



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
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
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1. Program Mission and Vision

A. Program Mission

The primary mission of the CBIS department is to prepare the student for employment in the information technology area and upper division work at their transfer institution. 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 CBIS 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 Computers and Business Information.
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 and Business Information science.
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 CBIS 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 attend Best Practice seminars to improve live and distance delivery. A majority of CBIS courses are offered online.

**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 Business Information Systems (CBIS) department serves two areas of studies: “Computer and Information Science” and “Business Office technologies”. 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 programming, web/internet, networking or business office applications.

CBIS 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. CBIS classes are offered on campus during the day, evening, and at night.

The department is run by a one (1) full-time faculty, and five (5) 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 it’s 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

TERM	FULL TIME	PART TIME
FALL 2012	1	5
SPRING 2013	1	6
SUMMER 2013	1	1
TOTAL	1	7

2) Course Completion Rate

a) Full-time:

TRADITIONAL

TERM	ENROLLED
FALL 2012	11
SPRING 2013	0
SUMMER 2013	0
TOTAL	11

ONLINE

TERM	ENROLLED
FALL 2012	103
SPRING 2013	102
SUMMER 2013	119
TOTAL	308

b) Part-time:

TRADITIONAL

TERM	ENROLLED
FALL 2012	23
SPRING 2013	25
SUMMER 2013	0
TOTAL	45

ONLINE

TERM	ENROLLED
FALL 2012	151
SPRING 2013	207
SUMMER 2013	48
TOTAL	389

3) Course Success/Retention Rate:

a) Full-Time:

TRADITIONAL

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT (%)	EOT/ CENSUS(%)	
CBIS-3	77	83	83
TOTAL	77	83	83

ONLINE

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	70	89	83
CBIS-1	75	83	79
CBIS-1	70	92	80
CBIS-15	58	75	67
TOTAL	68	85	78

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	84	91	83
CBIS-1	81	86	79
CBIS-1	54	100	93
CBIS-6	82	82	82
CBIS-33	79	88	88
TOTAL	77	90	84

SUMMER 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-29A	70	90	86
CBIS-1	85	96	89
CBIS-2	90	97	76
CBIS-2	93	96	50
TOTAL	85	95	77

b) Part-time:

TRADITIONAL

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-41	57	100	75
CBIS-43	80	100	75
CBIS-60	60	100	100
CBIS-60	40	67	67
CBIS-61	100	100	100
CBIS-61	80	100	100
CBIS-65	100	100	100
CBIS-65	100	100	100
TOTAL	66	96	85

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-43	33	33	33
CBIS-41	82	90	90
CBIS-60	63	100	100
CBIS-61	100	100	100
CBIS-74	100	100	100
CBIS-60	75	100	67
CBIS-61	80	100	100
CBIS-65	100	100	100
CBIS-74	100	100	100
CBIS-67	50	50	50
TOTAL	74	88	84

ONLINE

FALL 2012	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	86	98	78
CBIS-1	88	93	48
CBIS-22A	33	35	25
CBIS-41	80	95	81
CBIS-1	88	92	75
TOTAL	73	79	57

SPRING 2013	RETENTION RATE (%)		SUCCESS RATE (%)
	EOT/ ATT(%)	EOT/ CENSUS(%)	
CBIS-1	81	89	64
CBIS-43	78	90	83
CBIS-1	82	90	48
CBIS-22C	60	85	24
CBIS-13	49	81	59
CBIS-40	69	92	67
CBIS-41	69	90	73
CBIS-13	78	88	88
TOTAL	69	88	60

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

5) Fill Rate

a) Full-time:

TRADITIONAL

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-3	43.00	40.00	33.33
TOTAL	43.00	40.00	33.33

ONLINE

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-1	100.00	72.00	64.00
CBIS-1	110.00	96.00	80.00
CBIS-1	110.00	83.33	76.67
CBIS-15	62.00	48.00	36.00

CBIS-1	102.00	94.00	86.00
CBIS-1	106.67	96.67	83.33
CBIS-1	86.67	46.67	46.67
CBIS-6	56.67	56.67	46.67
CBIS-33	63.33	56.67	50.00

