established for the two programs mentioned in 3B once the CBIS split is approved by the Chancellor's office

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D. Two-Year Scheduling Plan

- 1) The purpose of the 2-Year plan is to help students plan their study at the college for the next two years of their study's to either achieve the CSIS AS degree, or carefully choose their Classes to transfer to a 4-year institution. The following is the program's 2-year plan:

YEAR I	
FALL <i>(Example: Fall 2014)</i>	SPRING <i>(Example: Spring 2015)</i>
CSIS-1 ( 3 SECTIONS ONLINE)	CSIS-1 ( 3 SECTIONS ONLINE)
CSIS-1 ( 1 OR 2 SECTIONS ON-CAMPUS)	CSIS-1 ( 1 OR 2 SECTIONS ON-CAMPUS)
CSIS-2 ( 1 SECTION ON-CAMPUS)	CSIS-2 ( 1 SECTION ON-CAMPUS)
CSIS-3 ( 1 SECTION ON-CAMPUS)	CSIS-13 ( 1 SECTION ONLINE)
CSIS-15 ( 1 SECTION ONLINE)	CSIS-29A ( 1 SECTION ONLINE)
CSIS-22A ( 1 SECTION ONLINE)	CSIS-33 ( 1 SECTION ON-CAMPUS)

YEAR II	
FALL <i>(Example: Fall 2015)</i>	SPRING <i>(Example: Spring 2016)</i>
CSIS-1 ( 3 SECTIONS ONLINE)	CSIS-1 ( 3 SECTIONS ONLINE)
CSIS-1 ( 1 OR 2 SECTIONS ON-CAMPUS)	CSIS-1 ( 1 OR 2 SECTIONS ON-CAMPUS)
CSIS-2 ( 1 SECTION ON-CAMPUS)	CSIS-2 ( 1 SECTION ON-CAMPUS)
CSIS-10 ( 1 SECTION ON-CAMPUS)	CSIS-13 ( 1 SECTION ONLINE)
CSIS-17 ( 1 SECTION ONLINE)	CSIS-19 ( 1 SECTION ONLINE)
CSIS-33B ( 1 SECTION ON-CAMPUS)	CSIS-29C ( 1 SECTION ONLINE)
CSIS-29B ( 1 SECTION ONLINE)	CSIS-6 ( 1 SECTION ON-CAMPUS)

2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

1. There is no doubt that the two-year plan is an effective tool to support student success.
2. It's extremely imperative that the 2-year plan is implemented faithfully.
3. Students can make their study plan over the two-year journey at BCC to ensure that a student can obtain an AS degree or plan on transferring to a four-year institution.
4. In an effort to increase the AS degree offering, it is strongly encouraged to offer all advanced CSIS/CBIS classes online (other than CSIS-1 and CBIS-2).

3) Reflecting on these results, what are the goals for the next assessment cycle?

The 2-year plan will be evaluated on yearly basis to ensure the best program success rate in offering AS degrees and/or effectively transferring to a 4-year institution. The 2-year plan will be updated as soon as the Chancellor's office approves the sequence of classes developed during the past Academic year. These classes are listed in section 4A.

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## 4. Curriculum

- A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or co-requisites.

### **CURRICULUM WORK DONE DURING THE ACADEMIC YEAR 2012/2013:**

***The CBIS split was approved. 11/02/2012.***

***The following courses were "Revised – Non-Substantial". 12/07/2012:***

CBIS-13  
CBIS-22C  
CBIS-3  
CBIS-33

***The following courses were "Updated". 12/14/2012:***

CBIS-1  
CBIS-15  
CBIS-6

***The new two (2) departments (CSIS and BOFT) were approved. 02/01/2013.***

***The following courses were revised "Acronym Change". 02/01/2013:***

All CBIS-1 through CBIS-33B TO CSIS-1 through CSIS-33B respectively.  
All CBIS-40 through CBIS-82 TO BOFT-40 through BOFT-82 respectively.

***The following courses were archived: 02/01/2013***

CBIS-84

***The following courses were "Updated": 04/19/2013***

CBIS-29D

***The following courses were created: 04/05/2013***

CBIS-35

***The following courses were Revised: 04/05/2013***

CBIS-1  
CBIS-2  
CBIS-3  
CBIS-10  
CBIS-17  
CBIS-19  
CBIS-22A  
CBIS-29B  
CBIS-29C

**CURRICULUM WORK DONE DURING THE ACADEMIC YEAR 2013/2014:**

*The pre-requisites for the following courses were validated: 12/06/2013*

CBIS-14  
CBIS-15  
CBIS-17  
CBIS-19  
CBIS-29A  
CBIS-29B  
CBIS-29C  
CBIS-29D  
CBIS-33  
CBIS-35

*The pre-requisites for the following courses were validated: 01/31/2014*

CBIS-33B

*The following courses were created: 01/21/2014*

CSIS-18

*The Computer Science degree was updated. 03/07/2014.*

**CURRICULUM WORK DONE DURING THE ACADEMIC YEAR 2014/2015:**

*The textbooks for the following courses were updated: 02/13/2015*

CBIS-13

**B. Explain the current evaluation process. How and when was the curriculum last evaluated?  
(Appropriateness, archiving, deleting, revising, etc.)**

Academic years 2011/2012 through 2013/2014 were busy years in updating the curriculum. All activities are listed in item 4A.

