**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Networking** | **09/14/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 302 | 570 | 589 | 650 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 85.80% | 96.94% | 91.46% | 92.33% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 629 | 1,212 | 1,357 | 1,507 | Weekly Student Contact Hours | |
| **FTES** | | 20.98 | 40.39 | 45.24 | 50.24 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 1.73 | 2.90 | 3.43 | 3.41 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 363 | 418 | 395 | 441 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 0.20 | - | - | - | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 1.43 | 2.90 | 3.43 | 3.32 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.10 | - | - | 0.09 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 1.53 | 2.90 | 3.43 | 3.41 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 88.46% | 100.00% | 100.00% | 100.00% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 92.70% | 96.40% | 95.39% | 96.75% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 68.61% | 78.40% | 81.91% | 87.01% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 1 | 1 | 3 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | 5 | 7 | 19 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | 4 | 5 | 16 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | 1 | 2 | 3 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Areas of enrollment, student retention and student success are growing substantially in the Computer Networking Administration Degrees. This year, (as compared to the last PRP request) students are now graduating from A.S. degree curriculum. The Networking program awarded 24 degrees and certifications this past year. This is an astounding number since the budget cuts had only allowed the department to run one track in this degree. 24 degrees and certificates were awarded! The department is expecting to have many more graduating student with A.S. degrees from this year and on.**  **Growth in the industry is fueling a large growth in enrollment in the networking section of the department. All classes are running, full, and there currently is need to add additional courses in this discipline. According to http://www.labormarketinfo.edd.ca.gov, Computer Networking Systems and Data Communications will be the #1, largest growing field from 2008-2018 with an expected 44% change. Home Health Aides are second at only 38% growth. The data of the past four years reflects this trend, and the field is expected to continue to grow rapidly.**  **We simply need to add more courses and more sections of each course in this field if we want to stay competetive as an educational instituation in the field of Computer Networking.**  **In addition, the students in this program are very dedicated and tend to stay with the program for multiple topics in this field. This is eveidenced by the numerous degrees and certificates awareded this past year. Many students move on to more advanced courses and certifications as shown in the very high student success and retention rates over the past 4 years. We are gaining more students, keeping them longer, and they are successfully completing their courses. The retention and success rates in the Networking program have risen again from 95.39 to 96.75% and 81.91 to 87.01%, respectively.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **In course SLOs for the Networking courses, we are finding that about 75% of students are either agreeing or strongly agreeing that the SLO objectives are being met. This is concerning that it is only 75%. Upon verbal discussion with students, I have found that many students are not able to have additional open lab time to get much needed practice on the specialized equipment. This is due to very low staffing in our department. Speaking with part time instructors, many eseential labs are not completed and simply skipped past, due to the lack of specialized equipment needed. This is a very strong field, and a very strong program. However, it continues to be deminished by lack of appropriate staffing and funding for equipment.**  **Program Assesment is ongoing as the Programs had substantial changes this past year. The first cycle will be complete at the end of the Spring 2013 Semester. Will revise at that time. However, we have been reviewing the assessment surveys embedded in the CSNT 260 and CSNT 261 courses. We have based our course objectives and SLO on industry exam objectives for the CCNA exam. We are finding that students strongly agree that they are prepared and feel confident planning, building, maintaining, and documenting a small to mid-sized computer network. This was one of our SLOs for these courses. Cisco courses tend to have a higher percentage of studnts agreeing that the classes are fulfilling the SLOs. This is primarily due to the fact that the curriculum and the labs are provided in a virtual as well as physical invironment by Cisco. Most other classes have a lower SLO success rate due to a lack of support staff and funding for equipment.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **Program Assesment is ongoing and the first cycle will be complete at the end of the Spring 2013 Semester. Will revise at that time.**  **However, receiving feedback from the students in the CSNT 260 and CSNT261, students have expressed that they were lacking the amounts and types of equipment to be fully prepared for this field. In addition, students expressed that our discipline was lacking dedicated lab time in which the students could work outside of class. In CSNT 260 and 261, students are meeting the SLOs, yet, they feel that they might not be ready for the "actual" job environment due to lack of open lab time and equipment to practice on.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **According to http://www.labormarketinfo.edd.ca.gov, Computer Networking Systems and Data Communications will be the #1, largest growing field from 2008-2018 with an expected 44% change in San Diego and 50.8% in the state of California. Home Health Aides are second at only 38% growth. The data of the past four years reflects this trend, and the field is expected to continue to grow rapidly.**  **We simply need to add more course and more sections of each course in this field if we want to stay competetive as an educational instituation in the field of Computer Networking. We need to expand our program in areas that are related to Computer Networking, such as home automation, wiring and infrastructure, additional security courses, and VOIP.** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **We have cut the following degrees down to 30 units.