

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## 3 Looking Back

### 6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

#### Response Detail

No Response Information to Display

#### Narrative

**Needs fulfilled: We requested two large monitors for faculty offices and both were installed. Additionally, we requested a color-printer for the entrepreneurship center which was approved and installed. A request for a new computer for the entrepreneurship center was fulfilled via an old computer that is not compatible with all of our requirements.**

**Needs unfulfilled: A dedicated Apple Computer (Desktop) for the e-center to allow video conferencing with the SBDC at CSM as well as professors off campus. that will Additional resources will be addressed in the Planning Section under the Business Hub description.**

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#### Response Detail

No Response Information to Display

#### Narrative

**Since the last review cycle Astronomy acquired updated telescope equipment, as well as optics kits and globes.**

**The telescopes have since been used both for class observation projects, as well as promoting the program through the Astronomy Club. The new telescopes helped with easy set up, even with the ongoing conflict with the Lot 10 lights.**

**The globes allowed for hands on equipment for labs involving scale models.**

**The optics kits allowed delineation of equipment with Physics, and ready labs involving ray tracing.**

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## Narrative

The acquisition of new and replacement anatomy models and increased numbers of existing models has enhanced our ability to teach anatomy by helping students tangibly visualize and handle anatomical structures. In some cases, students are now able to work in pairs to study a particular model rather than having only 1-2 for the whole class to share.

The acquisition of an incubator (for *Drosophila* in BIOL 225 Biology of Organisms) has allowed better timing for this 2-week lab and more uniform results among replicate experiments.

The acquisition of a replacement spectrophotometer has allowed BIOL 230 Cell and Molecular Biology to continue to support full and nearly-full laboratory sections, which require all 8 of our UV-Vis Spectrophotometers for efficient execution of most lab experiments for each semester.

The acquisition of replacement microcentrifuges allows efficient preparation of samples for performing experiments in BIOL 230 Cell and Molecular Biology and BIOL 240 General Microbiology laboratories.

The acquisition of replacement microscope slides for BIOL 132 Human Biology Lab and BIOL 250 Human Anatomy has permitted more students to work more efficiently through these portion of the labs that use these slides.

The acquisition of replacement microscopes for BIOL 250 Human Anatomy and BIOL 260 Human Physiology eliminated antiquated scopes for which replacement parts were no longer available.

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## Response Detail

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## Narrative

a. Spectrum tubes – Used in CHEM 210 atomic structure laboratory unit, currently impacting up to 60 students depending on enrollment.

b. Geiger counters with kit – has been instrumental on introducing the radioactivity unit to students - currently impacting 120 students a year.

c. Plasticware sets – are being used in 2 sections of CHEM 410 (62 students) and 2 sections of CHEM 192 (60 students) per semester for students to conduct experiments in a safer manner (minimizing glass breakage risk).

d. Metal-ware sets - are being used in 2 sections of CHEM 410 (62 students per semester) for students to conduct experiments without the need to have assigned drawers.

e. Vernier GC are being used in organic chemistry lab as an excellent table top alternative to the more expensive large instrument. They are providing greater student accessibility to instrumentation and eliminated the need to use dangerous pressurized gas tanks.

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## Narrative

**The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.**

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## Narrative

Programs developed through grant-funded programs including Math Jam, Physics Jam, tutoring, and Supplemental Instruction have significantly increased enrollment not only in engineering and CIS but in other STEM areas as well. These programs have also led to improved student performance and increased student engagement in academic and professional development activities such as internships, workshops, seminars, conferences, and student clubs.

In fall 2014, grant funding for four new programs has been successfully secured: \$607,678 from the National Science Foundation S-STEM Program to award as scholarships for STEM students; \$710,877 from the NSF IUSE Program to develop online labs for lower-division engineering courses; \$63,929 from the NSF REE Program for a research project on the impact of prior engineering-related employment on nontraditional students; and \$49,999 from NSF to organize a state-wide engineering articulation workshop.

- We need to continue offering more of the new courses and additional sections for the new Computer Science curriculum to meet the increase in demand.
- Participate in all campus events, like Career Days and Major days and High School feeder events that inform potential students about the new CS degree and certificates
- Promote the Computer Science Club and its associated company tours, speakers, game days and code competitions and create a long term network for CS majors.
- Further and promote an integrated curriculum and set of lectures for all the CS courses
- Hire additional CS professor for the growing program
- Continue working with the Articulation officer to keep articulation agreements current
- Insure the availability of CS tutors to increase student success

For the Computer Science Department:

Today , the hardware and software resources are sufficient. The resources needed are computer Hardware and software.

There currently 23 Window PC in Room 22-118. The software installed for student use on the PC's is: Visual Studios, Code Blocks (Free) and Blue Jay (JAVA).

There are currently 20 Mac Laptop available in Room 22-118 which have xCode for the IOS Swift language programming courses.

When building 23 is constructed with the two rooms dedicated for CS classes, there will be a need to purchase new PC's for each room and IDE software.

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## Narrative

Not applicable.?

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### Narrative

#### Request

Child Study Lab – The Child Study Lab is, as of yet, unfunded.

#### Request

ECE Student Center – 22-110 has been allocated as a combined Student Center/Part Time Faculty Office. The space has yet to be furnished and we will monitor the usage to assess the viability of a combined space for these uses.

#### GoPro & Tablet

Professor Hall received the GoPro camera and Surface Pro Tablet PC last spring and has begun using them to document student learning in her section of ECE 366 Student Practicum. Students report that the use of video has enhanced their understanding of their work with children and supported reflection on their practice.

#### Document Reader

A portable document reader was provided and is stored in 16- 216 for the use of ECE faculty who teach in that room. It is particularly useful for those teaching ECE 333 so that handwritten observation notes can be shared and reflected upon by the class as a means of understanding the process of objective observation and documentation of children's growth and development.

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### Narrative

**Most of our instructional equipment and supplies continues to support two classes, Oceanography Lab and Geology Lab. We believe that authentic hands-on exploration is likely to improve student success, and the new materials allowed the students to work in smaller groups and thus get more personal hands-on time doing real science. Both courses showed gains in student retention and success during the last two years.**

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Since the most recent program review, two new federal grants have been received -- a \$900,000 Minority Science and Engineering Improvement Program grant from the US Department of Education (10/01/2015-9/30/18) and a \$435,000 HSI STEM Grant also from the US Department of Education (10/01/16-9/30/21). These new grant initiatives will expand on services, activities, and support for engineering and CIS students.

