## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Ransom</td>
<td>Primary Team Member</td>
<td><a href="mailto:mike.ransom@marin.edu">mike.ransom@marin.edu</a></td>
<td>x7579</td>
<td>All</td>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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Program Overview—Introduction
Business-and-Information-System-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The five disciplines that make up the Business and Information Systems Department, Business, which includes Accounting and Management (BUS), Business Office Systems (BOS), Computer Information Systems (CIS), Real Estate (REAL) and Statistics (STAT) have been grouped and managed together for more than twenty years. Department members function together under a single budget manager and share laboratories, demonstration machines and rooms, and to some extent instructors. We also schedule courses in a coordinated manner using a combined spreadsheet. BIS curriculum is part of both the College of Marin’s Transfer Program and Career Education Program. Our students include transfer oriented, recent high school graduates, career oriented students looking to develop entry level or upgrade current job skills, and professionals with advanced degrees looking for training in the latest computer technologies. We get a few students taking classes for personal growth, particularly in the computer technology courses. As a single budget unit, we have continuously responded to changes in our students' needs by shifting teaching units from one discipline to another as various changes in the job markets effect enrollment (for example the dot com rush and bust, and now the real estate slowdown.) We have been able to maintain this kind of flexibility due to two major factors: (1) College of Marin's support of our unique "front runner" technology needs and (2) the knowledgeable, business savvy faculty's willingness to work together to find solutions and adjust to conditions both academically and economically.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

The Statistics class is required for Degree/Transfer. Both the Business and Computer Information Systems disciplines curricula focus on both Degree/Transfer and Career/Work Training. Business Office Systems, and Real Estate primarily focus on Career/Work Training.

III. Students Served
Briefly outline what students are served in your program.

While it varies somewhat by discipline, our students include transfer oriented, recent high school graduates, career oriented students looking to develop entry level or upgrade current job skills, and professionals with advanced degrees looking for training in the latest computer technologies. We get a few students taking classes for personal growth, particularly in the computer technology courses.

IV. Program History
Briefly outline the recent history of your program.

Update January 2010 - The unplanned retirement of Robert Kennedy last month has left BIS scrambling to cover the Accounting classes he was scheduled for Spring 2010. In addition, we were forced to change the BUS assignments of a PTer who teaches in both disciplines, so she could teach Kennedy's scheduled Econ classes (Econ is part of Social Science, not BIS.) We were able to use our current ETCUM Accounting and Business instructors to meet the scheduled classes, but not without exceeding the current 9 TU load limit imposed on Part Timers. While we received management approval this time, this option will not be available in the Fall and beyond. The major impact to the department is the complete absence of a FT faculty teaching in the Account discipline. Further, it leaves us with just one FT faculty teaching part time in the Business discipline (Pacula). We are in urgent need of acquiring a full time faculty for Accounting; one capable of teaching both Accounting and Business would
be idea. Should the one remaining FT faculty retire before we can hire this replacement, I have no doubt that the success of the Accounting Business transfer program at the College will suffer extreme consequences. This has been a very successful program, but with the two recent retirements (Steiner and Kennedy) and the real possibility of the retirement of the final FT faculty standing, we have reached a critical point. A position must be allotted and recruited immediately.

**Previous history narrative (condensed):**

The history of the five disciplines that make up the Business and Information Systems department over the last twenty years includes: - BUS, BOS, REAL, STAT, CIS and MMST combined into the Business and Information Systems department (BIS) â?? MMST was later moved to a different department - Accounting and Business classes added computer-based labs (practicum) to their curriculum - Office systems software (word processing, spreadsheets, database, presentations, desktop publishing, etc.) eventually grew into the predominance of Microsoft PC Office products. - Networking as a specialty in CIS was created early this century, requiring specialized hardware and software. It continues to require special and highly technical expertise to function effectively and efficiently in a laboratory environment. - November, 2008 the FT Accounting instructor retired as planned. He was not replaced as we decided to use a FT instructor splitting his load between Business and Econ (Kennedy.) â?? In 2008 the Vice President of Student Learningâ??s decision to not offer Networking classes during the time that the FT instructor was on sabbatical leave seriously damaged the continuity of this CIS specialty.