CBIS-29A	54.00	42.00	38.00
CBIS-1	104.00	92.00	88.00
CBIS-2	106.67	96.67	93.33
CBIS-2	93.33	93.33	90.00
TOTAL	87.96	73.88	66.53

b) Part-time:

TRADITIONAL

FALL 2012	FILL RATE (%)		
	1 ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS- 41	40.00	26.67	26.67
CBIS- 43	16.67	13.33	13.33
CBIS- 60	30.00	13.33	10.00
CBIS- 60	26.67	10.00	6.67
CBIS- 61	3.33	3.33	3.33
CBIS- 61	20.00	13.33	13.33
CBIS- 65	3.33	3.33	3.33
CBIS- 65	6.67	6.67	6.67

SPRING 2013	FILL RATE (%)		
	1 ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS- 43	10.00	10.00	3.33
CBIS- 41	36.67	33.33	30.33
CBIS- 60	26.67	16.67	16.67
CBIS- 61	6.67	6.67	6.67
CBIS- 74	3.33	3.33	3.33
CBIS- 60	13.33	10.00	10.00
CBIS- 61	16.67	13.33	13.33
CBIS- 65	6.67	6.67	3.33
CBIS- 74	3.33	3.33	3.33
CBIS- 67	6.67	6.67	3.33
TOTAL	15.37	11.11	9.81

ONLINE

FALL 2012	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-01	106.00	90.00	88.00
CBIS-01	98.00	92.00	86.00
CBIS-22A	102.00	96.00	34.00
CBIS-041	96.67	70.00	66.67
CBIS-01	90.00	80.00	73.33

SPRING 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-01	98.00	90.00	78.00
CBIS-43	92.00	80.00	72.00
CBIS-01	98.00	82.00	72.00
CBIS-22C	94.00	66.00	56.00
CBIS-13	106.00	64.00	52.00
CBIS-40	100.00	80.00	73.33
CBIS-41	40.00	33.33	30.00
CBIS-13	30.00	26.67	23.33

SUMMER 2013	FILL RATE (%)		
	1ST DAY/MAX (%)	CENSUS/MAX (%)	EOT/MAX (%)
CBIS-01	108.0	96.00	94.00
TOTAL	98.00	81.50	69.67

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

1)

Course Level SLOs:

The CBIS faculty has completed at a full two-year cycle measuring all SLOs for all CBIS courses.

Program Level SLOs:

Currently 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. Work is in progress to change the textbook for CBIS-1

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

1. Follow through with CBIS split into CSIS and BOTE.
2. Develop PLOs for each of the two programs.
3. Finalize the textbook update for CBIS-1.
4. Continue to evaluate the course level SLOs to better student performance.
5. Follow through with CBIS split into CSIS and BOTE.
6. Develop PLOs for each of the two programs.
7. Finalize the textbook update for CBIS-1.
8. Continue to evaluate the course level SLOs to better student performance.

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

1)

1. The number of students who declare Computer Science as their major.
2. The number of CBIS degrees and certificates awarded.
3. The number of graduates who obtained a full-time job in the field of CBIS.
4. 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
2011-2012	234
2010-2011	258

2. The number of CBIS degrees and certificates awarded:

Academic Year	Number of Degrees Awarded
2012-2013	4
2011-2012	7
2010-2011	5

3. The number of graduates who obtained a full-time job in the field of CBIS.
 No data available.

4. The number of students who transferred to four-year institutions:
 No data available.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do *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 3B3.
 2. Determine the PLOs for these two programs.
 3. Faithfully, offer classes on a 2-Year Cycle.
 4. Have all CBIS 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.

