

Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: AA; AS; AA-T; AS-T; Certificate

Program Name: Computer Science

Academic Year: 2023/2024

Name of Faculty Submitter(s): Jacob (Ayoub) Batarseh

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

- A. What is the program mission and how does it support the institutional mission?

The mission of the CSIS department is to prepare students for either:

1. Transfer to a 4-Year institution to pursue a higher degree in Computer Science.
2. Employment in the field of Computer and information technology.

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.

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B. What is the program vision and how does it support the institutional vision?

The **Computer Science** Department visions for the following three years:

1. To continue to offer the AS-T degree that will help students get employment in the fields of Computer Information technologies and/or help students to transfer to a four-year institution to achieve their baccalaureate degree in the fields of Computer Science or closely related fields.
2. Continue to work on achieving high level of student retention and success by providing quality education and honest advising.
3. Continue to collaborate with other departments to ensure that students are getting the breadth of education needed for the AS-T degree.

C. Please provide a short program description:

Computer science is the study of the theory and methods of processing information in digital computers, the design of computer software and hardware, and the applications of computers. Students will learn about programming fundamentals, discrete structures, data structures and computer architecture along, with specific programming languages.

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

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. CSIS faculty review teaching methods at the start of every semester. With the recent changes in state enrollment quotas, the CSIS 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.

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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. All of the CSIS courses are offered online.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

A. Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Success Rate:

Overall Success Rates:



2020/2021	2021/2022	2022/2023
78.2%	76.6%	83.5%

Not all classes are CSIS, some classes are MATH and CHEM classes, therefore, collaborating with other department will continue to ensure great success rates for the CSIS degree.

Overall success rate is above 70%, and noticed to be on the rise (↗) over the 2020 through 2023 academic years.

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Mode Of Instruction Success Rates:

2020/2021		2021/2022		2022/2023	
Hybrid:	NA	Hybrid:	NA	Hybrid:	83.3%
Online:	78.2%	Online:	76.6%	Online:	83.5%



Scheduling Success Rates (All AS-T Courses):

2020/2021		2021/2022		2022/2023	
Morning:	NA	Morning:	NA	Morning:	NA
Afternoon:	NA	Afternoon:	NA	Afternoon:	83.3%
Evening:	NA	Evening:	NA	Evening:	NA
Online:	78.2%	Online:	76.6%	Online:	83.5%

All of the classes were offered online, the only Hybrid class was MATH 4A. The success rate for online and Hybrid are excellent and way above 70%.

Not all classes are CSIS, some classes are MATH and CHEM classes, therefore, collaborating with other department will continue to ensure great success rates for the CSIS degree.

The online success rate is observed to be on the rise (↗) over the 2020 through 2023 academic years.

The afternoon class was the Hybrid class mentioned above.



Full Time/Part Time Faculty Success Rates (All AS-T Courses):

2020/2021		2021/2022		2022/2023	
FT/PT:	80.1% / 50%	FT/PT:	76.8% / 75.6%	FT/PT:	84.2% / 76.4%

It's noticed that the success rate for Full-Time faculty is much higher than the success rate for Part-Time faculty. Part-Time faculty is an essential part of any program, but the Administration should be aware of the Part-Timers that they hire.

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B. Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

