



2020-21 Full Program Review – CIS COMPUTER INFORMATION SYSTEMS

PROGRAM

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

In fulfillment of the mission of College of Alameda to serve the educational needs of our community by providing comprehensive and flexible programs and resources that empower students to achieve their goals, Computer Information Systems (CIS) is committed to supporting our faculty and to empowering our students in developing global technology skills through our CIS degree, certificates and special programs in Programming, Desktop Support, Web Publishing, Information Technology and Big Data Analytics.

List your Faculty and/or Staff

CIS – Full-Time Faculty		Taught and can teach CIS classes
Anthony VILLEGAS (AV)	PT 1993-06 * FT 1999-01	1, 5, 6, 23, 25, 40, 42, 70, 97A, 201, 205, 209, 223A, 223B, 223C, 223D, 224, 226A, 226B, 227, 233, 234A, 234B, 234D, 234E, 238A, 238B, 239
Manny UY (MU)	PT 1998-08 * FT 2002-01 (on bank leave by Spring 2022, at retirement age)	1, 5, 6, 23, 25, 40, 42, 70, 97A, 201, 205, 209, 223A, 223B, 223C, 223D, 224, 226A, 226B, 227, 233, 234A, 234B, 234D, 234E, 238A, 238B, 239

CIS – Part-Time Faculty		Taught CIS classes
Fayez EL-GIHENY (AV)	PT 1998-01	1, 5, 40, 42, 201, 205
Jesse NORMAN (JN)	PT 2005-08	1, 5, 201, 205, 239
Marilyn VARNADO (MV)	PT 2012-02	1, 70, 205
Alta ERDENEBAATAR (AE)	PT 2014-01	1, 205
Michael Duensing (MD)	PT 2019-03	1, 70, 205, 234B

CIS – Prior Full-Time Faculty

- (RB) Richard Biddleman (retired in 2003)
- (MD) Maureen Duncan (retired in 2007)
- (SC) Sue Chin (retired in 2009)
- (LC) Leonard Chung (transferred to Berkeley City College in 2011)
- (GP) Gary Perkins (retired in 2015)
- (BG) Bob Grill (on medical leave since 2016, retired)

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

PROGRAM GOALS

1. Hire NEW FULL-TIME CIS Instructor to replace retiring instructor
2. Hire NEW FULL-TIME CIS Instructor to teach I.T. and BIG DATA ANALYTICS
3. Increase CIS Student Enrollment with funds for outreach to High Schools
4. Increase CIS Student Success with funds to hire CIS student tutors
5. Increase CIS Graduate Job Placements with funds for outreach to Employers

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

Program Goal #1	Hire NEW FULL-TIME CIS Instructor to replace retiring instructor
Status: In-Progress or Complete?	New goal
Which college or district goal is aligned with your program goal?	<p>COA Goal #1 – Advance COA Teaching and Learning</p> <p>PCCD Goal #1 – Advance Student Access, Equity, and Success</p> <p>Vision for Success – Goal 1: Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>

Program Goal #2	Hire NEW FULL-TIME CIS Instructor to teach new I.T. and DATA ANALYTICS
Status: In-Progress or Complete?	New goal
Which college or district goal is aligned with your program goal?	<p>COA Goal #1 – Advance COA Teaching and Learning</p> <p>PCCD Goal #1 – Advance Student Access, Equity, and Success</p> <p>Vision for Success – Goal 1: Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>

Program Goal #3	Increase CIS Student Enrollment with funds for outreach to High Schools
Status: In-Progress or Complete?	New goal
Which college or district goal is aligned with your program goal?	<p>COA Goal #1 – Advance COA Teaching and Learning</p> <p>PCCD Goal #1 – Advance Student Access, Equity, and Success</p> <p>Vision for Success – Goal 1: Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p>

Program Goal #4	Increase CIS Student Success with funds to hire CIS student tutors
Status: In-Progress or Complete?	New goal
Which college or district goal is aligned with your program goal?	<p>COA Goal #2 – Increase retention and persistence rates</p> <p>PCCD Goal #2 – Engage and Leverage Partners</p> <p>Vision for Success – Goal 2: Over five years, increase by 35 percent the number of CCC students transferring annually to a UC or CSU.</p>

Program Goal #5	Increase CIS Graduate Job Placements with funds for outreach to Employers
Status: In-Progress or Complete?	New goal
Which college or district goal is aligned with your program goal?	<p>COA Goal #4 – Advance COA Teaching and Learning</p> <p>PCCD Goal #4 – Strengthen Accountability, Innovation and Collaboration</p> <p>Vision for Success – Goal 4: Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69.</p>

Describe your current utilization of facilities, including labs and other space

FACILITIES USAGE

1. CIS use Building A, Room A205 Computer Lab to teach classes with up to 24 students
2. CIS use Building A, Room A225 Computer Lab to teach classes with up to 35 students
3. CIS use Building A, Room A232 Computer Lab to teach classes with up to 26 students
4. CIS used to use Building D, Room D114 Computer Lab to teach classes with up to 48 students, but no longer a lab
5. CIS use Building H, Room H108 Computer Lab to teach classes with up to 48 students
6. CIS use Building L, Library first floor for Librarian-led presentations on research
7. CIS use Building L, Learning Resource Center Tutoring Service for students BUT we need more CIS Tutors
8. CIS use Building L, Learning Resource Center Second Floor Open Labs
9. CIS use Building L, Library Reference Desks to loan textbooks to students
10. CIS full-time Prof. Uy uses his assigned office on Building D, Room D228
11. CIS full-time Prof. Villegas uses his assigned office on Building D, Room D226
12. CIS Chair requests office spaces for part-time CIS instructors e.g. A228
13. CIS students and instructors use Building A, for bulk copying of syllabus, flyers and class materials
14. CIS students and instructors use Building A, offices for academic counseling and class registration/records
15. CIS students and instructors use Building F, Bookstore for textbooks and supplies
16. CIS students and instructors use Building F, ground floor for meetings
17. CIS students and instructors use Building F, second floor cyber cafes for hotspot connections
18. CIS students and instructors use Building F, second floor cafeteria for food and refreshments
19. CIS students and instructors use restrooms located at all buildings
20. CIS students and instructors use parking lots to commute
21. CIS instructors use Science Annex Building for division or department meetings
22. CIS instructors use Science Annex Building computer lab for assignments and email

Enrollment Trends:

[Enrollment Trends Power BI dashboard](#)

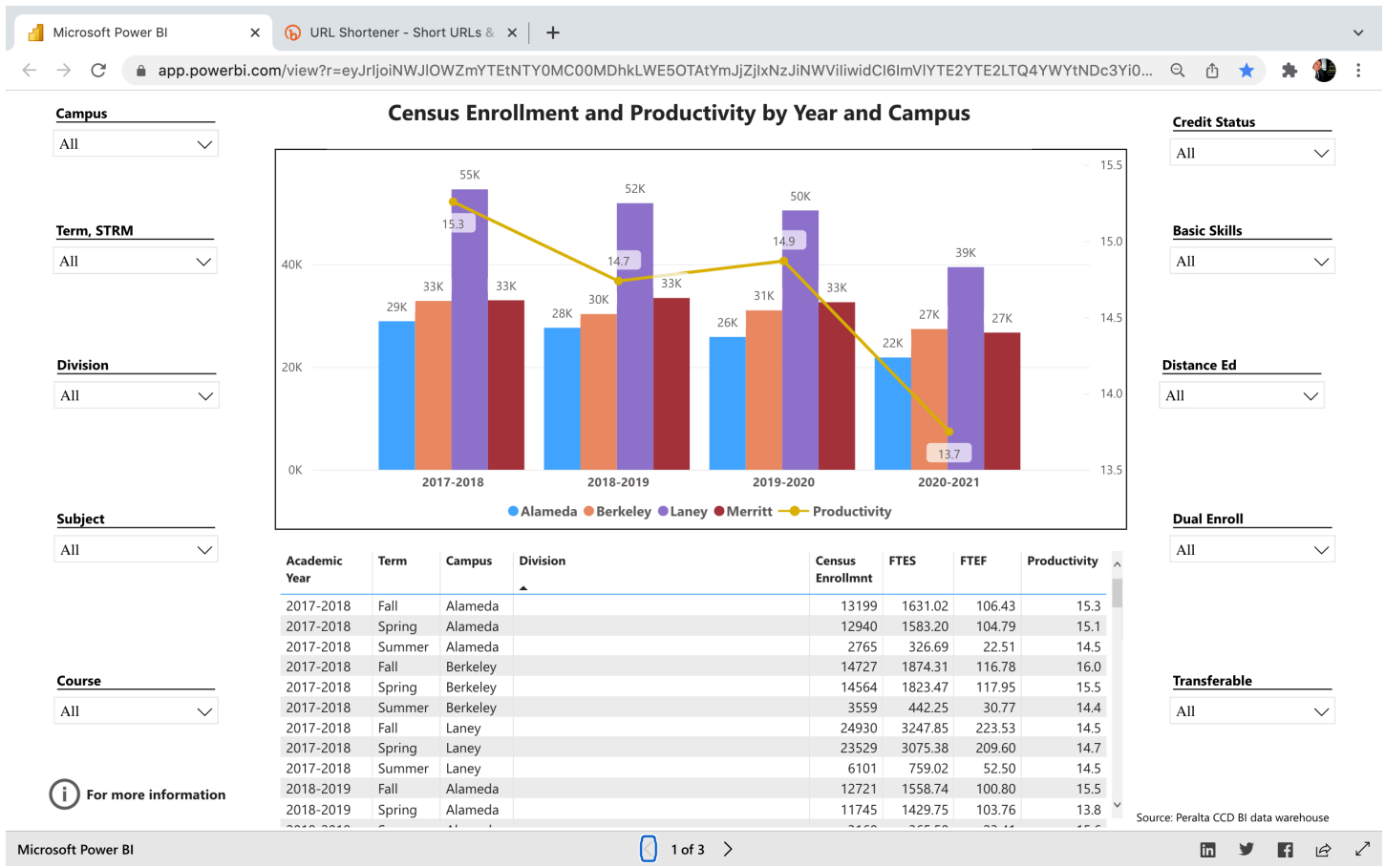
Note: Please consider the most recent 3 years when answering the questions below.

<https://alameda.peralta.edu/institutional-effectiveness/enrollment-trends/>

PCCD – CENSUS ENROLLMENT on ALL Subjects and Campuses

<https://bit.ly/3HImWy2> or

<https://app.powerbi.com/view?r=eyJrJoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjlxNzJiNWViliwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZi05MjZ9&pageName=ReportSection86d6f65e2fb41a73da4d>



Based upon the above Chart for ALL semesters for 2017, 2018, 2019, 2020

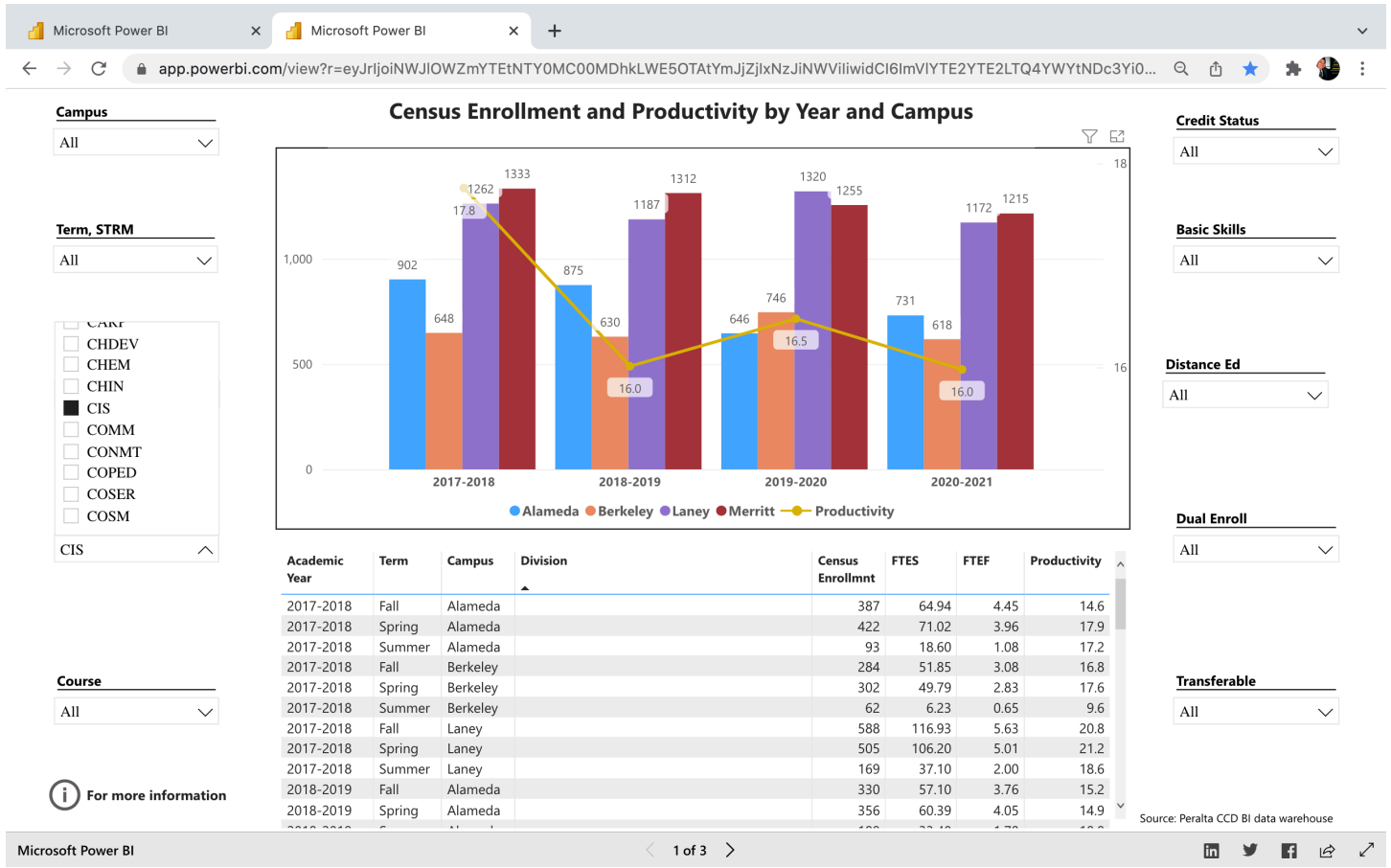
– Our CIS class ENROLLMENT in PCCD declined from **902** through 875 and 646 to **731**

– and our CIS FTES/FTEF PRODUCTIVITY in PCCD decreased from **17.8** (2107-18) through 16.0 (2018-19) and 16.5 (2019-20) to **16.0** (2020-21) when Covid-19 spread throughout the world

CIS @ PCCD – CENSUS ENROLLMENT at All Campuses

<https://bit.ly/30H0ULo> or

<https://app.powerbi.com/view?r=eyJrIjoibWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJzJzlxNzJiNWViliwidCI6ImVlY2E2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjZiImlMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d>



Based upon the above Chart for ALL semesters for 2017, 2018, 2019, 2020

– Our CIS class ENROLLMENT in PCCD declined from **902** through 875 and 646 to **731**

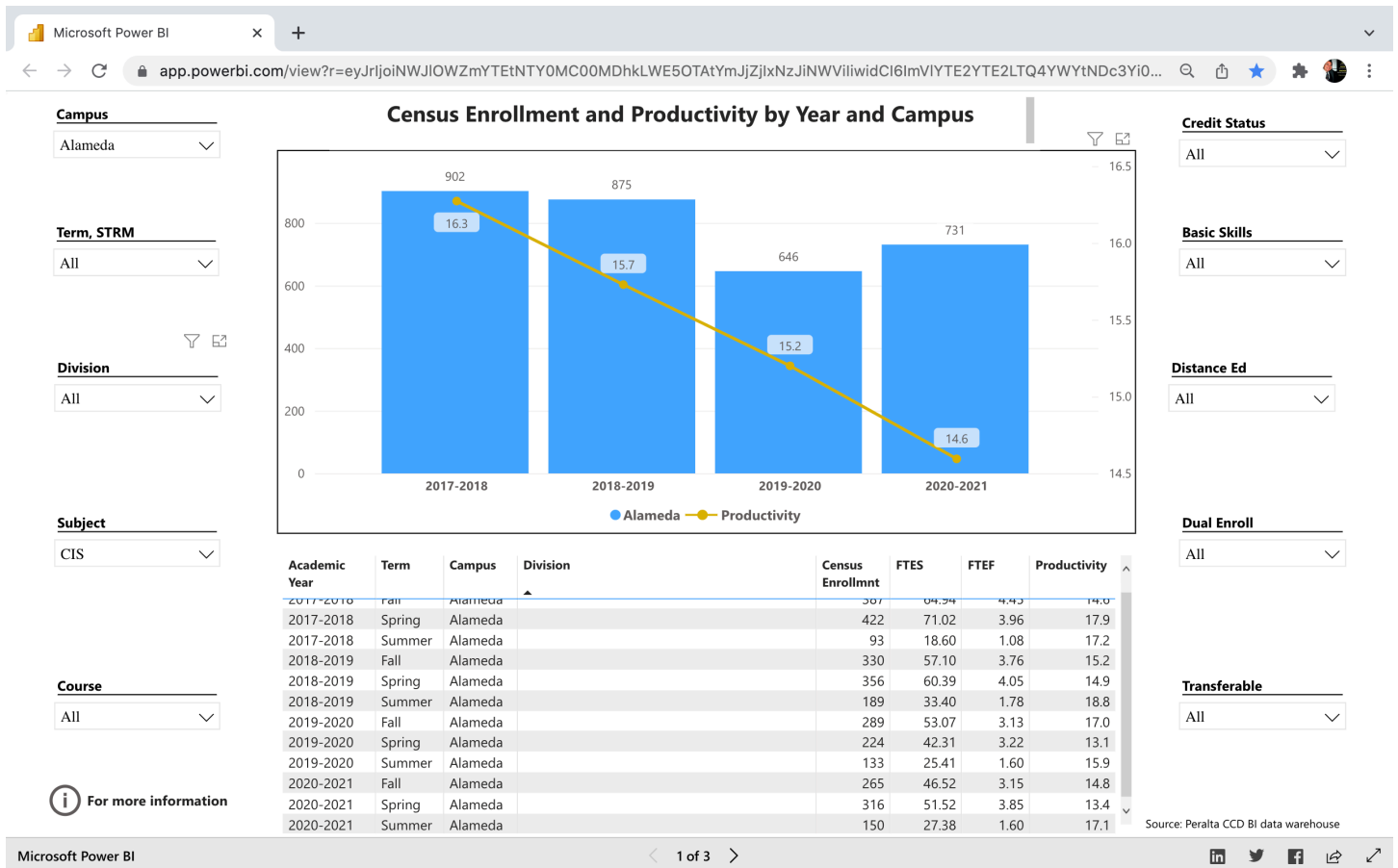
– and our CIS FTES/FTEF PRODUCTIVITY in PCCD decreased from **17.8** (2107-18) through 16.0 (2018-19) and 16.5 (2019-20) to **16.0** (2020-21) when Covid-19 spread throughout the world

Set the filters above to your discipline, and discuss enrollment trends over the past three years

CIS @ COA – CENSUS ENROLLMENT at College of Alameda

<https://bit.ly/3r0oQUN> or

<https://app.powerbi.com/view?r=eyJrIjoibWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJkZjlxNzJiNWViliwidCI6ImVlY2E2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZiIsImMiOiJz9&pageName=ReportSection86d6f65e2fb41a73da4d>



Based upon the above Chart for ALL semesters for 2017, 2018, 2019, 2020

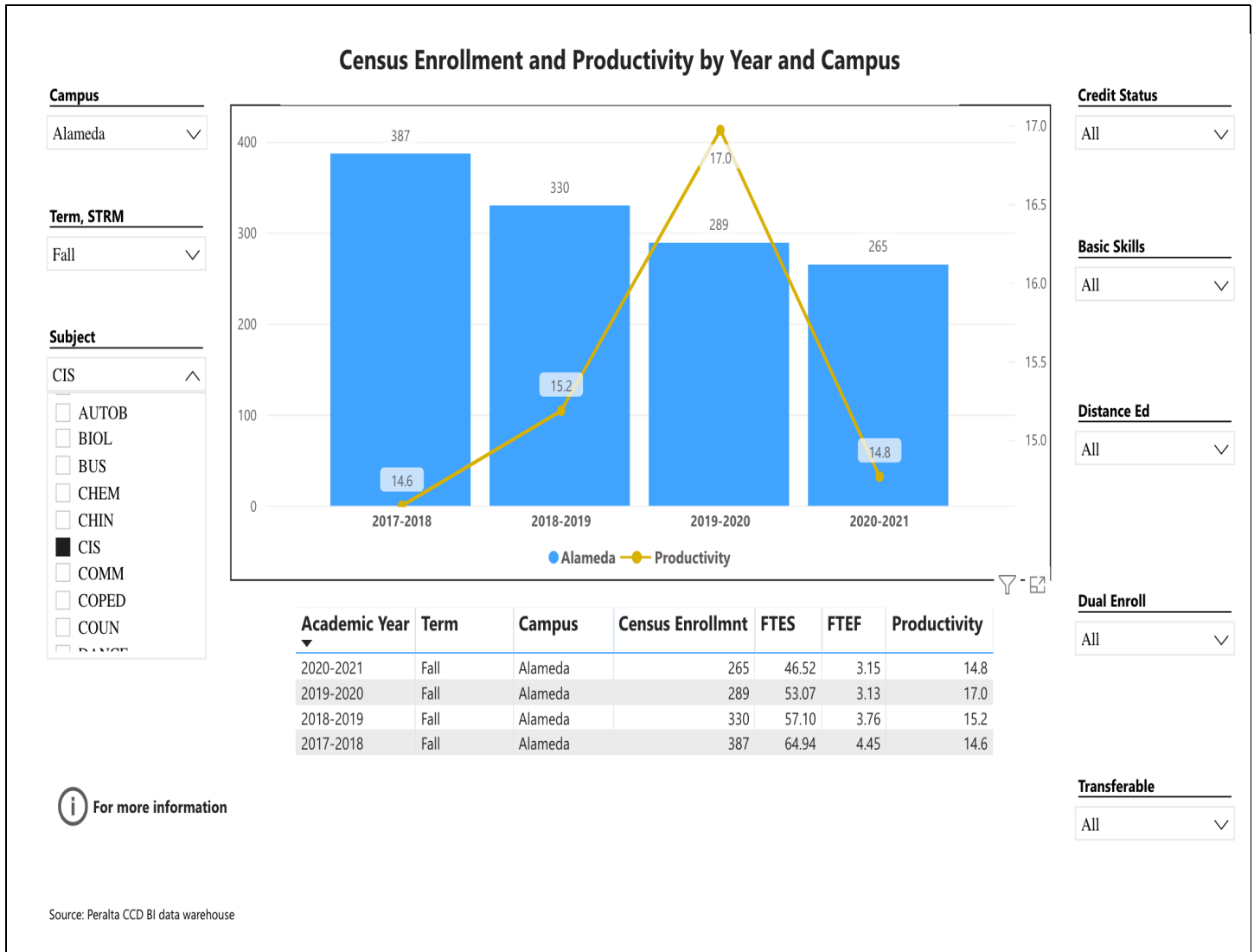
– Our CIS class ENROLLMENT declined from **902** in 2017-2018 through 875 and 646 to **731** in 2020-2021

– and our CIS FTES/FTEF PRODUCTIVIY decreased from **16.3** (2107-18) through 15.7 (2018-19) and 15.2 (2019-20) to **14.6** (2020-21) when Covid-19 spread throughout the world

CIS @ COA – CENSUS ENROLLMENT (Fall 2007-2021)

<https://bit.ly/3FCCnGa> or

<https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZiIsImMiOiJZ9&pageName=ReportSection86d6f65e2fb41a73da4d>



Based upon the above Chart for FALL semester for 2017, 2018, 2019, 2020

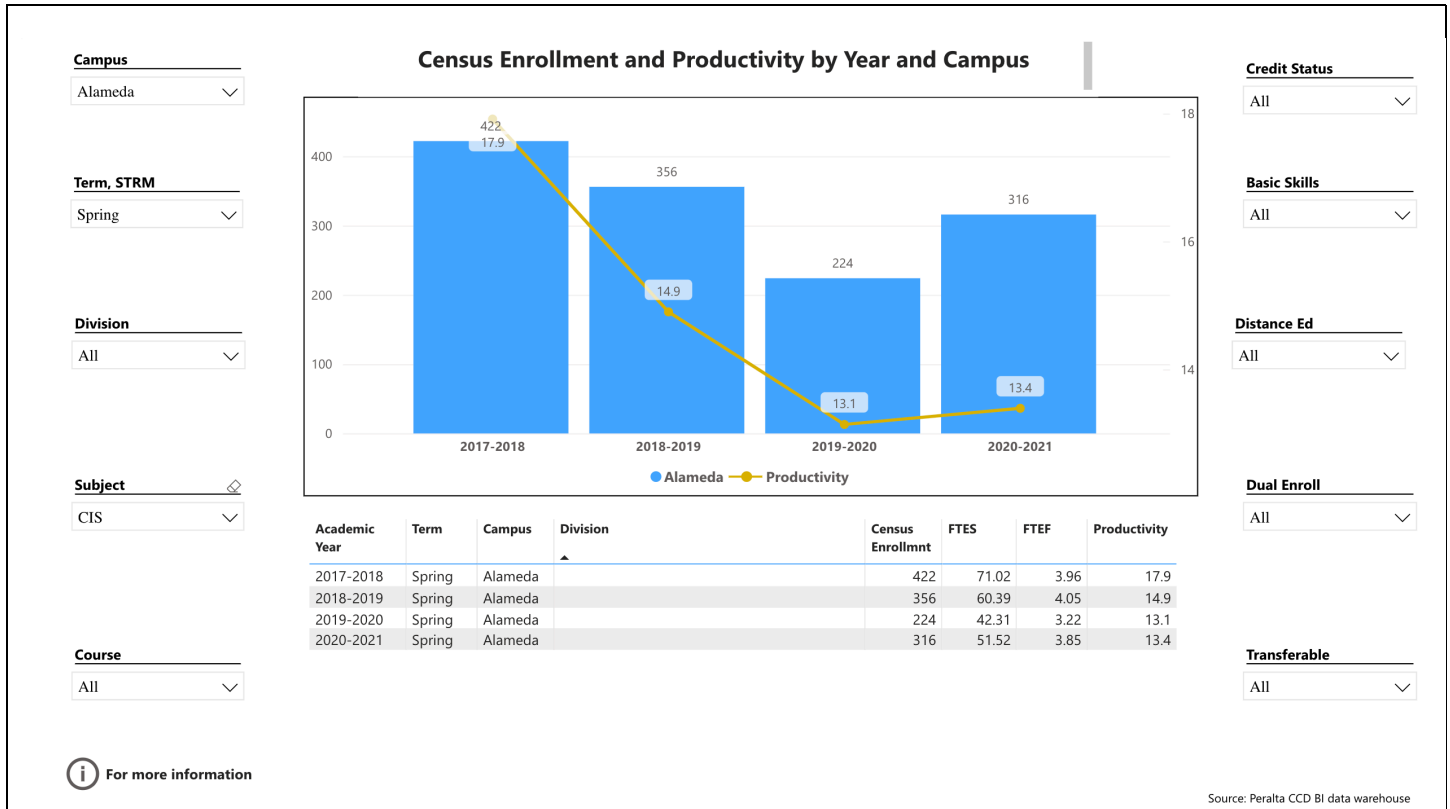
– Our CIS class ENROLLMENT declined from **387** in 2017-2018 through 330 and 289 to **265** in 2020-2021