- | |
|---|
| <ol style="list-style-type: none"> 1. All courses were analyzed for SLOs for the academic year 2011/2012 and 2012/2013. 2. Work will continue to evaluate course SLOs for the academic year 2013/2014. 3. PLOs will be established for the two programs mentioned in 3B3 once the CBIS split is approved by the Chancellor's office. |
| <ol style="list-style-type: none"> 4. All courses were analyzed for SLOs for the academic year 2011/2012 and 2012/2013. 5. Work will continue to evaluate course SLOs for the academic year 2013/2014. 6. PLOs will be established for the two programs mentioned in 3B3 once the CBIS split is approved by the Chancellor's office. |

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Two-Year Scheduling Plan

D. 1)

Fall Year 1	
CBIS- 01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 03	1 section hybrid on campus or online
CBIS- 06	1 section hybrid on campus or online
CBIS- 13	1 section online
CBIS-22A	1 section online
CBIS-29A	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 41	1 section on-campus
CBIS- 43	1 section on-campus 1 section online
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus
CBIS- 65	2 sections on-campus
CBIS- 74	1 section on-campus

Spring Year 1	
CBIS-01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 33	1 section hybrid on campus or online
CBIS-33B	1 section hybrid on campus or online
CBIS- 15	1 section online
CBIS- 22C	1 section online
CBIS- 29B	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 42	1 section on-campus
CBIS- 43	1 section on-campus
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus
CBIS- 65	2 sections on-campus
CBIS- 66	2 sections on-campus
CBIS- 74	1 section on-campus

Summer Year I	Number of Students who declare CS as major
CBIS-01	1 section online 1 section hybrid on-campus
CBIS-02	1 section hybrid on campus or online
CBIS-14	1 section online
CBIS-40	1 section online

Fall Year 2	Number of Students who declare CS as major
CBIS-1	3 sections online 2 sectionS hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS-10	1 section hybrid on campus or online
CBIS-17	1 section online
CBIS-29C	1 section online
CBIS-35	1 section hybrid on campus or online
CBIS-40	1 section hybrid at Ft. Irwin
CBIS-41	1 section on-campus

CBIS-43	1 section on-campus 1 section online
CBIS-60	2 sections on-campus
CBIS-61	2 sections on-campus
CBIS-65	2 sections on-campus
CBIS-74	1 section on-campus

Spring Year 2	Number of Students who declare CS as major
CBIS- 01	3 sections online 1 section hybrid on-campus 1 section hybrid at Ft. Irwin
CBIS- 02	1 section hybrid on campus or online
CBIS- 13	1 section hybrid on campus or online
CBIS- 19	1 section online
CBIS-29D	1 section online
CBIS- 40	1 section hybrid at Ft. Irwin
CBIS- 42	1 section on-campus
CBIS- 43	1 section on-campus
CBIS- 60	2 sections on-campus
CBIS- 61	2 sections on-campus
CBIS- 65	2 sections on-campus
CBIS- 66	2 sections on-campus

Summer Year I	Number of Students who declare CS as major
CBIS- 01	1 section online 1 section hybrid on-campus
CBIS-29A	1 section hybrid on campus or online
CBIS- 13	1 section online
CBIS- 41	1 section online

To enhance the distance education (DE) part of the CBIS program, significant changes were made since last program review.

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

There is no question that a two-year plan is an effective tool to support student success. 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.

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

Review the two year plan and make the necessary changes to help students better prepare for the two year study at BCC.

Review the two year plan and make the necessary changes to help students better prepare for the two year study at BCC.

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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 corequisites.

The following courses were archived:

CBIS-30A
CBIS-30B
CBIS-30C
CBIS-30D
CBIS-51A

The contents for following courses were updated:

CBIS-1
CBIS-2
CBIS-3
CBIS-10
CBIS-14
CBIS-29A
CBIS-29B
CBIS-29C
CBIS-33B

The SLOs for the following courses were updated:

CBIS-1
CBIS-2
CBIS-3
CBIS-10
CBIS-14
CBIS-29A
CBIS-29B
CBIS-29C
CBIS-33B

The following courses were created:
CBIS-29D
CBIS-35

The following courses were deleted:
CBIS-16

Work in progress to update the SLOs for the following courses:
CBIS-40
CBIS-41
CBIS-42
CBIS-43

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

Academic years 2011/2012 and 2012/2013 were busy years in updating the curriculum, were the listed activities in item 4B were accomplished/approved.