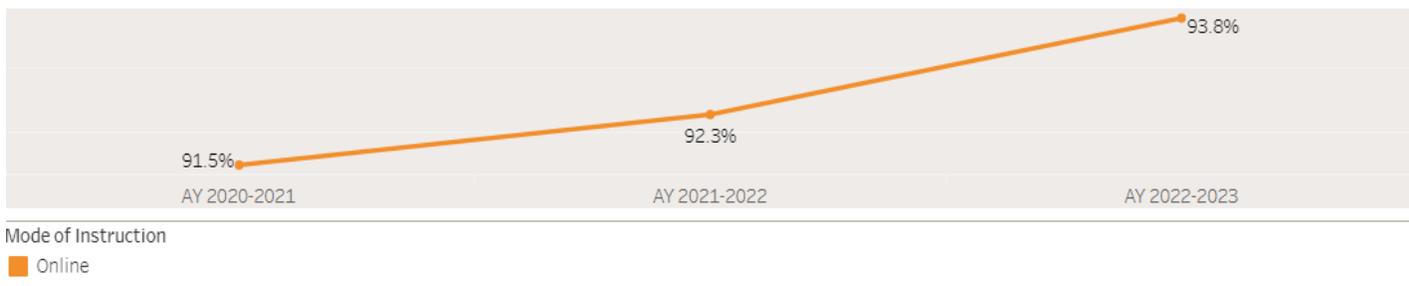
Retention Rate:



Overall Retention Rates:

2020/2021	2021/2022	2022/2023
91.5%	92.3%	93.8%

Method of Instruction



Overall retention rate is way above 70%, and noticed to be on the rise (↗) over the 2020 through 2023 academic years.

Faculty and Administration will continue to do the great job in keeping the retention high.

C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Instructional Program Review Template

Overall Section Count (All AS-T Courses):

2020/2021	2021/2022	2022/2023
10	15	23
<i>Instruction Method: 10 (online)</i>	<i>15 (online)</i>	<i>23 (22 online + 1 Hybrid)</i>
<i>Instruction Mode: 10 (online)</i>	<i>15 (online)</i>	<i>23 (22 online + 1 Afternoon)</i>
<i>Faculty Status (FT vs. PT) 9 (FT) + 1 (PT)</i>	<i>13 (FT) + 2 (PT)</i>	<i>20 (FT) + 3 (PT)</i>

Section Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing			1	1
Online	10	15	22	47
Grand Total	10	15	23	48

Section Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon			1	1
Online	10	15	22	47
Grand Total	10	15	23	48

Section Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	9	13	20	42
Part-Time	1	2	3	6
Grand Total	10	15	23	48

Section Count appears to be on the rise over the 2020 through 2023 academic years for both Full-Timers and Part-Timers at the same rate.

Section Counts will increase as the demand for new classes increase.

Instructional Program Review Template

D. Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Enrollment Count:

Overall Section Count (All AS-T Courses):

2020/2021	2021/2022	2022/2023
228	334	609
<i>Instruction Method: 228 online</i>	<i>334 online</i>	<i>597 online + 12 Hybrid</i>
<i>Instruction Mode: 228 online</i>	<i>334 online</i>	<i>597 online + 12 Afternoon</i>
<i>Faculty Status: 214(FT) + 14(PT)</i>	<i>288 (FT) + 46 (PT)</i>	<i>554(FT) + 55 (PT)</i>

Enrollment Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing			12	
Online	228	334	597	
Grand Total	228	334	609	

Enrollment Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon			12	
Online	228	334	597	
Grand Total	228	334	609	

Enrollment Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	214	288	554	
Part-Time	14	46	55	
Grand Total	228	334	609	

Enrollment Count appears to be on the rise over the 2020 through 2023 academic years for both Full-Timers and Part-Timers at the same rate.

Enrollment Count will increase as the demand for new classes increase for the next three years..

Instructional Program Review Template

E. Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Class Size Average Count:



Class Size Average (All AS-T Courses):

	2020/2021	2021/2022	2022/2023
Overall:	22.80	22.27	26.48
Full Time:	23.78	23.00	27.70
Part Time:	14.00	23.00	18.33
Online:	22.80	22.7	27.14
Hybrid/Afternoon:	0	0	12.00

Students per Section by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferen..			12.00	12.00
Online	22.80	22.27	27.14	72.21
Grand Total	22.80	22.27	26.48	71.55

Students per Section by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Afternoon			12.00	12.00
Online	22.80	22.27	27.14	72.21
Grand Total	22.80	22.27	26.48	71.55

Students per Section by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	23.78	22.15	27.70	73.63
Part-Time	14.00	23.00	18.33	55.33
Grand Total	22.80	22.27	26.48	71.55

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Average class size appears to be consistent over the academic years 20/21 and 21/22, but higher for the year 22/23.

Average class size appears to be higher for Full-Time faculty vs. Part-Time during the academic years 20/21 and 2022/2023.

Average class size appears to be extremely higher for online vs. Hybrid classes for the academic year 2022/2023.

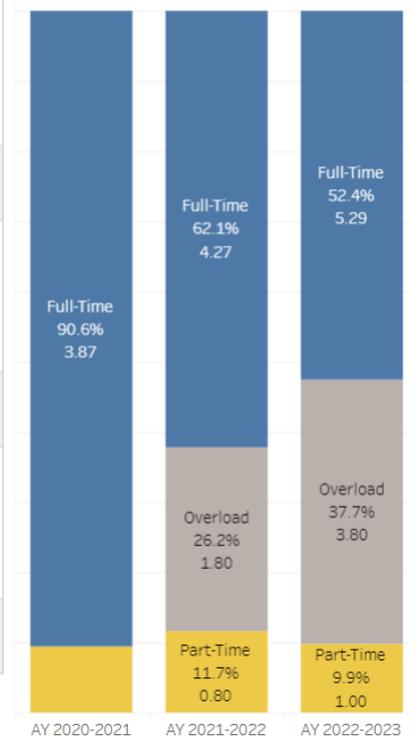
F. Efficiency: WSCH, FTES, FTEF

Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	1,416	47.19	3.87	366	12
	Part-Time	85	2.84	0.40	213	7
	Total	1,501	50.03	4.27	352	12
AY 2021-2022	Full-Time	2,011	67.05	6.07	332	11
	Part-Time	278	9.27	0.80	348	12
	Total	2,290	76.32	6.87	333	11
AY 2022-2023	Full-Time	3,460	115.34	9.09	381	13
	Part-Time	309	10.30	1.00	309	10
	Total	3,769	125.64	10.09	374	12

Efficiency Targets: WSCH/FTEF = 525 OR FTES/FTEF = 17.5

FT/PT/OL Faculty Load Ratio (FTEF)



I'm not sure how to interpret the data in this part.

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Student Equity Course Data

- A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Multiple options for knowledge acquisition | <input checked="" type="checkbox"/> Presentation of resources from campus departments | <input checked="" type="checkbox"/> Creates space for students to ask for help |
| <input type="checkbox"/> OER materials | <input checked="" type="checkbox"/> ADA compliant materials | <input checked="" type="checkbox"/> Utilizes learning pact |
| <input checked="" type="checkbox"/> Use of Early Alert | <input type="checkbox"/> Use of graphic organizers | <input type="checkbox"/> Includes resources in syllabus |
| <input checked="" type="checkbox"/> Audio files as video alternatives | <input type="checkbox"/> Promotes peer community building and support | <input checked="" type="checkbox"/> Provide reminders to students throughout course about resources available |
| <input checked="" type="checkbox"/> Provides students an opportunity for feedback on instruction | <input checked="" type="checkbox"/> Seeks multiple perspectives | <input type="checkbox"/> Collaborative note-taking |
| <input checked="" type="checkbox"/> Ensures all student races and backgrounds are represented in the classroom and the curriculum | <input checked="" type="checkbox"/> Correlates learning with real-life experience | <input type="checkbox"/> Other:
Click or tap here to enter text. |
| | <input checked="" type="checkbox"/> Probing and clarifying techniques | |

- B. Specifically discuss any equity gaps that have surfaced in the data.
Click or tap here to enter text.

- C. What innovative plans or projects will help to close these gaps?
Click or tap here to enter text.

Curriculum

- A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)? If no, please name the course and when it is scheduled for peer review.