– yet our CIS FTES/FTEF PRODUCTIVIY increased from **14.6** in 2017-2018 thru 15.2 and 17.0 then declined to **14.8** in 2020-2021 when Covid-19 spread throughout the world

CIS @ COA – CENSUS ENROLLMENT (Spring 2007-2021)

<https://bit.ly/3DHaSuj> or

<https://app.powerbi.com/view?r=eyJrIjoibWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZiIsImMiOiZ9&pageName=ReportSection86d6f65e2fb41a73da4d>



Based upon the above Chart for SPRING semester for 2017, 2018, 2019, 2020

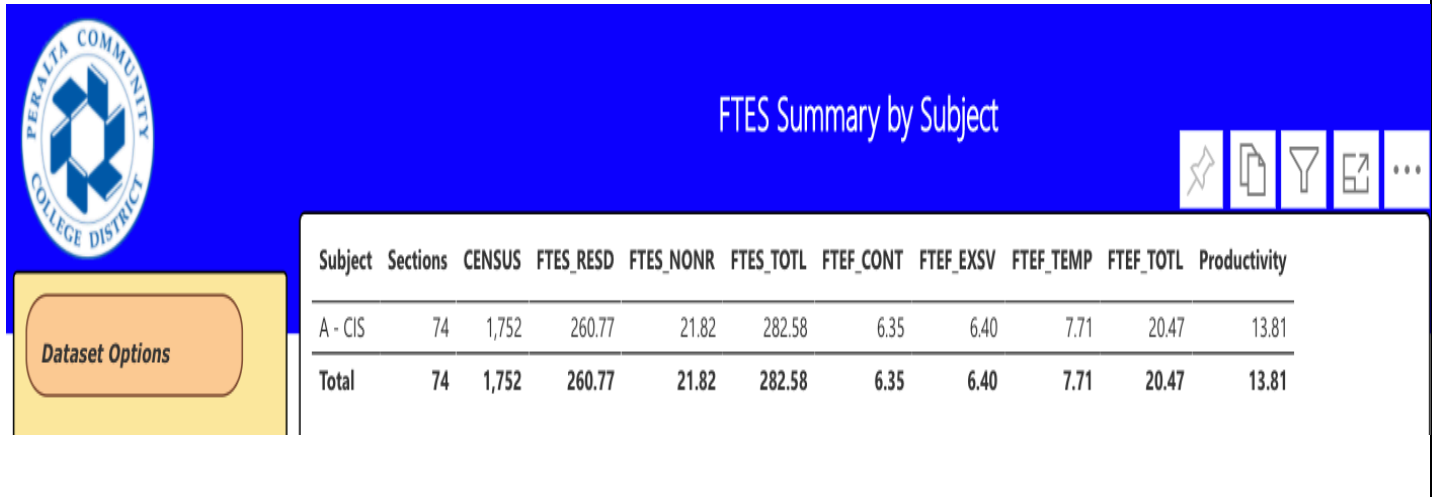
– Our CIS class ENROLLMENT declined from **422** in 2017-2018 through 356 and 224 to **316** in 2020-2021

– and our CIS FTES/FTEF PRODUCTIVIY decreased from **17.9** in 2017-2018 thru 14.9 and 13.1 then to **13.4** in 2020-2021 when Covid-19 spread throughout the world

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

DAYTIME – CIS Classes

CIS DAYTIME classes FY 2018-19, 2019-20, 2020-21, 2021-22

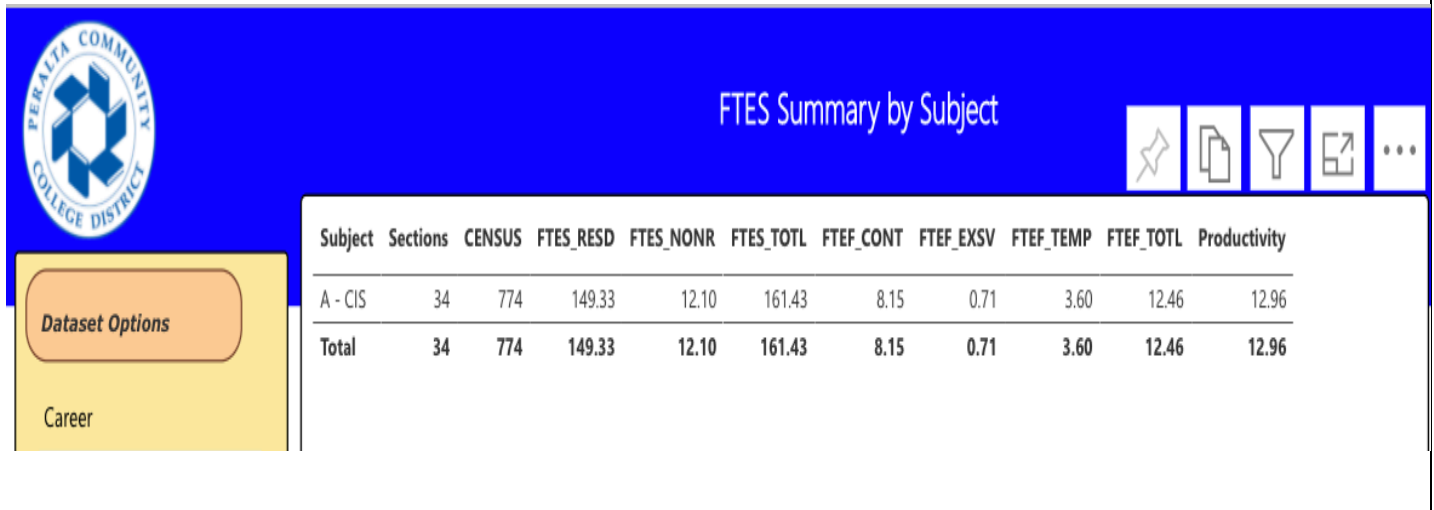


The screenshot shows a web interface for 'FTES Summary by Subject' for Peralta Community College District. It includes a table with columns for Subject, Sections, CENSUS, FTES_RES, FTES_NONR, FTES_TOTL, FTEF_CONT, FTEF_EXSV, FTEF_TEMP, FTEF_TOTL, and Productivity. A 'Dataset Options' button is visible on the left.

Subject	Sections	CENSUS	FTES_RES	FTES_NONR	FTES_TOTL	FTEF_CONT	FTEF_EXSV	FTEF_TEMP	FTEF_TOTL	Productivity
A - CIS	74	1,752	260.77	21.82	282.58	6.35	6.40	7.71	20.47	13.81
Total	74	1,752	260.77	21.82	282.58	6.35	6.40	7.71	20.47	13.81

NIGHTTIME – CIS Classes

CIS NIGHTTIME classes FY 2018-19, 2019-20, 2020-21, 2021-22



The screenshot shows a web interface for 'FTES Summary by Subject' for Peralta Community College District. It includes a table with columns for Subject, Sections, CENSUS, FTES_RES, FTES_NONR, FTES_TOTL, FTEF_CONT, FTEF_EXSV, FTEF_TEMP, FTEF_TOTL, and Productivity. A 'Dataset Options' button and a 'Career' filter are visible on the left.

Subject	Sections	CENSUS	FTES_RES	FTES_NONR	FTES_TOTL	FTEF_CONT	FTEF_EXSV	FTEF_TEMP	FTEF_TOTL	Productivity
A - CIS	34	774	149.33	12.10	161.43	8.15	0.71	3.60	12.46	12.96
Total	34	774	149.33	12.10	161.43	8.15	0.71	3.60	12.46	12.96

For the last three years,
 FULL-TIME EQUIVALENT CIS STUDENTS for DAYTIME is **282.58** (63.6%)
 FULL-TIME EQUIVALENT CIS STUDENTS for NIGHTTIME is **161.43** (36.4%)
 FULL-TIME EQUIVALENT CIS INSTRUCTORS for DAYTIME is **20.47** (62.2%)
 FULL-TIME EQUIVALENT CIS INSTRUCTORS for NIGHTTIME is **12.46** (37.8%)

Are courses scheduled in a manner that meets student needs and demands? How do you know?

- YES – Our courses are scheduled in a manner the meets student needs and demands. We recognize FIVE type of Students –
- (1) those who wish to transfer to a four-year college or university – they take classes during the day
 - (2) those who wish to complete a terminal Associate or Certificate program – taking classes during the afternoon or evening
 - (3) those who are working students wishing to change or enhance careers – taking classes during the evening or weekends
 - (4) those who return to school to take remedial classes e.g. ESL or prerequisite classes for GED – taking daytime classes
 - (5) those who are taking classes for fun and not for grade e.g. dance or sports – taking classes in the morning or evening

WHY DO WE TEACH? WHO ARE OUR CLIENTS?

KNOW-WHO > KNOW-HOW > KNOW-WHAT

WE HAVE FIVE TYPES OF STUDENTS. DO YOU RECOGNIZE THEM?




ANTHONY VILLEGAS – Cluster Chair College of ALAMEDA ART + DANCE + MUSIC + CIS CLUSTER– pgs 5

[SEES] STATUS (CLIENTELE + ENROLLMENT)

CLIENTELE: 5 TYPES (IMHO based on teaching for 25+ years)

1ST – University Bound (40% ? Data needed)

- * High School grads, taking transfer classes (course #1-199)
- * Likes morning/afternoon, live/hybrid synchronous classes




ANTHONY VILLEGAS – Cluster Chair College of ALAMEDA ART + DANCE + MUSIC + CIS CLUSTER– pgs 6

[SEES] STATUS (CLIENTELE + ENROLLMENT)

2nd – 2-year degree Job Bound (30% ? Data needed)

- * High School grads, taking GEC (#1-199) + Electives (200-299)
- * Likes afternoon/evening, hybrid/online synchronous classes

Associate's Degree

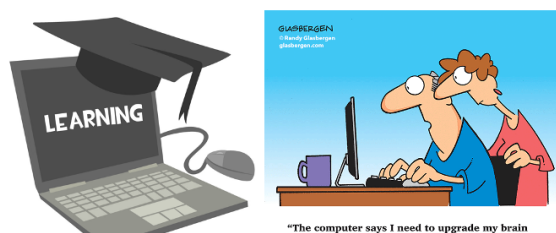


ANTHONY VILLEGAS – Cluster Chair College of ALAMEDA ART + DANCE + MUSIC + CIS CLUSTER– pgs 7

[SEES] STATUS (CLIENTELE + ENROLLMENT)

3rd – Certificate Seeker (15% ? Data needed)

- * Working students, seeking new career skills (#200-299, 300+)
- * Likes once-a-week evening, online asynchronous classes



“The computer says I need to upgrade my brain to be compatible with the new software.”


ANTHONY VILLEGAS – Cluster Chair College of ALAMEDA ART + DANCE + MUSIC + CIS CLUSTER– pgs 8

[SEES] STATUS (CLIENTELE + ENROLLMENT)

4th – Remedial Students (10% ? Data needed)

- * Seeks to finish HS (GED), ESL, redo F grade (#1-199, 200-299)
- * Likes afternoon/evening, live/hybrid synchronous classes

General Equivalency **English as a Second Language**



ANTHONY VILLEGAS – Cluster Chair College of ALAMEDA ART + DANCE + MUSIC + CIS CLUSTER– pgs 9

[SEES] STATUS (CLIENTELE + ENROLLMENT)

5th – Taking class for fun, no grade (5% ? Data needed)

- * Parent without partners or retired (#1-199, 200-299, 300)
- * Likes morning-live or evening-online classes

LEARNING IS FUN!



ANTHONY VILLEGAS – Cluster Chair College of ALAMEDA ART + DANCE + MUSIC + CIS CLUSTER– pgs 10

Shared during our 9/9/2021 Cluster meeting of Arts, Dance, Music, and Computer Information Systems — we provide flexible and comprehensive CIS classes to meet the needs and preferences of our students. With our experience and observations since the time we started teaching 2005 for Jesse Norman, 1999 for Fayez El-Giheny, 1998 for Manny Uy, and 1993 for yours truly – we discovered the following.

Daytime students are mostly recent high school graduates wishing to transfer to 4-year university (group #1) or yearning to finish a terminal two-year degree or certificate and start working (group #2). Evening students are mostly working adults and studying to switch careers or to enhance their careers. With families at home, they prefer to take classes that meet only once a week. When class schedules were split to two nights a week, enrollment declined and more withdrawals occurred prior to course completion.

Here's a summary of ideal class schedules for our CIS classes.



[SEES] STATUS (CLIENTELE + ENROLLMENT)

TYPE	LIVE	HYBRID	ONLINE SYNCH.	ONLINE ASYNCH	AM	PM	EVE.
#1 UNIVERSITY	👍	👍	👍		👍	👍	
#2 2-Yr Degree	👍	👍	👍	👍		👍	👍
#3 Working		👍		👍			👍
#4 Remedial	👍	👍	👍	👍	👍	👍	👍
#5 No Grade	👍		👍	👍	👍		👍

ANTHONY VILLEGAS – Cluster Chair

College of ALAMEDA

ART + DANCE + MUSIC + CIS CLUSTER– pix 12

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

We recognize that effective and innovative teaching strategies are based upon adapting our jobs to changes in society. In the past, our job as teachers was “to teach.” The focus was to be “the sage on stage.” Our job is constantly evolving and changing.

We have been teaching our students to distinguish data, information, knowledge, wisdom. Knowing the right answers makes them smart. Knowing the right questions to ask makes them wise. Teaching them the know-what and know-how were enough. Our task was simply to make them smart but that has changed.



SCIENTIA POTENS EST ~ FRANCIS BACON (1561-1626)

KNOWLEDGE IS POWER. KNOWING WHY IS WISDOM.

SMART people know the right answers. The **WISE** know right questions.

“If a person has a WHY to live for, he can live with any HOW.” ~ Nietzsche



ANTHONY VILLEGAS – Cluster Chair

College of ALAMEDA

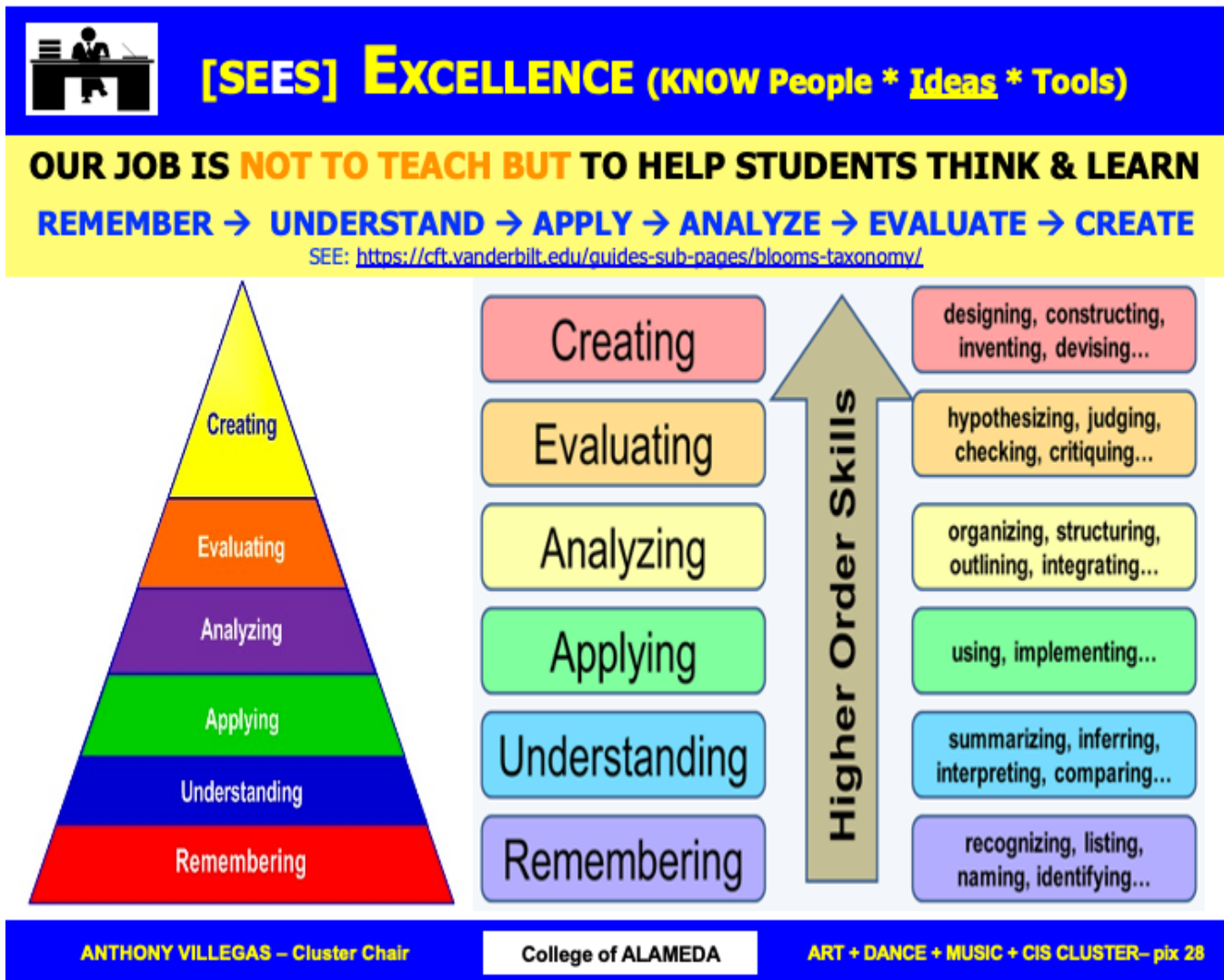
ART + DANCE + MUSIC + CIS CLUSTER– pix 4

Today, we have big data and information explosion on the web. We have a global paradigm shift. What was true in the past may no longer be true today with new discoveries and new explanations. It is not enough to know the answers. It is essential to develop “thinkers” to be inquisitive and ask the right questions.

Our job as educators today has been redefined. Instead of simply sharing facts and figures, our job is “to help our students learn” by developing their thinking skills so they can be “wise” and ask right questions. Our job is not so much as to teach and give answers, but to help our students learn to think and learn. From teacher-focused, we should now be learner-centered.

From low order thinking (LOT) of remembering facts and understanding terms, we should help our students develop high order thinking (HOT). Besides simply giving true-false or multiple-choice tests, we as educators should challenge our students to develop and display their HOT skills through team-based, end-of-term research projects and presentations.

Bloom’s Taxonomy illustrates the various levels of thinking skills from remembering and understanding to applying, analyzing, evaluating, and creating. This should be included in our teaching and learning.



Our flexibility in adjusting to appropriate roles as educators allow us to enhance our relationships and effectively engage our students. Knowing our students learning style and presenting the proper stimuli to elicit their proper response for engagement are essential in this effort.



[SEES] EXCELLENCE (KNOW People * Ideas * Tools)

OUR JOB IS NOT TO TEACH BUT TO HELP STUDENTS THINK & LEARN

<https://www.howtolearn.com/take-learning-styles-quiz>

ASK STUDENTS TO TAKE THEIR SELF-ASSESSMENT AND REPORT TO YOU

Learning Styles Overview



Visual

Learn through seeing

- See the teacher
- Sit in front of classroom
- Think in pictures
- Learn best from visual displays



Auditory

Learn through listening

- Verbal lessons
- Discussions
- Listening to others
- Interprets meaning by listening
- May read aloud



Kinesthetic

Learn through moving, doing & touching

- Hands on approach
- Hard time sitting still
- Rather demonstrate than explain
- Prefers group work

ANTHONY VILLEGAS – Cluster Chair

College of ALAMEDA

ART + DANCE + MUSIC + CIS CLUSTER– pix 27

We recognize students who are predominantly VISUAL learners. They are spectators who yearn to see text captions, pictures, animation, and videos. We recognize students who are predominantly AUDITORY learners. They yearn to hear words, sounds, music, and podcasts. We recognize students who are predominantly KINESTHETIC learners. They yearn to move their bodies with activities of talking, gesticulating, writing, typing, scribbling, drawing, painting, dancing, sports, and more.

As we engage our students with adequate VISUAL, AUDITORY, and KINESTHETIC cues, we help them develop their “high order thinking” skills. We go beyond true-false and multiple-choice tests. We challenge them to think “outside the box” with term project papers and presentations, semester-long class portfolios, hands-on lab challenges, critical-thinking essays, and learning-to-learn activities.


How much teacher intervention should we apply for students to learn?

Sometimes the learner-centered methods of asking questions and keeping quiet to listen to student conversations are more effective than the traditional teacher-focused methods of talking, showing, and telling. The emphasis on learners than on teachers increases student engagement and success.

To increase student engagement, we should adapt to our various roles which mix our traditional methods of teaching (show/tell/explain) with innovative methods of learning (listen/observe/take notes).

Depending upon the level of sophistication and readiness of our students, we can play the role of

- (1) a **Lecturer**, explaining the concepts → we are still the sage on stage (teacher-focused)
- (2) a **Model**, demonstrating the process → we are still the sage on stage (teacher-focused)
- (3) a **Coach**, sharing directions throughout the exercise → we prevent mistakes + give correct answers
- (4) an **Adviser**, actively help students to figure solutions → we allow mistakes + help students figure out answers
- (5) a **Facilitator**, allow student to learn on their own → we provide learning resources + prompt them with questions

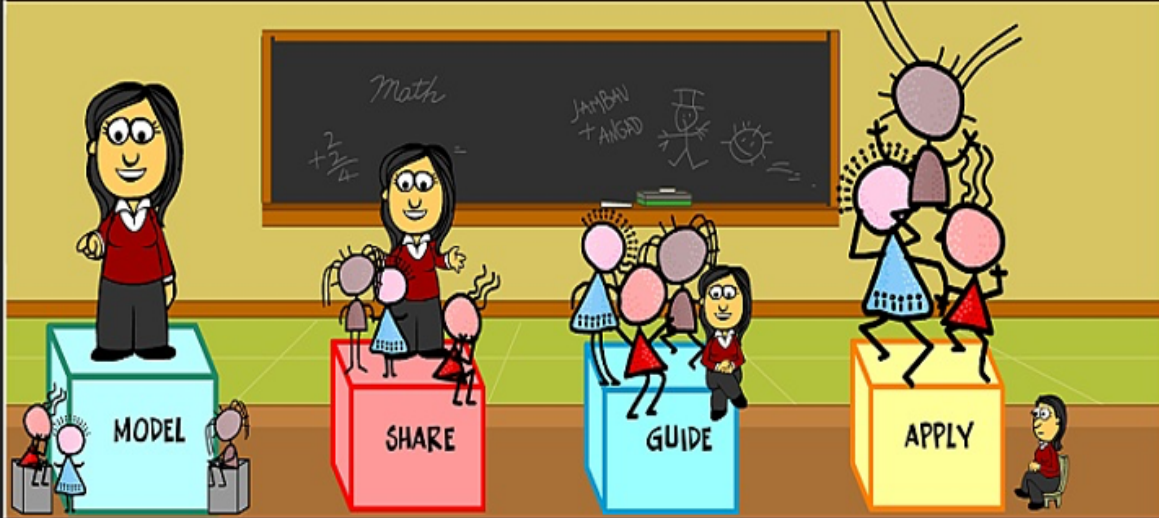

[SEES] EXCELLENCE (KNOW People * Ideas * Tools)

OUR JOB IS NOT TO TEACH BUT TO HELP STUDENTS THINK & LEARN

TELL → SHOW → DIRECT → GUIDE → FACILITATE

LECTURE → MODEL → SHARE → GUIDE → THEY APPLY

RELEASE RESPONSIBILITY - BY WHATEDSAID WWW.TOONDOO.COM



ANTHONY VILLEGAS – Cluster Chair
College of ALAMEDA
ART + DANCE + MUSIC + CIS CLUSTER– pix 26

We are not only teaching our students to be SMART. We help them to think, ask questions and be WISE.

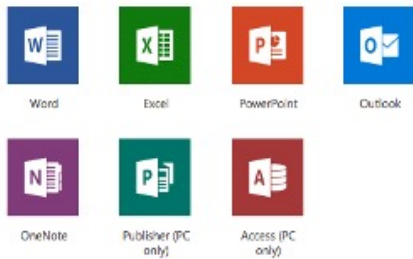
How is technology used by the discipline, department?

1. CIS instructors use Curricunet (previously TaskStream) for CURRICULUM development -- peralta.curricunet.com
2. CIS instructors use CANVAS Learning Management System for Distance Education – peralta.instructure.com/courses
3. CIS instructors use – <https://web.peralta.edu/faculty-staff-center/> Human Capital Management for paycheck/benefits
4. CIS instructors use – <https://web.peralta.edu/faculty-staff-center/> Faculty Campus Solutions for class rosters/grades
5. CIS students and instructors use – <https://www.bkstr.com/alamedastore/home> to check class textbooks
6. CIS instructors use – <https://web.peralta.edu/> FACULTY & STAFF to access email, canvas, faculty and staff center, etc.
7. CIS researchers use BI Tools for research – <https://web.peralta.edu/indev/peralta-business-intelligence-bi-tool/>
8. CIS website is – <https://alameda.peralta.edu/academic-program/computerinformation-systems/faculty-webpages>
9. CIS instructors use online storage – dropbox, google drive, icloud, onedrive, etc.
10. CIS instructors use and teach Office Suite – Word, PowerPoint, Excel, Access
11. CIS instructors use and teach programming languages such as Python, C++, C#, Java, Javascript, VB, HTML, CSS, etc.
12. CIS instructors use and teach database programs such as Access, SQL, PL/SQL
13. CIS instructors use and teach HTML, XML, XHTML, CSS, CGI, Perl, Javascript, and Dreamweaver in Web Publishing
14. CIS students and instructors use – email @peralta.edu to exchange messages
15. CIS students and instructors use – desktops and laptops using Microsoft Windows, MacOS, or Google Chromebook OS
16. CIS students and instructors use – tables and smartphones using iOS, Android, Windows Mobile device OS
17. CIS students and instructors use – cell phone text messaging, Viber, Telegram and other VoIP apps
18. CIS students and instructors use – Facebook, Instagram, Pinterest, Slideshare, Twitter and other social media apps



T = Tools

I.T. USAGE (required) → Hardware, Software, Network, Web Data Services



Microsoft Office



Web Browsers



Web Data Services



PC or MAC →



ISP



← MAC or PC

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

CIS department maintains integrity and consistency standards

-- with all methods of delivery, including face to face, hybrid, and Distance Education courses VIA

- 1) Discussion and review of course outlines on Curricunet
- 2) Discussion and adoption of class textbooks from Cengage Publishing and other publishers
- 3) Discussion and adoption of supplemental materials from Cengage Publishing and other publishers
- 4) Publication and review of class syllabi submitted to our College and Dean
- 5) Uploading and organizing materials on Canvas with ADA and California State Law compliance
- 6) Scheduling of Zoom video conferences or webinars
- 7) Coverage of required material during lecture time with students
- 8) Coverage of required material during lab time with students
- 9) Grading table consistent with percentages A (91-100%), B (81-90%), C (71-80%), D (60-70%), F (below
- 10) Immediate Faculty Evaluation of new semester CIS instructors
- 11) Faculty Evaluation of ongoing CIS instructors every three years
- 12) Face-to-face (F2F) classes depend least on technology, yet we still use Canvas LMS to complement our class instruction
- 13) Hybrid classes depend on technology. We use Canvas LMS + Zoom sessions supplement our F2F instruction
- 14) Online classes depend most on technology. We use Canvas, Zoom, email + phone messaging to engage students
- 15) Regardless of mode of delivery, we remain consistent with our CIS curriculum, instruction and assessment.