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## Narrative

**Not applicable**

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## Narrative

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## Narrative

There is a possibility, in the near future, for a part-time instructional aide or student assistant to assist with selected studio supervision (i.e. ARCH 110 – Interior Architectural Drafting, INTD 128 Presentation Techniques, INTD 360 – Computer Applications for Interior Designers, (a student assistant was hired in fall 2016), department maintenance tasks such as the resource library, displays, equipment, assistance with recruitment of students, and other appropriate administrative tasks (i.e. inputting and maintaining SLOs and PLOs on TracDAT), all of which are currently being done by the program coordinator (hit and miss, delayed, or not done at all) in addition to those current administrative tasks and teaching 4 or 5 different courses each semester. The decision to move forward requesting an instructional aide will be based on enrollment situation, however, the goal will be hiring a new full time faculty.

The need for an assistant is critical, as these program maintenance tasks are taking away from instruction time and assisting students, curriculum development, active participation on college committees, networking with design businesses and professionals in the community, etc. It is impossible to keep track of the amount of time the current program coordinator have spent doing these activities, but can estimate at least 3 – 4 hours per day, and an additional 4 – 5 hours (or more) on Fridays. It is not unusual to be doing these types of activities routinely on weekends, during all breaks (spring, summer, and winter vacations). The full time faculty meet with students during these times on a regular basis, keep up on email and phone call inquiries and requests year-round, cull old resource materials, update curriculum, follow up with part-time faculty, complete reports such as this to name a few of the activities.

The current furniture for drafting in 13-13 is wearing out. The drafting chairs are over 14 years old and no longer easily adjustable, not to mention many are stained. The drafting tables and Borco covers are at least 12 years old, are dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant are stripped, the Borcocovers are dirty and slipping down. This is a major expense, but necessary for the multiple classes that require their use for instruction. The size of the tops is good (smaller would not work), and 30 of that size is the maximum that the current classroom accommodates (it is difficult to maintain clearances specially in the back rows).

The furniture (tables and chairs) in the other classroom, 13-17, was new in 2004 when the building was given a facelift and seems to be holding up well. There is seating for 43 students and 1 instructor, which makes the room overcrowded, specially in the area with the suspended ceiling. This section of the classroom makes teaching difficult due to the noise coming from the HVAC system.

Keeping Interior Design equipment and resources up to date is a challenge. Because interior design is visual and ever changing, up-to-date visuals and facilities are essential to successfully teaching course material and prepare students for their success in the field. The students expect it, not realizing the expense that is involved (as well as faculty time).

The department facilities, while have had some cosmetic changes years ago, are in dire need of updating. Things such as more electrical outlets that do not require trailing cords, given the increase use of laptop computers and tablets for notetaking and class-related projects, 'fresh' materials, such as new laminate countertops, sufficient storage facilities for part-time faculty use, updated visuals and presentation equipment are essential to teaching and preparing students for the work world.



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### Narrative

n/a

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### Narrative

**Resource allocations have not affected our program. We continue to provide our students with what they need to be successful with the current resources. Additional requested resources, such as additional texts and software (MediSoft, ExpressScribe) have been installed in the library and learning center and have provided students with more access and study hours for practice with the various resources.**

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### Narrative

**TBA  
Below is the old one.  
Over the last two years the computers, peripherals, and miscellaneous equipment (for example, greenscreen, lighting equipment) has been fully updated and deployed into the studios. Impact for program and students is that students can work more efficiently and effectively since equipment limitations don't bog down recent release software. Upgraded equipment also demonstrates to current and potential students that program is serious about staying on the cutting edge, meaning they will be getting training in the latest equipment and software techniques, along with theory and general technique.**

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### Narrative

**We continue to request a 7.5 hours-per-week part-time coordinator as the tasks necessary and required to complete (annual program reviews, annual program SLO assessments, ensure course SLO assessment completion, update the program's website, coordinate faculty and advisory board. This request has been in our program review for many years and has not been met. Other options for coordination include:**

- 1.) The Paralegal program can become part of one of the larger Meta Majors - such as the Business, Accounting and Technology program. (BAT). With this arrangement, the Paralegal program will benefit from additional resources, support and program coordination;**
  - 2.) Alex Kramer, Director for Workforce Development, can serve as interim program coordinator to assist this program's growth and stability;**
  - 3.) Canada's Paralegal program can work with Professor Jesse Raskin, Program Coordinator and faculty in Skyline's Paralegal program to achieve stability and shared program outcomes.**
- Currently, Alex Kramer will take the lead with this program until other resources can be provided.**

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### Response Detail

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### Narrative

**The funding for the update of the physics equipment over the past several years has brought the labs closer to being fully effective for more of the students enabling smaller groups and more experiments. The funding of the STEM center and the Physics Tutoring program has been crucial in maintaining student success.**

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## Narrative

**In 2016, the program was approved to purchase a new quality assurance tool (RTI Cobia Flex). This device will allow us to measure radiation dose, energy, exposure time, etc. This device will help students have a better understanding of the physics and engineering of radiographic equipment. This new device will be used during labs in RADT 430 (Principles of Radiographic Film Production and Technique Formulation), RADT 435 (Imaging Equipment and Quality Control) and RADT 471 (Specialized Techniques: Fluoroscopy)**

**The equipment was received on January 10, 2017 and we will start using it during the spring semester 2017. We will be reporting on the impact of this equipment on our next program review.**

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## Response Detail

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## Narrative

**The department bought one cranium to update the collection due to a new discovery. This has helped students understanding of early hominid evolution.**

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## Narrative

**The purchase of the Slide Scanner has facilitated the beginning of converting from analog slides to digital images. Lightweight folding tables for the painting and drawing studio (3-260) has made it much easier to use table for the various needs we have: work surface, presentations, etc.**

6.A. Impact of Resource Allocations

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## Response Detail

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## Narrative

There is no Narrative Entered.

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## Narrative

Several years ago the COMM department requested to purchase two lecterns for the classrooms most used by COMM faculty. The lecterns allow students the option to speak in a more professional space. Additionally, students are able to use the lecterns to assist in more effective delivery by emphasizing use of equipment, placement and use of note cards, and overall body movement. No measurable impacts were recorded.

