

Cerro Coso College -- BSAD C155 Human Resource Management - Student Learning Outcomes

Demonstrate knowledge of human resources fundamentals, ethics, and the human resources environment.

Basic Information:

Course: BSAD C155 Human Resource Management

College: Cerro Coso College

Assessment Term: Fall, 2014

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: Students perform at the 80% level

Learning Outcome: Demonstrate knowledge of human resources fundamentals, ethics, and the human resources environment.

Assessment Tool/Scoring Method: an exam, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment.

Assessment Plan: Students complete True/False and Multiple Choice questions for each chapter weekly. This SLO was covered by Chapters 1,2, and 3.

Assessment Results:

Results: The results were as follows:

SLO 1 Students scored an average of 76 percent

Analysis and Plan for Improvement and Reassessment: The students did not perform as expected for SLO 1. Additional readings and exercises must be added to help achieve the desired result of 80 percent for this SLO.

Participants: There were 12 participants.

Attachments:

[BSAD C155 H/R Resources](#)

Cerro Coso College -- BSAD C155 Human Resource Management - Student Learning Outcomes

Differentiate between effective human resource policies and procedures in recruitment, selection, performance appraisal, compensation management, safety and health, and employee discipline.

Basic Information:

Course: BSAD C155 Human Resource Management

College: Cerro Coso College

Assessment Term: Fall, 2014

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: Upon successful completion: Students perform at the 80% level

Learning Outcome: Differentiate between effective human resource policies and procedures in recruitment, selection, performance appraisal, compensation management, safety and health, and employee discipline.

Assessment Tool/Scoring Method: an exam, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment.

Assessment Plan: Students complete True/False and Multiple Choice questions for each chapter weekly. This SLO was covered by Chapters 4 - 10, 12, 13, and 15.

Assessment Results:

Results: SLO 2 Students scored an average of 83 percent

Analysis and Plan for Improvement and Reassessment: The students performed better than expected for SLO 2.

Participants: There were 12 participants.

Attachments:

[BSAD C155 Assessment Results](#)

Explain the significance of the collective bargaining agreements in employee - management relations.

Cerro Coso College -- BSAD C155 Human Resource Management - Student Learning Outcomes

Basic Information:

Course: BSAD C155 Human Resource Management

College: Cerro Coso College

Assessment Term: Fall, 2014

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: Upon successful completion: Students perform at the 80% level

Learning Outcome: Explain the significance of the collective bargaining agreements in employee - management relations.

Assessment Tool/Scoring Method: an exam, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment.

Assessment Plan: Students complete True/False and Multiple Choice questions for each chapter weekly. This SLO was covered by Chapters 11 and 14.

Assessment Results:

Results: SLO 3 Students scored an average of 82 percent

Analysis and Plan for Improvement and Reassessment: The students performed better than expected for SLO 3.

Participants: There were 12 participants.

Attachments:

[BSAD C155 Assessment Results](#)

Compare and contrast policies and procedures needed for human resource management in local vs. global organizations.

Basic Information:

Cerro Coso College -- BSAD C155 Human Resource Management - Student Learning Outcomes

Course: BSAD C155 Human Resource Management

College: Cerro Coso College

Assessment Term: Fall, 2014

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: Upon successful completion: Students perform at the 80% level

Learning Outcome: Compare and contrast policies and procedures needed for human resource management in local vs. global organizations.

Assessment Tool/Scoring Method: an exam, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment.

Assessment Plan: Students complete True/False and Multiple Choice questions for each chapter weekly. This SLO was covered by Chapter 16.

Assessment Results:

Results: SLO 4 Students scored an average of 85 percent

Analysis and Plan for Improvement and Reassessment: The students performed better than expected for SLO - 4.

Participants: There were 12 participants.

Attachments:

[BSAD C155 Assessment Results](#)

Cerro Coso College -- ENGL C235H Introduction to Shakespeare Honors - Student Learning Outcomes

Read actively and critically a variety of Shakespeare's works.

Basic Information:

Course: ENGL C235H Introduction to Shakespeare Honors

College: Cerro Coso College

Assessment Term: Fall, 2015

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 70%

Learning Outcome: Read actively and critically a variety of Shakespeare's works.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment of ENGL C235H.

