INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Computer Information Systems***

2. Person(s) completing the questionnaire: *J. Patrick Fenton, CIS Dept Chair*

3. Date of completion: *November 6, 2007*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Same as previous program review.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Enrollment in computing programs nationwide continue to fall as the perception that jobs have migrated offshore persists. However, the local situation is quite different: West Valley College is located quite near many significant IT companies where programming and systems development continues to expand. One major change we have made is to introduce a new curriculum based upon the Apple Macintosh system. This is a unique curriculum, not duplicated by other colleges in our area – nor, indeed, in many others nationally. It is our hope that this curriculum will re-invigorate the CIS Department's student participation.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Enrollment trends for Computing and Information Technology in general continue to decline. The trend is generally beyond the department's ability to control or to respond inasmuch as it is a national, not local, trend. Transfer rates to our neighboring four-year institutions are very low, and those institutions struggle in the same was as do we. Thus, we have undertaken our own initiative, the Apple curriculum, as a way to differentiate and renew our program. As a unique offering, it will hopefully separate us from the "me too" category.

A second factor for us is that we are on the receiving end of changes made by the four-year programs. Those programs continue to replace lower-division transfer courses with upper-division requirements. We have zero influence over those changes, yet they quite negatively impact our student enrollment patterns. The four-year schools do this as a way of consolidating their own declining enrollment pattern, forcing students to take more upper-division courses within the school rather than take the alternative lower-division option at a community college. We are thus institutionally marginalized.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Student demographics are, in our opinion, relatively unchanged.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The same trends as reported in last year's program review continue this year. This underscores the remarks above regarding the decline due to the perception of jobs moving offshore, and the trend of courses moving to upper-division. We are hopeful of changing some of these tendencies via the new Apple curriculum; but the overwhelming reality is that most IT jobs require a four-year degree, which makes completion of our program's courses and degrees a problem issue.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

It does not appear that CIS currently has a staffing issue. Finding qualified associate faculty for particular courses will always be difficult due to the specialized and technical nature of the subject curriculum.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

Last year, we began a process of revising, deleting, or introducing courses to address catalog and program concerns. We expect to continue to develop around the Apple platform, introducing new topics and techniques as rapidly as they can be developed and as soon as our program indicates need.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

That table, as supplied, has errors. Courses listed include some of the newest courses, just introduced, as not having been offered; others are appropriately being considered, some to be revised, others to be deleted. We hesitate to list any of the changes until we complete our introspection. Frankly, the curriculum process is a bit counter-productive in terms of efficient and timely course updating, and the submittal of course changes takes longer and longer, despite the presumed efficiency of Curricunet.

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

We have updated many courses to include SLOs, and we will be developing our departmental SLOs. Honestly, we have not gained much insight from any of the SLOS adopted, though the process has helped to focus our courses. At the moment, there is no significant request or change based on SLOs.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?

   b) How might these influences form the basis for an action, objective, or request for resources?

CIS is probably more affected by economics, the job market, and the march of technology than by any state or institutional requirements. Accreditation is important to each academic area, but CIS is not held to any licensing or regulatory standard monitored by an external agency. Building our Apple curriculum has been done with the excellent cooperation of many Apple managers and system developers, who have served as our advisors in this process.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

CIS has always attempted to maintain fully articuable courses by consistently monitoring the requirements at our neighboring four-year institutions. However, the process is increasingly frustrating in that there is no actual standard for the lower-division curriculum expected by these schools. Different programming languages, varying levels of topical coverage, and uniquely imposed requirements make each school's transfer a unique set. We try to keep a mean path so that we can meet the greatest number of transfer demands, but it is increasingly difficult to do this.

There is a process underway to attempt to articulate a standard set of transfer courses, somewhat similar to the CAN process a decade or so ago. This process has only begun in the past month, and is due to extend at least through 2008.

Given these issues, we have elected to focus on the potential students would gain from a more professional approach, building their skills so that they may be introduced to internships or other opportunities that give real-world workplace experience they can then carry on to whichever program they may transfer. We are working with Apple to develop this opportunity, and it will depend on our success in attracting students.

F. SUMMARY AND CONCLUSION SECTION:

2. Program Strengths:

Our new curriculum holds the greater promise for longevity.

3. Program Challenges:

Institutional administration must exercise caution when red-lining course offerings based solely on enrollment numbers. Too-frequent class cancellations and restrictions from offering lower-enrollment plans can backfire by giving students the mistaken message that a program is a "dead issue." When our enrollments were at their peak, CIS added well beyond the required enrollments; now that we are trying to rebuild, we cannot afford to derail the program by cancellation of classes, effectively pushing students away from the college. If they cannot get what they need, students will leave to find it elsewhere.

One "answer" is "marketing." While we believe our new Apple-oriented curriculum has merit and promise, we do not possess the resources nor appropriate skills and time to prepare an aggressive marketing program, though this is quite important for us to do.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

We will continue to identify and create unique curriculum offerings and student opportunities beyond a simple focus on transferability.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

These are continuing objectives, not instantly measurable ones.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

We continue to work on new curriculum, revision of existing curriculum, and to attempt to discover how best to attract students. A marketing program is a "must."

H. RESSOURCE REQUESTS 2006 -2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Associate faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *New Apple equipment purchase via one-time funds.*	☒ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *Finally, we have a supplies budget, funded by augmentation request.*	☒ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *CIS was granted a sum from Innovation Funds to pursue certification of our classrooms as an Apple Certified Education center.*	☒ Yes ☐ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Obviously, the Apple curriculum could not exist if we lacked the appropriate systems; this is the significant outcome from one-time funding.

I. RESOURCE REQUESTS 2007- 2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *none anticipated*

Associate faculty FTE *part-time pool is open*

Classified Staff FTE:

Classified Hourly (in dollars):

Administrative Staff FTE:

Facilities (brief narrative description): *Electrical and other facilities work is needed in CR2, CR3 area.*

Equipment (brief narrative description with estimated total cost): *New Windows-based or iMac type systems needed to replace aging system in CR2. Approximately $40,000.*

Supplies (brief narrative description with estimated total cost): *We have received augmentation for the first time in quite a while; our total is approx. $3,400, to be used to acquire software, materials, etc. that allow us to test, to maintain, and to develop new skills.We would anticipate this continuing to be a request annually.*

Staff Development (brief narrative description): *Innovation funding of approx $6,000 for certification of faculty. This is in place, not anticipated to extend beyond it's term.*

Other: *MARKETING. $?*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu