Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

(UPDATE #2)

PROGRAM: | Computer and Business Information Science (CSIS)

Academic Year: | 2017/2018   Date Submitted: | 10/04/2017

By:

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Members: | None

1. Mission and Vision
2. Description and Overview
3. Program Data
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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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	There are no changes to the department's mission and/or vision. Will continue to achieve the mission, goal, and objectives listed above.
DATE:	10/04/2017
ANNUAL UPDATE #2:	There are no changes to the department's mission and/or vision. Will continue to achieve the mission, goal, and objectives listed above.

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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	There are no changes to the department's description and/or overview. Will continue to offer classes that will serve the two areas of studies, and help students achieve their educational goals.
DATE:	10/04/2017
ANNUAL UPDATE #2:	There are no changes to the department's description and/or overview. Will continue to offer classes that will serve the two areas of studies, and help students achieve their educational goals.

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

2015/2016 TERM	FULL TIME	PART TIME
FALL 2015	1	3
SPRING 2016	1	2
SUMMER 2016	1	1
TOTAL	3	6

2016/2017 TERM	FULL TIME	PART TIME
FALL 2016	1	1
SPRING 2017	1	2
SUMMER 2017	1	1
TOTAL	3	4

2017/2018 TERM	FULL TIME	PART TIME
FALL 2017	TBD	TBD
SPRING 2018	TBD	TBD
SUMMER 2018	TBD	TBD
TOTAL	TBD	TBD

2) Course Completion Rate
   a)   Full-time:

TRADITIONAL/HYBRID

Term	Enrolled
Fall 2015	61
Spring 2016	61
Summer 2016	18
Total	140

ONLINE

Term	Enrolled
Fall 2015	61
Spring 2016	65
Summer 2016	37
Total	163

Term	Enrolled
Fall 2016	53
Spring 2017	30
Summer 2017	0
Total	83

Term	Enrolled
Fall 2016	67
Spring 2017	79
Summer 2017	34
Total	180

Term	Enrolled
Fall 2017	TBD
Spring 2018	TBD
Summer 2018	TBD
Total	TBD

Term	Enrolled
Fall 2017	TBD
Spring 2018	TBD
Summer 2018	TBD
Total	TBD

a) Part-time:

TRADITIONAL/HYBRID   **ONLINE**

Term	Enrolled
Fall 2015	0
Spring 2016	0
Summer 2016	0
Total	0

Term	Enrolled
Fall 2015	60
Spring 2016	37
Summer 2016	8
Total	105

Term	Enrolled
Fall 2016	0
Spring 2017	4
Summer 2017	0
Total	4

Term	Enrolled
Fall 2016	5
Spring 2017	22
Summer 2017	13
Total	40

Term	Enrolled
Fall 2017	TBD
Spring 2018	TBD
Summer 2018	TBD
Total	TBD

Term	Enrolled
Fall 2017	TBD
Spring 2018	TBD
Summer 2018	TBD
Total	TBD

3) Course Success/Retention Rate:
   a) **Full-Time:**

TRADITIONAL/HYBRID (Full-Time)

Fall 2015	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CBSS-1	89	89	TBD
CBIS-2	71	92	TBD
CBIS-10	50	100	TBD
CBIS–33B	100	100	TBD
CSIS-1	100	100	TBD
Total	82	96	TBD

Spring 2016	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CSIS-1	50	76	TBD
CBIS-6	65	88	TBD
CBIS-2	79	92	TBD
CSIS-1	66	83	TBD
Total	65	89%	TBD

Summer 2016	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CSIS-1	86	284 ???	TBD
Total	86	284 ???	TBD

Fall 2016	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CSIS-1	87	300 ???	TBD
CBIS-2	64	156 ???	TBD
CBIS-3	71	200 ???	TBD
CBIS–13	59	231 ???	TBD
Total	70	222 ???	TBD

HYBRID (Full-Time) continued:

Spring 2017	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CBIS-33	81	186 ???	TBD
CSIS-1	57	213 ???	TBD
Total	69	200 ???	TBD