**Attachments:**
**List and briefly describe any attachments**
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Business-and-Information-System-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: To a great extent/ a majority of the students

II. What are your program's goals for each pathway?

Transfer - BIS will continue to provide the faculty, course work, software and hardware systems, and laboratory facilities required for students to comprehend and demonstrate proficiency in the subject matter required for acceptance into four-year baccalaureate institutions. In the process of completing transfer requirements, these students may also earn an associate degree.

Career and Technical Education - BIS will continue to provide the faculty, course work, software
and hardware systems, and laboratory facilities required to teach students the basic entry level job skills of a modern business office environment. Students will be able to measure their success in obtaining these skills by obtaining specific certificates and degrees in Business, Office Systems, CIS and Real Estate. Students can also prepare for outside certification by completing courses in MS Office applications software. Many of our students already possess degrees and jobs but are updating their technical skills.

**Lifelong Learning** - BIS will continue to provide the faculty, course work, software and hardware systems, and laboratory facilities required to allow students to focus on their intellectual enrichment.

**III. How does your program/discipline help students meet these goals?**

BIS believes the key to student success is primarily in the quality of its instructional staff. In particular, BIS strives maintain a balance of full time and part time instructors so that students perceive a 'wholeness' to each discipline's curriculum that fulltime faculty bring while enjoying the expertise brought to the classroom by part-time instructors working the their fields. BIS works to keep courses and certificate/degree requirements up to the standard transfer requirements of UC and CSU as well as relevant and reflective of the current needs of employers. This attracts students preparing to transfer to state and local colleges and career students serious about learning new or upgrading their current business and computer skills. In addition, BIS continually seeks the funding necessary to maintain well equipped, highly accessible, and well staffed computer labs running the latest software on up-to-date computers. BIS is also committed to offering evening and Saturday classes enabling working professionals the opportunity to attend. BIS also schedules many short (eight week) courses, allowing students to make a smaller time commitment that that required of full semester classes. BIS also offers a few of online sections of classes that work well in that mode, often pairing them with on campus offering of the same class so that students have the opportunity to sit in on lectures on an as needed basis.

**IV. How do you measure your success?**

BIS maintains records of certificate completions which can be periodically reviewed by faculty. Because the BIS program is so diverse, includes transfer and career students in six distinct disciplines, tracking student success and discussing the ramifications in scheduling, curriculum content and instruction assignments are done within the disciplines by the instructors involved. The key decisions are made at intervals when class scheduling for a new semester takes place. At that time decisions about textbooks, pacing, homework, tutorials and laboratory assignments are reviewed for effectiveness.

**V. How do you make sure your students are able to get through your program in a timely fashion?**

BIS is committed to using the Blueprint to schedule the classes required for transfer, degrees and certificates in all six disciplines. While the official status of this Blueprint has risen and waned in recent years (most recently rising again), BIS has continued to extend and update the original document for the past five years. Because management refused to hire replacement faculty to cover the sabbatical leave of the CIS/Networking instructor, we have had a difficult time providing adequate networking classes to meet the timing needs of that group of students. We effectively were able to offer one year's complement of classes over a two year span. With the return of the faculty this semester we will be able to meet our Blueprint commitments again.
Student Access and Success
Business-and-Information-System-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

There are two areas of concern to student access. The first is the lack of a fulltime faculty teaching in Accounting. We reached a crisis last semester when a ill PT instructor had to be replaced for over a month in the middle of the semester. While we managed to get another PT instructor to cover most of the day classes until the instructor was able to return to work in the last month, students were left confused and demoralized to some extent. Having a full time instructor handling most of the day time classes would have allow us more options. With Kennedy's resignation the situation has become more volatile. We need to hire a fulltime Accounting instructor.

The second area is the continuation of Networking classes. While Hinds has returned from sabbatical leave, the damage caused by not hiring a replacement for him will resonate for at least two more semesters.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

There has been a noticeable increase in the number of students who are not succeeding in many of the BIS classes. Some of these results are due to the incomplete preparation of students and or their ineffectiveness in applying themselves to the tasks of learning. There is concern that some students are being directed to the CIS 110 transfer level class by counselors based on the student's general knowledge of computer usage, when in fact the material is much more wide ranging and challenging. Better communications with Counseling can help.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Advanced classes with prerequisites (required or recommended) appear to have a better success and retention rate than the first level classes.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

V. Please explain and provide additional details regarding your choices above:

Improving Counselors’ knowledge of the class offerings will help get entry level students in the correct classes. Hiring a full time Accounting instructor will stabilize the discipline and lessen the impact of the next BUS retirement. Keeping laboratory facilities and equipment up to date will allow BIS to complete with other career education choices students have.
Facilities Questionnaire
Business-and-Information-System-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The demolition of Fusselman Hall and the need to schedule large classes in the remaining buildings places additional pressure on scheduling the major lecture rooms in the Learning Center and Harlen Center. Due to the technical nature of the BIS curriculum, we require smart classroom with internet access and up-to-date computer/display equipment. This is most noticeable in LC 38 and LC39 as well as BC 105 and HC 165. Additionally, the BIS labs in LC 35 and BC 104 need continued support for up-to-date equipment and software.
1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

NA

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

Nothing is currently anticipated, although curriculum is continually reviewed.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Earlier successful experiments with coordinating CIS 101 and ESL 79 class offerings to improve the successful entry into application software classes and CIS classes in general was dropped by the ESL department. Should they decide to apply resources to this we would respond favorably.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Not at this time

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Not at this time

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

Not at this time
Student Learning Outcomes
Business-and-Information-System-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

There are many degrees and certificates within the five disciplines in the BIS department. All are currently described in the college catalog.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

While the specific learning outcomes vary from one discipline to another within the BIS program, each discipline requires students read and comprehend instructions and communicate their ideas and solutions through written documents and oral presentations, and apply inquiry, projection/prediction of results, testing, adjustment and final solution or product in an organized, methodical process, and in doing so reach a supportable, fact-based conclusion or presentation, which is based on the discovery of and experimentation with individual components that lead to a general application of the knowledge so acquired. Students gaining these problem solving skills in one discipline will be able to apply the process to other disciplines or knowledge bases. An ideal example of which is the student who develops the skill level to enable him or her to create a business presentation that integrates data and analysis from multiple application software products and directs the audience to a singular data derived conclusion.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.
For example Intro to Business students develop and deliver to the entire class team presentation at the end of term.

ii. Scientific and Quantitative Reasoning

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Spreadsheets students prepare a savings analysis tool which projects savings totals given a specific interest rate, time period and monthly amount.

iii. Critical Thinking

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Real Estate Appraisal students categorize and compare property attributes to determine market values.

iv. Problem Solving

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Intro to CIS students write a Visual Basic program running under Internet Explorer that produces a detailed report of student grade assignments based on the accumulated scores of five tests.

v. Information Literacy

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example intermediate word processing students produce a newsletter incorporating output from several MS Office applications software products.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

   Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

http://programreview.marin.edu/SLOReport.jsp
i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

   Not specifically known at this time

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

   Not specifically known at this time

3. Assessment:
   i. How often do you assess these SLOs?

      Each semester

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

      Yes. Course texts, pacing, assignments, tutorials and homework assignments were adjusted to improve student learning.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

      More of the same.

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?

      Yet to be determined.
# Technology Requests

## Part I: Software

### Business-and-Information-System-2009

### I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

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<td>01</td>
<td>60 Students</td>
<td>Discipline-Related Software</td>
<td>BUS</td>
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**Description and part number for ordering:**

QuickBooks Accounting software - 25 pack (Quote No:SBL28771113)

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**Type**

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<th>How often?</th>
<th>College-wide</th>
<th>Discipline-Specific</th>
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<tbody>
<tr>
<td>Renewal</td>
<td>Annually</td>
<td>Open Lab</td>
<td>Classroom use</td>
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**Item to be shared with the following Department/Program:** (Include any shared expenses)

Used only by students enrolled in BUS 114 - Beginning Computer Accounting

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?

   A - This software license has been renewed each year for as long as the course has existed (approximately ten years.)

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   It is the subject of the class and without the software, the class cannot be taught.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   This course allows students completing BUS 112 - Financial Accounting the opportunity to apply the theory gained in that class in practical business situations and scenarios. Career students develop the skills necessary to function accounting positions..

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   The software is installed in a teaching lab and available for student access five days and a number of nights a week. There are three sections of 30 students scheduled each
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Mastery of QuickBooks for business accounting purposes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Enrollment in the class and completion of the class will directly indicate the effectiveness and necessity of this class.

Additional Justification for this item:
Technology Requests

Part II : Hardware for Lab and Classroom

Business-and-Information-System-2009

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Priority: 01  To Support: 600 Students  Category: Computer  Discipline Area: CIS/BUS

Description and part number for ordering:
Replace existing workstations in LC 35 lab with new Dell 64-bit computers capable of running Windows 7 and MS Office 2010; 20 inch monitor; keyboard; optical mouse (Quote No: 520862736)

<table>
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<th>Qty.</th>
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Type: College-wide  Discipline-Specific: Replace Open Lab  Lab use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
The existing workstations in LC 35 lab were purchased more than three years ago and are currently running Vista Operating System and Office 2007 application software. Microsoft recently introduced Windows 7 Operating System and announced the Office 2010 product that run on 64-bit machines. The machines that would be replaced can be re-distributed to another lab that requires less sophisticated workstations. BIS has historically used this ‘waterfall’ distribution scheme to allow for the most efficient use and longevity of lab workstations.

Item to be shared with the following Department/Program: (Include any shared expenses)
The LC 35 BIS computer lab is an open lab (never exclusively used by a single class) which is used by CIS, BUS and BOS students.

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?
A - These new machines are required to support the CIS program's move to the new Windows 7 operating system (the replacement for Vista) and the upcoming MS Office 2010 (the replacement for MS Office 2007). Requests for replacement of the LC 35 machines have been made the last three budget cycles (including this one.)

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

No. The equipment is required to keep the CIS software courses up to date.
3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

The equipment is essential for the success of students in the CIS and BOS disciplines who are training for entry level jobs or improving their business computer skills to hold the jobs they currently have.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Approximately 600 students are enrolled in courses each year that will use this lab. Since the LC 35 lab is an 'open lab' and not scheduled to be exclusively occupied by any one class, student access is the highest level on the campus. Five days a week it is available to student use from 8 a.m. until 10 p.m. and from 9 a.m. until 2 p.m. on Saturdays. The equipment upgrade will allow CIS to upgrade course offerings to use the latest Microsoft Operating System and Office Applications and is essential to attract and retain students through the program. Outdated systems cannot be used to train students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

All student learning outcomes associated with the manipulation of data and production of reports and presentations using the MS Office application software are effected by relevance of the software. Teaching students how to use one version of software and then expect them to perform well on the job with a more advanced version of software is unrealistic and a failure on the College's part to meet employers' needs.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Consistent class enrollments and completion rates are a good measure of how well the equipment is being utilized to meet student needs. In addition, monitoring how students who enter the program to take one software class then continue on and take additional software classes is another excellent measurement. Ultimately the number of certificates awarded in each of the application areas measures the success of the program.

Additional Justification for this item:

This equipment is the foundation of the software courses taught in CIS. Without the ability to provide up to date software on current generation computers the program would not succeed. In keeping with past practice, the workstations that are being replaced will be distributed to other College labs that do not require the newest machines.
**Instructional Operating Supplies**

**Business-and-Information-System-2009**

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>600 Students</td>
<td>CIS/BOS</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**

Computer Laboratory support for CIS and BOS labs

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000.0</td>
<td>4000.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type**

None  

**How Long?**

Ongoing/Recurring

**Item to be shared with the following Department/Program: (Include any shared expenses)**

Supports the LC 35 and the BC 104/102 Labs on the Kentfield Campus and the OL 103 Lab on the IVC campus

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   - ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   - ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   - A - These labs have over 100 workstation and a half dozen printers combined. The funds have been historically divided into $2,000 for CIS contract services and $2,000 for BOS contract services and are used to fix or replace individual computer components, or service servers and other network hardware critical to the maintenance of student computer labs. These funds were originally established in order to eliminate the need for a full time $35,000 per year technician. There have been critical in preserving the operation of these labs on both campuses over the past ten years.

2. Is it necessary for students to succeed in a series of courses?

   All software based courses taught in the CIS, BOS, BUS, and STAT disciplines require maintaining open access labs for students to use in laboratory and homework assignments. These labs are also periodically used by other disciplines such as Nursing and COURT

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   Combined, these labs are used by over 1,000 students every year. These students are currently pursuing degrees and certificates in several disciplines and require reliable hardware and software systems to perform their assignments.
4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Most students using these labs are enrolled in courses that require demonstration of various levels of skills for creating reports, spreadsheets, databases, publications and presentations to meet establish course outcomes. Some students are required to develop and implement hardware and software systems to meet learning goals in Networking classes.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Enrollment and completion data provide a good measurement of achievement. Specific tracking of certificates and degrees in the various disciplines indicate that highly maintained laboratory facilities enhance students' abilities to meet learning outcomes.
### Faculty Members

**Business-and-Information-System-2009**

#### I. Program Faculty

**List of Faculty Members and Total Faculty Units separately for Fall, Spring and Summer**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boyd</td>
<td>Sandy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**  
Shared W/other program  
Full-time, tenured: Yes

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Years of Service:**  
Specialty:  
BUS (Management)

**Leadership:** List involvement in committees or other service

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forsyth</td>
<td>Susan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**  
Shared W/other program  
Adjunct, ETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
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</tbody>
</table>

**Years of Service:**  
Specialty:  
BUS (Accounting)

**Leadership:** List involvement in committees or other service

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Fowler</td>
<td>Kenneth</td>
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</tr>
</tbody>
</table>

**Status:**  
Shared W/other program  
Adjunct, ETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
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</tbody>
</table>

**Years of Service:**  
4  
Specialty:  
REAL

**Leadership:** List involvement in committees or other service

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<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
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</thead>
<tbody>
<tr>
<td>Hinds</td>
<td>John</td>
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</tr>
</tbody>
</table>

**Status:**  
Shared W/other program  
Full-time, tenured: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.300</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Years of Service:**  
Specialty:  
CIS

**Leadership:** List involvement in committees or other service

---
### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennedy</td>
<td>Robert</td>
<td></td>
<td>2009</td>
</tr>
</tbody>
</table>

**Status:** Shared W/other program(s): Retired this year Yes

**Summer 2009 TU**  
**Fall 2009 TU**  
**Spring 2010 TU**  
**Reassigned (Total)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>5.0</th>
<th>00.000</th>
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</table>

**Years of Service:** 39  
**Specialty:** BUS

**Leadership:** List involvement in committees or other service

- Academic Senate

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ortiz</td>
<td>Yvonne</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:** Shared W/other program(s): Adjunct, ETCUM No

**Summer 2009 TU**  
**Fall 2009 TU**  
**Spring 2010 TU**  
**Reassigned (Total)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>18.450</th>
<th>00.000</th>
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</table>

**Years of Service:** 9  
**Specialty:** CIS, BUS, BOS

**Leadership:** List involvement in committees or other service

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oswald</td>
<td>Gary</td>
<td>P</td>
<td></td>
</tr>
</tbody>
</table>

**Status:** Shared W/other program(s): Temp Pool No

**Summer 2009 TU**  
**Fall 2009 TU**  
**Spring 2010 TU**  
**Reassigned (Total)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>00.000</th>
<th>00.000</th>
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</table>

**Years of Service:** 15  
**Specialty:** REAL

**Leadership:** List involvement in committees or other service

---

<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Pacula</td>
<td>Norman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:** Shared W/other program(s): Full-time, tenured Yes

**Summer 2009 TU**  
**Fall 2009 TU**  
**Spring 2010 TU**  
**Reassigned (Total)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>36.650</th>
<th>00.000</th>
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</table>

**Years of Service:**  
**Specialty:** BUS, ECON

**Leadership:** List involvement in committees or other service

---

---
Ransom Michael

Status: Shared W/other program (s):
Full-time, tenured No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
48.900 0.000 0.000

Years of Service: Specialty:
30 CIS

Leadership: List involvement in committees or other service
BIS Chair, Union Webmaster Co-treasurer

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ritchie</td>
<td>Alan</td>
<td>J</td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program (s):
Full-time, tenured No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
34.700 00.000 00.000

Years of Service: Specialty:
24 CIS

Leadership: List involvement in committees or other service
Curriculum Committee, Academic Senate (1999-2006)

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rollins</td>
<td>Corina</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program (s):
Adjunct, ETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
19.500 00.000 00.000

Years of Service: Specialty:
21 REAL

Leadership: List involvement in committees or other service
Curriculum Committee
Hiring Committee(s)
Wrote submission to State of CA for approval of Appraisal Coursework (2007)

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rusting</td>
<td>John</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program (s):
Adjunct, ETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
13.500 00.000 00.000

Years of Service: Specialty:
6 REAL

Leadership: List involvement in committees or other service
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tjernell</td>
<td>Larry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:** Shared W/other program (s):
Full-time, tenured Yes

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
---|---|---|---
2.000 | 0.000 | 0.000 | 0.000

**Years of Service:** Specialty:

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willet</td>
<td>Nancy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:** Shared W/other program (s):
Emergency Hire No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
---|---|---|---
9.000 | 0.000 | 0.000 | 0.000

**Years of Service:** Specialty:

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilson</td>
<td>Brian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:** Shared W/other program (s):
Full-time, tenured No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)**
---|---|---|---
36.150 | 06.000 | 06.000 | 06.000

**Years of Service:** Specialty:

Leadership: List involvement in committees or other service

Tech Prep Representative for COM, served on Marin Workforce Investment Board, Participated in Youth Focus Groups administration with Dominican University.

Additional Teaching Unit Requests

**III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)**

1. Please indicate if there are NO FT faculty in your discipline. **Please provide data regarding the length of time this discipline has been without a full time instructor.**

With the retirement of Robert Kennedy, the Accounting discipline has no FT faculty. Robert served as PT faculty in Accounting and Business and Economics. He retired December, 2009. Prior to his retirement, Larry Steiner was a FT Accounting (only) teacher for 30 years. When he retired in 2008, Robert was supposed to take over his load. He took part of it and we recruited three PT Accounting instructors; One of them was not rehired after one semester. Last year one of the PT ETCUMS went out on sick leave for over a month mid semester. Luckily the other PT instructor temporarily changed his work schedule and taught as a substitute . The instability this caused in the beginning accounting class was not easily dismissed. We are in danger of destroying a well developed major part of the business tranfer program.

2. **Non-availability of part-time instructors in a subject area.** **Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.**

It took two recruiting sessions to ultimately end up with only two applicants capable of teaching Accounting (out of twenty applications.) . Only one of them is able to teach regularly during the day.
3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

Two have retired from Accounting/Business and three have retired from CIS. There are no current RETCUM faculty in BIS. That is, none of the retirees are qualified as RETCUM.

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

Two CIS FT faculty have been hired in the past ten years, AJoe Ritchie and John Hinds. AJoe was a long time PT instructor teaching general CIS and specifically database classes. John was hired to teach the Networking specialty classes and has also been assigned to teach part of his load in Astronomy. Both were hired about eight years ago.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

We have managed to maintain the current level of BUS TU's by allowing PT faculty to teach over the nine unit maximum for Spring 2010. We will not be allowed to do so in the Fall and will certainly have to drop five to eight teaching units from the program.

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

With Kennedy's retirement, we have no one teaching full time in Accounting or Business. Kennedy split his load with Econ so now we have only PT faculty teaching Accounting. It is likely that we will lose the remaining FT faculty teaching a partial load in Business transfer courses within the next three to five years.

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

The College of Marin has created a very successful Business transfer program drawing on FT faculty teaching in Accounting, Business and Econ. The influence of these full time faculty on the students has resulted in a very high transfer rate, especial to UC and even a highly visible award winning graduate, who was featured in a recent College of Marin catalog.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

It is hoped that the full time faculty hired would be capable of teach in both the Accounting and Business disciplines. That one individual could provide the core to the Business transfer program and provide the long term stability it needs even with the
## Non-Instructional Support Staff
### Business-and-Information-System-2009

### I. Current Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 3 to 5 P-</td>
<td>Lab Assistant</td>
<td>20</td>
<td>600 Students</td>
<td></td>
</tr>
</tbody>
</table>

**Leadership:** List involvement in committees or other service

### List of Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Smith</td>
<td>Lab Assistant</td>
<td>37</td>
<td>600 Students</td>
<td></td>
</tr>
</tbody>
</table>

**Leadership:** List involvement in committees or other service

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Olsen</td>
<td>Clerical</td>
<td>14</td>
<td>600 Students</td>
<td></td>
</tr>
</tbody>
</table>

**Leadership:** List involvement in committees or other service

### II. Request for additional support staff

Clerical, lab tech, IS, comp tech, tutor, etc.
Program Summary  
Business-and-Information-System-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

1. Adherence to course and department level student learning outcomes
2. Well documented and up-to-date requirements for degrees and certificates for the five disciplines within BIS.
3. Continued response to changes in our students' needs by shifting teaching units from one discipline to another as various changes in the job markets effect enrollment.
4. College financial support of our unique "front runner" technology needs.
5. The knowledgeable, business savvy faculty's willingness to work together to find solutions and adjust to conditions both academically and economically.
6. Continued commitment toward updating and reassessing the Course Outline of Record for all our classes and active participation in Program Reviews and equipment planning activities.
7. Continued use of Advisory Committees for curriculum and equipment planning purposes.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Adequate Faculty Units for both Full Time and Part Time Faculty: The flexibility of moving Teaching Units from discipline to discipline has helped us address change curriculum needs without suffering long term loss of class offering. The use of PT faculty for REAL and STAT classes as well as some CIS classes has proven to be a good strategy. However, with the retirement of Robert Kennedy in December, we have no FT instructor assigned to the Accounting program, a program that has grown strong with the leadership of a FT instructor. We can make up for this loss during the Spring 2010 semester with existing Part Time Accounting instructors, but only by temporarily exceeding the 9 TU limit, and having the remaining FT faculty teach over 21 units. The potential for losing ground on this very health discipline is great.

2. Continuing the historical commitment to maintaining the high level of technology and support is paramount to our continued success in preparing students for the changing workplace environment. In the next two years, additional software and hardware products will be introduced which will require us to once again upgrade our equipment in both laboratories and classrooms.
3. Support from the ESL discipline, by once again offering the ESL 78 English as a Second Language for CIS will allow us to emphasize entry level training to those students looking to improve their skills in business offices and computer sales and repair companies.-Update (December 2009): ESL 78 was not offered Fall 2009 and is not scheduled for Spring 2010.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. Periodic re-evaluation of our Blueprint and adherence to it for continued day and night course offerings.
2. Recruitment of part time faculty in response to the retirement of the Full Time Accounting instructor.
3. Monitor the workplace environment and anticipate the changing needs for curriculum and equipment.
4. Meet
with BOS and CIS Advisory Committees on a biannual and annual basis, respectively. Meet with the ESL discipline to encourage their commitment to offering ESL 78.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

In spite of the five different disciplines, their different goals and the different student populations they serve, the BIS Department has worked hard to set a high standard of flexibly, shared resources, course offering strategies and College Level vision in the day to day operations. We are student focused, innovative, hardworking, well-prepared and extremely competent group of Full and Part Time faculty and classified staff with the common goal of providing our students and all students of the College of Marin the means to meet their educational goals. We have been fortunate to receive the kind of funding and facilities support that has made us successful in the past. We hope to garner that same level of support for the future.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Fulltime faculty replacement for the Accounting discipline is top priority. With Robert Kennedy’s retirement in December 2009 on top of Larry Steiner’s retirement June 2008, we have no FT faculty teaching in Accounting, and only one FT faculty teaching a partial load in the Business transfer program. With his potential retirement in three or so years, we will have no one hold in the Business transfer program together.

We are facing new operating and application software requirements in the next year. We will need funding to support our migration to Windows 7 and Office 2010. This will require additional upgrades to the current hardware configurations of three labs on two campuses.

VI. Other concluding remarks.
BIS serves a large and diverse group of students at the College of Marin. The five disciplines serve transfer and career students in a highly effective, technologically advance environment. We are successful in what we do and can continue to be so with the required support form the College.
Department Chair Comments
Business-and-Information-System-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.
   It is excellent.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
   It is excellent.

3. Please comment on the faculty and staff sections.
   It is excellent.

4. Other comments
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The data demonstrates most BIS programs are maintaining healthy enrollments and good success rates. The BIS program data does suggest the need for further inquiry in the following courses:

- New Venture Creation with a pass rate of 32%—needs to be researched—may not be accurate
- Business English: pass rate 50%—This is a special class taught for court reporting students at IVC. Dean of Workforce and Dean of Arts and Humanities are exploring options to improve pass rate
- Business English: pass rate 52%—This is a special class taught for court reporting students at IVC. Dean of Workforce and Dean of Arts and Humanities are exploring options to improve pass rate
- Intro to Computer Information Systems: 57% This is a transfer course, rather than vocational, and should be compared to other transfer classes as far as a pass rate. Also, our PR cites the need to work with Counseling to make sure they advise students about the preparation needed to pass a transfer class. And finally nearly two-fifths of the students in CIS 110 are in an online section. Online classes regularly post 50% drops/failure. CIS 110 online does a better. More analysis is required.
- Software Certification Preparation 43% (The CIS 200 was last taught in Fall 2008 and is likely to be removed from the catalog.)