Last year the COMM department requested the purchase of iPads, but the purchase was not approved. Three Ipads were requested (\$300-\$500 each). Because the classrooms do not have computers or laptops in them, faculty are required to bring their own. Currently, all adjunct faculty in the department have their own laptops, but when students are presenting their speeches, the faculty either have to allow the students to use their laptops to use the projector, or students have to bring their own laptop or share. Most faculty allow students to use their laptops, which does not allow faculty to grade their presentations electronically. By purchasing Ipads, faculty could allow the students to still use their laptop for visual aid purposes, while also having the option to provide feedback electronically. The electronic feedback could be given right away through resources such as turnitin.

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### Narrative

**The following trends/policies all suggest prudence in the creation of new sections and new courses in economics: Enrollment patterns of The College and The Economics Department have not changed significantly since the last program review. The advent of TMCs severely limits what the CSU's will accept as a transfer class for purposes of a degree in economics. In addition, The District is now "basic aid," thus, the urge to grow the student body must be looked at in a different light. Finally, as The College's data shows that most of students enrolling in economics courses are general education students. All of these factors point toward the likelihood that no significant changes or requests will be expected.**

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### Narrative

**Fall 2015 we implemented Puente. This has been a huge success, but one impact we noted was that this requires the full attention of a full time faculty member , which has made staffing basic skills courses more difficult. We also have started to implement the Writing Café with faculty-led tutor training to better develop a relationship between the Learning Center tutors and faculty. We have not yet gotten an instructional aide yet, but there is a noticeable increase in the use of the Writing Café by faculty and their students. We still need the following items requested in the program review: document cameras in rooms used for English and reading, three units of release time to coordinate the department, and another full time faculty member.**

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## Narrative

**Without the Silicon Valley Community Foundation grant, Redwood City Elementary School District funding, and Grove Foundation grant, the ESL Department would be seriously compromised. ESL Coordination and ESL Retention Specialist positions are funded by these grants and the college's Equity fund. These positions need permanent funding in Fund One.**

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## Narrative

**Not applicable.**

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## Narrative

Total athlete participation has increased from 106 to 161

Renovated soccer and baseball fields have dramatically improved soccer and baseball recruiting, and increased revenue from community rentals, raised our athletic department's profile in the community

Technology resources purchased in 2015 greatly benefited both the kinesiology and the athletics department. Athletes gained the ability the watch game film at home and the software increases ability to recruit and create highlight films for current teams.

Krossover (men's basketball and women's volleyball film software

Hudl ( men's and women's soccer film software

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## Narrative

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Response Status: In Progress

Percent Complete: 0 %

### Narrative

The availability of needed resources is an important part of Learning Center functionality and efficiency. The needs of the students that utilize the Learning Center are varied which is why adding additional resources to the Learning Center offerings is essential and directly impacts student success for the Canada College students. During the last Program Review cycle the Learning Center requested the following:

Headphones, Echo Pens, Microsoft Surface Pro IV Tablets

The addition of new headphones and echo pens have added to the richness of available resources in the Learning Center. Since none of the LC computers have external speakers, headphones are borrowed daily by students requiring audio in the Learning Center. The headphones are also requested for workshop use and programs such as Word Jam.

The Microsoft Surface tablets have added flexibility for staff members as a portable resource. They have been utilized in meetings and workshops, and have been instrumental in data gathering as a mobile SARS log-in for the 2016 Winter Word Jam. We anticipate utilizing them in the same capacity for upcoming Workshops and Jams, and expanding their use of SARS to other programs found in the Learning Center such as BTO and for logging test proctoring.

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Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

### Response Detail

No Response Information to Display

### Narrative

The Library did not receive any of our requested physical equipment resources from our 2014 Program Review. However, we did acquire a new database, Statista, and a new program for reserving group study rooms, LibCal, from our Information Technology request for 2015.

By using LibCal we were able to greatly streamline the process of signing up for one of our group study rooms. The group study rooms are extremely popular with students. 572 individual students sign up for study rooms 3122 times during the semester. Study rooms were occupied 130 days and 2 hours (or 3,122 hours total) in Fall 2015. From our Fall 2013 survey we found that 83% students rate the group study rooms as very important to their academic success.

Group Study Rooms Summary 2015

Unique Confirmed Users 572

Time slots Confirmed 3122

Bookings Confirmed 1870

Total All Rooms Occupied 130 days, 2 hours, 0 minutes

Average Booking Length 1 hours, 0 minutes

Our new database, Statista, had 914 searches and 272 full-text downloads in Fall 2015. We have used it for Sociology, Communication, English, Political Science and other classes. We promoted use of Statista through an instructional video and through our monthly newsletter.



# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## 6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

### Response Detail

No Response Information to Display

### Narrative

The IPC support of whiteboards in the piano lab was appreciated. One whiteboard has been installed, greatly reducing the amount of chalk dust in the classroom. There are still two very large chalk blackboards in the classroom and they are still used with chalk, but there have been no student complaints about dust since the replacement of the main board with a whiteboard. Pedagogically, I am happy to report that the amount of student confusion about half notes and quarter notes ("white notes" and "black notes") has been significantly reduced (although not to zero, alas -- one student out of c. 60 still mixed them up).

## 6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

### Response Detail

No Response Information to Display

### Narrative

There is no Narrative Entered.

## 6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

### Response Detail

No Response Information to Display

### Narrative

Not applicable.

## 6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable".

We indicated in our previous program review (2014) that courses would greatly benefit from a lecture style podium and a document camera. These items were not received. Keeping technologically updated is paramount to the psychology program. This is evidenced in the fact that we are among the top discipline offering distance education courses in the humanities division. However, as we strive to instruct our students with the latest instructional technology needs in the classroom, we struggle with less than adequate technology. Below is the "Classroom & Instructional Equipment" requests from the prior program review (also see link to prior review and refer to page 20)

- List the requests (item description, suggested vendor, number of items, and total cost).

Response: The classroom is designed as a smart classroom. However, as instructional needs demand more digital equipment and technology, this classroom needs an overhaul to become technologically efficient. Some of these need can be address if the classroom is equipped with a Instructor AV podium console and a document camera.

Instructor AV podium console:

Vender: AvinED Technical Furnishings, Inc.

Number/Cost: AMF26 Instructors AV Podium—Model#AMF26/ Cost--\$880

Document camera:

Vender: Camcor, Inc.

Number/Cost: Aver F50 Portable Document Camera—Model #VISIONF50/Cost--\$571.99

- List special facilities and equipment that you currently use and require.