We are still awaiting the Chancellors' office approvals to the submitted work as shown in item 4A.

The curriculum is constantly evaluated.

**C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (see [Curriculum Manual](#) for additional information, if necessary).**

None.

**D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?**

This is an-going process. As a full-time faculty, part of the job is to continuously update the curriculum to ensure that the curriculum is encompassing the latest in technologies, and also to align the curriculum with the 4-year institutions for a smooth student transfer.

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## 5. Internal Factors *(see Handbook for worksheet)*

### A. Strengths

The major strengths of the CSIS program are:

1. The “Curriculum”. The curriculum is designed to assist students in succeeding by either prepare them for the job market, or transfer to obtain the BS degree in Computer and Business studies.
2. More and more online CSIS classes are offered to help students through the DE program.
3. Faculty involvement in shared governance process.
4. Faculty involvement with professional development. List of PD activities are listed in section 7A.

### B. Weaknesses

1. Expensive textbooks. The sky rocketing of text-book prices are causing some students to drop classes; as a result, less students progress through the program.
2. Using old computer related hardware/software in a rapid changing field.
3. Undedicated faculty who have no passion for teaching, and don’t care about the health of the program or students being successful.
4. Undedicated students who miss classes often and/or seriously fall behind in their work of study.

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## 6. External Factors *(see Handbook for worksheet)*

### A. Opportunities

1. Have all CSIS classes available online, so that DE students can obtain their degree/certificate completely online. There is a huge source of online students.
2. Hire faculty who have passion for teaching, and willing to work with full-time faculty to improve the program and student success.
3. Administration to work hand -in-hand with faculty to improve the program outcome.
4. Train faculty with current technological trends.

### B. Threats

The following are some factors can evolve to become external challenges:

1. Technology constantly changes, and it can be difficult to keep up with technology advances on timely fashion. The difficulties can be contributed to one or more of the following factors:
  - i. Textbooks availability.
  - ii. Slow curriculum process approvals.
  - iii. Faculty training challenges.
  - iv. Costly hardware/software upgrades.

However, every effort will be exerted to keep up with technological advances.

2. Budget constraints.
3. Textbook prices are becoming ridiculously expensive.
4. Software prices are a constant threat to student budgets.

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## 7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

*Jacob Batarseh attended the following events:*

- **2013 Winter ICT Educator Conference:** “Doing What Matters for ICT Education”  
San Francisco Community College – China Town campus.  
San Francisco; January 3-4, 2013.
- **2014 Winter ICT Educator Conference:** “Doing What Matters for ICT Education”  
San Francisco Community College – China Town campus.  
San Francisco; January 9- 10, 2014.
- **2015 Winter ICT Educator Conference:** “Doing What Matters for ICT Education”  
San Francisco Community College – China Town campus.  
San Francisco; January 8-9, 2015.
- **Digital Media Educators Conference.**  
College of the Canyons.  
Santa Clarita, CA; June 11 – June 12, 2015
- **2015 Community College Cyber Summit (3CS)**  
Community College of Southern Nevada.  
Las Vegas, NV; June 17 – June 19, 2015

B. What are the continuing education and/or professional development plans for the upcoming cycle?

Same as listed in item 7A, and other professional development opportunities.

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## 8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

Still waiting for the Chancellor's office approval for CBIS split. Old goals will be revisited, and new goals will be set as soon as the CBIS split is officially approved.

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## 9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
  
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's [Strategic Priorities](#).
  
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
  
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
  
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
  
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

Complete the following table with your Program's ACTION PLAN, which must include a minimum of 3 goals:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	No goals for now! I will set goals as soon as the CBIS split is approved by the Chancellor office.	List all that apply:		
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text" value="Continue to work on incorporating multimedia into CBIS classes. Administration corporation is needed."/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#2		List all that apply:		
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text" value="Continue to work on providing students a successful college learning experience. This is an ongoing process."/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text"/>	
#3		List all that apply:		
<i>Additional Information:</i>				
DATE:	<input type="text"/>	ANNUAL UPDATE #1:	<input type="text" value="Working on becoming a Prometric testing center."/>	
DATE:	<input type="text"/>	ANNUAL UPDATE #2:	<input type="text" value="Updating the MOS certificate"/>	

## 10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

**IMPORTANT:** A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. (Click the link to access the form.)

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
None	None	No goals for now! I will set goals as soon as the CBIS split is approved by the Chancellor office.			

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

ANNUAL UPDATE #2:

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source