Enrollment numbers in the CIS program has been an ongoing concern during the last five years. The strategy in technology programs is generally to establish a broad enough attraction for the entry level students to feed advanced level programs. The Applications Programming sequence Microsoft Office?Word, Excel, Access, PowerPoint) demonstrates this strategy built for program successes. The CIS 120?is fed by CIS 101 and 110. Those feeder classes support the advanced students in the Application Programming classes where about 15 students ultimately reach the capstone course.

The CIS Networking and A+ specialty courses do not attract a large number of feeder students in the entry course to that specialty which is CIS 122, Introduction to Local Area Network. Enrollment history and program costs to support the CIS program invite in-depth analysis to evaluate program viability and return on investment.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

The software and hardware technology requests for this program are required for the ongoing operation of this program. It is critical to consider that all hardware and software purchased have equipped and maintained three computer labs at the Kentfield campus and one computer open lab at IVC. Investments into this program supports the technology required to offer CIS and BOS programs and also has provided the equipment and support to essential labs available to the general student population. Investment in these technical programs is critical to the support of campus-wide lab operations, and should be supported to assure ongoing operations for district-wide labs.
3. Please comment on the faculty and staff sections.

I repeat here the brief description of the critical issue faced by the Accounting program provided by the BIS Department Chair in his comments:

?With the retirement of Robert Kennedy, the Accounting discipline has no FT faculty. Robert served as PT faculty in Accounting and Business and Economics. He retired December, 2009. Prior to his retirement, Larry Steiner was a PT Accounting (only) teacher for 30 years. When he retired in 2008, Robert was supposed to take over his load. He took part of it and we recruited three PT Accounting instructors; one of them was not rehired after one semester. Last year one of the PT ETCUMS went out on sick leave for over a month mid semester. Luckily the other PT instructor temporarily changed his work schedule and taught as a substitute. The instability this caused in the beginning accounting class was not easily dismissed. We are in danger of destroying a well developed major part of the business transfer program.

It took two recruiting sessions to ultimately end up with only two applicants capable of teaching Accounting (out of twenty applications.) . Only one of them is able to teach regularly during the day.?

Two have retired from Accounting/Business and three have retired from CIS. There are no current RETCUM faculty in BIS. That is, none of the retirees are qualified as RETCUM.

Two CIS FT faculty have been hired in the past ten years, AJoe Ritchie and John Hinds. AJoe was a long time PT instructor teaching general CIS and specifically database classes. John was hired to teach the Networking specialty classes and has also been assigned to teach part of his load in Astronomy. Both were hired about eight years ago.

We have managed to maintain the current level of BUS TU's by allowing PT faculty to teach over the nine unit maximum for Spring 2010. We will not be allowed to do so in the Fall and will certainly have to drop five to eight teaching units from the program,

It is hoped that the full time faculty hired would be capable of teach in both the Accounting and Business disciplines. That one individual could provide the core to the Business transfer program and provide the long term stability it needs.?

The replacement of this full-time faculty member is one of the most urgent issues faced by the Workforce Development Division. As Dean of this division, I urge the district to act quickly on this request.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

Every year the Computer and Information Systems program expends all the general education funds allocated to the program. The expenses grow with the increasing costs of supplies, equipment and materials.
In addition to the GE funds the BIS program has also spent about $9.374 each year for ongoing expenses required for program operation. Those expenses have been covered from about $7,234 in Lottery funds and $2,140 in Perkins funds.

5. Other comments

The excellent leadership and high quality of instruction provided in this program have succeeded maintaining relatively stable enrollment and consistent student success in spite of volatility in industry demand through a thoughtful, strategic model of scheduling and faculty support. An example of this well-considered approach balancing short-term market trends with a long-view of the cyclical nature of the industry is seen in the Real Estate Program. By balancing every-changing expansion and contraction in sectors such as Information Technology and Real Estate, the Department Chair has provided excellent guidance and support by working with faculty and the administration to maintain technical career programs that serve the needs of students and industry.