Yes No

- B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

Yes No

Click or tap here to enter text.

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C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

Yes, the curriculum was updated from the 2015 Program Review to match the degree requirements proposed by the “Transfer Model Curriculum” .

D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).

None.

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Design and implement algorithms using pseudocode computer program to solve real world applications.	From assessing lab activities from CSIS-10 and CSIS-33, it’s observed that students are successfully designing and implementing algorithms using pseudocode computer program to solve real world applications.	None, as the success rate is above 80%. However, students will continue to be reminded of the importance of designing and implementing algorithms using pseudocode computer program to solve real world applications.
B. Demonstrate knowledge of basic concepts in Data Structures; such as linked lists, stacks, queues, and hash tables.	From assessing lab activities and quiz assignments from CSIS-35, it’s observed that students are successfully demonstrating knowledge of basic concepts in Data Structures; such as linked lists, stacks, queues, and hash tables.	None, as the success rate is above 80%. However, students will continue to be reminded of the importance of having a good understanding of the basic concepts in Data Structures; such as linked lists, stacks, queues, and hash tables.
C. Understand the organizational structure of computer hardware and its relation to computer software.	From assessing quiz and exam assignments from CSIS-10, it’s observed that students are successfully demonstrating an understanding of the organizational structure of computer hardware and its relation to computer software.	None, as the success rate is above 80%. However, students will continue to be reminded of the importance of having a good understanding of the organizational structure of computer hardware and its relation to computer software.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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- A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

The above PLOs are new to this PR cycle.

- B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

Click or tap here to enter text.

- C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

No, because the focus is on all four CSIS courses that are important for growth and improvement.

- What actions can help grow or improve these areas moving forward?

1. Have access to modern and up to date computers.
2. Constant up to date software.
3. Textbook update, if necessary.

- D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

Have computers and textbooks available to all students.

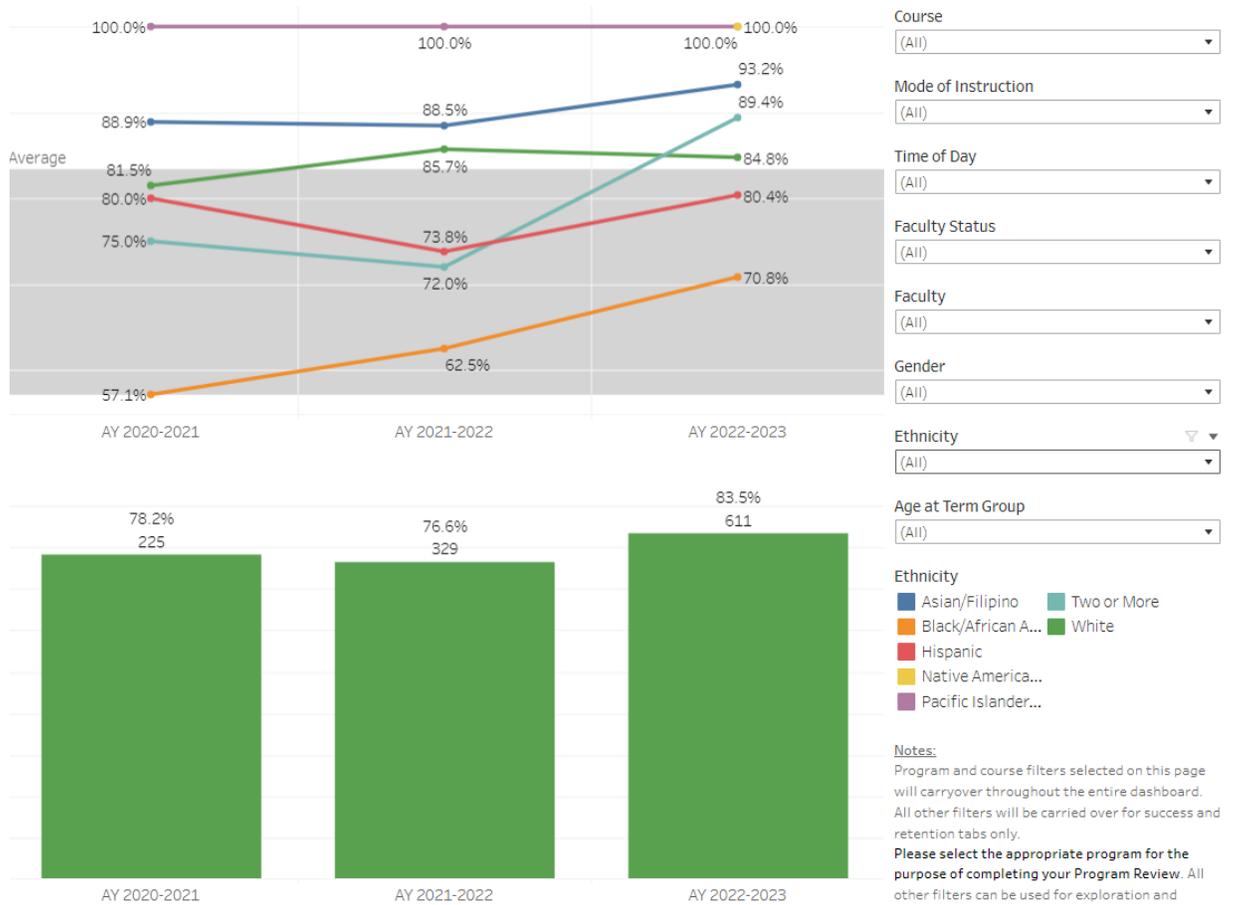
- Are there specific student groups the program would like to focus their efforts on?