Response: Smart Classroom, Overhead Projector, Laptop, DVD player, Audio Receiver, and software programs used for online instructions.

Currently the classrooms available use basic technology which includes a laptop connection, projector, DVD/VCR, and screen. All faculty must bring a laptop to class in order to use the projector. Further, when there are student presentations students must either bring their own laptop, if they have one, or use the faculty laptop which does not allow the faculty use of their laptop during these presentations. Our department would benefit from the use of classroom space which has at a minimum intermediate Smart Technology which features a smart podium with a control panel, PC and laptop connection, projector, and screen. And it is preferred if a classroom with advanced Smart Technology were available which features a smart podium with a touch panel control system, PC and laptop connection, document camera, USB microphone, DVD/VCR Player, projector, and screen. A Smart classroom would allow for not only an improved and up to date college classroom experience but also allow for interactive classroom lectures to be captured and posted for use within face to face web-assisted, hybrid, and fully online courses.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## 6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

### Response Detail

No Response Information to Display

### Narrative

**The SS HUB has been incorporated to serve sociology students in many ways. The most meaningful usage has been periodic meetings with prospective sociology students. Every semester, meetings are held to gather and inform students on the sociology major. Handout are passed out, questions are answered, and most importantly, student solidarity around the major is developed.**

## 6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

### Response Detail

No Response Information to Display

### Narrative

**Not applicable.**

## 6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

### Response Detail

No Response Information to Display

### Narrative

**In the Fall of 2015 the Theatre Arts Department purchased new lighting instruments and equipment for the Flex Theatre. This equipment has been integrated into our productions, and students have received training on use and best practices with this state-of-the-art equipment. The lighting design quality of our productions has also improved.**

## 6.A. Impact of Resource Applications

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

Not applicable

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**Increased Access to Counseling:** Fall 2015 was the first semester the CWA program had a full-time designated counselor available to students. Compared to 18 hours per week with a part-time counselor, the full-time position provided nearly twice as many counseling hours to CWA students. This greatly reduced the CWA program's reliance on general counseling to provide additional hours. For the first time, we were able to follow through on our commitment to provide every CWA student with at least one counseling appointment per semester. Each continuing CWA student is required to meet with the CWA counselor each semester to review and update their educational plan. Additional appointments and drop-ins are provided as needed for academic follow-up, transfer planning, and personal counseling. Between April 1, 2015 and January 31, 2016 the CWA counselor completed 433 student appointments. The counselor had 186 appointments with 179 unique students in Fall and 247 appointments with 213 unique students in Spring 2016. New CWA students received one-hour orientations and comprehensive educational plans during their initial appointments. Increased counselor capacity also meant the counselor was able to participate in weekly staff meetings and contribute to program planning and curriculum development. The counselor also attends Brown Bag Dinner every week for informal conversation with students and to answer quick questions (signing students up for appointments if needed).

**Strengthened Faculty Leadership:** In Spring 2016 the CWA increased faculty coordination time from 4 units to 6 units. Additional capacity allowed the Coordinator to complete new projects in addition to the regular responsibilities of revising the program curriculum, creating course schedules, and leading faculty meetings. Accomplishments include crafting a successful funding proposal for the District Innovation Fund, the creation of a CWA faculty handbook, presenting the CWA as a model program at the Strengthening Student Success conference, hiring and training a part-time Instructional Aide, and preparing for the CWA program's transition to Canvas.

**Improved Access to Academic Tutoring:** In Spring 2016 the CWA hired a part-time Instructional Aide to provide tutoring and academic support for English and Social Sciences. The Instructional Aide held evening office hours and supported instructors during in-class peer review sessions. Addition of this position has been particularly appreciated by our instructors who are able to refer their students for individual tutoring. Due to the inconsistent availability of peer tutors (especially at night and on weekends), we believe the supplemental instruction model better meets the needs of our students.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**At present we've been unable to offer any courses to our adjunct instructor of Theatre Arts. We are hoping this is only temporary. Obviously, this is a result of having courses cut or not offered because of low enrollments.**

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**Not applicable.**

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**No full-time faculty have been added to the sociology department. This past year, however, three new adjunct faculty have been hired to teach various sections. This has had a significant impact on the number of course offering, as well as, the times they are offered to students. For the first time at Cañada College, sociology is offered in the mornings, in the evenings, online, and, to adults enrolled in the CWA program. This is a significant expansion meeting the strong student demand for sociology.**

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

### Response Detail

No Response Information to Display

### Narrative

One additional FT faculty was hired starting Fall 2013, increasing the department size to 2 FT and 2-3 part-time faculty, per the justified needs of this department. Despite this, 1 FT faculty was re-assigned, with minimal notice to the department, which required the hiring of additional part-time faculty at the last minute to cover scheduled classes, increasing number of part-time faculty to 4-6 and a decrease in the number of courses offered by the program during the semester, which had increased from 5 to 7 courses offered in the semester after the new faculty hire. Given demonstrated enrollment trends and ability to support 2 FT faculty in the department it is vital that the department return to a minimum of at least 2 FT faculty for the continued growth and stability of this department, as well as to ensure quality and innovative instruction.

## 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

### Response Detail

No Response Information to Display

### Narrative

The following hiring justification was submitted (2013/14) and was denied:

We currently do not have sufficient faculty to support the current program because 1-2 less classes are offered each semester based on limited availability of current Political Science part-time faculty. This current limitation affects our Distance Education offerings because if we had at least a second full-time faculty member we could expand our online offerings to fulfill the AA and/or full transfer curriculum. Furthermore, with four adjuncts and only one full time professor we lack the stability to fulfill the Political Science Department's goals and vision for the future of Cañada College. Our part time professors are certainly talented, but they teach at multiple colleges and universities and/or hold an additional full-time position elsewhere and cannot be expected to perform administrative functions, attend department meetings, work on department projects, complete SLOs, and develop programs and workshops for underprepared students. Perhaps more importantly, having only one full time professor in a large program puts the entire structure of the department at risk. As a result of frequently trying to fill specific positions at the last minute due to scheduling conflicts, we do find ourselves cancelling courses or the full-time faculty member is forced into overload situations in order to maintain continuity and reliability for students at the last minute and not being able to sufficiently plan ahead in order to address the needs of our students. This is a certainty, and the question is really "when" and not "if." This issue stems from the fact that Political Science as a discipline is extremely broad, and requires specialists to teach specific courses. A Latin Americanist cannot necessarily teach Comparative Politics, and a Comparativist cannot necessarily teach California and Local Governments. If we end up cancelling courses after students have already enrolled, we will seriously damage the reputation of the department and the college. Students need to know that they can count on following the educational path they have created, and that we will offer the courses we advertise in our catalog and schedule.