CURRICULUM

Please review your course outlines of record in CurriUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

[CurriQunet Meta](#)

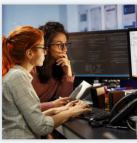
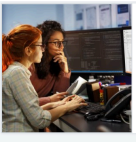
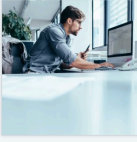
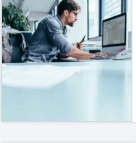



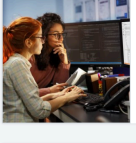
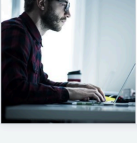
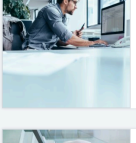
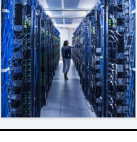
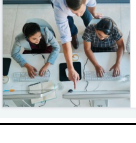
Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

COMPUTER INFORMATION SYSTEMS is a system that uses **Technology** to achieve the goals of an **Organization** for the benefit of the **People**. Information **Technology** (IT) component has four parts (a) hardware, (b) software, (c) network, and (d) database. **Organization** component has three parts, (a) power structure displayed in organizational charts, (b) policies which are coded moral values, and (c) procedures which are expected human behaviors. **People** component covers four items, (a) entry skills or qualifications, (b) additional training to provide, (c) ergonomics or man-machine work environment design, and (d) personality factors in team formation and operations.

COMPUTER LITERACY is the learning objective of CIS which is achieved on three levels known as T-O-P.

- (1) Terminology – learning to read and write geek technology terms
- (2) Operations – learning to use computers and applications like Office suite
- (3) Programming – learning to code instructions using programming and scripting languages.

Our CIS programs help students acquire the technology job skills to be a valuable part of our continuously evolving global society. We continually develop and update our course offerings to meet the needs of our students in response to the demands of the global and local job market for knowledge workers.

		Top 3 Technology Jobs rank among the Top 100 Jobs	
 <p>Software Developer #1 in Best Technology Jobs</p> <p>Software developers need to be innovative, creative and, of course, technical in order to succeed in this field. They might write new code or fix bugs in code to make it work better. READ MORE »</p>	<p>PROJECTED JOBS 316,000</p> <p>MEDIAN SALARY \$107,510</p> <p>EDUCATION NEEDED Bachelor's</p>	 <p>Software Developer #2 in 100 Best Jobs</p> <p>Software developers need to be innovative, creative and, of course, technical in order to succeed in this field. They might write new code or fix bugs in code to make it work better. READ MORE »</p>	<p>PROJECTED JOBS 316,000</p> <p>MEDIAN SALARY \$107,510</p> <p>EDUCATION NEEDED Bachelor's</p>
 <p>Data Scientist #2 in Best Technology Jobs</p> <p>Data scientists use technology to glean insights from large amounts of data they collect. READ MORE »</p>	<p>PROJECTED JOBS 10,300</p> <p>MEDIAN SALARY \$94,280</p> <p>EDUCATION NEEDED Bachelor's</p>	 <p>Data Scientist #8 in 100 Best Jobs</p> <p>Data scientists use technology to glean insights from large amounts of data they collect. READ MORE »</p>	<p>PROJECTED JOBS 10,300</p> <p>MEDIAN SALARY \$94,280</p> <p>EDUCATION NEEDED Bachelor's</p>
 <p>IT Manager #3 in Best Technology Jobs</p> <p>Our increasingly digital workplace demands more IT managers, who coordinate computer-related activities for an organization. Duties include analyzing and recommending computer needs, installing and maintaining computer hardware and software, securing an office's network and electronic documents and searching for new technologies and upgrade opportunities. READ MORE »</p>	<p>PROJECTED JOBS 48,100</p> <p>MEDIAN SALARY \$146,360</p> <p>EDUCATION NEEDED Bachelor's</p>	 <p>IT Manager #12 in 100 Best Jobs</p> <p>Our increasingly digital workplace demands more IT managers, who coordinate computer-related activities for an organization. Duties include analyzing and recommending computer needs, installing and maintaining computer hardware and software, securing an office's network and electronic documents and searching for new technologies and upgrade opportunities. READ MORE »</p>	<p>PROJECTED JOBS 48,100</p> <p>MEDIAN SALARY \$146,360</p> <p>EDUCATION NEEDED Bachelor's</p>
 <p>Information Security Analyst #4 in Best Technology Jobs</p> <p>As concern about cybersecurity grows, so does the demand for information security analysts. It is the duty of these professionals to prepare and carry out security measures that protect a company's computer networks and systems. READ MORE »</p>	<p>PROJECTED JOBS 40,900</p> <p>MEDIAN SALARY \$99,730</p> <p>EDUCATION NEEDED Bachelor's</p>	 <p>Software Developer #1 in Best Technology Jobs</p> <p>Software developers need to be innovative, creative and, of course, technical in order to succeed in this field. They might write new code or fix bugs in code to make it work better. READ MORE »</p>	<p>PROJECTED JOBS 316,000</p> <p>MEDIAN SALARY \$107,510</p> <p>EDUCATION NEEDED Bachelor's</p>
 <p>Computer Systems Analyst #5 in Best Technology Jobs</p> <p>Computer systems analysts must have a diverse skill set. The position requires information technology and business knowledge. These analysts custom design computer systems and processes for clients. READ MORE »</p>	<p>PROJECTED JOBS 46,600</p> <p>MEDIAN SALARY \$90,920</p> <p>EDUCATION NEEDED Bachelor's</p>	 <p>Data Scientist #2 in Best Technology Jobs</p> <p>Data scientists use technology to glean insights from large amounts of data they collect. READ MORE »</p>	<p>PROJECTED JOBS 10,300</p> <p>MEDIAN SALARY \$94,280</p> <p>EDUCATION NEEDED Bachelor's</p>
 <p>Computer Network Architect #6 in Best Technology Jobs</p> <p>If you've ever saved something to the cloud, then you've depended on the handwork of a computer network architect. These professionals design, build and maintain a variety of data communication networks, from expansive cloud infrastructures to smaller intranets. READ MORE »</p>	<p>PROJECTED JOBS 8,000</p> <p>MEDIAN SALARY \$112,690</p> <p>EDUCATION NEEDED Bachelor's</p>	 <p>IT Manager #3 in Best Technology Jobs</p> <p>Our increasingly digital workplace demands more IT managers, who coordinate computer-related activities for an organization. Duties include analyzing and recommending computer needs, installing and maintaining computer hardware and software, securing an office's network and electronic documents and searching for new technologies and upgrade opportunities. READ MORE »</p>	<p>PROJECTED JOBS 48,100</p> <p>MEDIAN SALARY \$146,360</p> <p>EDUCATION NEEDED Bachelor's</p>

The following CIS courses qualify for transfer units to 4-year university have been updated.

- CIS 1 – Introduction to Computer Information Systems (4)
- CIS 4 – Introduction to Geographical Information Systems (4)
- CIS 5 – Introduction to Computer Science (5)
- CIS 6 – Introduction to Computer Programming (5)
- CIS 23 – C# Programming (4)

- CIS 25 – Object Oriented Programming Using C++ (4)
- CIS 40 – Database Management (4)
- CIS 42 – Spreadsheet Applications (4)
- CIS 48AA-FZ – Selected Topics in Computer Information Systems (0.5 units up to 9 units)
- CIS 49 – Independent Study in Computer Information Systems (0.5 units up to 5 units)

- CIS 70 – Introduction to Tableau Analytics (2)
- CIS 97A – Oracle SQL and PL/SQL (4)

The following CIS courses that do not qualify for transfer but maybe used for our Degree and Certificate programs.

- CIS 201 – Intro to Computer Hardware (4)
- CIS 205 – Computer Literacy (1)
- CIS 209 – Intro to Windows (1)
- CIS 223A – Intro to Word (1)
- CIS 223B – Intro to Excel (1)

- CIS 223C – Intro to Access (1)
- CIS 223B – Intro to PowerPoint (1)
- CIS 226A – Desktop Support Technician I (3)
- CIS 226B – Desktop Support Technician II (3)
- CIS 227 – Word Processing for Legal Professionals (3)

- CIS 234a – World Wide Web Publishing I (2)
- CIS 234b – World Wide Web Publishing II (2)
- CIS 234d – Web Authoring (2)
- CIS 234e – Creating an eCommerce Web Site (2)
- CIS 238a – Word Processing I (3)

- CIS 238b – Word Processing II (3)
- CIS 239 – Help-Desk Tools and Techniques (2)

CIS class that is being deactivated

- CIS 224 – Intro to the Internet (1)

CIS class that is being reactivated

- CIS 233 – Intro to the Internet (2) – needed for the Web Publishing Certificate

CIS class that is being developed not connected with any Certificate program

[] CIS 27 – Data Structures and Algorithms (4)

CIS Degrees and Certificates – CURRENT

[] CIS offers an Associate major in Computer Information Systems

And [] CIS Certificate of Achievement in Computer Information Systems

composed of CIS 1 or 5, 40, 42, Bus/CIS 238A

+ 9-10 units among Bus/CIS 238B, CIS 23, 25, 36A, 36B, 39A, 97A, 209, 234A, 234B, 234D, 234E, 239

[] CIS offers a Certificate in Proficiency in Desktop Support Technician

composed of CIS 1, 201, 226A, 226B, and 239

[] CIS offers a Certificate in Proficiency in Web Publishing

Composed of CIS 233, 234A, 234B, 234D, 234E

CIS Degrees and Certificates – CURRENT

[] CIS offers an Associate Degree in Computer Information Systems

And [] CIS Certificate of Achievement in Computer Information Systems

which include the following REQUIRED courses

CIS 1	Introduction to Computer Information Systems	4 units
or CIS 5	Introduction to Computer Science	5 units
CIS 40	Database Management	4 units
CIS 42	Spreadsheet Applications	4 units
BUS 238A		
or CIS 238A	Word Processing I	4 units
REQUIRED COURSES		16-17 units

And the 9-10 units from the following ELECTIVE courses

BUS 238B		
or CIS 238B	Word Processing II	4 units
CIS 23	C# Programming	4 units
CIS 25	Object-Oriented Programming Using C++	4 units
CIS 25	Object-Oriented Programming Using C++	4 units
CIS 36A	Java Programming Language I	4 units
CIS 36B	Java Programming Language II	4 units
CIS 39A	UNIX/LINUX Operating System	4 units
CIS 209	Introduction to Windows	1 unit
CIS 234A	World Wide Web Publishing I	2 units
CIS 234B	World Wide Web Publishing II	2 units
CIS 234D	Web Authoring	2 units
CIS 2343	Creating an E-Commerce Web Site	2 units
CIS 239	Help Desk Tools and Techniques	2 units
ELECTIVE COURSES		9-10 units
TOTAL UNITS for MAJOR		25-27 UNITS

[] CIS offers a Certificate in Proficiency in DESKTOP SUPPORT TECHNICIAN

which include the following REQUIRED courses

CIS 1	Introduction to Computer Information Systems	4 units
CIS 201	Introduction to Computer Hardware	4 units
CIS 226A	Desktop Support Technician I	3 units
CIS 226B	Desktop Support Technician II	3 units
CIS 239	Help Desk Tools and Techniques	2 units
TOTAL UNITS for CERTIFICATE		16 units

[] CIS offers a Certificate in Proficiency in WEB PUBLISHING

which include the following REQUIRED courses

CIS 233	Introduction to the Internet	2 units
CIS 234A	World Wide Web Publishing I	2 units
CIS 234B	World Wide Web Publishing II	2 units
CIS 234D	Web Authoring	2 units
CIS 2343	Creating an E-Commerce Web Site	2 units
TOTAL UNITS for CERTIFICATE		12 units

CIS Degree and Certificate – UNDER DEVELOPMENT

[] CIS is currently developing an Associate of Science degree and Certificate in INFORMATION TECHNOLOGY

which include the following REQUIRED courses

CIS 1	Introduction to Computer Information Systems (active)	4 units
CIS 110	Information and Communication Technology Essentials (new)	4 units
CIS 173	Networking Concepts (new)	4 units
	And either	
CIS 5	Introduction to Computer Science (active)	5 units
CIS 6	Introduction to Computer Programming (active)	5 units
REQUIRED COURSES		17 units

And the 6-7 units from the following ELECTIVE courses

CIS 40	Introduction to Computer Information Systems (active)	4 units
CIS 62	Information and Communication Technology Essentials (new)	3 units
CIS 71	Networking Concepts (new)	3 units
CIS 226A	Desktop Support Technician I (active)	3 units
CIS 226B	Desktop Support Technician II (active)	3 units
BUS 208	Communication Skills for Technician (active)	5 units
ELECTIVE COURSES		6-7 units

And the 3-5 units from the following MATH ELECTIVE courses

MATH 3A	Calculus I (active)	4 units
MATH 13	Introduction to Statistics (active)	4 units
MATH 16A	Calculus for Business and the Social Sciences	3 units
MATH COURSES		3-5 units
TOTAL UNITS for MAJOR		26-29 UNITS

Programming Learning Objectives for INFORMATION TECHNOLOGY

Upon successful completion of this program, students will be able to:

- * Apply good communications skills and professional behavior while working with customers and other professionals to understand and solve technical computer related issues.
- * Utilize hardware and software tools to explore problems and develop possible solutions to resolve technical related issues.
- * Identify and understand how to configure and troubleshoot network related issues to enable computer systems to be functional to communicate over the network.

CIS Certificate in BUSINESS INFORMATION WORKER – UNDER DEVELOPMENT

CIS is also developing a Certificate in BUSINESS INFORMATION WORKER

which includes the following REQUIRED courses

CIS 1	Introduction to Computer Information Systems (active)	4 units
CIS 205	Computer Literacy (active)	1 unit
CIS 223A	Introduction to Microsoft Word (active)	1 unit
CIS 223B	Introduction to Microsoft Excel (active)	1 unit
CIS 223D	Introduction to Microsoft PowerPoint (active)	1 unit
CIS 223E	Introduction to Microsoft Outlook (new)	1 unit
CIS 223F	Introduction to Keyboarding (new)	1 unit
BUS 10	Introduction to Business (active)	3 units
MATH 225	Mathematics for Technician (active)	3 units
TOTAL REQUIRED		16 units

Programming Learning Objectives for BUSINESS INFORMATION WORKER

Upon successful completion of this program, students will be able to:

- * Develop a broad understanding of American Business and how business calculations are performed.
- * Understanding of computer concepts, e-mail, file management, Windows operating system, and introduces applications at the level to recognize differences between tools.
- * Identify and solve business problems with utilizing and understanding which specific application (MSWord, MS Excel, MS Outlook, MS PowerPoint) is required to solve the business problems

CIS Certificate in DATA ANALYTICS – UNDER DEVELOPMENT

CIS is also developing a Certificate in DATA ANALYTICS (aka DATA SCIENCE)

which includes the following REQUIRED courses

CIS 1	Introduction to Computer Information Systems (active)	4 units
CIS 40	Database Management (active)	4 units
CIS 43	Introduction to Data Science (new)	2 units
CIS 48VA	Python Programming for Data Analytics (new)	4 units
CIS 70	Introduction to Tableau Analytics (active)	2 units
CIS 121	Introduction to Statistical Software Programming (new)	3 units
CIS 123	Introduction to Big Data Analytics (new)	3 units
TOTAL REQUIRED		22 units

Justification for the Program

Data Science and Big Data are fast-growing fields that are attracting the attention of policy-makers, business leaders, and technicians. Every enterprise has data scattered across many different systems, spreadsheets and databases. Because of the growing data size and complexity, institutions are urged to hire experts who know how to work with this growing data, and to clearly communicate the information that is uncovered to help businesses make decisions and understand market trends and patterns. The purpose of this program is to prepare students to become competitive candidates for the growing job market in Data Science and Big Data both locally and nationally.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

During the global pandemic years of 2020-2021 and 2021-2022,
We were not able to assess our Student Learning Outcomes (SLO).

Sample SLO for CIS 1 – Introduction to Computer Information Systems include

- 1) Analyze computer concepts and utilize computer terminology; including communication and network concepts.
- 2) Explore how computers work; compare computer hardware: input devices, output devices, processors/memory, storage devices and communication devices.
- 3) Demonstrate an understanding of system development life cycle and software development life cycle.
- 4) Demonstrate the ability to use a computer: Windows operating system and software such as word processing, spreadsheet, database management, presentation software and e-business systems.
- 5) Investigate how computers and the Internet are used in schools, businesses, and daily life.
- 6) Develop an understanding of the problems and issues confronting individuals and society in general in the use of computers including the social, political, economic and ethical issues involved in their use.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

YES, assessing student learning outcomes during the pandemic when face to face classes were discontinued present major problems.

- 1) Setting up evaluators to be members of Canvas required numerous contacts with district Helpdesk.
- 2) Classroom observations of student reactions to teachers on zoom were very limited.
- 3) When instructor was presenting on zoom, student faces and reactions were not visible.
- 4) Chat messages were helpful but unrecorded verbal expressions were difficult to decipher and observe.
- 5) The two-week limited period of membership on Canvas as evaluator was too short to observe the instructor.
- 6) Evaluator cannot observe the instructor grading and feedback on student assignments since access was limited.

When we resume face to face class sessions, we hope to resolve the above obstacles.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Of the 29 active CIS classes, only sixteen (16) classes have been offered in the last 3 years.

- [] CIS 1 – Introduction to Computer Information Systems (4)
- [] CIS 5 – Introduction to Computer Science (5)
- [] CIS 6 – Introduction to Computer Programming (5)
- [] CIS 23 – C# Programming (4)
- [] CIS 40 – Database Management (4)

- [] CIS 42 – Spreadsheet Applications (4)
- [] CIS 70 – Introduction to Tableau Analytics (2)
- [] CIS 201 – Intro to Computer Hardware (4)
- [] CIS 205 – Computer Literacy (1)
- [] CIS 226A – Desktop Support Technician I (3)

- [] CIS 226B – Desktop Support Technician II (3)
- [] CIS 234a – World Wide Web Publishing I (2)
- [] CIS 234b – World Wide Web Publishing II (2)
- [] CIS 234d – Web Authoring (2)
- [] CIS 234e – Creating an eCommerce Web Site (2)

- [] CIS 239 – Help-Desk Tools and Techniques (2)

Hence, 16 out of 29 = 0.5517. 55% of our CIS classes have been offered in last 3 years and have been assessed.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

During the time when Sue Chin was our department chair (2000-2009), we used to meet monthly and composed five assessment questions for each CIS course. In CIS 1 class, we have consistently included the same five questions in our exams to assess our five student learning objectives. Our department collected the results and aggregated the scores to calculate our student success ratio. They were then reported on our annual assessment records on TaskStream. When we transitioned into the new Curricunet online service, collecting assessment records were forgotten .

Student learning outcomes were usually collected and aggregated on an annual basis from instructors by our CIS Chair and Division Dean. During the last three years, this practice has been discontinued. We had high turnovers in the jobs of Chair, Dean, VPI, and College President. Enforcement of assessment was neglected. Our CIS chairs were not subject-matter experts (Maria Guzman of Art and Silvester Henderson of Music) and neglected the collection of assessments.

We hope to revive our CIS planning and assessment now that we regained our status as an independent department in the STEM Division and now that our CIS Chair is subject matter expert (skilled) and a full-time CIS instructor (committed).

Collaboration

Regarding our CIS Full Program Review, CIS collaborated and continue to collaborate with our fellow CIS instructors, namely full-time Professor Manny Uy and part-time Professors Fayez El-Giheny, Jesse Norman, Marilyn Varnado, Alta Erdenebaatar, and Michael Duensing.

In addition to our CIS instructors, we collaborate with the following resource individuals as we implement our CIS Plans:

Amy Lee, *Dean of Enrollment Services*

Andrew Park, *Instructional Effectiveness Committee Member * Union Rep * FAS Member*

Ava Lee-Pang, *Senior Supervisor, Business & Administrative Services*

Bala Sampathraj, *Computer network assistance*

Brielle Plump, *Co-Chair of Distance Education Committee*

Chevonn Herbert, *STEM Division Staff Assistant*

Diane Bajrami, *Acting Vice President of the Office of Instructions*

Dominique Benavides, *Instructional Effectiveness Committee Chair and Director of Research*

Eva Jennings, *Dean of Career & Workforce Education*

Frank Nguyen Le, *Curriculum & Student Learning Outcome and Assessment Specialist*

Jayne Smithson, *Chair of Curriculum Committee*

Jennifer Fowler, *Co-Chair of Distance Education Committee * VP of Faculty Senate*

Lilia Celhay, *Dean in charge of LSLA & Computer Information Systems*

Marcean Bryant, *Admissions and Records Senior Specialist*

Matthew Goldstein, *President of Faculty Academic Senate Committee*

Masha Elaidy, *Academic Counselor & Counseling Instructor*

Min Wu, *Senior Academic Support Specialist Services*

Nathaniel Jones III, *President*

Selwyn Montgomery, *Senior Storekeeper*

Shane Williams, *Webmaster and website online access*

Shawn Foster, *Computer helpdesk assistance*

Shuntel Williams, *Facilities Services Specialist*

Silvester Henderson, *Acting Dean of STEM Division*

Tina Vasconcellos, *VP of Student Services*

Vason Nguyen, *Chair of Chairs Committee*

CIS Chair participated in the following zoom meetings and training to foster collaboration

- * Held on 8/19/2021 Fri – PCCD Flex Day
- * Held on 8/20/2021 Fri – COA Flex Day – Puente Project, LSLA Division, Peer online course review (POCR), SLOs
- * Held on 9/3/2021 Fri – COA Career Education Committee

- * Held on 9/7/2021 Tue – COA Office of Instruction – Just in Time Retreat – Institutional Learning Outcomes
- * Held on 9/13/2021 Mon – COA VP Administrative Services Screening Committee (Orientation)
- * Held on 9/15/2021 Wed – COA Distance Education Committee chaired by Jennifer Fowler

- * Held on 9/21/2021 Tue – COA VP Administrative Services Screening Committee (Paper Screening)
- * Held on 9/22/2021 Wed – COA Distance Education Committee co-chaired by Jennifer Fowler & Brielle Plump
- * Held on 9/30/2021 Thu – COA VP Administrative Services Screening Committee (6 Candidates interviewed)

- * Held on 10/4/2021 Mon – COA VP Administrative Services Screening Committee (3 Candidates for Pres to interview)
- * Held on 10/6/2021 Wed – COA Distance Education Committee Meeting co-chaired by Jennifer Fowler & Brielle Plump
- * Held on 10/7/2021 Thu – COA Office of Instruction – Just in Time Retreat – Institutional Learning Outcomes

- * Held on 10/7/2021 Thu – PCCD Academic Senate – review curriculum of Alameda, Berkeley, Laney, Merritt
- * Held on 10/8/2021 Fri – Office of Instruction – Just in Time Retreat – Institutional Learning Outcomes
- * Held on 10/9/2021 Fri – COA Faculty Academic Senate – Confirmation of Distance Education Committee Members

- * Held on 10/12/2021 Tue – Chair of Chairs Meeting chaired by Vanson Nguyen
- * Held on 10/20/2021 Wed – Professional Day – Greetings, Panel discussion, STEM Division, Puente, CORE, SLOs
- * Held on 10/27/2021 Wed – Distance Education Committee Meeting co-chaired by Jennifer Fowler & Brielle Plump

- * Held on 11/2/2021 Tue – PCCD Academic Senate – review curriculum of Alameda, Berkeley, Laney, Merritt
- * Held on 11/4/2021 Fri – PCCD DE Training by MARK POPE of POPE TECH Website Accessibility Checker
- * Held on 11/9/2021 Tue – COA Chair of Chairs Meeting chaired by Vanson Nguyen

- * Held on 11/10/2021 Wed – PCCD DE Training by MATT BAUGH of Pronto Training for Peralta District
- * Held on 11/12/2021 Fri – PCCD DE Training by MARK POPE of POPE TECH Website Accessibility Checker

Leadership Roles

Jesse Norman

– took charge of updating on Curricunet our new CIS courses on Information Technology + Business Information Worker

Manny Uy

– took charge of updating on Curricunet our traditional CIS courses

Marilyn Varnnado

– took charge of updating on Curricunet our new CIS courses on Data Analytics (aka Data Science)

Michael Duensing

– took charge of updating our CIS Faculty Web Pages

Anthony Villegas

- took charge of updating on Curricunet our CIS courses on Web Publishing + Electronic Commerce
- took charge of decoupling CIS from Arts, Dance, and Music in the Liberal Studies + Language Arts in Fall 2022
- took charge of making CIS as an independent department with the help of VPI and FAS President
- took charge of scheduling CIS classes for Winter intersession in 2022 as CIS Chair
- took charge of scheduling CIS classes for Spring Semester in 2022 as CIS Chair

We collaborate our efforts for CIS with our College Leadership & Governance at <https://alameda.peralta.edu/about-coa/leadership-governance/> which include our COLLEGE of ALAMEDA

- President Nathaniel Jones III, Ph.D., MBA
- Vice President of Student Services, Tina Vasconcellos, Ph.D.
- Dean of Counseling & Special Programs, Shalamon Duke, Ed.D.
- Dean of Enrollment Services, Amy Lee, Ed.D.
- Paula Armstead- Associate Dean Educational Success
- Student Activities Director
- Acting Vice President of Instruction – Diana Bajrami, Ed.D.
- Acting Dean of [STEAM](#) – Silvester Henderson
- Dean of [Liberal Studies and Language Arts](#) – Lilia Celhay
- Dean of [Career & Workforce Education](#)– Eva Jennings
- Director of Business Services

Planning Process

CIS Department follows the Systems Development Life Cycle (SDLC) in managing projects abbreviated as **P-A-D-I-M**

P-LAN – Review what we have (status) + prioritize what we want (goals) + organize resources and team
A-NALYSIS – Understand problem + do feasibility analysis (technical, economic, legal, operational, schedule)
D-ESIGN – Create project + do general design + consider options + code (type) + debug + test
I-MPLEMENTATION – Install (plunge, pilot, phase, parallel) + document + training
M-AINTENANCE – update or retire system

During the planning process, we look at various documents which include our prior CIS Department Plan Documents (prior APUs and Full Program Reviews) our College Planning Documents at <https://alameda.peralta.edu/about-coa/college-planning-documents/> our College Dashboards at <https://alameda.peralta.edu/institutional-effectiveness/>

Dept meetings for Collaboration

* Held on 10/30/2020 – CIS Faculty meeting hosted by STEAM Dean Ana McClanahan

Discussed need for Curriculum update (see volunteers in Leadership roles above)
Attended by CIS Instructor Manny Uy – will update traditional + programming classes
Attended by CIS Instructor Jesse Norman – will update innovative IT + Business Info Workers
Attended by CIS Instructor Marilyn Varnado – will update innovative Data Analytics program
Attended by CIS Instructor Anthony Villegas – will update Web Publishing Certificate courses
RESOLVED: Above will undertake their voluntary assignments

* Held on 3/25/2021 – CIS Curriculum meeting hosted by Curriculum Chair Jayne Smithson

discussed Curricunet assignments (see assigned originators in Leadership roles above)
Attended by CIS Instructor Manny Uy – will update traditional + programming classes
Attended by CIS Instructor Jesse Norman – will update innovative IT + Business Info Workers
Attended by CIS Instructor Marilyn Varnado – will update innovative Data Analytics program
Attended by CIS Instructor Anthony Villegas – will update Web Publishing Certificate courses
RESOLVED: Above will update Curricunet per their assignments