Assessment Plan: The data sample was the group of final papers from the one section of ENGL C235H taught in Spring 2015. The papers were shuffled and graded by a rubric, with the faculty member making reference to pre-established departmental guidelines and using tally sheets for assessment of student success in achieving the student-learning outcomes.

Assessment Results:

Results: 100%

Analysis and Plan for Improvement and Reassessment: This statistic is surprisingly uniform and indicates that in this honors course the students are achieving the student-learning outcome at a very high rate.

Participants: Cliff Davis

Matt Crow

Attachments:

Identify key elements of Shakespearean genres in order to analyze and interpret the texts.

Cerro Coso College -- ENGL C235H Introduction to Shakespeare Honors - Student Learning Outcomes

Basic Information:

Course: ENGL C235H Introduction to Shakespeare Honors

College: Cerro Coso College

Assessment Term: Fall, 2015

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 70%

Learning Outcome: Identify key elements of Shakespearean genres in order to analyze and interpret the texts.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment of ENGL C235H.

Assessment Plan: The data sample was the group of final papers from the one section of ENGL C235H taught in Spring 2015. The papers were shuffled and graded by a rubric, with the faculty member making reference to pre-established departmental guidelines and using tally sheets for assessment of student success in achieving the student-learning outcomes.

Assessment Results:

Results: 100%

Analysis and Plan for Improvement and Reassessment: This statistic is surprisingly uniform and indicates that in this honors course the students are achieving the student-learning outcome at a very high rate.

Participants: Cliff Davis

Matt Crow

Attachments:

Relate Shakespeare's works to their historical, cultural, and aesthetic contexts.

Cerro Coso College -- ENGL C235H Introduction to Shakespeare Honors - Student Learning Outcomes

Basic Information:

Course: ENGL C235H Introduction to Shakespeare Honors

College: Cerro Coso College

Assessment Term: Fall, 2015

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 70%

Learning Outcome: Relate Shakespeare's works to their historical, cultural, and aesthetic contexts.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment of ENGL C235H.

Assessment Plan: The data sample was the group of final papers from the one section of ENGL C235H taught in Spring 2015. The papers were shuffled and graded by a rubric, with the faculty member making reference to pre-established departmental guidelines and using tally sheets for assessment of student success in achieving the student-learning outcomes.

Assessment Results:

Results: 90%

Analysis and Plan for Improvement and Reassessment: Though not quite as high as the results of the first two outcomes, this statistic indicates that in this honors course the students are achieving the student-learning outcome at a very high rate.

Participants: Cliff Davis

Matt Crow

Attachments:

Define, identify and analyze literary and dramatic techniques in Shakespeare's works.

Cerro Coso College -- ENGL C235H Introduction to Shakespeare Honors - Student Learning Outcomes

Basic Information:

Course: ENGL C235H Introduction to Shakespeare Honors

College: Cerro Coso College

Assessment Term: Fall, 2015

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 70%

Learning Outcome: Define, identify and analyze literary and dramatic techniques in Shakespeare's works.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment of ENGL C235H.

Assessment Plan: The data sample was the group of final papers from the one section of ENGL C235H taught in Spring 2015. The papers were shuffled and graded by a rubric, with the faculty member making reference to pre-established departmental guidelines and using tally sheets for assessment of student success in achieving the student-learning outcomes.

Assessment Results:

Results: 90%

Analysis and Plan for Improvement and Reassessment: Though not quite as high as the results of the first two outcomes, this statistic indicates that in this honors course the students are achieving the student-learning outcome at a very high rate.

Participants: Cliff Davis

Matt Crow

Attachments:

Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.

Cerro Coso College -- ENGL C235H Introduction to Shakespeare Honors - Student Learning Outcomes

Basic Information:

Course: ENGL C235H Introduction to Shakespeare Honors

College: Cerro Coso College

Assessment Term: Fall, 2015

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 70%

Learning Outcome: Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment of ENGL C235H.

Assessment Plan: The data sample was the group of final papers from the one section of ENGL C235H taught in Spring 2015. The papers were shuffled and graded by a rubric, with the faculty member making reference to pre-established departmental guidelines and using tally sheets for assessment of student success in achieving the student-learning outcomes.

Assessment Results:

Results: 100%

Analysis and Plan for Improvement and Reassessment: This statistic is surprisingly uniform and indicates that in this honors course the students are achieving the student-learning outcome at a very high rate.

Participants: Cliff Davis

Matt Crow

Attachments:

Research appropriate primary and secondary sources and apply documentation skills without plagiarism.

Cerro Coso College -- ENGL C235H Introduction to Shakespeare Honors - Student Learning Outcomes

Basic Information:

Course: ENGL C235H Introduction to Shakespeare Honors

College: Cerro Coso College

Assessment Term: Fall, 2015

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 70%

Learning Outcome: Research appropriate primary and secondary sources and apply documentation skills without plagiarism.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment of ENGL C235H.

Assessment Plan: The data sample was the group of final papers from the one section of ENGL C235H taught in Spring 2015. The papers were shuffled and graded by a rubric, with the faculty member making reference to pre-established departmental guidelines and using tally sheets for assessment of student success in achieving the student-learning outcomes.

Assessment Results:

Results: 85%

Analysis and Plan for Improvement and Reassessment: Though not quite as high as the results of the first two outcomes, this statistic indicates that in this honors course the students are achieving the student-learning outcome at a very high rate. However, some of the students need to incorporate more secondary sources into their final papers, a requirement that simply could be more strongly emphasized by the instructor.

Participants: Cliff Davis
Matt Crow

Attachments:

Cerro Coso College -- ENGL C235H Introduction to Shakespeare Honors - Student Learning Outcomes

Construct a project reflecting intensified study beyond the scope of the non-honors class.

Basic Information:

Course: ENGL C235H Introduction to Shakespeare Honors

College: Cerro Coso College

Assessment Term: Fall, 2015

Status: Pending

Co-contributors:

Learning Outcome:

Target of Performance: 70%

Learning Outcome: Construct a project reflecting intensified study beyond the scope of the non-honors class.

Assessment Tool/Scoring Method: a paper, scored by rubric

Assessment Plan:

Changes Made Since Last Assessment: This is the first assessment of ENGL C235H.

Assessment Plan: The data sample was the group of final papers from the one section of ENGL C235H taught in Spring 2015. The papers were shuffled and graded by a rubric, with the faculty member making reference to pre-established departmental guidelines and using tally sheets for assessment of student success in achieving the student-learning outcomes.

Assessment Results:

Results: 100%

Analysis and Plan for Improvement and Reassessment: This statistic is surprisingly uniform and indicates that in this honors course the students are achieving the student-learning outcome at a very high rate.

Participants: Cliff Davis
Matt Crow

Attachments:

PROGRAM OF STUDY

Associate in Arts in Art History for Transfer Degree AA-T Degree Program

The Associate in Arts in Art History for Transfer Degree prepares students for transfer to complete work for a baccalaureate degree in Art History, Studio Arts, Fine Arts, Art History, Art Education or Art Therapy.

This degree is designed for students interested in an introduction to the converging notions of contemporary and historical art production, analysis of ancient and modern artifacts, the exploration of local and global cultural contexts in which artifacts were created, and the methodologies of art history. Students will gain critical thinking skills and a foundational knowledge that will prepare them for transfer to four year institutions. While on-line and on-ground courses may be combined to obtain this degree, it can be obtained solely through our on-line offerings.

To complete the degree, students must fulfill both of the following requirements:

1. Completion of 60 semester units that are eligible for transfer to the California State University, including both of the following:
 - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
 - b. minimum of 19 semester units in a major or area of emphasis, as determined by the Kern Community College District Board of Trustees.
2. Attainment of a minimum grade point average of 2.0.

Please note that our local Cerro Coso general education pattern MAY NOT be used to fulfill the requirements of this degree and that all required courses for the degree must be transferable to CSU.

This program prepares students for careers in Art History

The program is appropriate for students going on to obtain a baccalaureate in Art History, professional art school, studies in fine arts, design, art history, art therapy, education, art education or gallery studies.

Required Core (9 units)

Note: Some courses within the major may have a required prerequisite. If you feel you have equivalent knowledge and skills to those included in the prerequisite course through professional experience, licensure or certification, you have the opportunity to submit a Prerequisite Challenge to be reviewed by the faculty chair. For the Prerequisite Challenge to be considered you must submit documentation/verification to substantiate the basis for the challenge. Please consult a counselor for more information regarding Prerequisite Challenge.

ART C105	Survey of Western Art from Prehistory through the Middle Ages	3
ART C106	Survey of Western Art from Renaissance to Contemporary	3
	or	
ART C106H	Survey of Western Art from Renaissance to Contemporary: Honors	4
ART C121	Drawing I	3

Total: 9 - 10

List A (3 units)

Choose one of the following

ART C107	Survey of Asian Art	3
	or	
ART C108	Modern Art	3

Total: 3

List B (3 units)

Choose one of the following		Units
ART C111	Two-Dimensional Design	3
	or	
ART C115	Three-Dimensional Design	3
	or	
ART C141	Introduction to Ceramics	3
	or	
ART C151	Sculpture I	3
		Total: 3

List C (3 units)

Any course listed above not previously used, or choose one of the following:

ART C101	Introduction to Art	3
	or	
ART C131	Painting I	3
		Total: 3

Complete one of the following general education patterns:

Option B CSU General Education Breadth	Units
Option C IGETC – Intersegmental General Education Transfer Curriculum	40 - 41

Total: 40 - 41

Units

Total: 60

Total Units

58 - 60

PID 1021

Program Learning Outcomes

1 . Analyze and interpret the formal, technical, and expressive aspects of a work of art, whether as a historian, viewer, or creator.

Assessment: Essay, scored with a rubric in Art C105, Art C106, Art C106H, Art C107, and Art C108. Written journal entry in Art C101. Oral or written critique in Art C111, Art C115, Art C121, Art C131, Art C141, and Art C151.

2 . Discuss works of art representative of diverse cultures and regions within a historical and social context.

Assessment: Essay, scored with a rubric in Art C101, Art C105, Art C106, Art C106H, Art C107, and Art C108. Quiz in Art C115.

3 . Apply art historical terminology and methodology in analyzing and interpreting works of art.

Assessment: Exam in Art C105, Art C106, Art C106H, Art C107, and Art C108. Essay or written critique in Art C111.

4 . Demonstrate familiarity with a variety of art production processes.

Assessment: Project, scored with a rubric in Art C101, Art C111, Art C115, Art C121, Art C131, Art C141, and Art C151.

Program Matrix

Courses	Program Learning Outcomes			
	A	B	C	D
ART C101	X	X	X	X
ART C105	X	X	X	
ART C106	X	X	X	
ART C106H				
ART C107	X	X	X	
ART C108	X	X	X	
ART C111	X		X	X
ART C115	X	X		X
ART C121	X			X
ART C131	X			X
ART C141	X			X
ART C151	X			X

Planning Summary

Program Cover

Recommended T.O.P. Code	1001.00
Units for Degree Major or Area of Emphasis	18-19
Total Units for Degree	60
Required Units-Certificate	NA
Projected Annual Completers	5
Projected Net Annual Labor Demand (CTE)	NA
Estimated FTE Faculty Workload	0.9
Number of New Faculty Positions	0
Est. Cost, New Equipment	0
Cost of New/Remodeled Facility	0
Est. Cost, Library Acquisitions	0
When will this program undergo review as part of college's Program Evaluation Plan?	30 = Spring 2021

Need

Enrollment and Completer Projections	5
Place of Program in Curriculum/Similar Programs	There are no similar programs.
'Similar Programs at other colleges in service area	There are no similar programs in this service area.
Labor Market Information & Analysis (CTE only)	NA
Employer Survey (CTE only)	NA
Explanation of Employer Relationship (CTE Only)	NA
List of Members and Advisory Committee (CTE Only)	NA

**Recommendations of
Advisory Committee (CTE
Only)** NA

Adequate Resources

**Library and/or Learning
Resources Plan**

Cerro Coso's Learning Resource Center is able to provide extensive online data bases that include JSTOR and the Gale Virtual Reference Library, both of which are accessible 24/7 to all students who are enrolled in both distance and on campus classes. In addition, the Learning Resource Center will be adding a designated art database, Grove Art Online, in fall of 2015. The Learning Resource Center regularly updates its collection of art related materials and resources in collaboration with faculty in the Visual and Performing Arts.

**Facilities and Equipment
Plan**

The facilities and equipment for the Art History for Transfer program are already available at our sites.

Financial Support Plan

No additional resources are needed to implement this degree.

**Faculty Qualifications and
Availability**

The current staffing for the Art History for Transfer program is already available.

Compliance

**Based on model curriculum
(if applicable)**

This degree program follows the C-ID Transfer Model Curriculum for Art History, which was developed by a committee of art history instructors from California community colleges and universities.

**Licensing or Accreditation
Standards**

None

Student Selection and Fees

Conditions of Enrollment

Advisory
ENGL C070

PROGRAM OF STUDY

Information Technology Plus Certificate of Achievement

INFORMATION TECHNOLOGY PLUS CERTIFICATE OF ACHIEVEMENT is designed for students pursuing professional employment in computer information systems for business. This certificate program provides students with skills to enter the job market as help desk providers, computer support specialists, computer repair technicians, networking technicians, information assurance technicians, and cyber security technicians. Designed for both full and part-time students, this program is appropriate to both those currently employed and those seeking to enter this field.

Complete each course to be applied toward the certificate with a "C" or better. Complete a minimum of 12 units in residence at Cerro Coso Community College.

This program prepares students for careers in Computer Information Systems

CyberSecurity, Information Assurance, Computer Repair, Computer Networking, Computer Operator.

CSCI C101	Introduction to Computer Information Systems	3
	and	
CSCI C142	Information & Communication Technology Essentials	4
	and	
CSCI C143	Computer Network Fundamentals	3
	and	
CSCI C146	Introduction to Information Systems Security	3

A Total: 13

Total Units

13

PID 1122

Program Learning Outcomes

1 . Interpret and use technical information in communications, to solve common business programs using Information Technology systems and applications.

Assessment: This will be assessed by a project and scored with a rubric in course CSCI C101.

2 . Demonstrate the ability to support strategies in client computing and user support, including the ability to configure, install, diagnose, and support hardware and software issues.

Assessment: This will be assessed by projects and scored with rubrics in course CSCI C142.

3 . Design, analyze, and support computer networks.

Assessment: This will be assessed by projects and scored with rubrics in course CSCI C143.

4 . Implement and evaluate network security solutions, related to servers, storage and virtualization.

Assessment: This will be assessed by projects and scored with rubrics in course CSCI C146.

Program Matrix

Courses	Program Learning Outcomes			
	A	B	C	D
CSCI C101	X			

Planning Summary

Program Cover

Recommended T.O.P. Code	0702.00
Units for Degree Major or Area of Emphasis	13
Total Units for Degree	
Required Units-Certificate	13
Projected Annual Completers	8-10
Projected Net Annual Labor Demand (CTE)	27
Estimated FTE Faculty Workload	4
Number of New Faculty Positions	0
Est. Cost, New Equipment	Rotating Upgrades
Cost of New/Remodeled Facility	no change
Est. Cost, Library Acquisitions	no change
When will this program undergo review as part of college's Program Evaluation Plan?	70 = Fall 2016

Need

Enrollment and Completer Projections	<p>In recession years, displaced workers return to the community college to update and increase their vocational skills to increase their marketability. Computer Information Systems is a popular choice because of the immediate applicability to the workplace and the long-term prognosis for career advancement in CIS related fields. Additional sources of students might be a significant increase in employees at Naval Air Warfare Center at China Lake (NAWC) through the BRAC process and an increase in employees at Searles Valley Minerals. Both of these are large employers in the Cerro Coso service area (source: Dean of Career and Technical Education Program_Review_Supplemental_Employer_Information.docx). An increase in the need for students in the Cyber Security and Information Assurance has grown over the past five years and employers are finding it increasingly difficult to fill positions at the Naval Air Warfare Center at China Lake. The Advisory Board has endorsed and supported the new Information Technology Plus Certificate of Achievement as an entry-level requirement to employment in these areas. In addition, most positions at NAWC require that employees become Security Plus certified within six months of employment. This certificate is aligned with the Security Plus exam requirements. In addition, other employers provide a hiring preference if students have Information Technology certifications. This certificate will provide the education for students to prepare for these exams (A+, Net+ and Security + exams). Future and incumbent workers will be taking this certificate to gain entry level and/or advancement in their careers.</p>
Place of Program in Curriculum/Similar Programs	These courses also serve the Computer Information Systems Associate's degree.
'Similar Programs at other colleges in service area	There are no other colleges in our service area and the program does not represent unnecessary duplication. The program does not represent unnecessary duplication of training programs and other regional colleges offering a similar program are too far away to impact employer's needs in our service area.

Labor Market Information & Analysis (CTE only)	The attached Labor Market report for Information Technology/Computer Information Systems shows a regional need for 95 jobs with the 2020 projections to be 100 jobs. This represents a 5.3% increase in jobs. While this shows demonstrated need, in the Cerro Coso service area there are many known jobs that are not documented because employer's corporate offices are out of state. For example, positions appropriate for IT/CIS graduates such as those required by aerospace contractors, the Naval Air Warfare Center at China Lake, and even our own Cerro Coso Community College classified IT staff are not captured in this reporting system because the corporate offices are located outside our service area.
Employer Survey (CTE only)	Specific CSCI courses have been developed and delivered to meet the short-term needs of local employers, but there is a need for a short term certificate that will meet their needs. The department is responsive to requests for specific training programs and attempts to develop appropriate coursework as needed, dependent on staffing and budgetary constraints. This certificate was presented to the employers in the IWV area where the highest demand exists and they endorsed the certificate (as well as the new degree).
Explanation of Employer Relationship (CTE Only)	The Computer Information Systems/Information Technology Advisory Committee continues to be the pivotal point in program development. The committee has recently been expanded and included two meetings in the 2014-15 term. Both the IWV and ESCC committees were supportive of the new curriculum and are excited about a well trained workforce.
List of Members and Advisory Committee (CTE Only)	Melissa Oliverez, Continental Labor; Johnson Daniel, Coso/Teragen contrastIT; Mary Lorber, Engility; Nestor Cora, Intrepid IT Solutions, LLC; Sean Callihan, Jacobs Engineering; Rich Christenson, Jacobs Engineering; Vaughn Corbridge, HTii; Eileen Shibley, Monarch; Katherine Hu, Monarch/Searles Valley Mineral; John Dancy, NAVAIR; Scott Fairfield, NAVAIR; Margaret Porter, NAVAIR; Chris Ricketts, NAVAIR; Alan Van Nevel, NAVAIR; Autumn Piotrowski, NAVAIR Pending; Mark Henderson, NAVAIR Weapons Division; Linda Homer, NAVAIR Weapons Division; Keith Fleming, New Directions Technology, Inc; John Paul, New Directions Technology, Inc; Lori Acton, Pertexa; Kishor Joshi, Pertexa; Tim Bode, Pertexa;
Recommendations of Advisory Committee (CTE Only)	The Advisory Committee endorsed and recommended the Information Technology Plus Certificate of Achievement and the new CIS Model Curriculum.

Adequate Resources

Library and/or Learning Resources Plan	The Library and LRC are used to support the current program. The library is used to support research for the courses in the program. Changes to the program will not require additional support. The department faculty regularly work with the librarian to acquire books and materials for the area and programs. Additionally, several courses in the department are directly supported with Library research instructions tailored to the course by the library staff.
Facilities and Equipment Plan	Most on-site courses at the IWV campus are taught in the Learning Resource Center. There are two computer lab classrooms. One classroom is equipped with 30 student stations and the third is equipped with 29 student stations. All rooms have an instructor station, an overhead projector, and whiteboards. Although iTV rooms are available to allow multiple campuses to participate in a single course, the rooms are not equipped with computer stations, limiting their usefulness for CSCI courses that require hands-on access to technology to achieve the student learning objectives. Increasingly, other disciplines (English, math, engineering, science) are requesting to use the computer classrooms for their own courses. It is expected as the college continues to develop science, technology, engineering, and as the use of computer technology is infused across the curriculum, the demand for these rooms will increase and additional facilities will be required. In addition, if the college pursues a partnership with Cisco to further develop a Cyber Security/Information Assurance program, it will be required to have a dedicated laboratory to be designated as a Cisco certified college.
Financial Support Plan	The college has used VTEA funds to further develop the CIS program in the past. If it determined that the college needs to be a Cisco certified partner, there will be space required, equipment required and an ongoing equipment cost that could be funded through federal grants for Cyber Security.
Faculty Qualifications and Availability	Current department staffing includes five full-time faculty split between several disciplines (BSAD, BSOT, CSCI, and DMA) and a large number of part-time faculty. Four full time faculty are assigned to the Indian Wells Valley (IWV) campus and the other is assigned to the Bishop and Mammoth campuses, leaving Kern River Valley and South Kern without full time faculty representation and support. There is a desire to build up programs in all college areas, but the ability to do so is limited by the availability of full time staffing in some areas.

Compliance

Based on model curriculum (if applicable)	n/a
Licensing or Accreditation Standards	n/a
Student Selection and Fees	n/a

Conditions of Enrollment