The Political Science Department is an up to date department that reflects the structure of the CSU and UC systems. We offer both core courses essential to all majors, and an array of electives that include the most common subfields such as Law, Public Administration and Public Service as well as courses fundamental to every Political Science Department such as International Relations, Political Theory, Comparative Politics and Latin American Politics and that support the college with Social and Behavioral Sciences, International Studies and Latin American Studies majors. In seeking a new full time faculty member we would look for someone who could teach a combination of key subjects and distance education courses in order to reduce the threat to the integrity of the department. This in turn will help us to meet the demands of our rapidly growing transfer student population, and enhance Canada College's reputation in the Bay Area.

With only one full time person in the Political Science Department it is difficult to fulfill department responsibilities and promote innovation within the program. It is unreasonable to depend upon part time faculty to advance the agenda of the department given that they teach in multiple locations and, thus are rarely available. Again, our part time professors are excellent at what they do; they simply cannot be expected to do more than teach and hold office hours since these are the limits of their

compensation. With a second full time faculty member we would be able to fulfill the Department's administrative obligations more successfully and timely, plus develop and implement projects that will benefit our various student constituencies and the college as a whole. Examples include:

**Distance Education:** Due to limited training and scheduling conflicts, the full-time faculty member is the only one that can teach all, but one course in the department on-line. This scenario can create semesters where the only full-time faculty member has a completely on line schedule, which limits the valuable interaction students (especially in the major) could have with the most rooted member of the department.

**Honors:** Currently, there is 1 honors course option in the Political Science Department with an additional option becoming available this Fall 2014. The Department has been slow to add these valuable options since the entire responsibility of the Department falls on one full-time faculty member who must meet all other responsibilities and requirements.

**Learning Communities:** The Political Science Department has wanted to create a Learning Community with the English Department for over 5 years. A spontaneous learning community was created and offered once. Since there is not additional department support this valuable option has not been fully developed. Additionally, the Political Science Department has been working closely with the Communication Studies Department to create a mainstream and honors learning communities emphasizing Public Speaking. Again these desires remain so without proper staffing support beyond one full-time faculty member. Also, the Political Science and History Departments would like to create both formal links and informal curricular connections given that they are so closely related (Examples: The history of the Supreme Court and important Supreme Court decisions, the influence of the Enlightenment on the creation of the Constitution, etc.).

**Support for the Majors:** Although we have a modest number of declared Political Science majors, when we combine our Political Science and Social Science (History, Communication Studies, Economics, Geography, Sociology, Psychology, Philosophy and Anthropology) numbers it becomes clear that we need to work on advising our students and helping them to develop clear major and career paths.

**Service Learning:** Further, it has been a long standing goal of the Political Science Department to foster the development of an academic community that inspires students to engage in activities related to their education outside of the classroom as well as inside. Conferences, trips to museums, concerts, plays, film series, speaking engagements, the future development of a robust semester abroad program explicitly linked to our curriculum, and shorter seminar trips within California and other places in the United States should be available to all of our students so that they become more broadly educated active learners.

The Political Science Department is large and growing. As the number of transfer students in the program increase there is a need for more full time faculty so that more stability can be created within the Department. As we lose key part time faculty without enough time to replace them with someone who is both qualified and talented, an unwanted occurrence takes place where classes are cancelled and much repeated time is spent interviewing in order to hire additional part-time faculty. If any 2 part time professors simultaneously leave Canada, the Political Science Department loses momentum on its scheduled course offerings with a drop in the number of students enrolled in classes with new (and unknown) faculty members. As this happens, students needs are left unmet and unaddressed. The damage to the reputation of the Political Science Department can be extreme as well as impact the reputation of the college. Further, if we truly want to move towards a culture of innovation and excellence, we definitely need another professor who is interested in joining those on campus who are engaged in the types of projects that will further both the Political Science Department's goals, and the goals of the college as a whole. This person would be the type of professor who has broad experience in terms of meeting the needs of our various student constituencies, experience developing learning communities, experience teaching online courses, experience developing and teaching honors courses and linked courses, and experience developing curricula and pedagogy that will help underprepared students acquire the skills they need to succeed and transfer.

The Political Science Department is currently staffed with one full-time professor and between six to eight part time professors. With such high enrollment numbers and important transfer course offerings, we are constantly worried that key individuals will not be able to teach specific courses due to scheduling conflicts. In fact, it is already fairly common for us to have to search for new part time faculty at the last minute. To ensure quality instruction, we really need an additional full time instructor so that we can count on both continuity and innovation. To gain this stability we would be willing to reduce the number of part time faculty. In the long run this could save the college money in time and resources since the current 4 part-time faculty members equal at least 1 full-time faculty member in direct classes taught. Additional if these 4 became 1 then a broader measure of work could be completed that relate to required full-time duties as well as directly creating growth in the Political Science Department. Unfortunately, this request was denied!

#### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

#### Response Detail

No Response Information to Display

#### Narrative

This past year, long time faculty Frank Young retired. Currently, there are only two adjunct professors left to teach sociology courses. There is, however, no philosophy faculty to work on curriculum, participate in committee work, or to even complete this program review.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

not applicable

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

Not applicable

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

Response Status: In Progress

Percent Complete: 0 %

## Narrative

There have been several additions to the Learning Center community that have had a huge impact on the delivery of academic support services that are available to students, faculty and staff who utilize the available services in the Learning Center. Each position has had an impact on the amount and quality of services that are available to the students, faculty and staff at Canada College.

1. Math Instructional Aide II-Karen Arnold-(STEM & Learning Center)-The Math Instructional Aide II position is a new one but has already impacted the Learning Center's ability to serve both basic skills and lower level math courses. The addition of this staff position as added to improved and increased and improved communication with faculty. The addition will also help to increase collaboration with STEM program as well as allow for a "go to" person to assist with the statistics needs of the students in need of statistics support.