No, all student groups should be the center of focus.

Instructional Program Review Template

Program Data and Analysis

A. Demographics



It's noticed that all demographics experienced rise in success rate.

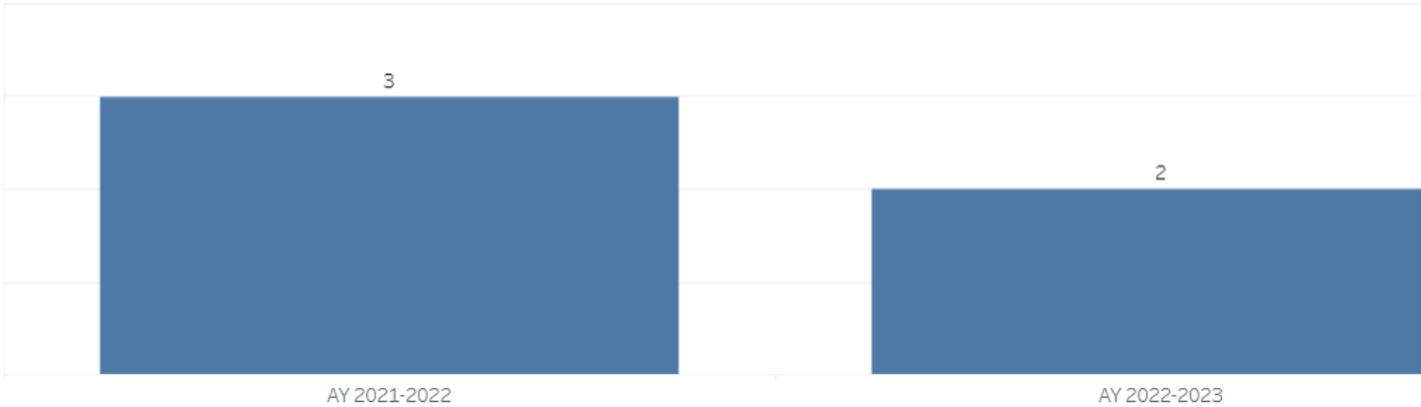
I don't see a big gap between any ethnic groups.

The CSIS faculty will continue to be committed to the success of all students from the different demographics.

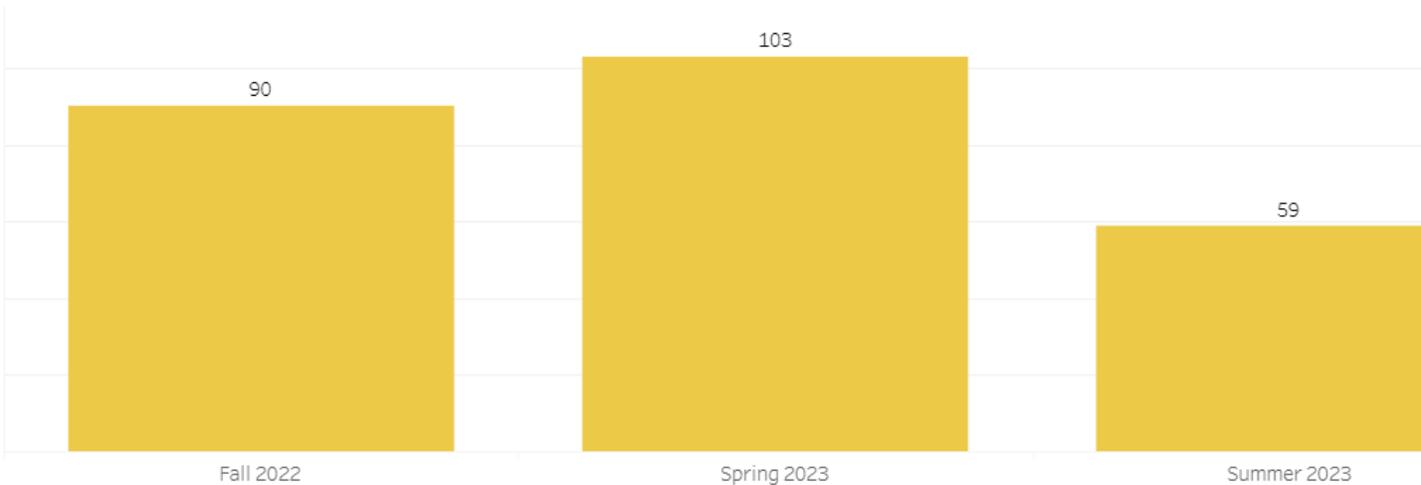
Instructional Program Review Template

B. Award Count

Program Awards by Year - Associate of Science Degree for Transfer, Computer Science



Declared Program by Term - Associate of Science Degree for Transfer, Computer Science



It's noticed that the number of degrees awarded increased from Fall 2022 to Spring 2023, but the dip in the Summer is normal due to the fact that we have less students in the summer term.

C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data.
I'm not sure if I see any equity gaps.
- What innovative plans or projects will help to close these gaps?
None, as I don't see any gaps.

D. Student or Program Satisfaction Survey Results

Have no access to data.

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E. CTE-specific data

- CTE Advisory Boards
- Labor Market data
- Program Viability

Click or tap here to enter text.

F. Comparative data (compared to BCC and/or compared to other programs)

Click or tap here to enter text.

G. Institution-Set Standards and the Big Picture

This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

1. How is your program doing overall based on observation of program data?
Click or tap here to enter text.
2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.
Click or tap here to enter text.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	74%	76%	
Certificates	81	97	
Degrees	437	524	
Transfers	213	287	
*Licensure Exam Pass Rates	70%	79%	
*Employment Rates	60%	73%	

**Applicable to CTE*

Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of
Science, Technology, Engineering and Math
- B. List the other programs (clusters) that are part of your Guided Pathway
Biology (ADT), Chemistry (ADT), Environmental Science (ADT), Kinesiology (ADT), Kinesiology and Mathematics (ADT).
- C. Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.

Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.