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 CBIS 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 CBIS classes are offered to help students through the DE program.
3. High success and retention rates.
4. Current supportive administration

B. Weaknesses

1. Undedicated faculty who have no passion for teaching, and don't care about the health of the program or students being successful.
2. 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. Offer CBIS classes so that online 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

There 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; January 3-4, 2013
- 2012 Winter ICT Educator Conference: "ICT Education for ICT Employment – Even Now"
San Francisco; January 5-6, 2012
- June 25-29, 2012 MPICT's Summer Faculty Development Week in Fremont, CA
- June 11-15, 2012, MPICT's Summer Faculty Development Week in Garden Grove, CA
- VocEducation Leadership Institute
March 20, 2013 - March 22, 2013
- VocEducation Leadership Institute
March 21, 2012 - March 23, 2012

Carl Durheim attended the following event:

- The Annual CUE Conference ;March 20-22, 2014
in Palm Springs, California

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

None as of today. However, there are opportunities within the next three years, and faculty will do every possible effort to attend as many as possible.

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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.)

Goal #1: Incorporate Multimedia into classes (in-class, hybrid, and online).

Progress Summary:

No progress on goal #1, as faculty asked for the appropriate software (Camtasia) in the "2012-2013 Program Annual Update" do accomplish that. That request was never granted.

Goal #2: Curriculum Update.

Progress Summary:

Great progress was accomplished as indicated and explained in item 4A under the list of courses whose content were modified.

Goal #3: SLO update.

Progress Summary:

Great progress was accomplished as indicated and explained in item 4A under the list of courses who's SLOs were modified.

Goal #4: Provide the necessary skills to manage and maintain the hardware and software for businesses through industry standard certification objectives.

Progress Summary:

On-going process as the classes contents are being updated and modified. Few of the noticeable progresses:

1. Upgraded to Office 2013 during the Summer of 2013.
2. The computers in room B-3 were upgraded during summer 2013.
3. The course contents for CBIS-14, CBIS-29A, CBIS-29B, CBIS 29-C, and CBIS29D were updated to reflect new trends in industry.

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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 Incorporate Multimedia into classes (in-class, hybrid, and online)	List all that apply: 1. Foster innovative learning environment. 2. Provide Successful college learning experience. 3. Promote and support student engagement.	To help students gain a better understanding of the subject.	Administration support in purchasing the necessary hardware and software.	Better lab report, quizzes, and tests scores.
<i>Additional Information:</i>				
DATE: <input type="text"/>	ANNUAL UPDATE #1: <input type="text"/>			
DATE: <input type="text"/>	ANNUAL UPDATE #2: <input type="text"/>			
#2 Provide students a successful college learning experience; aligns with Strategic Priority.	List all that apply: 1. Foster innovative learning environment. 2. Provide Successful college learning experience. 3. Promote and support student engagement. 4. Strengthen college planning/ decision making.	Plan and implement programs based on learning needs and career paths Augment current and emerging technologies to foster student learning	Evaluate curriculum and modify and/or add new classes as needed.	The COR is up to date and in compliance; the success and retention rates show improvement in critical areas; addition of new classes Success, retention, and fill rates in online classes with the new more interactive platform. Student surveys on the use of computer simulations in labs
<i>Additional Information:</i>				
DATE: <input type="text"/>	ANNUAL UPDATE #1: <input type="text"/>			
DATE: <input type="text"/>	ANNUAL UPDATE #2: <input type="text"/>			

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
#3 Work on developing the Microsoft Office Specialist (MOS) certificate.	<i>List all that apply:</i> <ol style="list-style-type: none"> 1. Foster innovative learning environment 2. Provide Successful college learning experience 3. Promote and support student engagement 4. Cultivate and enhance local partnerships 5. Strengthen college planning/ decision making 	Plan and implement programs based on learning needs and career paths Augment current and emerging technologies to foster student learning	Administration support in purchasing the necessary hardware and software. Evaluate curriculum and modify and/or add new classes as needed.	Success in retention, and fill rate. Success in certificate completion rate.
<i>Additional Information:</i>				
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
1	1 + 2	Camtasia Sodtware	\$328	?	
3	2 + 3	Complete Office 2013	\$80	?	

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