* Held on 4/29/2021 – Cluster Meeting hosted by CIS Professor Anthony Villegas

Discussed Art, Dance, Music, CIS moving from STEAM (STEM) to LSLA Division + Future Plans
Discussed possibility for CIS to return to STEM Division
Attended by by CIS Professor Anthony Villegas
Attended by FAS President Matthew Goldstein
Attended by Curriculum Chair Jayne Smithson
Attended by Union Rep Andrew Park
Attended by STEAM Dean Silvester Henderson
Attended by CIS Instructor Manny Uy
Attended by CIS Instructor Fayez El-Giheny
Attended by CIS Instructor Michael Duensing
Attended by ART Instructor Drew Burgess
Attended by ART Instructor Susan Leffingwell
Attended by Music Instructor Glen Pearson
RESOLVED: CIS to move along with Art, Dance, Music cluster will from STEAM to LSLA Division

*** MAY 2021 Election held for Cluster Chair of Arts, Dance, Music, CIS**
RESOLVED: Anthony Villegas elected as Cluster Chair

*** Held on Tuesday 9/07/2021 – hosted by VPI Diana Bajrami**

Attended by CIS Instructor Anthony Villegas

Attended by FAS President Matthew Goldstein

Attended by Curriculum Chair Jayne Smithson

Attended by Union Rep Andrew Park

Attended by OIS assistant Louie Martinez

Attended by STEAM Dean Silvester Henderson

Attended by LSLA Dean Lilia Celhay

Attended by CTE Dean Eva Jennings

RESOLVED: CIS to be an independent department from Art-Dance-Music Cluster and return to STEM Division

*** Held on Thursday 9/09/2021 – First and Last CLUSTER Meeting of Art, Dance, Music, CIS – hosted by Custer Chair Anthony Villegas**

Attended by Cluster Chair Anthony Villegas

Attended by ART Instructor Drew Burgess

Attended by ART Instructor Gabriel Naval

Attended by ART Instructor Susan Leffingwell

Attended by Music Instructor Glen Pearson

Attended by CTE Dean Eva Jennings

RESOLVED: Cluster will decouple with CIS returning to STEM Division while Art, Dance, Music remaining in LSLA Division
Separate elections to be held for CIS Chair and Cluster Chair for Art, Dance, Music

*** Held on Friday 9/10/2021 – CIS Department Chair election – hosted by Chair of Chairs Vanson Nguyen**

Attended by Chair of Chairs Vanson Nguyen

Attended by Election Committee Member Andrew Park

Attended by Election Committee Member Richard Kaisler

Attended by CIS Instructor Anthony Villegas

Attended by CIS Instructor Fayez El-Giheny

Attended by CIS Instructor Alta Erdenbaatar

Attended by CIS Instructor Michael Duensing

Attended by STEM Dean Silvester Henderson

RESOLVED: Anthony Villegas is elected as Temporary Chair

*** SEPTEMBER-OCTOBER 2021 Election held for Permanent Chair for CIS Department**

10/13/2021 –

RESOLVED: Anthony Villegas elected as Permanent Chair for CIS Department

*** Held on Friday 10/11/2021 – CIS program review consultation – hosted by IEC Chair Dominique Benavides**

Attended by Instructional Effectiveness Committee Chair Dominique Benavides

Attended by Curriculum & Student Learning Outcome and Assessment Specialist Frank Nguyen Le

Attended by CIS Chair Anthony Villegas

*** Held on Saturday 10/16/2021 – CIS program on IT & BIW – hosted by CIS Chair Anthony Villegas**

Attended by CIS Chair Anthony Villegas

Attended by CIS Instructor Jesse Norman

RESOLVED: Will move forward with AS Degree + Certificate on Information Technology

RESOLVED: Will move forward with Certificate on Business Information Worker

*** Held on Monday 10/25/2021 – CIS Department Meetings – hosted by CIS Chair Anthony Villegas**

Attended by CIS Chair Anthony Villegas

Attended by CIS Instructor Jesse Norman

Attended by CIS Instructor Alta Erdenbaatar

Attended by CIS Instructor Michael Duensing

RESOLVED: Announced 2022 Spring class assignments +

Adopted CIS Faculty Web Page updated by Webmaster Michael Duensing

– <https://alameda.peralta.edu/academic-program/computer-information-systems/faculty-webpages/>

Data Analysis

For Data Analysis, CIS collaborate with

Dominique Benavides, Director of Research and Planning

Frank Nguyen Le, Curriculum & Student Learning Outcome and Assessment Specialist

We use Power Business Intelligent Tools app accessible through our Faculty Login and Instructional Effectiveness website BI Tools below
e.g.

*** Course Completion**

<https://alameda.peralta.edu/institutional-effectiveness/student-achievement-data/>

*** Degrees and Certificates**

<https://alameda.peralta.edu/institutional-effectiveness/degrees-and-certificate-awards/>

*** Enrollment Trends**

<https://alameda.peralta.edu/institutional-effectiveness/enrollment-trends/>

*** Equity Data Dashboards**

<https://alameda.peralta.edu/institutional-effectiveness/equity-data-dashboards/>

*** Participatory Governance (not BI Tool)**

<https://alameda.peralta.edu/institutional-effectiveness/participatory-governance/>

*** Planning, Research and Institutional Effectiveness (not BI Tool)**

<https://alameda.peralta.edu/committee/institutional-effectiveness-committee/>

*** Power BI Tool (circulatory, not working)**

<https://alameda.peralta.edu/institutional-effectiveness/power-bi-access/>

*** Productivity**

<https://alameda.peralta.edu/institutional-effectiveness/productivity/>

*** Program Review (not BI Tool)**

<https://alameda.peralta.edu/institutional-effectiveness/program-review/>

*** Retention**

<https://alameda.peralta.edu/institutional-effectiveness/retention/>

Consultation Meeting was held on 10/11/2021 Monday – CIS Chair consulted with Dominique and Frank above

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

The most important things our CIS Department learned are:

- 1) the need to IMPROVE OUR INSTRUCTION – by hiring new full-time CIS instructors to teach new tech courses
- 2) the need to IMPROVE OUR ENROLLMENT – via community outreach + academic counseling
- 3) the need to IMPROVE OUR DEGREE COMPLETION – via tutoring services + more teacher-student engagement
- 4) the need to IMPROVE GRADUATES' EMPLOYMENT – via career services + partnering with employers

We hope to improve student learning by increasing enrollment, retention, completion, and graduate job placement

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

We no longer participate in multidisciplinary programs.

We used to have cross-discipline classes with the Business department, e.g. BUS/CIS 238A WORD PROCESSING I and BUS/CIS 238B WORD PROCESSING II, but we have discontinued them in 2017. CIS decoupled with Business and Transportation Division (aka Career and Technical Workforce Education). CIS became part of the Science Technology Engineering Art Math (STEAM) Division when Dean Ana McClanahan started employment and held office at the Science Annex Building at College of Alameda.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

YES, we have participated in Institution Learning Outcomes (ILOs) assessment during the College of Alameda Retreat entitled JUST IN TIME. This two-day retreat was hosted by our College of Alameda Acting Vice President of Instructions Diana Bajrami and coordinated by Maurice Jones on October 7 and October 8 (Thursday & Friday from 8am to 2pm).

Various presentations were delivered on Full Time Equivalent Students (FTES), Full Time Equivalent Faculty (FTEF), Institutional Research, Budgets, Class Scheduling, etc. Our CIS Department participated in group discussions, raised questions and made suggestions regarding curriculum, instruction, assessments, student success, and staff support.

We learned that CIS Department at College of Alameda for the last three years has

FTES for DAYTIME is **282.58** (63.7%) and for NIGHTTIME is **161.43** (36.3%) for a total of **444.01**

FTEF for DAYTIME is **20.47** (62.2%) and for NIGHTTIME is **12.46** (37.8%) for a total of **32.93**

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

CIS needs and requests the following support:

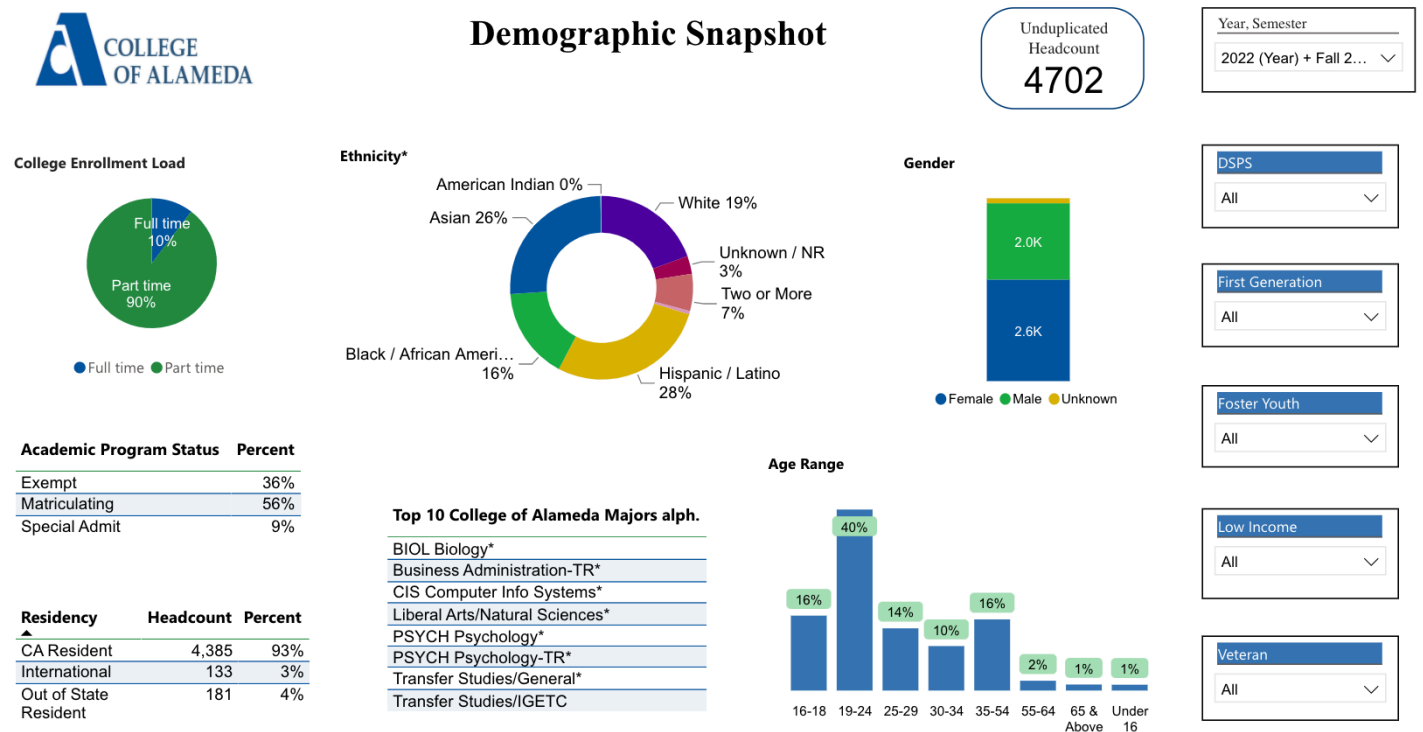
- ADMINISTRATORS – Approval to hire two new full-time CIS Faculty + funds for equipment and supplies
- ASSESSMENT COORDINATORS – Reports on enrollment, class and degree completion, graduate placement
- ASSESSMENT COMMITTEES – Best-practices, Benchmarks, Critical Success Factors, Key Performance Insights
- ADMINISTRATIVE OFFICES – to remain open for nighttime students and instructors
- REPAIRS – to be done on OFFICE (D226) of CIS Chair + MEN'S RESTROOM next to D114 (out of order for 5 years)

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

In fulfillment of the mission of College of Alameda to serve the educational needs of our community by providing comprehensive and flexible programs and resources that empower students to achieve their goals, Computer Information Systems (CIS) is committed to supporting our faculty and to empowering our students in developing global technology skills through our CIS degree, certificates and special programs in Programming, Desktop Support, Web Publishing, Information Technology and Big Data Analytics.

COLLEGE OF ALAMEDA – Overview Snapshots

at <https://alameda.peralta.edu/institutional-effectiveness/>



Source: Peralta CCD data warehouse Questions? email dbenavides@peralta.edu - last updated 09/21/21

Note. Computer Information Systems (CIS) ranks as one of the TOP 10 Majors at College of Alameda

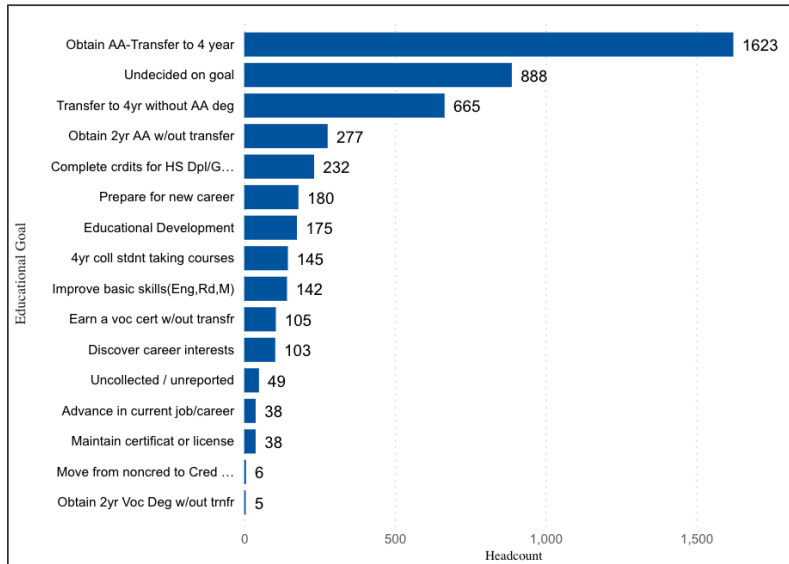
Educational Goal by Major | (Blank)

Begin with selecting a College of Alameda Major using the filter to the left. Then select a subgroup (listed to the right) to filter by.

College of Alameda Major
All

College Load	Headcount
Part time	4436
Full time	514
Total	4702

Ethnicity	Headcount
American Indian	9
Asian	1,218
Black / African American	760
Hispanic / Latino	1,320
Pacific Islander	27
Two or More	307
Unknown / NR	150
White	911
Total	4,702



Academic_Year, Semester
2022 (Academic_Ye...)

DSPS
All

First Generation
All

Foster_Youth
All

Low Income
All

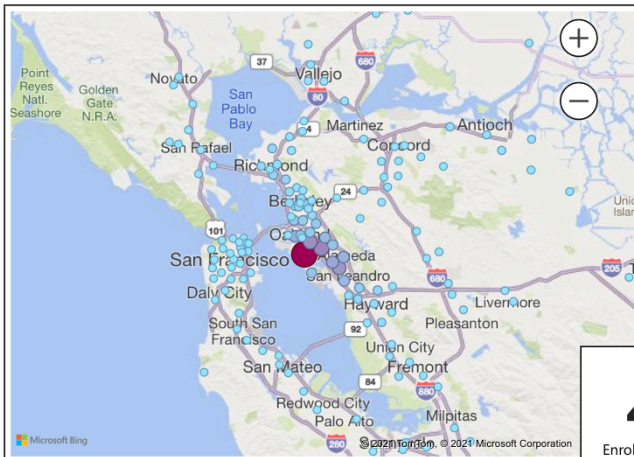
Veteran
All

CA Promise Grant
All

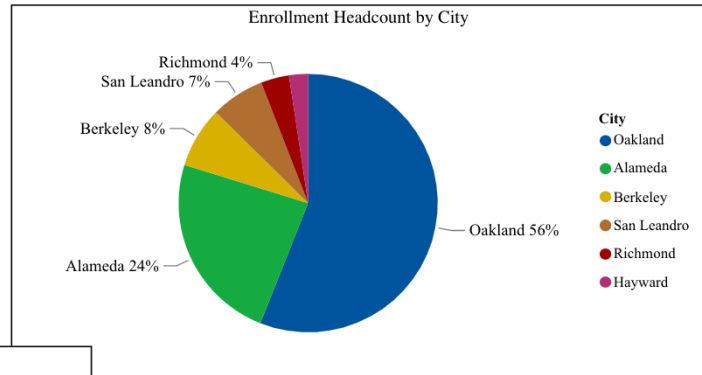
TOP type among 4702 students is 4-year college bound students (1623+665 = 2288) or 48.7% of population.

Enrollment Headcount By City and Postal Code

Year, Semester
2022 (Year) + Fall 2...



4702
Enrollment Headcount



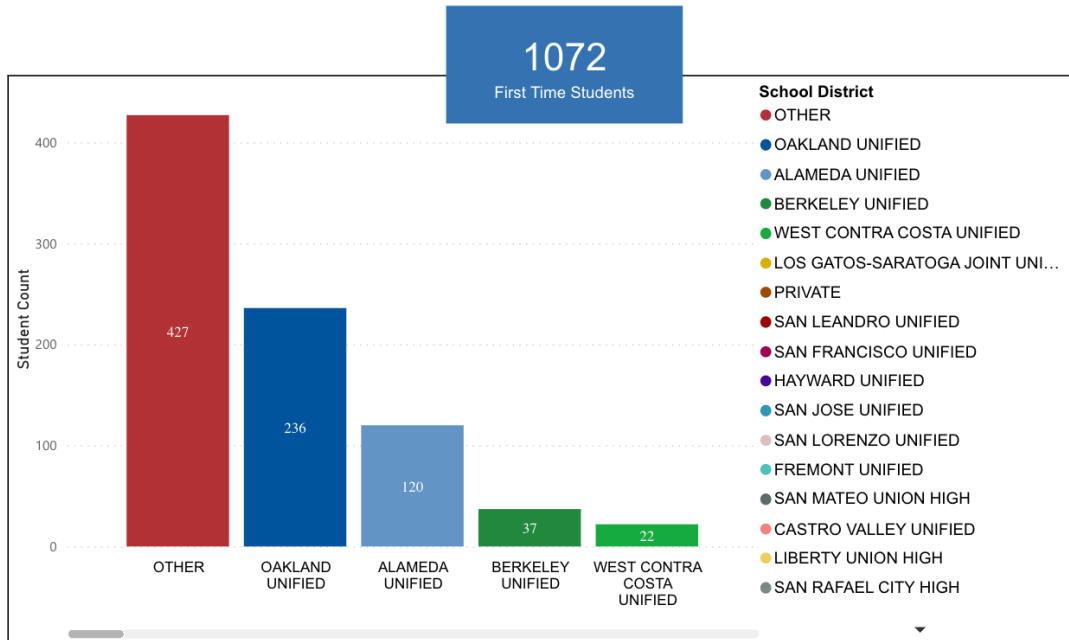
Postal Code	City	Headcount
94501	Alameda	738
94601	Oakland	301
94606	Oakland	269
94603	Oakland	248
94621	Oakland	189
94605	Oakland	164
94607	Oakland	154

TOP cities for 4702 enrolled students are (1) Oakland then (2) Alameda, (3) Berkeley, et cetera.

Top Feeder Schools for Incoming First Time Students

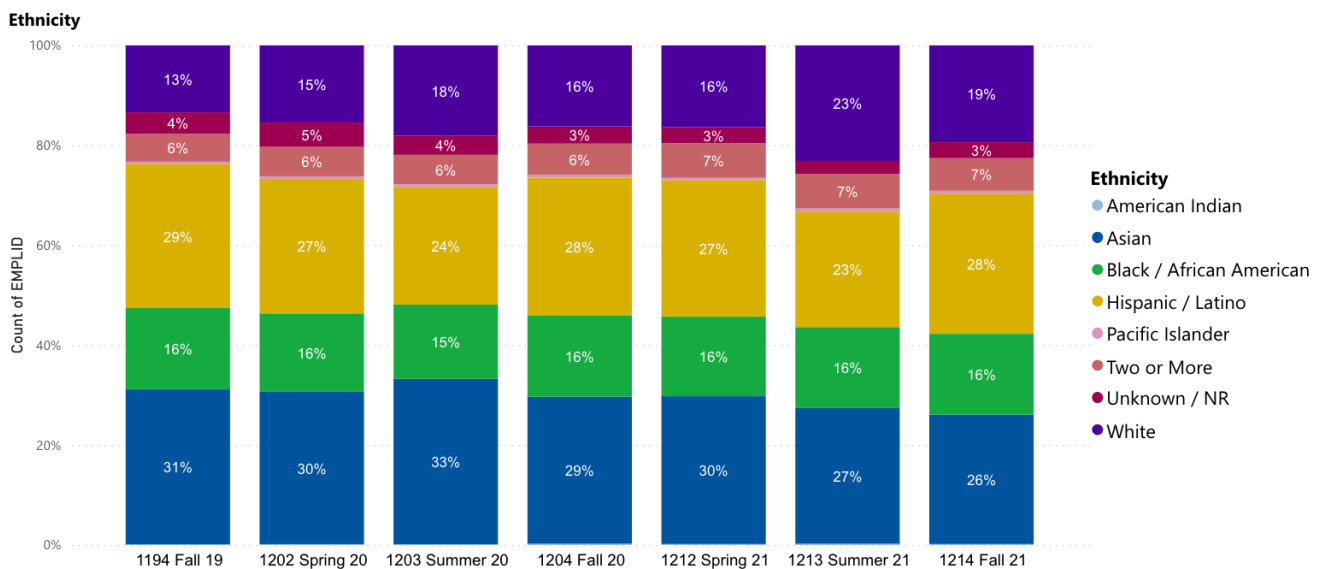
Academic_Year, Semester
2022 (Academic_Y... ▾)

Home_campus
All ▾



TOP sources for first time students are (1) Others then (2) Oakland, (3) Alameda, et cetera.

Ethnicity term comparison



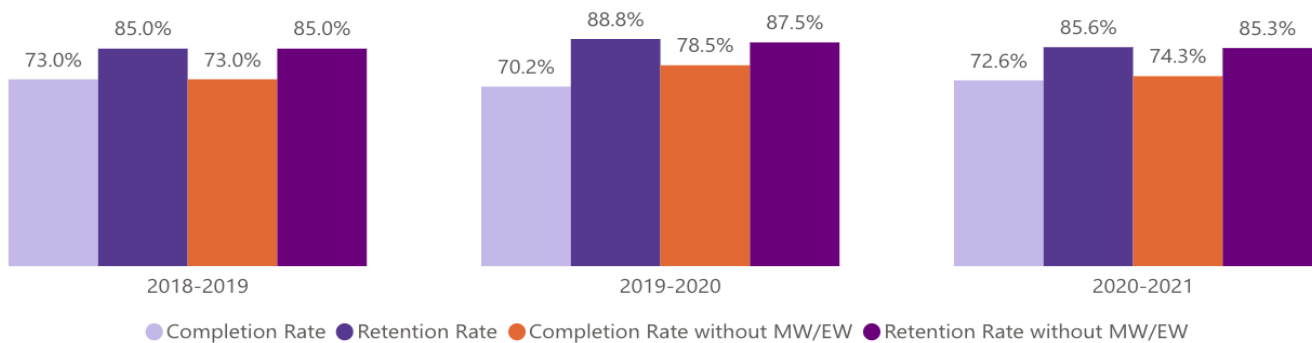
TOP Ethnic student groups are (1) Asians then (2) Hispanic/Latinos, (3) Whites, (4) Blacks, et cetera.

CIS – Completion Rates

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better). Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

College of Alameda

Overall Course Completion and Retention Rates by College



Course Completion and Retention Rates by Student Group or Service Area

Service Area

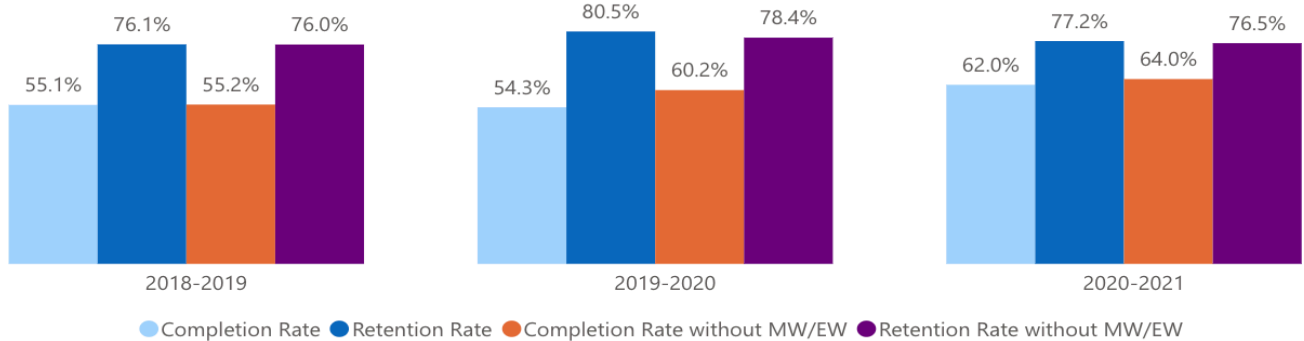
All

Student Group

All

Subject

CIS



Completion Rate for **College of Alameda** remained level at 73.0% (2018-2019), 70.2% (2019-2020) and 72.6% (2020-2021). Retention Rate for College of Alameda remained level at 85.0% (2018-2019), 88.8% (2019-2020) and 85.6% (2020-2021).

Completion Rate for **Computer Information Systems** remained level at 55.1% (2018-2019), 54.3% (2019-2020) and 62.0% (2020-2021). Retention Rate for College of Alameda remained level at 76.1% (2018-2019), 80.5% (2019-2020) and 77.2% (2020-2021). The CIS rates are lower than COA rates. Why? With more part-time than full-time instructors, quality of CIS class instructions tend to be inconsistent. This justifies our need to hire new full-time instructors to replace previous full-time instructors who left and retired and to advance our innovative CIS programs in Information Technology and Big Data Analytics.

CIS – Success Rates based on AGE



Younger students (under 16 years of age and 16 to 18 years old) tend to succeed better than students of other age groups.

For years 2015-16, 1016-17, 2017-18, 2018-19, 2019-20 ~ scores in the age group under 16 are 82%, 59%, 88%, 82%, and 92%.
For years 2015-16, 1016-17, 2017-18, 2018-19, 2019-20 ~ scores in the age group of 16-18 are 79%, 70%, 69%, 77%, and 83%.

For years 2015-16, 1016-17, 2017-18, 2018-19, 2019-20 ~ scores in the age group of 19-24 are 65%, 65%, 61%, 65%, and 72%.
For years 2015-16, 1016-17, 2017-18, 2018-19, 2019-20 ~ scores in the age group of 25-29 are 61%, 61%, 62%, 60%, and 72%.

For years 2015-16, 1016-17, 2017-18, 2018-19, 2019-20 ~ scores in the age group of 30-34 are 57%, 59%, 63%, 69%, and 65%.
For years 2015-16, 1016-17, 2017-18, 2018-19, 2019-20 ~ scores in the age group of 35-54 are 57%, 65%, 56%, 62%, and 71%.

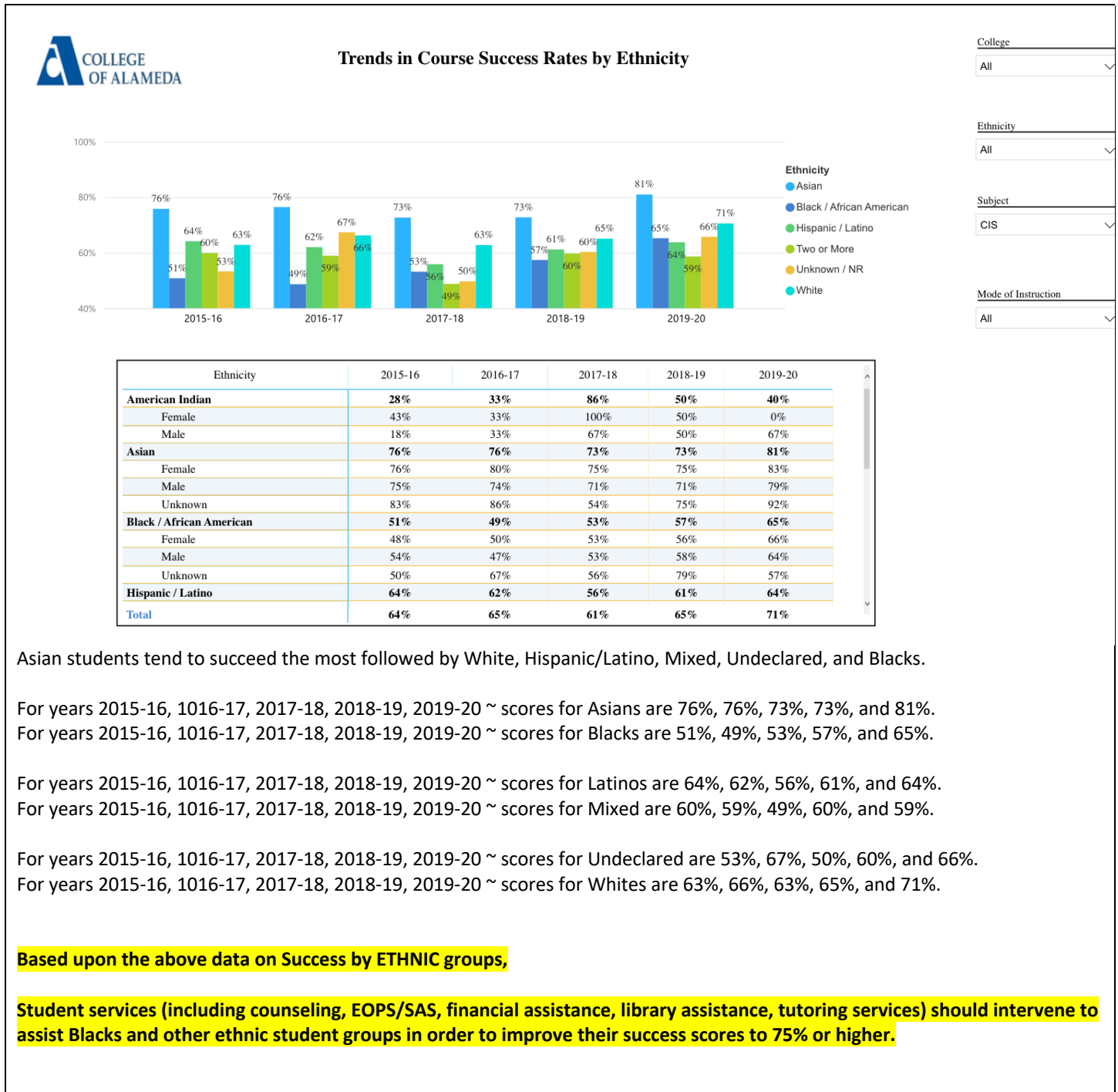
For years 2015-16, 1016-17, 2017-18, 2018-19, 2019-20 ~ scores in the age group of 55-64 are 54%, 65%, 59%, 52%, and 66%.
For years 2015-16, 1016-17, 2017-18, 2018-19, 2019-20 ~ scores in the age group over 65 are 52%, 59%, 56%, 58%, and 66%.

Based upon the above data on Success by AGE groups,

We should have more outreach programs to high schools and middle school students in Alameda and surrounding cities in order to attract younger and college-bound students and increase overall enrollment at College of Alameda.

Student services (including counseling, EOPS/SAS, financial assistance, library assistance, tutoring services) should intervene to assist older students (over 65, 55-64, 35-54, 30-34, 25-29, and 19-24) to improve their success scores to 75% or higher.

CIS – Success Rates based on ETHNICITY



CIS – Success Rates based on GENDER

Course Completion and Retention Rates by Student Group or Service Area

Academic Year

2018-2019

Campus

Alameda

Academic Year	Gender	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2018-2019	F	395	452	54.7%	75.3%	54.7%	75.3%
2018-2019	M	358	416	55.9%	77.7%	56.2%	77.6%
2018-2019	X	12	14	42.9%	50.0%	42.9%	50.0%
Total		765	882	55.1%	76.1%	55.2%	76.0%

Course Completion and Retention Rates by Student Group or Service Area

Academic Year

2019-2020

Campus

Alameda

Academic Year	Gender	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2019-2020	F	297	326	54.8%	80.8%	60.2%	78.9%
2019-2020	M	281	313	54.3%	80.5%	60.5%	78.3%
2019-2020	X	11	11	36.4%	72.7%	50.0%	62.5%
Total		589	650	54.3%	80.5%	60.2%	78.4%

Course Completion and Retention Rates by Student Group or Service Area

Academic Year

2020-2021

Campus

Alameda

Academic Year	Gender	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2020-2021	F	383	396	64.0%	77.8%	66.2%	77.0%
2020-2021	M	336	368	59.0%	75.7%	60.7%	75.0%
2020-2021	X	14	14	85.7%	100.0%	92.3%	100.0%
Total		733	778	62.0%	77.2%	64.0%	76.5%

Female students tend to slightly outnumber Male students.

For years 2017-18, 2018-19, 2019-20 ~ FEMALE students have census enrollment of 452, 326, 396.

For years 2017-18, 2018-19, 2019-20 ~ MALE students have census enrollment of 416, 313, 368.

For years 2017-18, 2018-19, 2019-20 ~ "X" classified students have census enrollment of 14, 11, 14.

For years 2017-18, 2018-19, 2019-20 ~ FEMALE students have completion rate of 45.7%, 54.8%, 64.0%.

For years 2017-18, 2018-19, 2019-20 ~ MALE students have completion rate of 55.9%, 54.3%, 59.0%.

For years 2017-18, 2018-19, 2019-20 ~ "X" classified students have completion rate of 42.9%, 36.4%, 85.7%.

For years 2017-18, 2018-19, 2019-20 ~ FEMALE students have retention rate of 75.3%, 80.8%, 77.8%.


For years 2017-18, 2018-19, 2019-20 ~ MALE students have retention rate of 77.7%, 80.5%, 75.7%.

For years 2017-18, 2018-19, 2019-20 ~ "X" classified students have retention rate of 50.0%, 72.7%, 100%.

Based upon the above data on Success by GENDER groups,

Student services (including counseling, EOPS/SAS, financial assistance, library assistance, tutoring services) should intervene to assist female, male and "X" students to improve their success scores to 75% or higher.

CIS – Success Rates based on FOSTER YOUTH Status



College of Alameda Major

- CIS Computer Info Systems AA
- BIOL Biology AS
- BIOL Biology-TR AS
- BUS Business Administration AA
- BUS BUSINESS/Accounting AA
- Business Administration-TR AS
- CIS Computer Info Systems AA
- CIS Computer Info Systems CC
- Communication Studies-TR AA
- DENTL Dental Assisting CC
- DENTL/Dental Assisting AS
- DMECH Diesel Mechanics CC

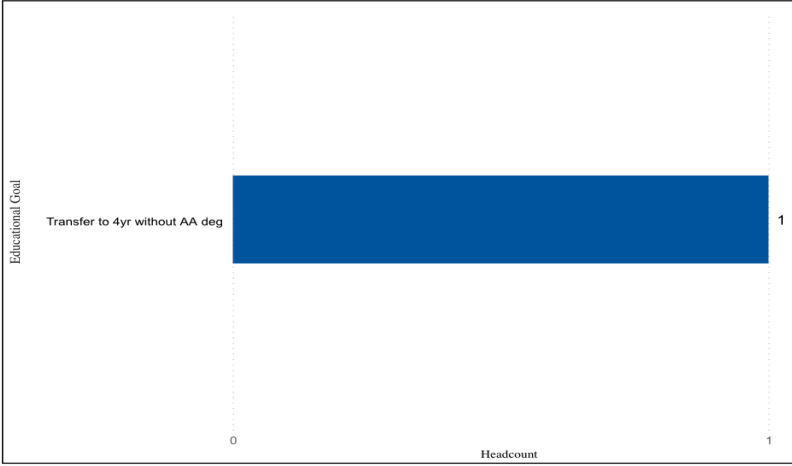
Ethnicity Headcount

Ethnicity	Headcount
Asian	1
Total	1

Educational Goal by Major

CIS Computer Info Systems AA

Begin with selecting a **College of Alameda Major** using the filter to the left. Then select a subgroup (listed to the right) to filter by.



Educational Goal	Headcount
Transfer to 4yr without AA deg	1

Academic_Year_Semester

All

DSPS

All

First Generation

All

Foster_Youth

Foster Youth

Low Income

All

Veteran


All

CA Promise Grant

All

Source: Peralta CCD warehouse

Only one student qualifies as CIS Foster Youth who succeeded. That person happens to be Asian.



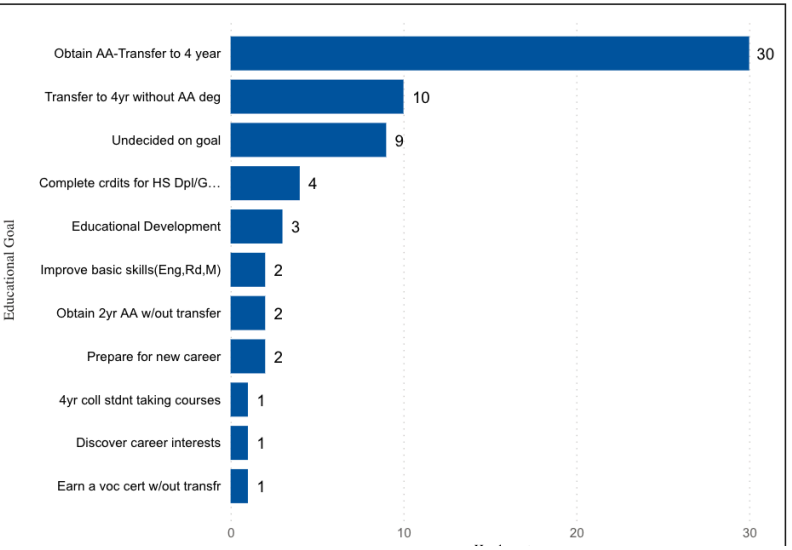
College of Alameda Major

- CIS Computer Info Systems AA
- BUS Small Business Admin CP
- BUS,Transportation, Distribut CA
- Business Administration-TR AS
- CIS Computer Info Systems AA
- CIS Computer Info Systems CC
- CIS Programming CP
- Communication Studies-TR AA
- DENTL Dental Assisting CC
- DENTL/Dental Assisting AS
- DMECH Diesel Mechanics AS

Ethnicity Headcount

Ethnicity	Headcount
Asian	25
Black / African American	4
Hispanic / Latino	16
Two or More	3
Unknown / NR	2
White	15
Total	65

Begin with selecting a **College of Alameda Major** using the filter to the left. Then select a subgroup (listed to the right) to filter by.



Educational Goal	Headcount
Obtain AA-Transfer to 4 year	30
Transfer to 4yr without AA deg	10
Undecided on goal	9
Complete credits for HS Dpl/G...	4
Educational Development	3
Improve basic skills(Eng,Rd,M)	2
Obtain 2yr AA w/out transfer	2
Prepare for new career	2
4yr coll stdnt taking courses	1
Discover career interests	1
Earn a voc cert w/out transf	1

DSPS

All

First Generation

All

Foster_Youth

All

Low Income

All

Veteran

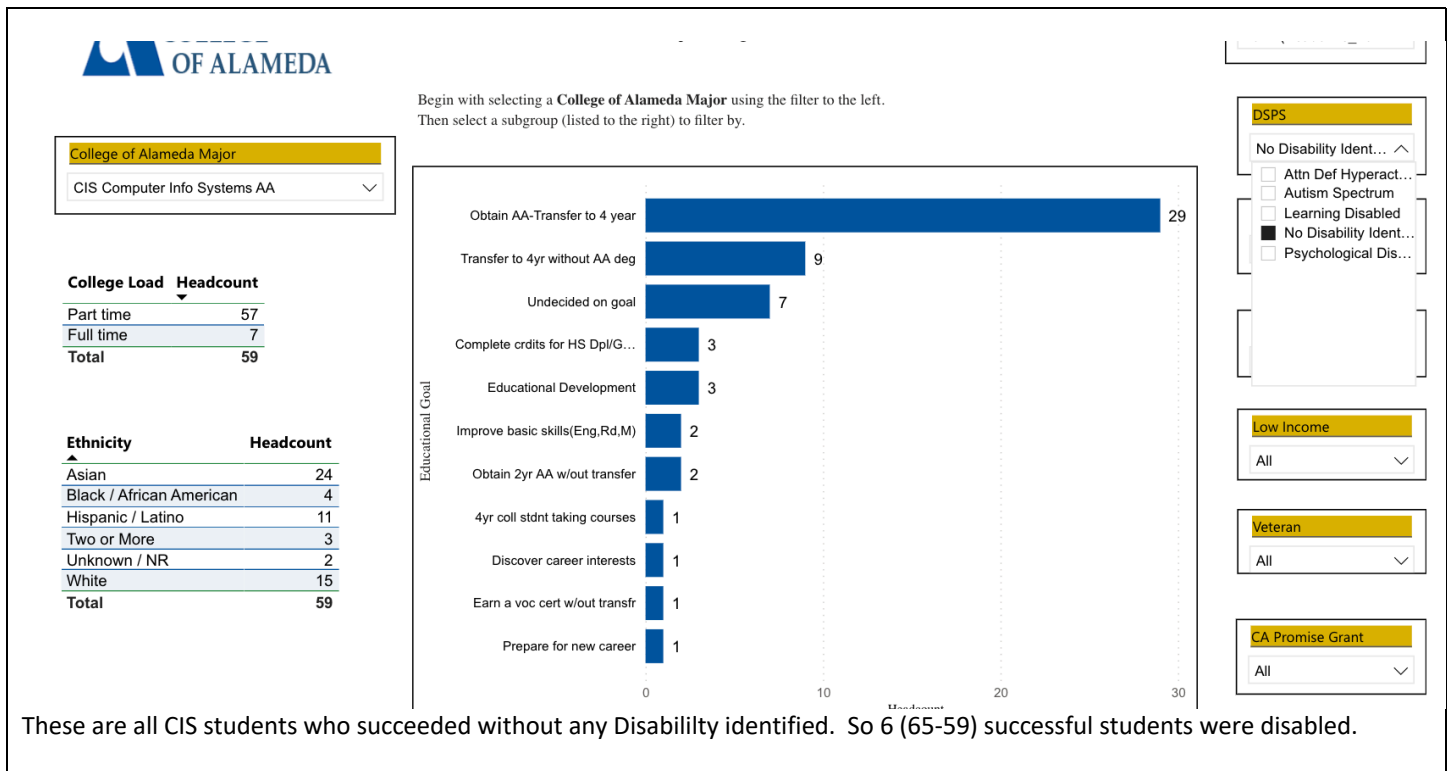
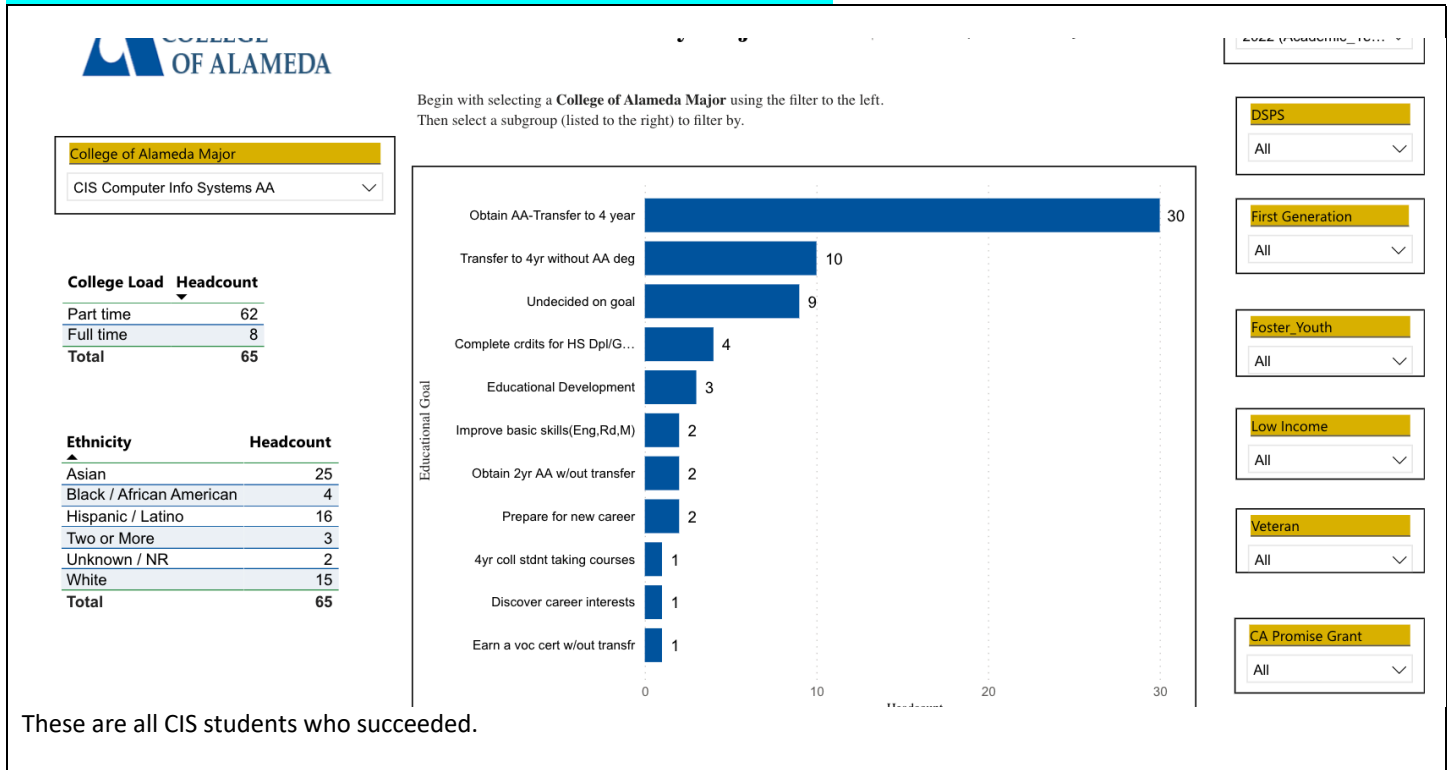
All

CA Promise Grant

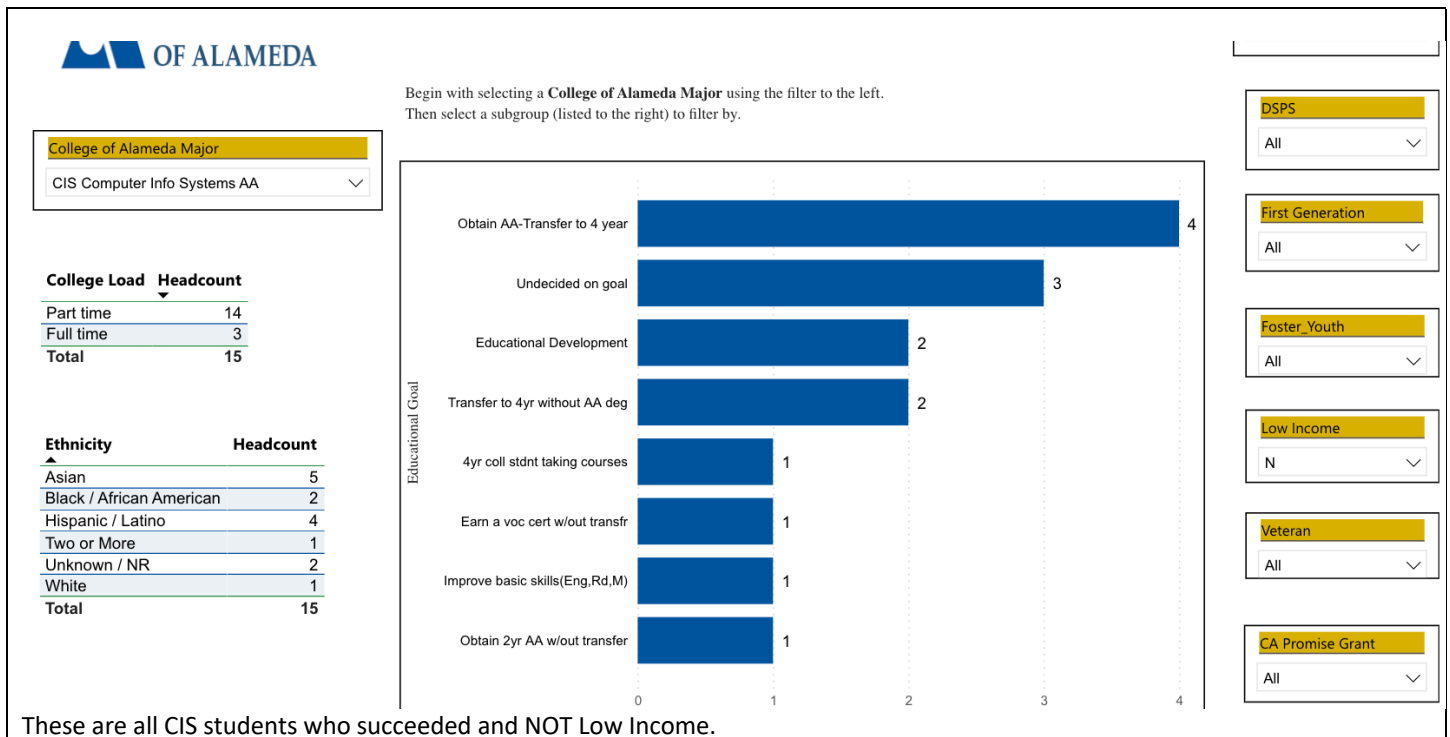
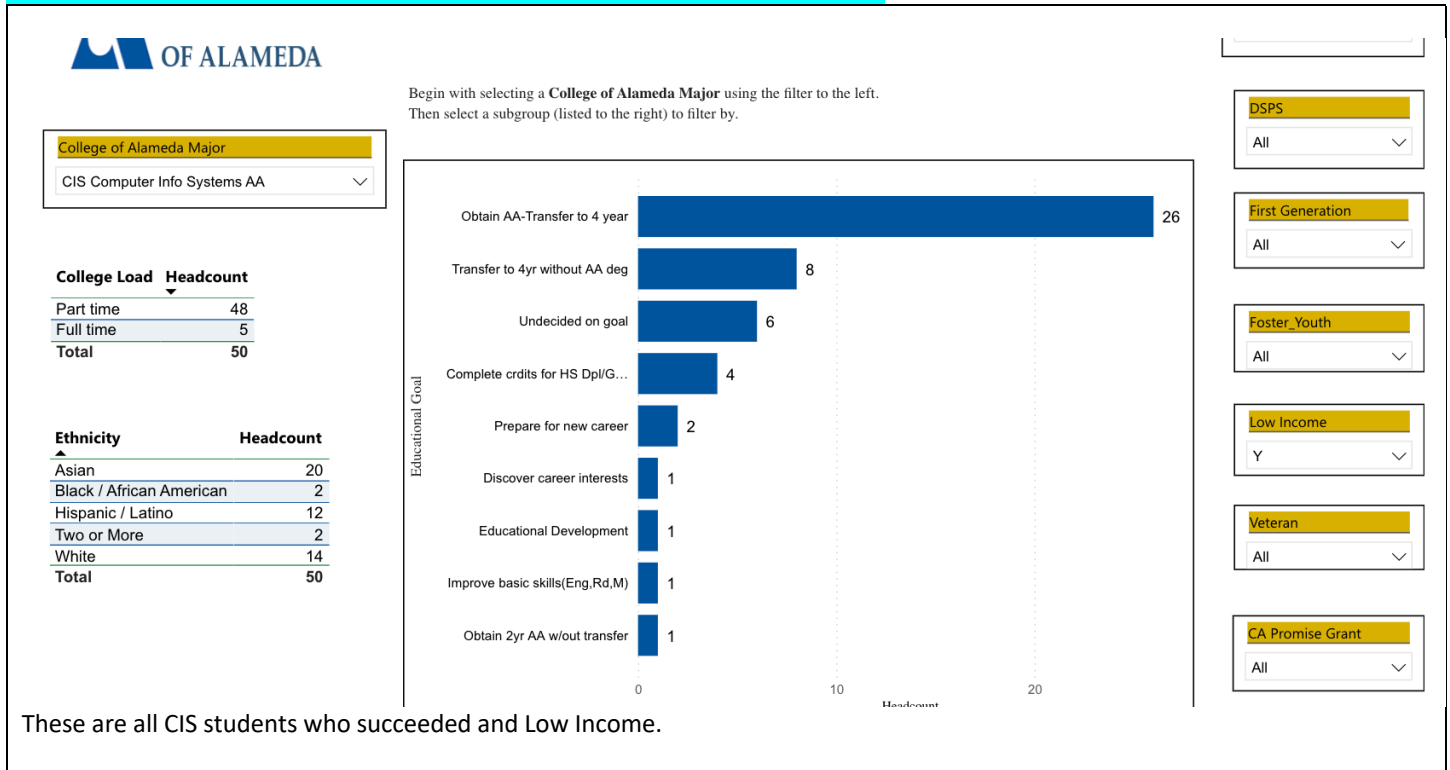
All

These are all students who succeeded including the one Youth Foster who succeeded.