2. Program Services Coordinator- Timurhan Vengco-(A2B)-The addition of a PSC with the A2B Program has greatly enhanced the "transfer" focused services and activities now available in the Learning Center. Since the start of the A2B PSC, in coordination with the ESO Grant staff, the Learning Center now offers a variety of transfer related services, including college application assistance as well as personal statement writing workshops and assistance.

3. Assistant Project Director-Daniel Barba (ESO Grant)-Through the ESO (Expanding Student Opportunities) Grant, the Learning Center has added an Assistant Project Director to the Learning Center Community. As anticipated, this has allowed for the local oversight of Floor 2 expenditures and reporting.

4. Tutor Coordinator/Basic Skills Specialist-Julian Taylor-(Learning Center)-The Tutor Coordinator/Basic Skills Specialist is an integral part to the overall functioning of the Learning Center's primary service...tutoring. The Tutor Coordinator works collaboratively with STEM, MESA, EPIC, the Math Instructional Aide II, the Retention Specialists and with various faculty to offer comprehensive tutoring services.

5. Program Services Coordinator -Patricia Sehl-(ESO/TRIO)-The addition of a PSC for TRIO and the ESO Grants has allowed for greater and focus of transfer related offerings in the expansion of transfer related field trips, increased workshops that are transfer focused and the development of a Transfer Jam (Colts Academy 3).

6. Assistant Project Director (STEM)-Marcella Grant-The addition of an Assistant Project Director has allowed for improved collaboration between Learning Center programs and STEM based programming as well as cost comparisons and information sharing. As the Learning Center strives to model many of the successful strategies developed through the STEM grant, improved relationships has helped to improve overall services available to the Canada College community floor-wide.

7. Retention Specialist (Student Equity)-Monica Reynoso-The role of the Retention Specialist is a vital tool that greatly impacts the success of the students that are one-level below transfer. The Retention Specialist role has improved communication and relationships with faculty and has increased student awareness about available campus resources.

8. Retention Specialist (STEM)-Gonzalo Arrizon-Retention services are important in the Learning Center as they provide added support to all students in need of increased support. A dedicated STEM Retention Specialist adds a comprehensive level of academic support to students in the STEM area as well as those who are enrolled in STEM courses. The addition of additional staffers has been a much needed compliment to the available services and activities in the Learning Center. These additions of additional staffers has tremendously improved Learning Center Services yet they have also created a need for space re-allocation. The addition of more and more staff in the Learning Center has dramatically impacted the availability of study space/options for students who utilize the Learning Center. While we have creatively addressed the growing staff members in the Learning Center, we are well aware of the fact that the need for space planning and in some cases reallocation of space is also a necessary part of our growth and our success.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

Not applicable.

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

### Addition of:

Dean of Athletics, Library, and Learning Center

This new position has helped address the following program needs:

Regular meetings to plan, assess, and support Athletics, Kinesiology, Dance, and Fitness programs

Discussions around current facility use, plan for swing space, and for the new building

Class schedules to meet student and community needs

Support around curricular needs

Structured academic support for student athletes through COLTS Learning Community and embedded tutors

Personnel needs like hiring faculty, coaches, and support staff

Communicating program needs to the college community

Organizing program related events like the dance show and baseball's Colt's Classic

Supporting professional development needs, like collaboration with instructional designer to train for web-assisted courses

Title IX and CCCAA compliance in collaboration with the Athletic Director, Division Assistant, Coaches, and Assistant Coaches

### Division Assistant, Full-time Classified

The addition of a Division Assistant to the department of ALL has increased office organization including workflow, compliance, and procedures, streamlining communication and increasing efficiencies within the departments and to the greater college campus. With a Division Assistant in place, the department has gained performance in the following ways:

Transparency of exchanged information with college staff and others regarding division of ALL services, as well as being able to have interpretation of operating policies and procedures

A formal liaison between division staff and other college offices and district departments for a variety of procedures and/or issues

Coordinator of unit budget maintenance, including assisting and providing coordination of budget development, processing budget transfers and expenditure journals, and serving as a resource in providing budget coding assistance

Preparer of purchase requisitions and electronic supply orders through the use of a database and a variety of spreadsheet and other computer software to set up, track and maintain a wide variety of data and files, including educational and faculty schedules, class schedules, budget and financial records, confidential student demographic data, and other information

User of complex software applications to prepare correspondence, reports, surveys, presentations, brochures, special projects, grant applications, contracts, and agendas and meeting minutes

Trains and leads the work of other division support staff, volunteers, and student assistants

Researches, compiles, and maintains data for reports, class schedules, brochures, grant applications, contracts, special projects, correspondence, surveys, presentations, and division programs and services, including tracking faculty schedules and workload changes

Performs administrative unit budget maintenance, including assisting and providing coordination with budget development, processing budget transfers and expenditure journals, and serving as a resource in providing budget coding assistance

Prepares purchase requisitions and completes electronic supply orders

### Women's Tennis Team

The Women's Varsity Tennis team was reinstated in the fall of 2015. The reinstatement helped the athletic program maintain title IX compliance, and their success has helped broaden the programs visibility in the community.

### Women's Soccer Head Coach, Full-time Faculty

With the addition of the women's soccer head coach the women's soccer team was successfully removed from hiatus and reinstated for the fall 2016 season. The fall and summer varsity women's class had over 24 students enrolled.

The women's team finished 10-9-0 for the season, and ranked in the top 25 in Northern California.

### Funding request for Varsity Sport Assistant Coaches

Men's Soccer - (3 positions); Women's Soccer - (3 positions); Men's Basketball - (5 positions); Women's Golf- (2 positions);

Women's Volleyball - (2 positions) and Men's Baseball (5 positions); Women's Tennis - (2 positions)

Total positions request: 20

The increase in funding for Varsity sport assistant coaches has led to hiring and retention of higher quality and more experienced assistant coaches to work with student athletes which results in better student instruction and better recruiting results due to assistant coaches' better recruiting contacts. The increase in funding has helped raised the level of instruction and also increased student/instructor contact for each sport.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

### Response Detail

No Response Information to Display

### Narrative

Not applicable.

## 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

### Response Detail

No Response Information to Display

### Narrative

There is no Narrative Entered.