1. The Computer Science ADT degree consists of required courses from other areas in the Guided Pathway programs; like Chemistry, Physics, and Mathematics.

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2. Several meetings were held to discuss the different programs in the STEM Guided Pathway.

Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

Ayoub (Jacob) Batarseh

B. FT/PT/OL Faculty Ratio

There is one (1) Full-Time and one (1) Part-Time Faculty members in the Computer Science Department. There are full-time and part-time members faculty members who teach the none CSIS course, like Chemistry (CHEM 2A), Physics (PHYS 2A), and Mathematics (MATH 4A and MATH 4B).

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
In-house eLumen training.
2. Please list any professional development that faculty members would benefit from (Standard 3.2)
None.
3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
Yes; no need for additional staffing and support.

D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

Provide an analysis of the “big picture.”

There are only four (4) CSIS courses needed for the ADT degree. Therefore, there is no need for Part-Time faculty as the four courses are taught and administered by a Full-Time faculty member. The Full-Time faculty member is actively:

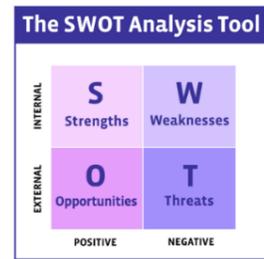
1. Participating in all College and Division meetings.
2. Performing all required CSLO assessments on eLumen.
3. Performing all required curriculum updates as needed.

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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	<p>STRENGTHS The major strengths of the CSIS program are:</p> <ol style="list-style-type: none"> 1. Enrollment: <ol style="list-style-type: none"> 1. Positive enrollment numbers. 2. The rise of the number of students who declare CSIS as their major. 2. 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. 3. Class Offerings: All of the CSIS classes are offered online to help students through the DE program. 4. Faculty: The excellence of teaching and a caring faculty. 5. Administration: We are fortunate to have a wise administration that supports the CSIS program. 	<p>WEAKNESSES</p> <ol style="list-style-type: none"> 1. Technology: Some students don't have the required technology to go through the CSIS program. 2. Financial: Some students have financial difficulties that prevent them from finishing the CSIS program. 3. Social Issues: Some students go through social difficulties that prevent them from finishing the CSIS program.
External	OPPORTUNITIES	THREATS

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	1. State can allocate money of students who need the required Technology to scucceed	1. Future cuts in State Budget. 2. Socio economic issues. 3. Wrong decisions by Administration.
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III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **objective** for reaching each goal.
- Develop an **outcome** statement for each objective.
- Explain how you will **measure** the outcome.
- List any **resources** that will be needed to achieve the goal.

GOAL #1

Enhance Student Support by providing the necessary Technology.

A. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

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Choose an item.

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list objective(s) for achieving this goal.

1. Increase success and retention rate.

E. Please list outcome statements for each objective.

By providing the necessary technology to students, we are increasing the chance that a student will finish the class successfully and proceed to obtain the degree in CSIS.

F. Briefly explain how you will measure the outcome.

Measure the success and retention rates via eLumen.

G. Please list resources (if any) that will be needed to achieve the goal.

College can provide the needed technology for students who can't have access to the necessary technology to succeed.

GOAL #2

Increase student access and student success by providing OER textbooks.

B. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

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- C. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

- D. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

- H. Please list objective(s) for achieving this goal.

By providing free access to textbooks to all students, we are enhancing equity and increasing the chance that a student will finish the class successfully and proceed to obtain the degree in CSIS.

- I. Please list outcome statements for each objective.

Student success and retention.

- J. Briefly explain how you will measure the outcome.

Measure the success and retention rates via eLumen

- K. Please list resources (if any) that will be needed to achieve the goal.

None.

GOAL #3

Click or tap here to enter text.

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C. This Goal is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

L. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

O. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

Instructional Program Review Template

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Click or tap here to enter text.

Instructional Program Review Template

IV. Resource Requests:

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1	1	Windows based laptops for students to borrow.	\$15000	Yes	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST				
Indicate the intended users:	<input type="checkbox"/> Students	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Other
Do other internal areas/departments need to be involved?				
<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____		
Is technology needed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	Explain: _____	

1. Why is the request being made?

Some students can't afford to purchase the laptop needed to run C++ programs. The current Chromebooks can't be used for the task explained above.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

NA

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

NA

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

Goal 1.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified? Example: [Technology Assessment Form](#)
(This question is not required for Personnel/Staffing requests.)

IT department.

4. a) How will this resource improve student success or institutional services?

It will help students stay in the CSIS class thus implanting the 3rd pillar of the Guided Pathways.

BUDGET ALLOCATION PROPOSAL

- b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

The IT department can track the number of students who will use the laptops in the CSIS classes.

- 5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

Barstow Community College is committed to providing our students, with the educational tools to achieve personal goals and professional growth. To accomplish this, the college offers traditional and distance education courses, programs, and pathways designed to enhance student success,

2. [Strategic Priorities / Strategic Goals](#)

Strategic Priority #1 Innovate to Achievable Equitable Student Success

Help Students Stay on the Path
Ensure Students are Learning
Help Students Complete and Transition

3. [Educational Master Plan](#)

Not sure!

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____ Restricted Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

BARSTOW COMMUNITY COLLEGE DISTRICT
Technology Assessment Form for Software and Equipment

Directions:

The requestor will work with the Director of IT and the VP of Administrative Services to complete sections A-E and attach to their Administrative Unit or Program's Budget Allocation Proposal during the Program Review process.

A. Purchase Information

1. Requestor Name	Jacob (Ayoub) Batarseh
2. Department or Program Name	Computer Science
3. Equipment/Software Description	Windows based Laptops

B. Operational Expenses and Detailed Description of Required Services Needed

1. Software (Description and cost)	.
2. Hardware (Description and cost)	15 units: Windows based Laptops (about \$1000 each unit)
3. Implementation costs	\$0
4. Maintenance a) Software b) Hardware c) Programming d) Employee Set-up e) Inventory Control	\$0
5. Subscription or Perpetual License a) yearly cost b) site licensing, per computer or per user licensing.	\$0
6. Who will maintain this product/application? a) Department b) IT Department c) Vendor	IT Department
7. Is the quote attached for the new software/hardware?	No
8. Sustainability Requirement	No

C. Describe the Total Cost of Ownership (V.P. of Administrative Services)

(Include total cost of project, software and equipment (including human resource costs) in description)

D. Check all boxes to which this purchase applies

Mission Statement <i>(must apply)</i>	
Barstow Community College is an open-access learning environment that promotes critical thinking, communication, personal and professional responsibility, and global awareness by offering quality courses, programs, and support services.	<input checked="" type="checkbox"/>
Within accreditation standards?	<input type="checkbox"/>
Maintains fiscal integrity?	<input type="checkbox"/>
Promotes employee involvement in activities associated with professional responsibilities.	<input type="checkbox"/>
Increases student engagement, student success and student equity?	<input checked="" type="checkbox"/>
Promotes Workforce and Economic Development within the local community, the District and region?	<input type="checkbox"/>
Strategic Priorities <i>(must apply to at least 1)</i>	
Innovates to Achieve Equitable Student Success?	<input checked="" type="checkbox"/>
Ignites a Culture of Learning and Innovation?	<input checked="" type="checkbox"/>
Builds Community?	<input checked="" type="checkbox"/>
Achieves Sustainable Excellence in all Operations?	<input type="checkbox"/>

E. Acknowledgement of receipt and awareness of terms, conditions, and regulations

Title	Name	Signature	Date
Initiator Supervisor			
Director of IT			
Budget Analyst			
VP Administrative Services			

F. Approval of Purchase

Title	Name	Signature	Date
Cabinet Approval			
Superintendent/President			