Summer 2017	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
NONE			
Total			

Fall 2017	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
	TBD	TBD	TBD
	TBD	TBD	TBD
	TBD	TBD	TBD

Spring 2018	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
	TBD	TBD	TBD
	TBD	TBD	TBD
	TBD	TBD	TBD
Total	TBD	TBD	TBD

Summer 2018	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
Total	TBD	TBD	TBD

ONLINE (Full-Time):

Fall 2015	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CSIS-1	75	97	TBD
CSIS-1	51	93	TBD
Total	63	95	TBD

Spring 2016	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CSIS-1	69	94	TBD
CSIS-1	64	84	TBD
Total	67	89	TBD

Summer 2016	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CSIS-1	76	185	TBD
Total	76	185 ???	TBD

Fall 2016	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CSIS-1	80	195 ???	TBD
CSIS-1	63	158 ???	TBD
Total	72	177	TBD

Spring 2017	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
CBIS-1	80	186 ???	TBD
CBIS-1	78	178 ???	TBD
Total	79	182 ???	TBD

ONLINE (Full-Time) continued:

SUMMER 2017	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CSIS-1	68	181 ???	TBD
CSIS-1	68	200 ???	TBD
TOTAL	68	191 ???	TBD

FALL 2017	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
	TBD	TBD	TBD
	TBD	TBD	TBD
TOTAL	TBD	TBD	TBD

SPRING 2018	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
	TBD	TBD	TBD
	TBD	TBD	TBD
TOTAL	TBD	TBD	TBD

SUMMER 2018	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
	TBD	TBD	TBD
TOTAL	TBD	TBD	TBD

b) Part-time:

HYBRID (Part-Time):

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

SPRING 2016	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	78%	88	TBD
TOTAL	78	88%	TBD

SUMMER 2016	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE-	-	-	-
TOTAL	-	-	-

FALL 2016	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE	-	-	-
TOTAL	-	-	-

SPRING 2017	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	44	150 ???	TBD
			TBD
TOTAL	44	150 ???	

SUMMER 2017	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
NONE	-	-	-
TOTAL	-	-	-

HYBRID (Part-Time) continued:

Fall 2017	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
Total	TBD	TBD	TBD

Spring 2018	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
Total	TBD	TBD	TBD

Summer 2018	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
Total	TBD	TBD	TBD

ONLINE (Part-Time):

FALL 2015	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	65	91	TBD
TOTAL	65	91	TBD

SPRING 2016	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	58	83	TBD
CBIS-13	43	86	TBD
TOTAL	51	85	TBD

SUMMER 2016	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	47	133 ???	TBD
TOTAL	47	133 ???	TBD

FALL 2016	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-22A	38	111 ???	TBD
TOTAL	38	111 ???	TBD

SPRING 2017	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	79	191 ???	TBD
TOTAL	79	191 ???	TBD

SUMMER 2017	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-13	74%	85%	TBD
TOTAL	74%	85%	TBD

ONLINE (Part-Time) continued:

Fall 2017	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
	TBD	TBD	TBD
	TBD	TBD	TBD
Total	TBD	TBD	TBD

Spring 2018	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
	TBD	TBD	TBD)
Total	TBD	TBD	TBD

Summer 2018	Retention Rate (%)		Success Rate (%)
	EOT/ Att (%)	EOT/ Census(%)	
	TBD	TBD	TBD
Total	TBD	TBD	TBD

5) Fill Rate

 a) Full-time:

TRADITIONAL/HYBRID (Full-Time)

Fall 2015	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD
CBIS-2	TBD	TBD	TBD
CBIS-10	TBD	TBD	TBD
CBIS-33	TBD	TBD	TBD
CSIS-1	TBD	TBD	TBD

Spring 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD
CBIS-6	TBD	TBD	TBD
CBIS-2	TBD	TBD	TBD
CSIS-1	TBD	TBD	TBD

Summer 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD

Fall 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD
CBIS-2	TBD	TBD	TBD
CBIS-3	TBD	TBD	TBD
CBIS-13	TBD	TBD	TBD