## 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

### Response Detail

No Response Information to Display

### Narrative

**No new positions have been added since the last Program Review. Two full-time faculty positions have been replaced. The number of adjuncts continues to be 12 - 16 each semester, which constitutes 50% to 63% of the department. One full-time ESL faculty member teaches 1/3 to 1/2 time in the Spanish Department.**

## 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

Our Fall 2014 hire has helped to address some of our staffing needs at all levels, especially our need for staffing in integrated and accelerated courses, but a high percentage of our courses are still taught by adjuncts. This has helped us to move forward with the development of the Writing Café, the online writing labs, tutor training, and other program needs. However, the assignment of a full time faculty member to Puente and the needs of that growing program increase the need for an additional full time faculty member in the English department. In addition, 1.5 units of release time to coordinate the department (down from 3 units in all previous years), has placed a significant burden on the full time faculty who are trying to coordinate all aspects of the department and launch innovative projects to serve our students.

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

The following trends/policies all suggest prudence with respect to adding new staff. Enrollment patterns of The College and The Economics Department have not changed significantly since the last program review. The advent of TMCs severely limits what the CSU's will accept as a transfer class for purposes of a degree in economics. In addition, The District is now "basic aid," thus, the urge to grow the student body must be looked at in a different light. Finally, as The College's data shows that most of students enrolling in economics courses are general education students. With respect to current faculty in economics we have one full time faculty member and two part-time. One part-time person, who teaches all the online courses, just got a full time job so it may be that down the road we will need to find another person to pick up those online courses. However, absent this last scenario occurring, most factors point toward the likelihood that no significant changes in staffing will be requested

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

Not applicable.

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

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## Response Detail

No Response Information to Display

## Narrative

There is no Narrative Entered.

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

**At present it looks like we have lost 2 or 3 part-time positions in Studio Art. We are hoping this is only temporary. Obviously, this means we are offering fewer courses. This is not due to lack of staffing but because those sections were cut or not offered because of low enrollments.**

**Staffing the College Art Gallery in building 9 continues to be a problem. It has been almost impossible to find Work-Study students for the gallery assistant position who are responsible and can work during the hours when most students are in class. We need funding for this position that is not tied to Work-Study.**

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

**Full time: Jessica Marshall**

**Part time: David Leitner**

**Additional part-timers since the last annual review have either moved out of the area or found other work in the district.**

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

**A clerical position was approved in 2016 and it has been of immense help to the program. We have been able to stay on top of all the clerical needs: clinical sites onboarding documents, students' clinical hours, clinical instructors' meeting notes, providing information to prospective students, organizing students' clinical files, etc. Unfortunately, the person who was helping us has transferred to another department, thus we are in the process of finding a replacement.**

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

n/a

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

**During the time since the last LEGL program review, the department experienced many staffing changes. The program lost its lead faculty member, Michael Habeeb in spring 2016, and in 2015 another professor, Colleen Smith retired. This has resulted in a lack of leadership amongst adjunct faculty who work full-time day jobs. In addition, the program's counselor, Karen Olesen also retired, and the Division hired a new Dean. Efforts are being made to revamp the program, and our new Director of Workforce Development, Alex Kramer, will be taking on program coordination efforts. To provide further support, a Program Services Coordinator has been hired by the Division to assist in marketing and recruitment efforts to drive program enrollments and retention across all CTE programs.**

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

**There have been no recent staffing changes.**

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

n/a

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**Denise Hum left to go to Skyline and was replaced by Sumathi Shankar.**

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".



# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

There is a possibility, in the near future, for a part-time instructional aide or student assistant to assist with selected studio supervision (i.e. ARCH 110 – Interior Architectural Drafting, INTD 128 Presentation Techniques, INTD 360 – Computer Applications for Interior Designers, (a student assistant was hired in fall 2016), department maintenance tasks such as the resource library, displays, equipment, assistance with recruitment of students, and other appropriate administrative tasks (i.e. inputting and maintaining SLOs and PLOs on TracDAT), all of which are currently being done by the program coordinator (hit and miss, delayed, or not done at all) in addition to those current administrative tasks and teaching 4 or 5 different courses each semester. The decision to move forward requesting an instructional aide will be based on enrollment situation, however, the goal will be hiring a new full time faculty.

The need for an assistant is critical, as these program maintenance tasks are taking away from instruction time and assisting students, curriculum development, active participation on college committees, networking with design businesses and professionals in the community, etc. It is impossible to keep track of the amount of time the current program coordinator have spent doing these activities, but can estimate at least 3 – 4 hours per day, and an additional 4 – 5 hours (or more) on Fridays. It is not unusual to be doing these types of activities routinely on weekends, during all breaks (spring, summer, and winter vacations). The full time faculty meet with students during these times on a regular basis, keep up on email and phone call inquiries and requests year-round, cull old resource materials, update curriculum, follow up with part-time faculty, complete reports such as this to name a few of the activities.

The current furniture for drafting in 13-13 is wearing out. The drafting chairs are over 14 years old and no longer easily adjustable, not to mention many are stained. The drafting tables and Borco covers are at least 12 years old, are dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant are stripped, the Borco covers are dirty and slipping down. This is a major expense, but necessary for the multiple classes that require their use for instruction. The size of the tops is good (smaller would not work), and 30 of that size is the maximum that the current classroom accommodates (it is difficult to maintain clearances specially in the back rows).

The furniture (tables and chairs) in the other classroom, 13-17, was new in 2004 when the building was given a facelift and seems to be holding up well. There is seating for 43 students and 1 instructor, which makes the room overcrowded, specially in the area with the suspended ceiling. This section of the classroom makes teaching difficult due to the noise coming from the HVAC system.

Keeping Interior Design equipment and resources up to date is a challenge. Because interior design is visual and ever changing, up-to-date visuals and facilities are essential to successfully teaching course material and prepare students for their success in the field. The students expect it, not realizing the expense that is involved (as well as faculty time).

The department facilities, while have had some cosmetic changes years ago, are in dire need of updating. Things such as more electrical outlets that do not require trailing cords, given the increase use of laptop computers and tablets for notetaking and class-related projects, 'fresh' materials, such as new laminate countertops, sufficient storage facilities for part-time faculty use, updated visuals and presentation equipment are essential to teaching and preparing students for the work world.

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

The HMSV program chose not to submit a request for a full-time faculty position in fall 2016. Instead, we applied for a Program Coordinator, with 3 units of release time, (7.5 hours per week) to begin in fall 2017. We hope that this new staff resource will greatly benefit our program and will report on this in the next program review.

In fall 2016 a Director of Workforce Development was hired. The addition of this staff person will contribute to the HMSV program in the following ways:

- Analyzing workforce trends in human services occupations
- Providing industry connections to build more robust advisory board
- Explore partnerships with county programs to enhance HMSV opportunities
- Creating internship opportunities with regional employees
- Promoting Human Services pathways with local high schools

In spring 2017 a Program Services Coordinator was hired who will provide marketing and social media support to HMSV program.

In fall 2016 the college received a significant amount of funding from the state chancellor's office to support CTE programs in the district through the Strong Workforce Program. As a result of this funding the HMSV program will receive support for program marketing, faculty professional development, curriculum development, advisory board support, program coordination and equipment and software. The purpose of the funds are to create "more" and "better" CTE programs through increased enrollment, job placement, graduation and transfer.

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

During the 2014-2015, the HTP had an interim coordinator appointment for one year. The HTP advisory committee recommended that the coordinator position be at least a 4-year term of service in order to make any meaningful impact on the program. Therefore, a college-wide search for a new coordinator for a 4-year service term was posted during the Spring 2015 semester with the coordinator starting its term in Fall 2015. The coordinator position was approved for 0.40 FTE, renewable every two years. Without this support the program cannot be properly managed. There was a change in HTP counseling leadership. An adjunct counselor started a one-semester term in Spring 2015. She was allotted 5 hours a week to work on the HTP (the past counselor had the option of 4 hours/week designated to HTP). Due to high demands on the counselor surrounding case management and student appointments, a full-time shared counseling position with the Transfer Center was approved, with a start date of Fall 2015. This position has greatly improved student tracking within the program. Students are now able to meet with the counselor and the coordinator to receive up-to-date information on their membership and/or honors course status. Surprisingly, before fall 2014, even with a designated honors space, a counselor designed to the program for 4 hours a week, and a student assistant, the case management was nonexistent. Without case management, students' applications to 4-year institutions cannot be verified, along with membership complete, which is required for honors-to-honors transfer opportunities, to be considered for enhanced transfer opportunities and honors related scholarships, among other things. Without this support, especially with case management, the program cannot be successful. The past two program reviews stated that the HTP received assistance of up to 10 hours/week from a student worker. This position has not been carried forward since 2014.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

No changes

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

The recent hiring of a new full-time engineering instructor has drastically reduced the need for adjunct faculty in engineering. For the next few years, adjunct faculty will be needed for only a couple of courses (ENGR 111 and ENGR 215).

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

n/a

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

### Full Time Retention Specialist

The ECE/CD Program had a Program Services Coordinator for almost 10 years funded by our First 5 Grants. In 2014 the college approved a new Fund 1 position that was not immediately filled. When it came time to fill the position, the college decided to downgrade the position to Retention Specialist. While the job duties of the position remain those of Program Services Coordination, Jamie Hui has filled the Retention Specialist position for 2.5 years. Ms. Hui, with the full support of the Department and the Division, applied for a reclassification of the position that was denied. We are requesting a re-classification at this time.

### Full time Replacement Position

In Fall 2016, senior faculty member and Program Coordinator Val Goines passed away. Consequent to this the Department requested a replacement effective January 2017. The replacement position was approved and Dr. Sarita Santos transferred into the position effective January 2017. In a spirit of collaboration, Dr. Santos taught 2 classes online at Skyline during the transition. We are excited to welcome her to the department, she brings expertise in serving children with special needs and teaching college online.

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

Not applicable.?

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

Programs developed through grant-funded programs including Math Jam, Physics Jam, tutoring, and Supplemental Instruction have significantly increased enrollment not only in engineering and CIS but in other STEM areas as well. These programs have also led to improved student performance and increased student engagement in academic and professional development activities such as internships, workshops, seminars, conferences, and student clubs.

In fall 2014, grant funding for four new programs has been successfully secured: \$607,678 from the National Science Foundation S-STEM Program to award as scholarships for STEM students; \$710,877 from the NSF IUSE Program to develop online labs for lower-division engineering courses; \$63,929 from the NSF REE Program for a research project on the impact of prior engineering-related employment on nontraditional students; and \$49,999 from NSF to organize a state-wide engineering articulation workshop.

- We need to continue offering more of the new courses and additional sections for the new Computer Science curriculum to meet the increase in demand.
- Participate in all campus events, like Career Days and Major days and High School feeder events that inform potential students about the new CS degree and certificates
- Promote the Computer Science Club and its associated company tours, speakers, game days and code competitions and create a long term network for CS majors.
- Further and promote an integrated curriculum and set of lectures for all the CS courses
- Hire additional CS professor for the growing program
- Continue working with the Articulation officer to keep articulation agreements current
- Insure the availability of CS tutors to increase student success

### For the Computer Science Program

With the addition of three Adjunct Faculty for the Computer Science (CS) Program, the number of courses and section has grown. Staffing increases have enabled the CS to offer more evening, Day and online classes.

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

n/a

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

**We have not been approved to hire a new full time biology faculty member. We continue to submit proposals: Spring 2015, Fall 2015, Spring 2016, Fall 2016. Beginning Fall 2017 both Dani Behonick (Curriculum Committee Chairperson, Spring 2014-present) and Doug Hirzel (Accreditation Co-chair and Academic Senate President, Fall 2011-present) will return to full time instruction. We look forward to the freedom to focus on teaching and learning. We are very concerned over the administration's decision to continue renting the biology lab to UC Berkeley Extension despite faculty and staff's decision to the contrary. As of the writing of this document we are in the process of quantifying the costs (supplies, personnel, and equipment wear/tear) related to the rental. We will make every effort persuade the administration to ensure these costs are covered above our normal budget and as overtime for our staff.**

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

**We do not anticipate any changes in staffing for Astronomy at this time. We will continue to promote tutoring in Astronomy, though demand has been mellow.**

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

We currently have 3 full-time faculty in business and accounting. This year we were charged with taking over the CBOT department as the full-timer in that department retired. The college did not automatically rehire the retired CBOT full-timer and chose not to support a proposal to hire a replacement.

While the business department is growing due to online course demand, accounting continues to be stable in its course offerings. We are currently in the process of interviewing new adjunct faculty in the business department to support the growth in student demand. The CBOT department is undergoing a program improvement plan process and is predicted to be strategically reduced in course offerings for the following academic year in order to improve efficiency and productivity in the department. CBOT will continue to need coordination/release time support from an existing full-time faculty member in order to guide the program to success. It is imperative that the college support the planning process needed to maintain a department without a dedicated full-time faculty member.