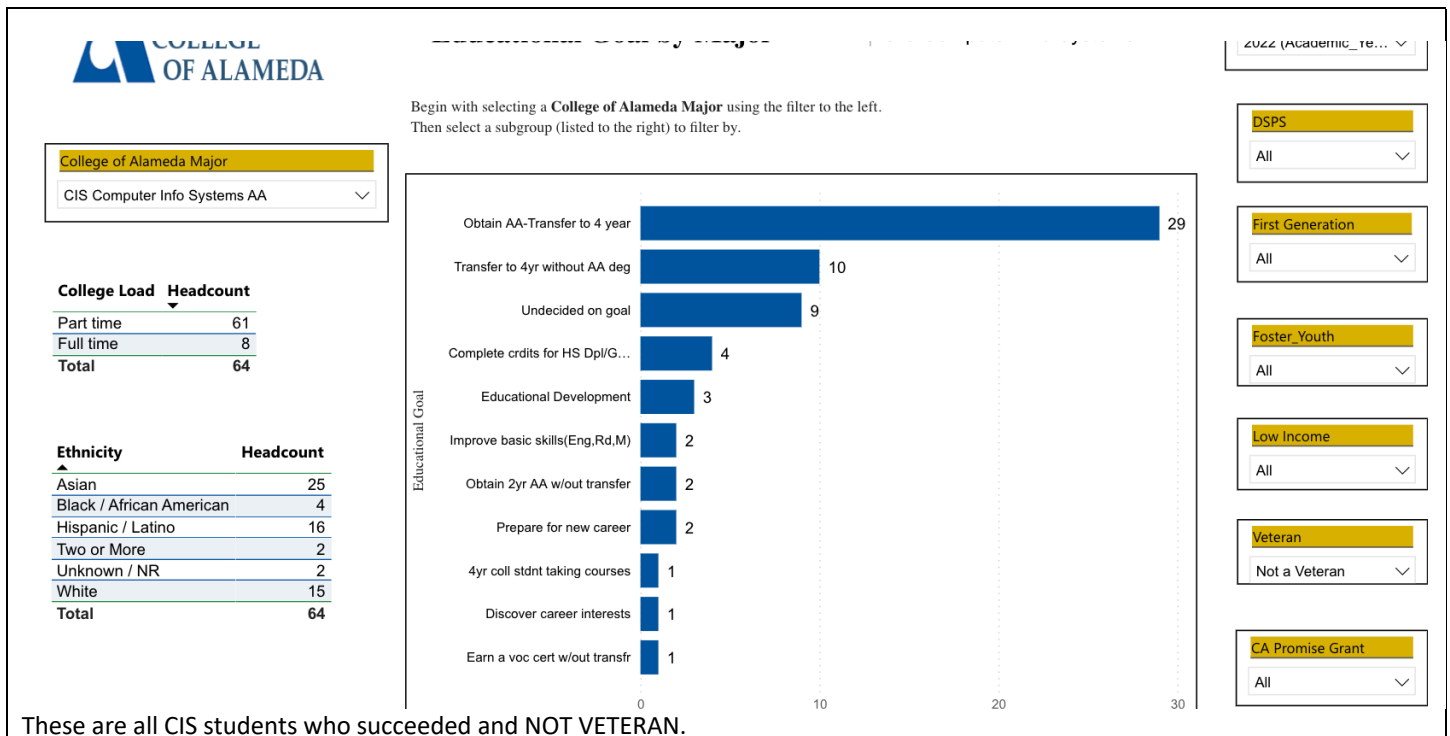
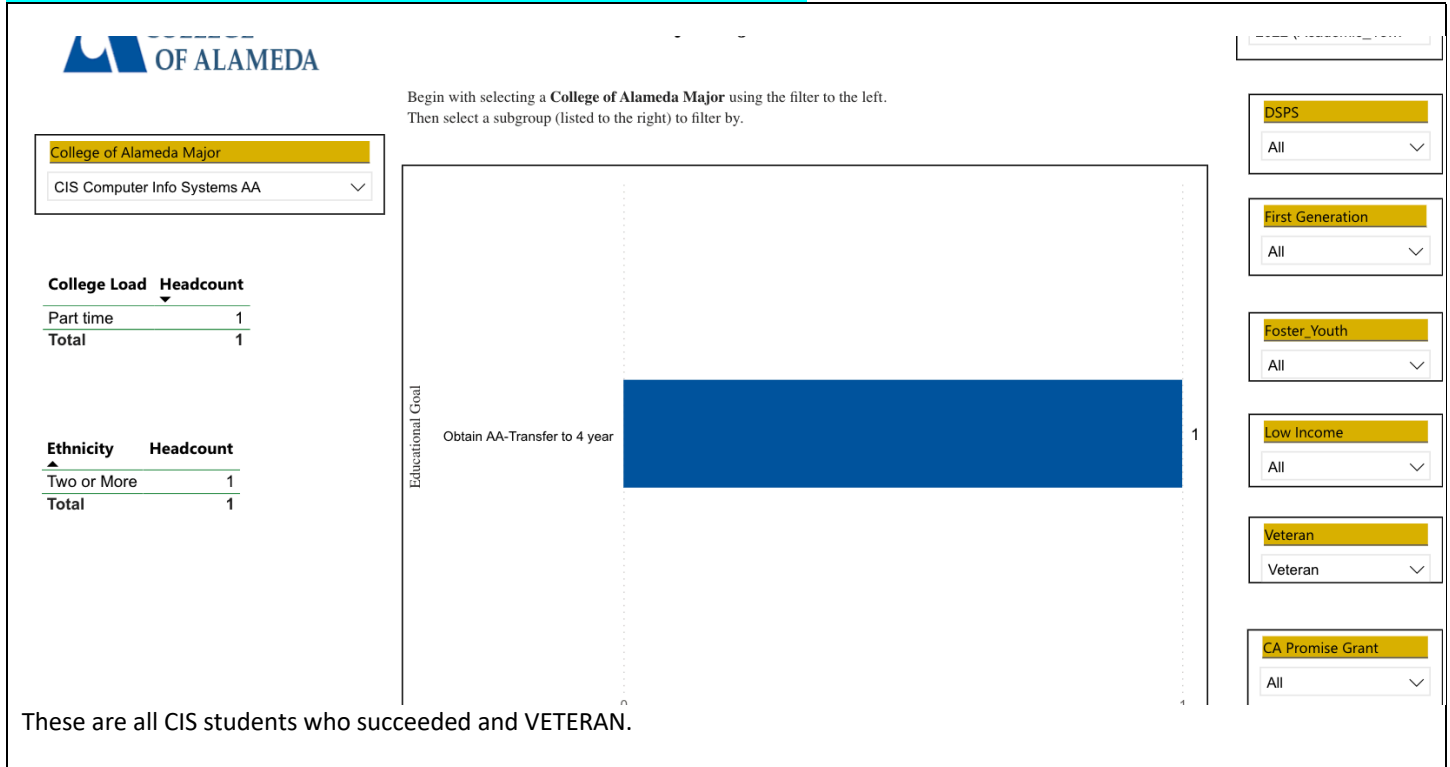
CIS – Success Rates based on DISABILITY Status



CIS – Success Rates based on LOW INCOME Status



CIS – Success Rates based on VETERAN Status

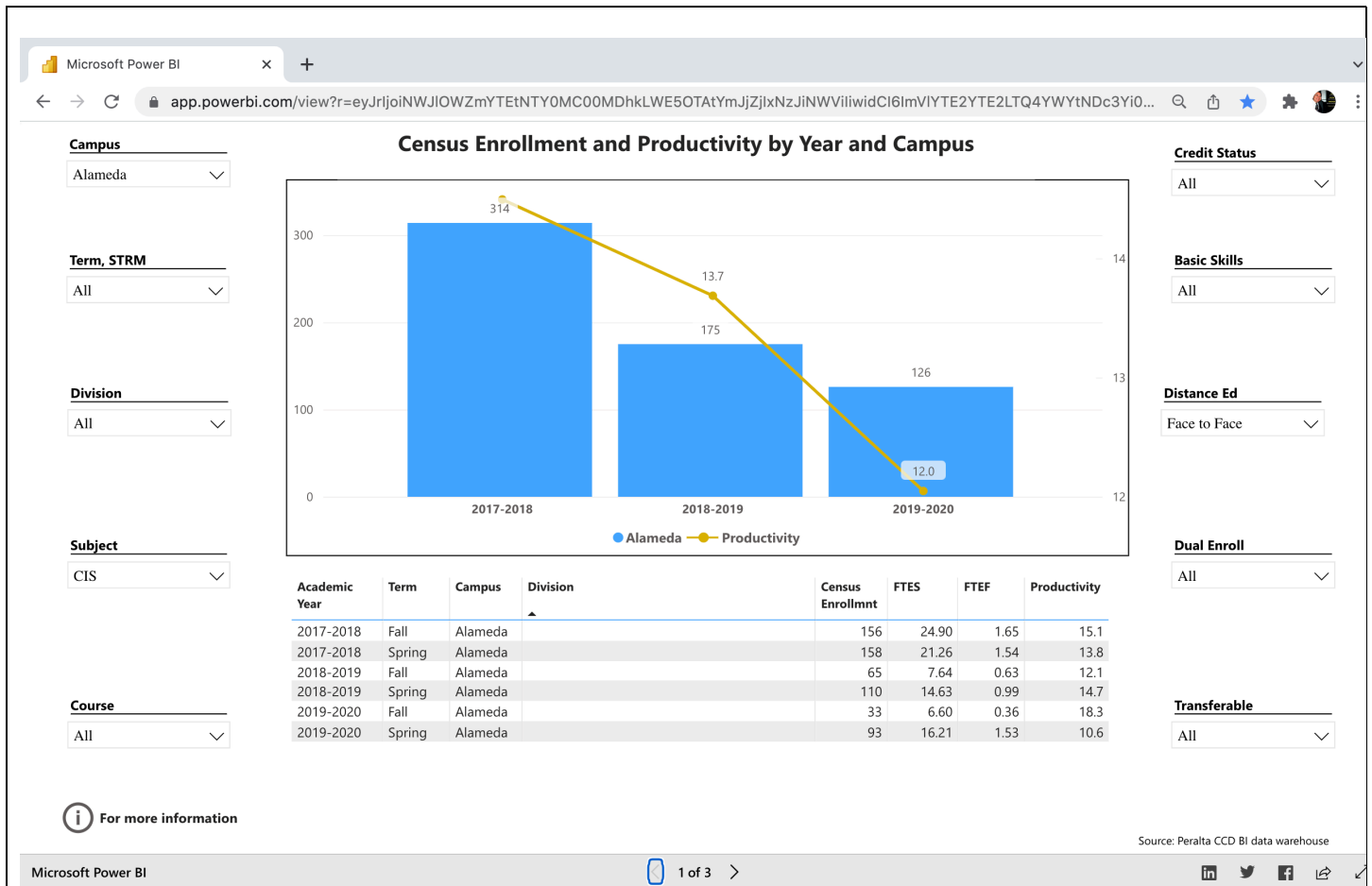


Consider your course completion rates over the past three years by mode of instruction. What do you observe?

CIS – Success Rates on FACE-to-FACE classes

<https://bit.ly/3l07qDL> or

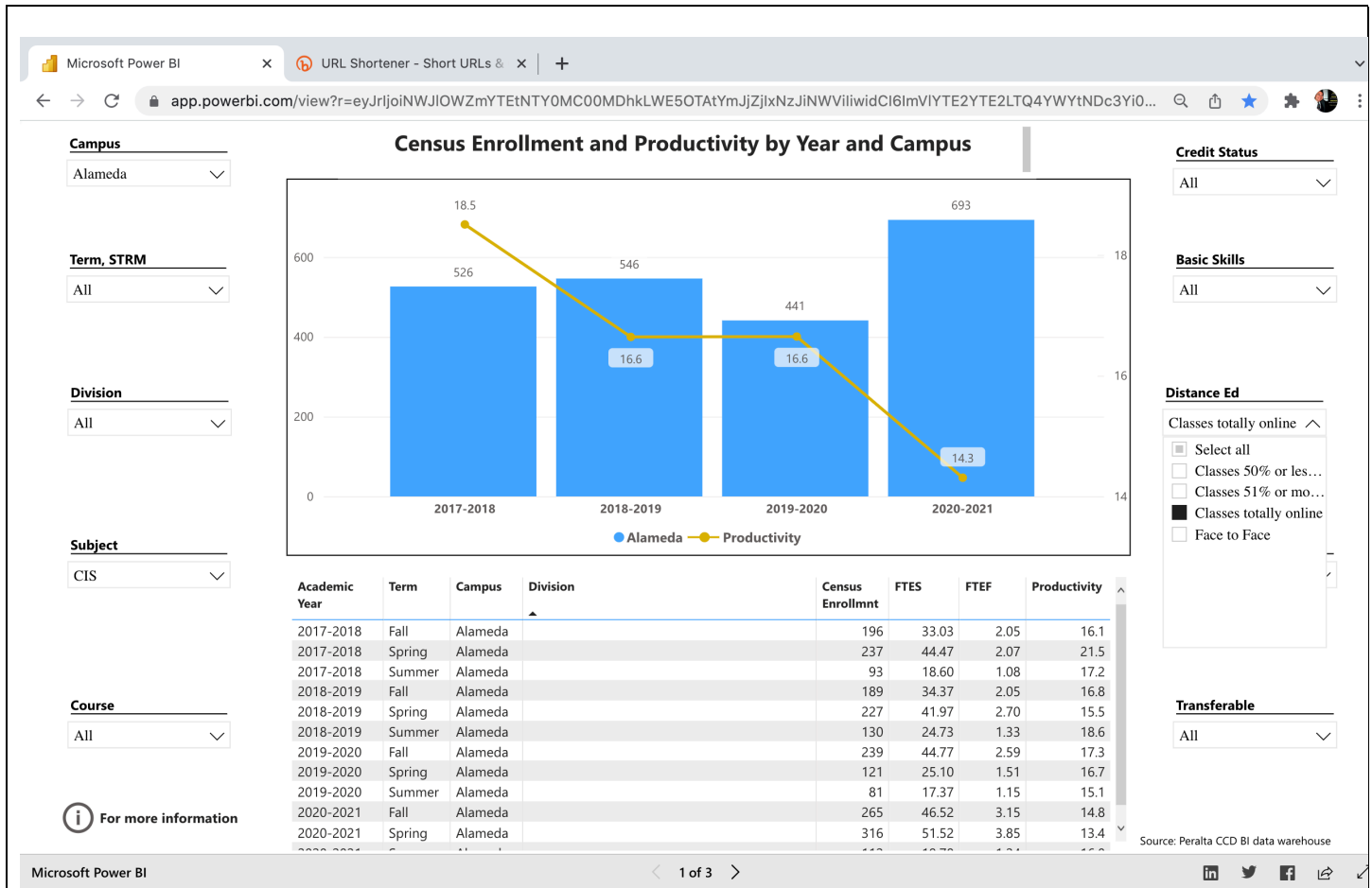
<https://app.powerbi.com/view?r=eyJrjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjlxNzJiNWViIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZiIsImMiOiZ9&pageName=ReportSection86d6f65e2fb41a73da4d>



CIS – Success Rates on 100% ONLINE classes

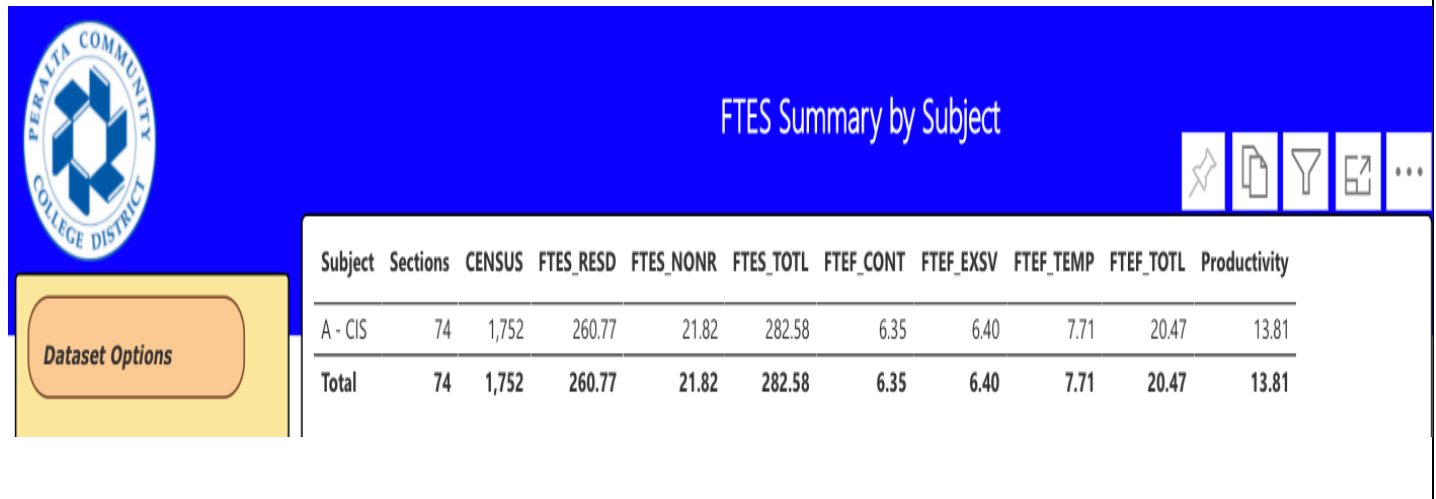
<https://bit.ly/3oMWSc9> or

<https://app.powerbi.com/view?r=eyJrjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJzJjIxNzJiNWViIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZiIsImMiOiJZ9&pageName=ReportSection86d6f65e2fb41a73da4d>



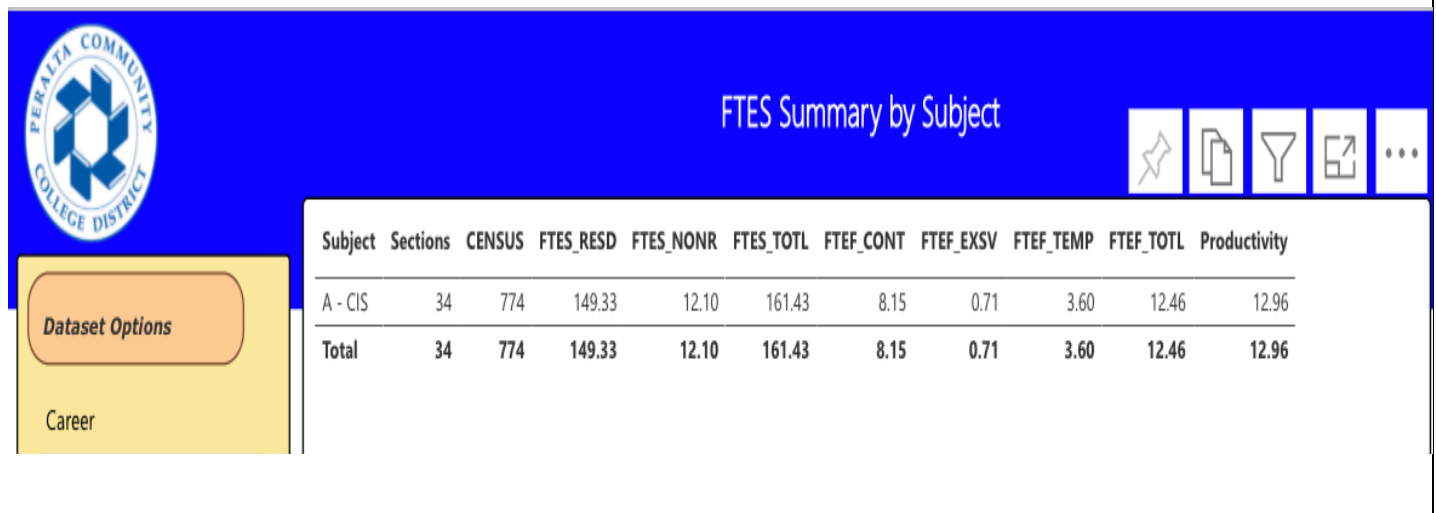
CIS – Success Rates on DAY TIME classes

CIS DAYTIME classes FY 2018-19, 2019-20, 2020-21, 2021-22



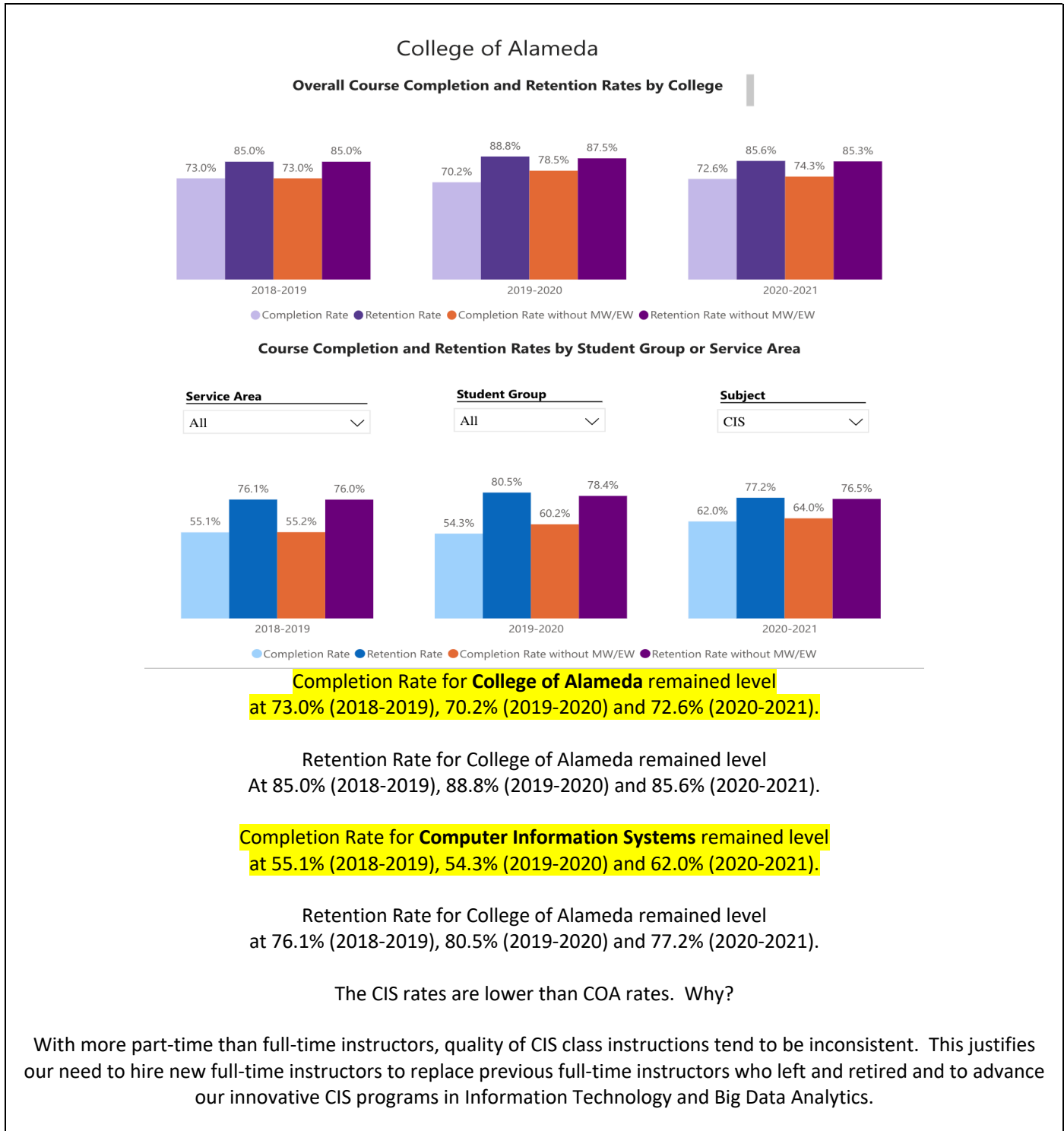
CIS – Success Rates on EVENING classes

CIS NIGHTTIME classes FY 2018-19, 2019-20, 2020-21, 2021-22



For the last three years,
 FULL-TIME EQUIVALENT CIS STUDENTS for DAYTIME is **282.58** (63.6%)
 FULL-TIME EQUIVALENT CIS STUDENTS for NIGHTTIME is **161.43** (36.4%)
 FULL-TIME EQUIVALENT CIS INSTRUCTORS for DAYTIME is **20.47** (62.2%)
 FULL-TIME EQUIVALENT CIS INSTRUCTORS for NIGHTTIME is **12.46** (37.8%)

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?



How do the department's Hybrid course completion rates compare to the college course completion standard?

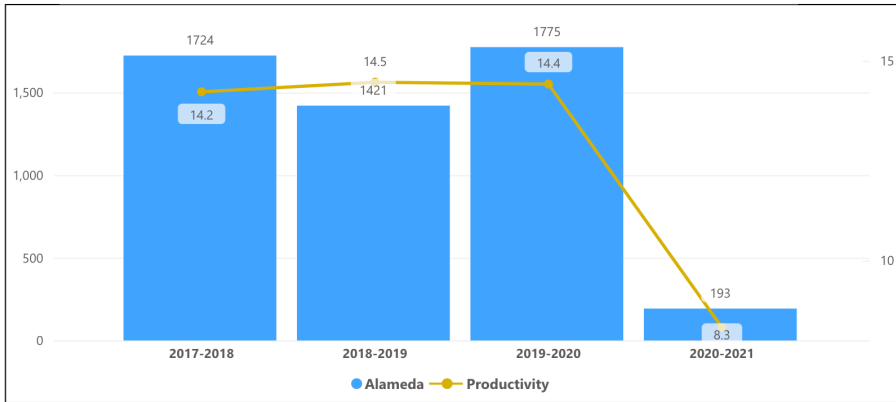
Campus
Alameda

Term, STRM
All

Division
All

Subject

Census Enrollment and Productivity by Year and Campus



Year	Enrollment	Productivity
2017-2018	1724	14.2
2018-2019	1421	14.5
2019-2020	1775	14.4
2020-2021	193	8.3

Credit Status
All

Basic Skills
All

Distance Ed
Multiple selections

- Select all
- Classes 50% or les...
- Classes 51% or mo...
- Classes totally online
- Face to Face

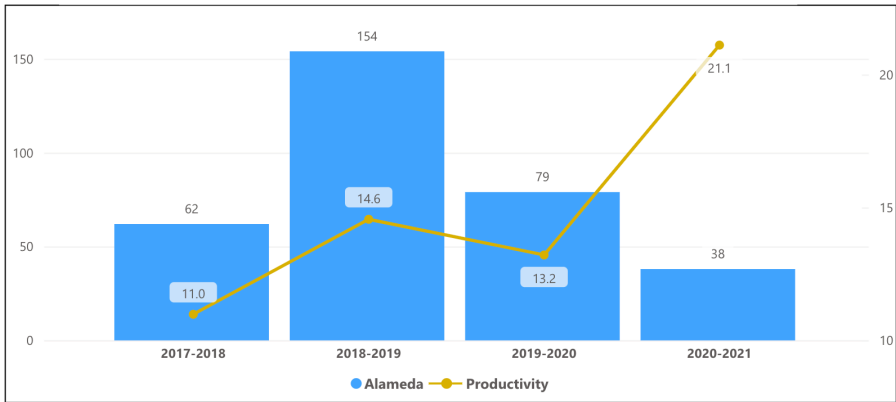
Campus
Alameda

Term, STRM
All

Division
All

Subject

Census Enrollment and Productivity by Year and Campus



Year	Enrollment	Productivity
2017-2018	62	11.0
2018-2019	154	14.6
2019-2020	79	13.2
2020-2021	38	21.1

Credit Status
All

Basic Skills
All

Distance Ed
Multiple selections

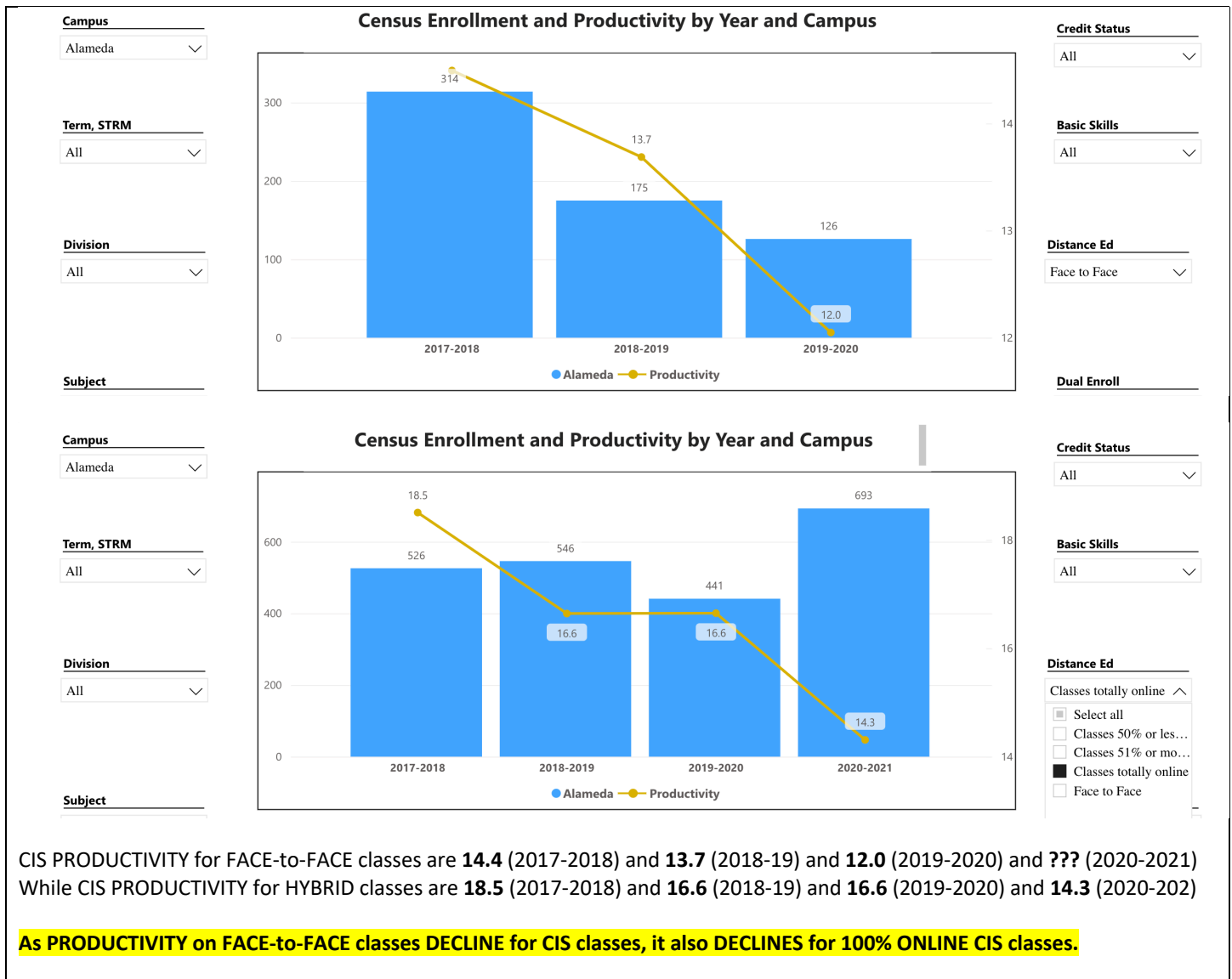
- Select all
- Classes 50% or les...
- Classes 51% or mo...
- Classes totally online
- Face to Face

COA PRODUCTIVITY for HYBRID classes are **14.2** (2017-2018) and **14.5** (2018-19) and **14.4** (2019-2020) and **8.3** (2020-2021)
 While CIS PRODUCTIVITY for HYBRID classes are **11.0** (2017-2018) and **14.6** (2018-19) and **13.2** (2019-2020) and **21.1** (2020-202)

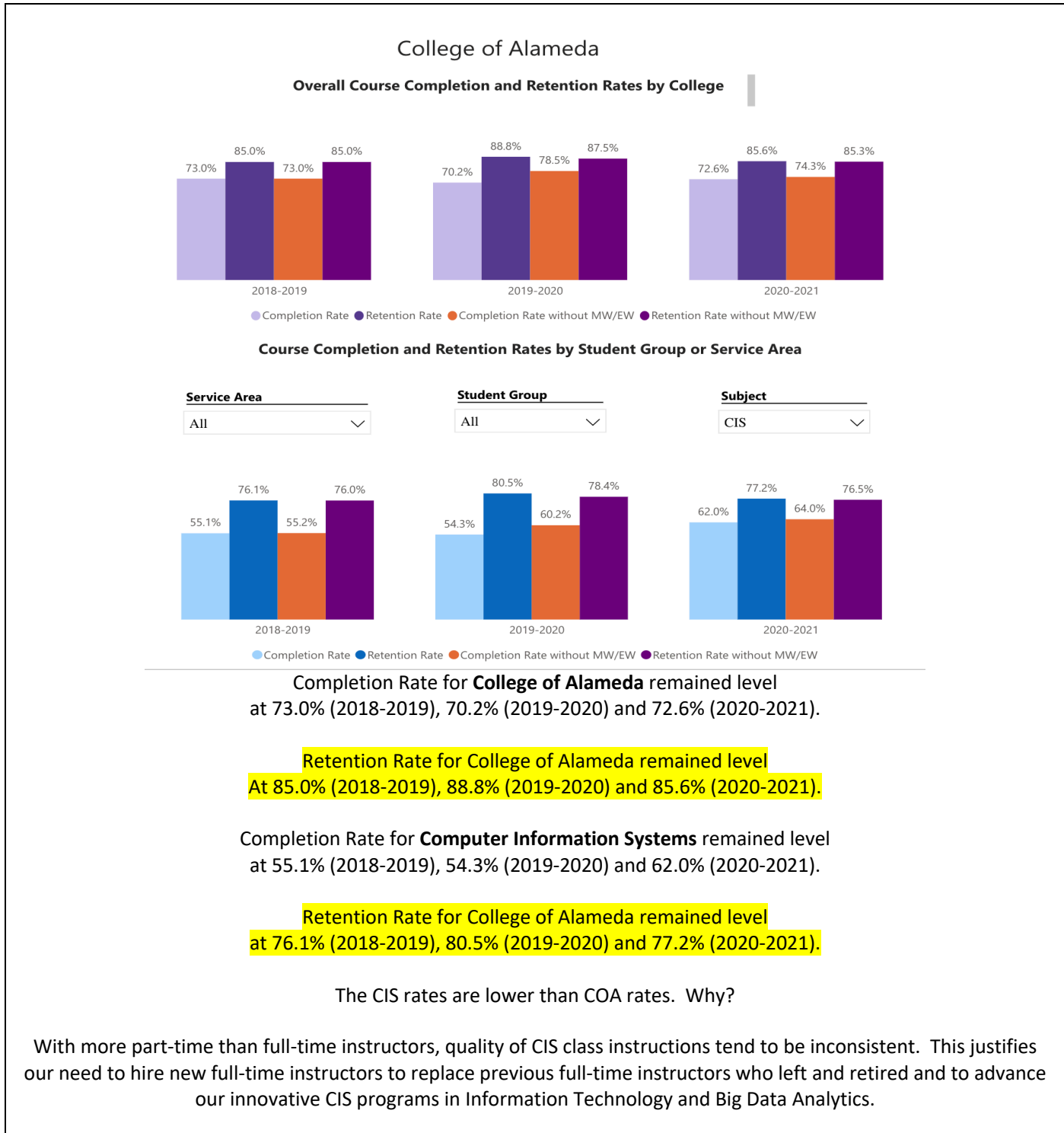
As PRODUCTIVITY on HYBRID classes DECLINE for overall COA classes, it INCREASES for CIS classes.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

How do the department's Hybrid course completion rates compare to the college course completion standard?



Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?



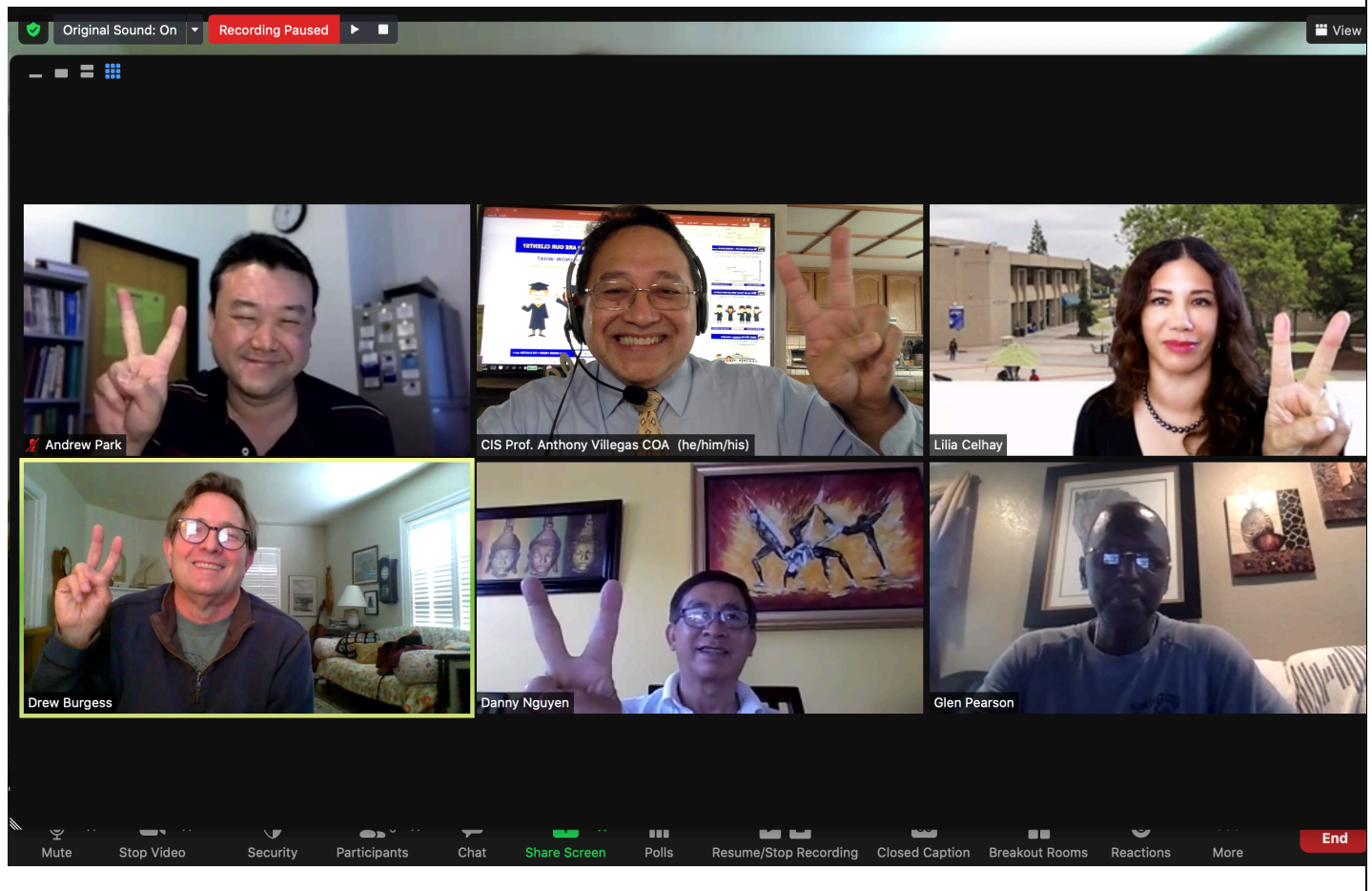
What has the discipline, department, or program done to improve course completion and retention rates?

In order to IMPROVE the course RETENTION rate i.e. STUDENTS NOT dropping from the class, CIS plans to

- 1) Collaborate with Academic Counselors that students fulfilled prerequisites prior to class enrolment
- 2) Increase contact with student with personalized email
- 3) Increase contact with student with cell phone instant messaging
- 4) Give warm interaction with student during zoom or live session
- 5) Follow-up on students who stopped logging in to Canvas

In order to IMPROVE the course COMPLETION rate i.e. STUDENTS passing the class with a grade of "C" or higher CIS plans to

- 1) Collaborate with Library Services to have extra textbook at the reference desk
- 2) Collaborate with Tutoring Services to assist students with CIS assignments
- 3) Provide deadline reminders on assignments and tests
- 4) Provide review questions and/or sessions to prepare for exams
- 5) Invite to office hours for consultation



COLLEGE OF ALAMEDA
Degrees & Certificates Conferred



Degrees & Certificates Conferred

Gender ● Female ● Male ● Unreported



College

Academic_Year

Subject

Top Code

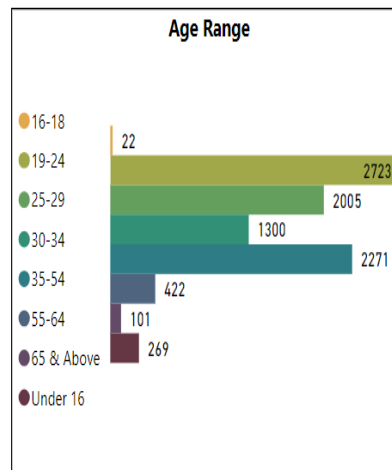
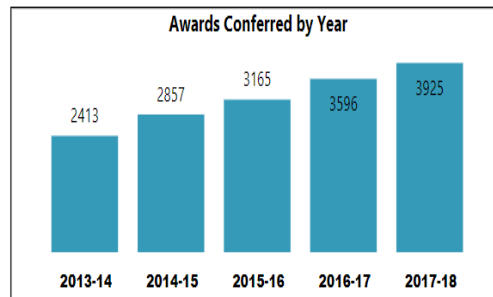
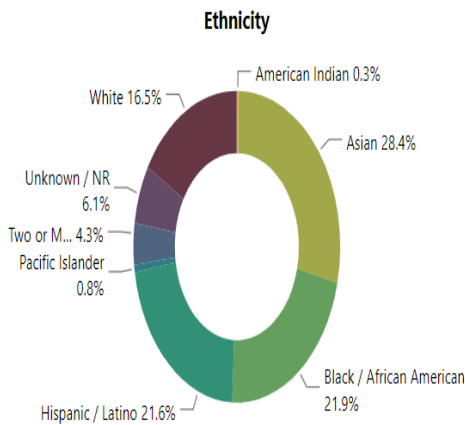
CTE

Award Type

Special Populations

DSPS Foster_Youth

Low_Income Veteran



Academic_Year	Degree_Type	Award Description	Ethnicity
2017-18	Associate of Art - Transfer	ANTHROPOLOGY	Asian
2017-18	Associate of Art - Transfer	ART HISTORY	Asian
2017-18	Associate of Art - Transfer	COMMUNICATION STUDIES	Asian
2017-18	Associate of Art - Transfer	ECONOMICS	Asian
2017-18	Associate of Art - Transfer	ELEMENTARY TEACHER EDUCATION	Asian
2017-18	Associate of Art - Transfer	ENGLISH LANGUAGE	Asian
2017-18	Associate of Art - Transfer	POLITICAL SCIENCE	Asian
2017-18	Associate of Art - Transfer	PSYCHOLOGY	Asian

[Degrees & Certificates Power BI dashboard](#)
(unable to access the above item, link is broken and inaccessible)

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

2020 CIS Major AA Degree bound



Educational Goal by Major

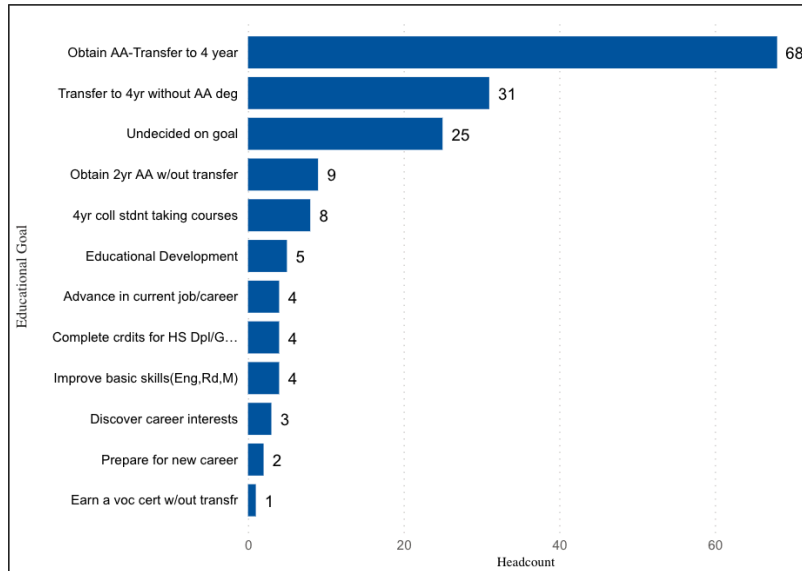
CIS Computer Info Systems AA

Begin with selecting a **College of Alameda Major** using the filter to the left. Then select a subgroup (listed to the right) to filter by.

College of Alameda Major
CIS Computer Info Systems AA

College Load	Headcount
Part time	149
Full time	46
Total	162

Ethnicity	Headcount
Asian	89
Black / African American	20
Hispanic / Latino	26
Pacific Islander	1
Two or More	6
Unknown / NR	2
White	18
Total	162



2020

2020
 2021
 2022

Foster_Youth

All

Low Income

All

Veteran

All

CA Promise Grant

All

2021 CIS Major AA Degree bound



Educational Goal by Major

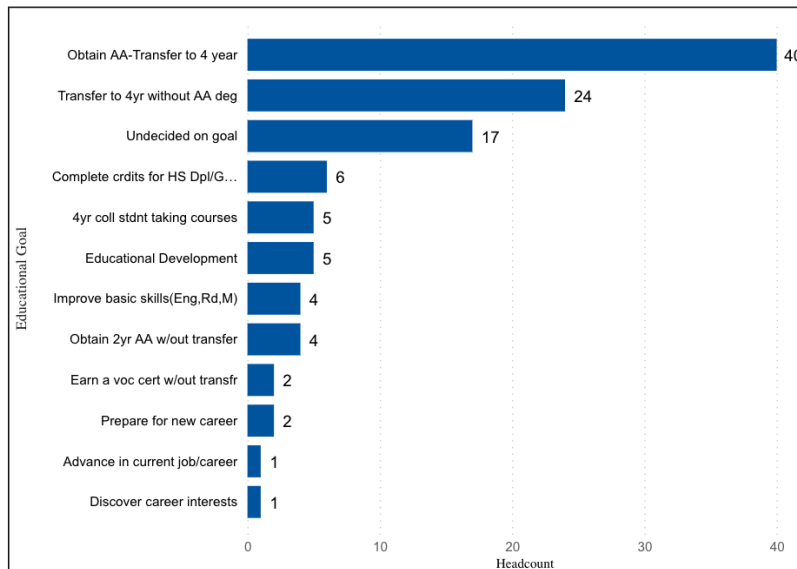
CIS Computer Info Systems AA

Begin with selecting a **College of Alameda Major** using the filter to the left. Then select a subgroup (listed to the right) to filter by.

College of Alameda Major
CIS Computer Info Systems AA

College Load	Headcount
Part time	107
Full time	14
Total	110

Ethnicity	Headcount
Asian	58
Black / African American	9
Hispanic / Latino	20
Pacific Islander	1
Two or More	6
Unknown / NR	1
White	15
Total	110



2021

2020
 2021
 2022

Foster_Youth

All

Low Income

All

Veteran

All

CA Promise Grant

All

2022 CIS Major AA Degree bound



Educational Goal by Major

CIS Computer Info Systems AA

Begin with selecting a College of Alameda Major using the filter to the left. Then select a subgroup (listed to the right) to filter by.

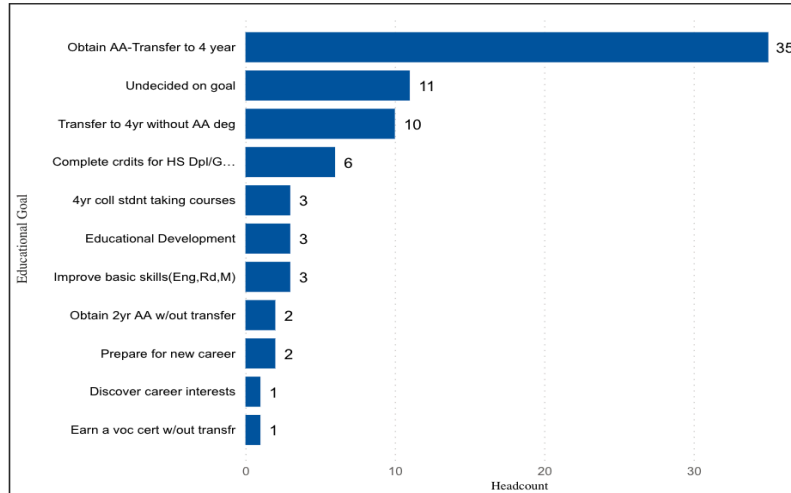
College of Alameda Major
CIS Computer Info Systems AA

College Load Headcount

Part time	74
Full time	8
Total	77

Ethnicity Headcount

Asian	33
Black / African American	4
Hispanic / Latino	18
Two or More	3
Unknown / NR	3
White	16
Total	77



Academic_Year, Semester

2022

2020

2021

2022

Foster_Youth

All

Low Income

All

Veteran

All

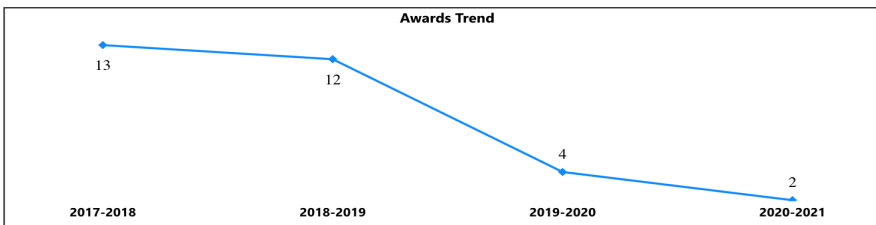
CA Promise Grant

All

In 2020, 42.0% (68 out of 162) are CIS major AA degree students in PCCD taking classes at College of Alameda.
 In 2021, 36.4% (40 out of 110) are CIS major AA degree students in PCCD taking classes at College of Alameda.
 In 2022, 45.5% (35 out of 77) are CIS major AA degree students in PCCD taking classes at College of Alameda.

Degrees and Certificates Awards Trend and Conferred by Subject

To view degrees and certificates conferred by college or subject, start with the right filters. Data can be disaggregated by subgroups to the lower right.



Academic Year	Campus	Subject	Description	Degree Type	Award Counts
2020-2021	Alameda	CIS	Computer Information Systems	Associate in Arts	1
2020-2021	Alameda	CIS	Computer Information Systems	Certificate of Achievement	1
2019-2020	Alameda	CIS	Computer Information Systems	Associate in Arts	1
2019-2020	Alameda	CIS	Computer Information Systems	Certificate of Achievement	2
2019-2020	Alameda	CIS	Desktop Support Technician	Certificate of Proficiency	1
2018-2019	Alameda	CIS	Computer Information Systems	Associate in Arts	4
2018-2019	Alameda	CIS	Computer Information Systems	Certificate of Achievement	4
2018-2019	Alameda	CIS	Desktop Support Technician	Certificate of Proficiency	2
2018-2019	Alameda	CIS	Web Publishing	Certificate of Proficiency	2
2017-2018	Alameda	CIS	Computer Information Systems	Associate in Arts	8
2017-2018	Alameda	CIS	Computer Information Systems	Certificate of Achievement	3
2017-2018	Alameda	CIS	Desktop Support Technician	Certificate of Proficiency	2
Total					31

Campus: Alameda

Academic Year: All

Subject: CIS

Award Type: All

CTE Status: All

Age: Multiple selections

- 16-18
- 19-24
- 25-29
- 30-34
- 35-54
- 55-64
- 65 & Above
- Under 16

Subgroups

Service Area: All

Student Group: All

Source: Peralta CCD BI data warehouse

From 2017 to 2021, the number of Degrees and Certificates have declined. WHY? This can be explained by the absence in class schedules which are required courses for the AA CIS degree, namely CIS 238A and CIS 238B (Word Processing I and II) which are under curriculum review. The entire CIS degree and certificate program should be reviewed and updated to meet the increasing demand on big data analytics, information technology, and computer programming.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

YES, CIS will be focusing on increasing the number of degrees and certificates awarded at College of Alameda (COA).

According to US Department of Labor, Bureau of Labor Statistics, CIS jobs will continue to grow. Employment in computer and information technology occupations is projected to grow 13 percent from 2020 to 2030, faster than the average for all occupations. These occupations are projected to add about 667,600 new jobs in 10 years or over 65,000 every year. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. The median annual wage for computer and information technology occupations was **\$91,250** in May 2020, which was higher than the median annual wage for all occupations of \$41,950.
(see: <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

We recognize the growing jobs in big data analytics and cloud computing, the popularity of programming classes at our sister PCCD colleges, and absence of those programming classes at COA.

Berkeley CIS department

offers three Associate of Science Degrees in (1) Advanced Computer Programming, (2) Applied Computer information Systems, and (3) Web Programming. They also offer three Certificates of Achievements for the above areas.

Laney CIS department

offers two Associate of Science Degrees in (1) Computer Programming and (2) Computer Information Systems “plus” six Certificates of Achievement in (1) Android Programming, (2) Computer Programming with C++, (3) Computer Programming with Java, (4) Computer Systems Analysis, (5) Database Management with SQL, and (6) Apple iOS Programming.

Merritt CIS department

Offers three Associate of Science Degree in (1) Applications Security, (2) Infrastructure Security, and (3) Computer Science. They also offer three Certificates of Achievements for the above areas.

Alameda CIS department

Offers an Associate of Arts Degree and Certificate of Achievement in Computer Information Science. COA also offers two Certificates of Proficiency in (1) Desktop Support Technician and (2) Web Publishing.

COA CIS is developing an Associate of Science (AS) Degree in Information Technology and a Certificate of Achievement in (1) Information Technology and (2) Business Information Worker. They have been discussed and approved at the last CIS meeting held on October 25, 2021. The programs have cleared Levels 1 (originator), 2 (department chair), 3 (division dean + VPI), 4 (SLO coordinator), 5 (Librarian), 6 (Distance education). They are now at Level 7 (Tech Reviewer). Then they will moved to Level 8 (Articulation), 9 (Curriculum specialist), 10 (Curriculum committee), 11-12 (Curriculum specialists).

COA CIS is also developing a Certificate of Achievement in Big Data Analytics with four new courses including CIS 43 (Data Science), CIS 48VA (Python Programming for Data Analytics), CIS 121 (Statistical Software Programming), and CIS 123 (Big Data Analytics). Like the proposed program above, Big Data Analytics program is now at Level 7 (Tech Reviewer) requiring consultation with CIS Faculty and prospective employers.

College of Alameda needs to hire new full-time tenure-track CIS instructors to teach these new classes programs and provides funds to retrain our current instructors to develop their skills to teach more computer programming classes like those taught at Berkeley City College, Laney College, and Merritt College.

We hope to award more CIS degrees and certificates in the next three years: 10 in 2022, 20 in 2023, 30 in 2024.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

To increase the number of certificates and degrees awarded in the next three years, we plan to

- 1) Hire new full-time CIS instructors to teach high-demand programming classes
- 2) Retrain our current CIS instructors to teach high-demand programming classes
- 3) Schedule more high-demand classes like programming, IT and big data analytics
- 4) Develop community outreach to high school and middle school programs to increase enrollment
- 5) Collaborate with academic counselors to properly match students to our CIS programs
- 6) Collaborate with admissions and registrations to ensure students are enrolled in our CIS classes
- 7) Collaborate with library and tutoring services to provide learning resources
- 8) Collaborate with EOPS/SAS and counseling to help students maintain mental health
- 9) Partner with prospective employers for internships and active involvement in job placement
- 10) Increase CIS presence in campus activities like welcome week, job fairs, transfer days, etc.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

CIS full-time instructors plan to be engaged in curriculum committee meetings when CIS courses or programs are being considered for approval. Full-time CIS instructor Manny Uy was an active member of the Technology Committee but will retire soon as she is taking bank leave starting in Spring 2022. The remaining full-time CIS instructor Anthony Villegas is an active member of the Distance Education committee and occasionally attends the COA and PCCD Faculty Academic Senate.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

CIS full-time instructors plan to represent COA in community outreach to Alameda High School, Encinal High School, Island High School, St. Joseph High School, and middle schools in the area. We wish to be involved in college day, transfer day, and job fair day. We also plan to partner with prospective employers for internship and job opportunities for our graduates.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are included in our COA department meeting, training, discussions, and decision making. They have been and will continue to be included in our webinars and training. For online training of faculty, COA provides \$500 stipend. For live training, part-time faculty can receive up to \$900 and full-time faculty can receive up to \$1000 from Professional Development Funds. Adjunct faculty will be invited to join senior faculty to community activities above.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff		???		
Personnel: Student Worker	1 Computer Applications Tutor 1 Programming Tutor 1 Database + Data Analytics Tutor 1 Information Technology Tutor	\$32,000		
Personnel: Part Time Faculty	5 Part-Time CIS Instructors	\$100,000		
Personnel: Full Time Faculty	2 Tenured + 2 New Tenure-Track CIS Faculty	\$400,000		
Professional Development: Department wide PD needed	Instructors + Tutors + Advisory Board	\$20,000		
Professional Development: Personal/Individual PD needed	Instructors	\$10,000		

Prioritized Resource Requests Summary – Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Adobe Master Collection for MAC Adobe Master Collection for PC Windows <ul style="list-style-type: none"> ▪ Photoshop® CS6 Extended ▪ Illustrator® CS6 ▪ InDesign® CS6 ▪ Acrobat® X Pro ▪ Flash® Professional CS6 ▪ Flash Builder® 4.6 Premium Edition ▪ Dreamweaver® CS6 ▪ Fireworks® CS6 ▪ Adobe Premiere® Pro CS6 ▪ After Effects® CS6 ▪ Adobe Audition® CS6 ▪ SpeedGrade™ CS6 ▪ Prelude™ CS6 ▪ Encore® CS6 ▪ Bridge CS6 ▪ Media Encoder CS6 Programmers Single Developments Kits (SDKs) <ul style="list-style-type: none"> ▪ Python Programming Language ▪ R Programming Language ▪ C Programming Language ▪ C++ Programming Language ▪ C# Programming Language ▪ Java Programming Language ▪ Ruby Programming Language Operating System Utilities <ul style="list-style-type: none"> ▪ Norton Utilities ▪ Parallel for MAC 	\$10,000
Supplies: Books, Magazines, and/or Periodicals	Computer Books to be placed on Library Reserve <ul style="list-style-type: none"> ▪ For CIS 1 – Intro to Computer Information Systems ▪ For CIS 5 – Intro to Computer Science ▪ For CIS 6 – Intro to Computer Programing ▪ For CIS 23 – C# Programming ▪ For CIS 26 – Object-Oriented Programming Using C++ ▪ For CIS 40 – Database Management ▪ For CIS 42 – Spreadsheet Applications ▪ For CIS 70 – Intro to Tableau Analytics ▪ For CIS 97 – Oracle SQL and PL/SQL ▪ For CIS 201 – Intro to Computer Hardware ▪ For CIS 205 – Computer Literacy ▪ For CIS 209 – Intro to Windows ▪ For CIS 226A – Desktop Support Technician I ▪ For CIS 226B – Desktop Support Technician II ▪ For CIS 233 – Intro to the Internet 	\$5,000

	<ul style="list-style-type: none"> ▪ For CIS 234A – World Wide Web Publishing I ▪ For CIS 234B – World Wide Web Publishing II ▪ For CIS 234D – Web Authoring ▪ For CIS 234E – Creating an E-Commerce Web Site ▪ For CIS 239 – Help-Desk Tools and Techniques 	
Supplies: Instructional Supplies	<ul style="list-style-type: none"> ▪ Overhead Document Webcam ▪ 8TB External SSD Drives ▪ Classroom White Board Pens ▪ Classroom White Board Erasers 	\$5,000
Supplies: Non-Instructional Supplies	<ul style="list-style-type: none"> ▪ Computer Paper ▪ Computer Laser Printer Ink Cartridges ▪ White Board Pens 	\$5,000
Supplies: Library Collections	<ul style="list-style-type: none"> ▪ Membership or Subscriptions ▪ ACM Magazines ▪ Lexis/Nexis Subscriptions 	\$2,000

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	<ul style="list-style-type: none"> ▪ 2 Laptops (MAC or PC) for new F/T CIS Hires ▪ 2 USB Digital Drawing Boards + Pens ▪ 1 Office Copier ▪ 2 Computer Laser Printers ▪ 2 Digital Video Cameras ▪ 10 Computer Headsets (Headphone + Microphone) ▪ 10 Portable Mic Speakers 	\$10,000
Technology & Equipment: Replacement	<ul style="list-style-type: none"> ▪ 2 Laptops (MAC + PC) for CIS Chair ▪ 3 Computer Video Projectors ▪ 3 Classroom TVs ▪ 3 Classroom DVD/VHS Players ▪ 3 Computer Speakers 	\$10,000

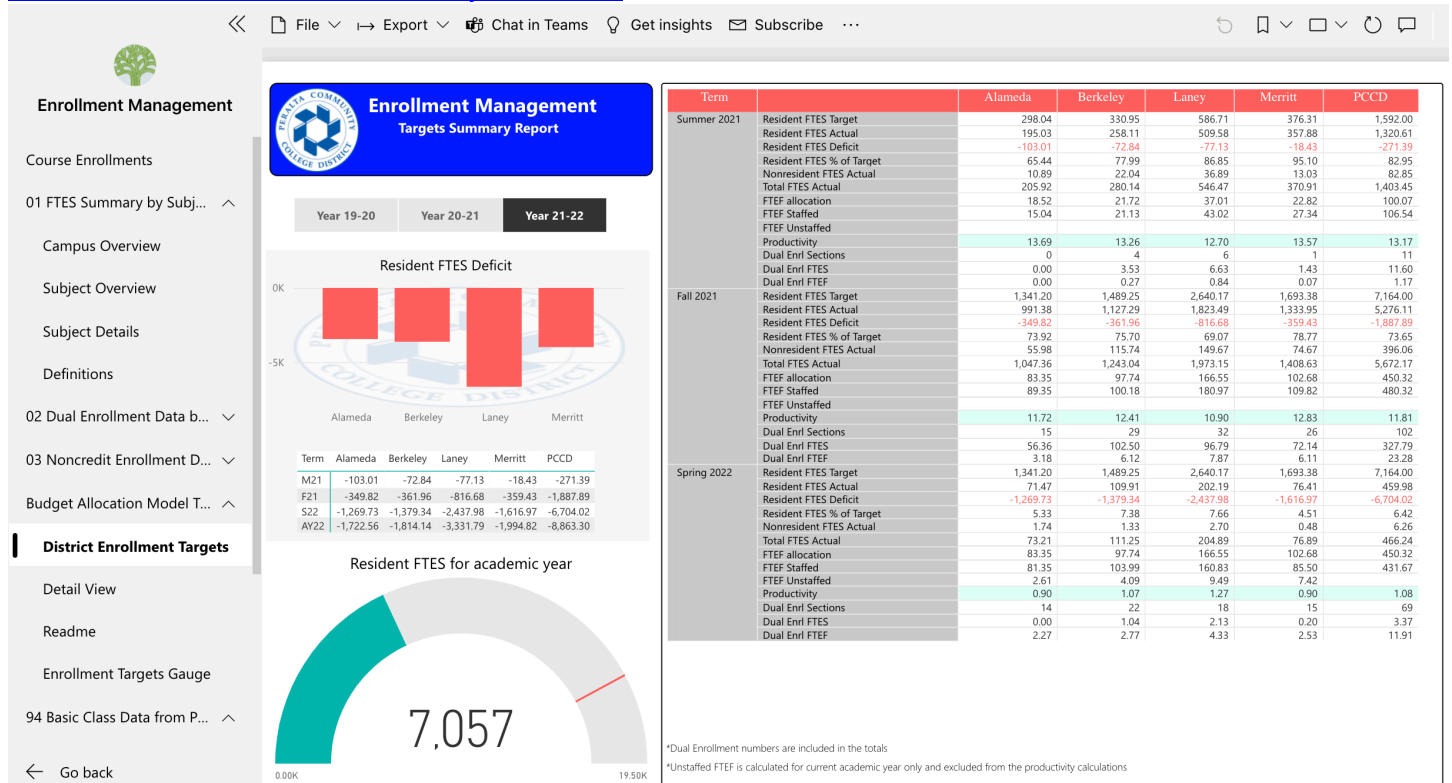
Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	A205 + A225 + A232 + H108 We lost D114 Lab and lost all our materials in the filing cabinets there	
Facilities: Offices	Request for Office Space of Computer Information Systems Department e.g. A228 // Repair of CIS Chair office at D226	
Facilities: Labs	A205 + A225 + A232 + H108 We lost D114 Lab and lost all our materials in the filing cabinets there	
Facilities: Other	We need Storage Space e.g. A205 or A228	

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		

CONSIDER THE COLLEGE BUDGET COMPARED TO OTHERS IN PERALTA DISTRICT

<https://app.powerbi.com/groups/me/apps/595027de-85b9-47a7-a178-1bd004f80286/reports/ad4d3d8b-b4b1-440e-a9ab-39937fe1c273/ReportSection>



Enrollment Management Targets Summary Report

Year 19-20 | Year 20-21 | **Year 21-22**

Resident FTES Deficit

Term	Alameda	Berkeley	Laney	Merritt	PCCD
M21	-103.01	-72.84	-77.13	-18.43	-271.39
F21	-349.82	-361.96	-816.68	-359.43	-1,887.89
S22	-1,269.73	-1,379.34	-2,437.98	-1,616.97	-6,704.02
AY22	-1,722.56	-1,814.14	-3,331.79	-1,994.82	-8,863.30

Resident FTES for academic year

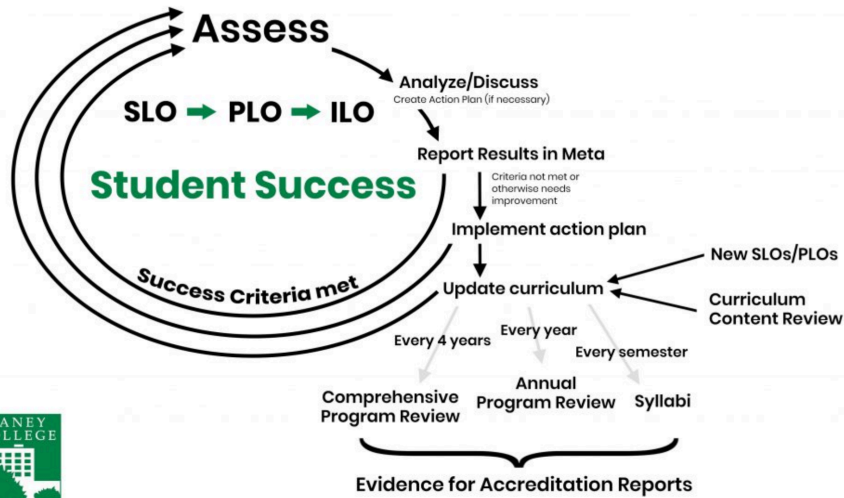
7,057

Term	Alameda	Berkeley	Laney	Merritt	PCCD
Summer 2021	298.04	330.95	586.71	376.31	1,592.00
Resident FTES Actual	195.03	258.11	509.58	357.88	1,320.61
Resident FTES Deficit	-103.01	-72.84	-77.13	-18.43	-271.39
Resident FTES % of Target	65.44	77.99	86.85	95.10	82.95
Nonresident FTES Actual	10.89	22.04	36.89	13.03	82.85
Total FTES Actual	205.92	280.14	546.47	370.91	1,403.45
FTEF allocation	18.52	21.72	37.01	22.82	100.07
FTEF Staffed	15.04	21.13	43.02	27.34	106.54
FTEF Unstaffed					
Productivity	13.69	13.26	12.70	13.57	13.17
Dual Enr Sections	0	4	6	1	11
Dual Enr FTES	0.00	3.53	6.63	1.43	11.60
Dual Enr FTEF	0.00	0.27	0.84	0.07	1.17
Fall 2021	1,341.20	1,489.25	2,640.17	1,693.38	7,164.00
Resident FTES Actual	991.38	1,127.29	1,823.49	1,333.95	5,276.11
Resident FTES Deficit	-349.82	-361.96	-816.68	-359.43	-1,887.89
Resident FTES % of Target	73.92	75.70	69.07	78.77	73.65
Nonresident FTES Actual	55.98	115.74	149.67	74.67	396.06
Total FTES Actual	1,047.36	1,243.04	1,973.15	1,408.63	5,672.17
FTEF allocation	83.35	97.74	166.55	102.68	450.32
FTEF Staffed	89.35	100.18	180.97	109.82	480.32
FTEF Unstaffed					
Productivity	11.72	12.41	10.90	12.83	11.81
Dual Enr Sections	15	29	32	26	102
Dual Enr FTES	56.36	102.50	96.79	72.14	327.79
Dual Enr FTEF	3.18	6.12	7.87	6.11	23.28
Spring 2022	1,341.20	1,489.25	2,640.17	1,693.38	7,164.00
Resident FTES Actual	71.47	109.91	202.19	76.41	459.98
Resident FTES Deficit	-1,269.73	-1,379.34	-2,437.98	-1,616.97	-6,704.02
Resident FTES % of Target	5.33	7.38	7.66	4.51	6.42
Nonresident FTES Actual	1.74	1.33	2.70	0.48	6.26
Total FTES Actual	73.21	111.25	204.89	76.89	466.24
FTEF allocation	83.35	97.74	166.55	102.68	450.32
FTEF Staffed	81.35	103.99	160.83	85.50	431.67
FTEF Unstaffed	2.61	4.09	9.49	7.42	28.65
Productivity	0.90	1.07	1.27	0.90	1.08
Dual Enr Sections	14	22	18	15	69
Dual Enr FTES	0.00	1.04	2.13	0.20	3.37
Dual Enr FTEF	2.27	2.77	4.33	2.53	11.91

*Dual Enrollment numbers are included in the totals
*Unstaffed FTEF is calculated for current academic year only and excluded from the productivity calculations



Continuous Cycle of Assessment and Reporting



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from <http://laney.edu/assessment>

See: <https://alameda.peralta.edu/about-coa/student-learning-outcomes/>

CIS HISTORY and HOPE

In 2000, Yahoo! ranked CIS programs throughout USA. College of Alameda CIS program ranked #13 of Top 100 CIS Programs. We listed below the names of COA managers, CIS chair, permanent instructors and number of part-timers.

YEAR	COA President	VP of Instructions	Division DEAN	Department CIS Chair	Full-Time CIS Instructors	Part-Time CIS Instructors
2000 Spring	George Herring	Juan Vasquez	George Wong	Sue Chin	(6) Biddleman, Chin, Duncan, Grill, Perkins, Villegas	12
2000-2001	George Herring	Juan Vasquez	George Wong	Sue Chin	(6) Biddleman, Chin, Duncan, Grill, Perkins, Villegas	12
2001-2002	Juan Vasquez	Audrey Totter	Maureen Duncan	Sue Chin	(7) Biddleman, Chin, Duncan, Grill, Perkins, Uy, Villegas	13

YEAR	COA President	VP of Instructions	Division DEAN	Department CIS Chair	Full-Time CIS Instructors	Part-Time CIS Instructors
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2002-2003	Juan Vasquez	Audrey Totter	Maureen Duncan	Sue Chin	(8) Biddleman, Chin, Chung, Duncan, Grill, Perkins, Uy, Villegas	12
2003-2004	Cecilia Cervantes	Audrey Totter	Peter Simon	Sue Chin	(7) Biddleman, Chin, Chung, Grill, Perkins, Uy, Villegas	13
2004-2005	Cecilia Cervantes	Audrey Totter	Peter Simon	Sue Chin	(6) Chin, Chung, Grill, Perkins, Uy, Villegas	13

YEAR	COA President	VP of Instructions	Division DEAN	Department CIS Chair	Full-Time CIS Instructors	Part-Time CIS Instructors
2005-2006	Cecilia Cervantes	Wise Allen	Maureen Duncan	Sue Chin	(6) Chin, Chung, Grill, Perkins, Uy, Villegas	14
2006-2007	Cecilia Cervantes	Janet Jackson	Peter Simon	Sue Chin	(6) Chin, Chung, Grill, Perkins, Uy, Villegas	14
2007-2008	Cecilia Cervantes	Janet Jackson	Peter Simon	Sue Chin & Leonard Chung	(6) Chin, Chung, Grill, Perkins, Uy, Villegas	14

In 2005, CIS developed a new Certificate of Proficiency in DESKTOP HELP TECHNICIAN and WEB PUBLISHING and WEEKEND COMPUTER CLASSES. We started offering online classes, weekend college and numerous fee-based classes through our partnership with ED2GO.com. We had DISTRICT-WIDE LUNCHEON meetings outside campus of FULL-TIME CIS FACULTY from Alameda, Berkeley, Laney and Merritt. Sue Chin secured grant from Microsoft to pay part of our luncheon. As servant leader, Sue volunteered to be secretary for the group which kept us cohesive and happy.

From 2002-2007, CIS program was at peak performance under the leadership of chair Sue Chin. CIS had 7 full-time CIS instructors (AV, MU, MD, SC, LC, GP, and BG) with up to 13 part-time faculty. From 2007-2009, CIS continued to grow with Leonard Chung and Sue Chin serving as co-chairs.

YEAR	COA President	VP of Instructions	Division DEAN	Department CIS Chair	Full-Time CIS Instructors	Part-Time CIS Instructors
2008-2009	Cecilia Cervantes	Janet Jackson	Peter Simon	Sue Chin & Leonard Chung	(6) Chin, Chung, Grill, Perkins, Uy, Villegas	14

2009-2010	George Herring	Janet Jackson	Peter Simon	Garry Perkins	(5) Chung, Grill, Perkins, Uy, Villegas	13 Less Sue Chin
2010-2011	George Herring // Janet Jackson	Janet Jackson // Rebecca Kenny	Garry Perkins	Rochelle Olive (Business)	(5) Chung, Grill, Perkins, Uy, Villegas	10

At the end of Spring semester in 2009, Sue Chin finally retired. CIS Department faced new challenges.

Major changes occurred which disrupted the growth of our CIS department.

Offices of our Dean and secretaries were moved from D226 area to the new D202 location. The move decreased activities and interaction among CIS instructors, our Dean, division secretary Mary Arndt and office receptionist Charlene Maney. The lively atmosphere in our old office declined and the office remained locked during the day until an instructor visits the old office.

Other drastic events that caused the decline of CIS involve jobs that became vacant and then completely removed.

(1) Michael Donaldson who managed our administrative computer system retired, but no one replaced him. His job was eliminated. (2) Joe Camara who managed our academic computer system retired, but no one replaced him. His job was eliminated. (3) Willard Barksdale who managed our computer labs and readily assisted installed lab instructor software retired, but no one replaced him. His job was eliminated. (4) We used to hire lab assistants who helped students in starting and completing their lab assignments. Student lab assistants were discontinued. Lab assistant jobs were removed and never reinstated.

The departure of the above individuals and the elimination of their jobs drastically reduced the support provided to CIS instructors and CIS students. They were instrumental to CIS student enrollment, completion, retention and success.

The previous support lost could not be replaced by the limited support provided by our current computer staff – Balamurali Sampathraj, Shawn Foster and Shane Williams. They stay in their offices instead of actively visiting classrooms and labs to assist instructors and students in the way Donaldson, Camara and Barksdale use to do.

Additional staff and student lab assistants should be rehired to provide needed support to CIS instructors and students.

FY 2009-2010 – CIS department merged with Business and Economics as one department. Having worked but not as Peralta District Chief Information Office, Business/CIS instructor Gary Perkins returned to COA and ran uncontested to become Business/CIS Department Chair. Chair Perkins erroneously eliminated programming classes in our class schedule. COA students left and transferred to Laney College to teach those classes. Resident COA Programming instructor Patrick McDermott also left and transferred. to Laney. COA lost over CIS 200 students.

FY 2010-2011 – CIS Prof. Leonard Chung and BUS Prof Rochelle Olive ran for election of Business/CIS Chair. Prof. Chung won by one vote but the vote was disqualified, so they tied. COA President Herring selected Prof. Olive. As CIS Chair, she failed to do her job on budgets and supplies requisition. Prof. Chung covered for her and did budget requisitions. She also failed in researching, interviewing CIS instructors, and preparing the CIS Program Review. Prof. Villegas ended up doing her job and wrote the CIS Plan.

YEAR	COA President	VP of Instructions	Division DEAN	Department CIS Chair	Full-Time CIS Instructors	Part-Time CIS Instructors
2011-2012	Janet Jackson	Rebecca Kenny	Maurice Jones	Rochelle Olive (Business)	(4) Grill, Perkins, Uy, Villegas	5 Less Leonard Chung
2012-2013	Janet Jackson	Rebecca Kenny	Michael Goldberg	Rochelle Olive (Business)	(4) Grill, Perkins, Uy, Villegas	5 + Marilyn Varnado
2013-2014	Eric Gravensberg	Duncan Graham	Michael Goldberg	Rochelle Olive (Business)	(4) Grill, Perkins, Uy, Villegas	4

In 2011, CIS Prof. Leonard Chung left College of Alameda and transferred to Berkeley City College. A new full-time CIS faculty should have been hired, but Chair Olive ignored this request.

In 2012, Chair Olive hired a new part-time instructor (Marilyn Varnado). By tradition, a senior CIS faculty is involved in interviewing and mentoring the hired instructor. Chair Olive resisted and broke with tradition.

In 2013, Chair Olive broke from tradition. Instead of seeking the advice and consent of senior CIS faculty, she made arbitrary decision on class schedules that can be described as sabotage. One such example is listed in the 2013 Fall class schedule.

CIS 234b World Wide Web Publishing II (code 44018) was scheduled without instructor's knowledge

- to meet LIVE on campus when it should be an ONLINE class
- at a classroom (A205) with only 20 computers for a usual class size 30+ students
- to meet one day a week on Thursdays instead of twice a week
- for 3 hours of lectures in the afternoon from 200 pm to 500 pm
- and for 3+ hours of labs in the evening from 515 pm to 830 pm.

This schedule was reckless. It is either mean-spirited or just outright crazy.

- First, a class for six straight hours with only 15 minutes break for dinner violates labor laws.
- Second, this class prevents students from taking another Tuesday-Thursday afternoon class.
- Third, this class prevents instructors from teaching another Tuesday-Thursday afternoon class.
- Fourth, this class prevents students from taking another Tuesday-Thursday evening class.
- Fifth, this class prevents instructors from teaching another Tuesday-Thursday evening class.

This scheduling blunder created confusion and frustration. VPI Duncan Graham and Dean Michael Goldberg left and were replaced the following year. High turnover in management continued to create instability and worry.

YEAR	COA President	VP of Instructions	Division DEAN	Department CIS Chair	Full-Time CIS Instructors	Part-Time CIS Instructors
2014-2015	Eric Gravensberg	Timothy Karas	Charlene Peras	Rochelle Olive (Business)	(4) Grill, Perkins, Uy, Villegas	3
2015-2016	Joi Lin Blake	Timothy Karas	Charlene Peras	Rochelle Olive (Business)	(4) Grill, Perkins, Uy, Villegas	4 + Alta Erdenebaatar
2016-2017	Timothy Karas	Myron Jordan	Charlene Peras // Lilia Celhay	Marilyn Varnado (p/t CIS)	(2) Uy, Villegas	5 + Irfan Ortak

From 2014 to the end of 2016, Dr. Charlene Peras assumed the office as Dean of Business and Transportation. She took an active role in scheduling CIS classes to prevent previous errors in prior years. She ensured that full-time instructors receive their assignments before part-time instructors unlike the years before. She sought the advice and consent of senior faculty. CIS classes were scheduled at convenient times and locations, which resulted in increased enrollment.

In 2016, CIS Professors Gary Perkins and Bob Grill stopped teaching CIS classes. One retired and the latter went on medical leave. In addition to the departure of Sue Chin and Leonard Chung, total vacancies increased to four. Instead of championing the cause to hire additional CIS instructors, Chair neglected the needs of CIS. She diverted her attention and lobbied for the hiring of two new full-time tenure track business instructors. Both Carolyn John and Olga Fish became full-time Business instructors..

Upon the departure of Dean Peras by Fall of 2016, CIS Department severed from Business and became independent. CIS elected as a separate CIS Chair which was filled by part-time CIS instructor Marilyn Varnado. She reported to Dean Lilia Celhay of the Liberal Studies and Language Arts (LSLA) Division.

Then in 2017-2018, another part-time CIS instructor Jesse Norman served as CIS Chair. CIS department became part of the Science Technology Engineering Art Math (STEAM) Division. He then reported to STEAM Dean Ana McClanahan.

YEAR	COA President	VP of Instructions	Division DEAN	Department CIS Chair	Full-Time CIS Instructors	Part-Time CIS Instructors
2017-2018	Timothy Karas	Myron Jordan	Ana McClanahan	Jesse Norman (p/t CIS)	(2) Uy, Villegas	4
2018-2019	Timothy Karas	Don Miller	Ana McClanahan	Maria Guzman (p/t Art)	(2) Uy, Villegas	4 + Michael Duensing
2019-2020	Timothy Karas	Don Miller	Ana McClanahan	Silvester Henderson (p/t Music)	(2) Uy, Villegas	4 Less Irfan Ortak

In 2018, CIS became part of the Art, Dance, Music, CIS cluster. Part-time Art instructor Maria Guzman served as cluster chair. In 2019, Silvester Henderson became cluster chair. When Dean Ana McClanahan left in January 2021, Chair Henderson became the acting Dean of STEAM. His Chair vacancy prompted the appointment of Art Prof. Drew Burgess,

Music Prof. Glen Pearson, and CIS Marilyn Varnado as temporary cluster chairs. An election for permanent cluster chair was conducted at the end of Spring 2021. CIS Prof. Anthony Villegas was elected and became Cluster Chair.

YEAR	COA President	VP of Instructions	Division DEAN	Department CIS Chair	Full-Time CIS Instructors	Part-Time CIS Instructors
2020-2021	Don Miller // Nathaniel Jones	Lilia Celhay // Don Miller	Ana McClanahan / Silvester Henderson	Silvester Henderson (p/t Music) // Drew Burgess + Marilyn Varnado + Glen Pearson	(2) Uy, Villegas	4 Fayez, Jesse, Marilyn, Michael
2021-2022	Nathaniel Jones	Diana Bajrami	Silvester Henderson // Lilia Celhay	Anthony Villegas	(2) Uy, Villegas with UY leaving	5 Fayez, Jesse, Marilyn, Alta, Michael

At the beginning of Fall 2021, the cluster of Art, Dance, Music, CIS became part of the Liberal Studies Liberal Arts (LSLA) Division. During a meeting on Tuesday September 7 hosted by VPI Diana Bajrami with FAS President Mathew Goldstein present, Cluster Chair Anthony Villegas petitioned for CIS to become an independent department and to return to the Science Technology Engineering Math (STEM) Division. The petition was granted. STEM Dean Silvester Henderson conducted election. Prof. Villegas was elected as temporary CIS chair on September 10 and as permanent CIS Chair on October 22. CIS Chair called and held the first CIS meeting on Monday October 25. Proposal of AS Degree and Certificate in Information Technology and Certificate in Business Information Workers by Prof. Jesse Norman was approved and adopted. The programs are now at Level 7 under Tech Review.

Starting in 2022, CIS hopes to

- 1. Hire NEW FULL-TIME CIS Instructor to replace retiring instructor**
- 2. Hire NEW FULL-TIME CIS Instructor to teach I.T. and BIG DATA ANALYTICS**
- 3. Increase CIS Student Enrollment with funds for outreach to High Schools**
- 4. Increase CIS Student Success with funds to hire CIS student tutors**
- 5. Increase CIS Graduate Job Placements with funds for outreach to Employers**

Respectfully submitted ,

Anthony Villegas, Chair of CIS Department

~~~~~ THE END ~~~~~