HYBRID (Full-Time) continued:

Spring 2017	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-33	TBD	TBD	TBD
CSIS-1	TBD	TBD	TBD

Summer 2017	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
NONE	-	-	-

Fall 2017	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
	TBD	TBD	TBD
	TBD	TBD	TBD
	TBD	TBD	TBD

Spring 2018	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
	TBD	TBD	TBD
	TBD	TBD	TBD
	TBD	TBD	TBD
	TBD	TBD	TBD

Summer 2018	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
	TBD	TBD	TBD

ONLINE (Full-Time):

Fall 2015	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD
CSIS-1	TBD	TBD	TBD

Spring 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD
	TBD	TBD	TBD

Summer 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD

Fall 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD
CBIS-1	TBD	94%	TBD

Spring 2017	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD
CSIS-1	TBD	TBD	TBD

Summer 2017	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-1	47	77%	72%

ONLINE (Full-Time) continued:

Fall 2017	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CSIS-1	TBD	TBD	TBD
CSIS-1	TBD	TBD	TBD

Spring 2018	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
TBD	TBD	TBD	TBD
TBD	TBD	TBD	TBD

Summer 2018	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
TBD	TBD	TBD	TBD
TBD	TBD	TBD	TBD

b) Part-time:

HYBRID (Part-Time):

Fall 2015	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
NONE			88%

Spring 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-13	TBD	TBD	TBD

HYBRID (Part-Time) continued:

SUMMER 2016	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
NONE-	-	-	-

FALL 2016	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
NONE-	-	-	-

SPRING 2017	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-13	TBD	TBD	TBD

SUMMER 2017	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
NONE	-	-	-

FALL 2017	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
TBD	TBD	TBD	TBD

SPRING 2018	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
TBD	TBD	TBD	TBD

SUMMER 2018	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
TBD	TBD	TBD	TBD

ONLINE (Part-Time):

Fall 2015	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-13	TBD	TBD	TBD

Spring 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-13	TBD	TBD	TBD
CBIS-13	TBD	TBD	TBD

Summer 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-13	TBD	TBD	TBD

Fall 2016	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-22A	TBD	TBD	TBD

Spring 2017	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-13	TBD	TBD	TBD

Summer 2017	Fill Rate (%)		
	1st Day/Max (%)	Census/Max (%)	EOT/Max (%)
CBIS-13	TBD	TBD	TBD

ONLINE (Part-Time) continued:

FALL 2017	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
TBD	TBD	TBD	TBD
TBD	TBD	TBD	TBD
TBD	TBD	TBD	TBD

SPRING 2018	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
TBD	TBD	TBD	TBD
TBD	TBD	TBD	TBD

SUMMER 2018	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
TBD	TBD	TBD	TBD

DATE:	10/06/2016
ANNUAL UPDATE #1:	The success, completion, and retention rates for the academic year 2015/2016 is within acceptable range (60% to 90%). Will continue to offer classes and work with management to achieve higher rates for the next academic years. However, the fill rate is low for some advanced classes. The fill rate is as low as 20% for some very advanced CSIS classes. These classes are usually offered once every two years. I believe that once degree for the CSIS program is back on the catalog, will improve the fill rate for these advance classes.
DATE:	10/04/2017
ANNUAL UPDATE #2:	Same comments as for "Annual Update #1". However, for the "Success Rate" and the "Fill Rate", they are not provided as for this academic year. However, they should be provided for the next full Program Review cycle (they should be provided at the beginning of Fall 2018).

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

1)

Course Level SLOs:
The CSIS/CBIS faculty, full-time and part-time, have been evaluating all course level SLOs for all classes. There has 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:
- Develop an algorithm using a high-level programming language.
- Use the Computer to solve business and/or personal real-world problems.
- Work effectively on teams to develop computer related projects.

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.

DATE: 10/06/2016

ANNUAL UPDATE #1: The CBIS program is still in the process of being split into two programs as indicated above. However, the PLOs for the CSIS program are listed below:
1. Develop an algorithm using a high-level programming language.
2. Use the Computer to solve business and/or personal real-world problems.
3. Work effectively on teams to develop computer related projects.

DATE: 10/04/2017

ANNUAL UPDATE #2: The CBIS program split is nearly done! Hopefully will be finalized by the end of current academic year (2017/2018).

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.

1. The number of students who declare Computer Science as their major:

Academic Year	Number of Students who declare CS as major
2012-2013	127
2013-2014	35
2014-2015	17

2. The number of CBIS degrees and certificates awarded:

Academic Year	Number of Degrees Awarded
2012-2013	4
2013-2014	9
2014-2015	3

3. The number of graduates who obtained a full-time job in the field of CBIS.

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

4. The number of students who transferred to four-year institutions:

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

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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	1. We are still waiting for the CSIS program to be approved by the Chancellor office. 2. The 2-year plan is being implemented. 3. SLOs are still being evaluated. 4. PLOs have been identified. 5. Still waiting for the CBIS to officially split.
DATE:	10/04/2017
ANNUAL UPDATE #2:	Same comments as listed in "Annual Update #1".

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 *(Example: Fall 2014)*	**SPRING** *(Example: Spring 2015)*
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 *(Example: Fall 2015)*	**SPRING** *(Example: Spring 2016)*
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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	The 2-year plan is constantly being evaluated to better serve our students and the department.
DATE:	10/04/2017
ANNUAL UPDATE #2:	The 2-year plan is done and being implanted to the best of our abilities.

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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	1. No curriculum activities been done during the 2015/2016 academic years. 2. still waiting the Chancellor's office approval on the curriculum activities done during the 2013 through 2015 academic years.
DATE:	10/04/2017
ANNUAL UPDATE #2:	1. Same comments as for "Annual Update #1". 2. The CSIS degree is in the process of being updated. Hopefully, it will be done by the end of current academic year (2017/2018).

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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	Still dealing with the same strengths and weaknesses listed above.

DATE:	10/04/2017
ANNUAL UPDATE #2:	Same comments as in "Annual Update #1. We are still dealing with the same challenges as listed above.

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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	Still dealing with the same opportunities and threats listed above.
DATE:	10/04/2017
ANNUAL UPDATE #2:	Same comments as in "Annual Update #1. We are still dealing with the same challenges as listed above.

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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	*Attended the following conferences:* • **2016 Winter ICT Educator Conference**: "Doing What Matters for ICT Education" Cisco Systems. San Jose; January 6-7, 2016. • **2016 Community College Cyber Summit (3CS)** Community College of Allegheny County. Pittsburg, PA. July 21 – June 22, 2016
DATE:	10/04/2017
ANNUAL UPDATE #2:	Due to budget and spending regulations, I was not able to attend the above two conferences listed in "Annual Update #1". However, I did attend the following State Senate Conference: • **ASCCC CTE Leadership Institute 2017;** San Jose, CA; May 04-06, 2017

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.

DATE:	10/06/2016
ANNUAL UPDATE #1:	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.
DATE:	10/04/2017
ANNUAL UPDATE #2:	Same comments as listed in "Annual Update #1".

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 (click link for list of Strategic Priorities)	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:	.		
	Additional Information:				
	DATE: 10/06/2016	ANNUAL UPDATE #1:	Still no goals set as we are still waiting for the state official approval of the new CSIS program.		
	DATE: 10/04/2017	ANNUAL UPDATE #2:	Same comments as listed in "Annual Update #1".		
#2		List all that apply:			
	Additional Information:				
	DATE:	ANNUAL UPDATE #1:			
	DATE:	ANNUAL UPDATE #2:			
#3		List all that apply:			
	Additional Information:				
	DATE:	ANNUAL UPDATE #1:			
	DATE:	ANNUAL UPDATE #2:			

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	None.			

ANNUAL UPDATE #1:   **DATE:**

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

ANNUAL UPDATE #2:   **DATE:**

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