**  **Computer Network Administration - Microsoft and Cisco to Computer Network Administration - Microsoft**  **Computer Network Administration - Microsoft and Linux to Computer Network Administration - Linux**  **Computer Network Administration - Linux and Cisco to Computer Network Administration - Cisco**  **The new degree programs are:**  **Computer Network Administration - Microsoft(officially accepted by Chancellor's office and now in catalog!)**  **Computer Network Administration - Linux (officially accepted by Chancellor's office and now in catalog!)**  **Computer Network Administration - Cisco (officially accepted by Chancellr's office and now in catalog!)**  **Computer Network Administration - Network Support Technician (New degree! In the process of going through the Chancellor's Office)**  **The above degrees have also been changed from A.A. degrees to A.S. degrees.**  **If resources are available from the Palomar, we plan to add an additional degree emphasis in Computer Network Administration - Residential and Commercial Wiring and Automation. Currently, growth restrictions in class sections and resource allocation restrictions have halted the plans to add this new degree emphasis. This new degree program would be hugely popular and successful. Until funding and growth is available for this program, we will not be able to serve students in this highly popular field.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
| --- |
| **Currently, this discipline is filling all classes offered. Some lower level networking courses, CSNT 110 and CSNT 111 have 2-3 sections each, but this is not enough to fill mutliple sections of higher lever course. We are averaging 1 degree track per year. However, the popularity of this field warrants many more.. Many students try to crash each semester and they are turned away. The department has not advertised this discipline, yet it is extremely popular, primarily due to the growth in the market. It is the #1 growing field in California! So far, we have not been allowed to add additional sections of classes to this discipline. If allowed, this discipline would support AT LEAST twice the number of sections with additional new topic courses such as Voice over IP, Wiring Infrastructure, VMware, and Automation.**  **Currently, many of our classes are only running once per year, they need to be offered each semester. However, we have not been allowed to add additional sections even though this is a highly popular field and these sections would fill.**  **Currently, this discipline has no distance education classes. There is a need for online and hybrid courses. However, we are not able to run distance education courses, because we are not able to add any additional sections. We can not take current sections and place them online, because we would then not meet the required room utilization rates, thus losing important laboratories. In other words, this very popular and needed discipline has not been allowed to grow, even though there is a high demand for it.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **The CSIS department has lost 3 full time faculty members in the past 7 years due to retirement. Our department has had no new hires of Full Time Faculty members during that time. In 2003, the Executive Report from the Dean for our devsion stated, "The contract to hourly FTEs above clearly show that CSIS needs to hire more full-timers." This was back in 2003! The COMPUTER NETWORKING discipline in particular, is in great need of an additional full time faculty member. The ratio for full time to part time instructors in this discipline does not meet state guidelines. In addition, comparing disciplines between Computer Networking and Computer Science: While Computer Science has twice as many WSCH than Networking, CS has 4 times as many full time faculty members. Networking is in need of an additional full time faculty member in order to maintain or grow this highly succesful program.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
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| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** |  |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **General Classroom Equipment Needs**  **1.PC replacement (phase-out) 3 labs per year** | **1** | **1. 6.1** | **out of warranty / technology refresh per current levels, computers are not serving the virtual lab environment as needed.** | **$158,400.00** | **Ongoing** | **No** |
| **b2.** | **Linux Degree Equipment Needs**  **Overo Wireless pack (embedded Linux system)**  **Part #: KIT0032**  **USB Cable (mini-B to standard-A)**  **5V US Power Adapter**  **USB Cable (mini-B to mini-A)**  **Overo™ Fire COM**  **Palo35**  **LG 3.5 inch LCD touch screen** | **2** | **6.1** | **Tools used to efficiently and properly teach the Linux Networking Curricula.** | **$4250.00** | **on going as needed to upgrade 3-5 years** | **no** |
| **b3.** | **New Wiring Infrastructure and Residential and Commercial Automation Needs.**  **1. Tecra Tools Fiber Optic Installer Kit, Pro, Item 84860**  **2. Tecra Tools Datacom Tool Kit**  **3. Building Automation and Security Demo Equipment**  **4. Fiber Optic Testers**  **Zoom Meter SKU #KIT-ZO DO LO**  **5. Copper Network Testers**  **QuickTrex LanTEST Pro2 with 8 remotes** | **3** | **6.1** | **Can not run a wiring installer class without the equipment to install wires and test. Can't teach how without the tools**  **Can not run this course without sufficient equipment to display and configure.**  **Can not run this course without sufficient testing equipment** | **$29,970**  **$30,720**  **$45,000**  **$8925.25**  **$890** | **On going upgrades to kit and some consumables**  **On going as needed to upgrade equipment**  **One Time**  **One Time**  **One Time** | **no** |
| **b4.** | **Cisco Lab Pods, Routers, Switches, Associated Cables, and 3 year smart net contracts.** | **4** | **6.1** |  | **$60,000** |  |  |
| **b5.** | **Wiring Infrastructure for rooms MD215 and 2201** | **1** | **6.1** | **Cannot run all labs in Microsoft, Cisco, and Linux due to the conflicts on the Palomar Network. New wiring needs to be dropped to all computers in 2 rooms to make similar to MD 219. This request includes the wiring drops for 70 stations, Additional NICs and 2 additional servers for serving up the lab curriculum. Also to include 2 48 ports switchs so that the computers in the lab can commnicate with each other. This will allow an autonomous system do compete the Networking labs in all ares of the discpline with out having conflicts with the Palomar Networking Infrastructure. Currently labs are being skipped because students are not able to segregate themselves from the Palomar network.** | **40,000** | **One time** | **no** |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **Cat 5e, Cat6, and Fiber Optic Cabling, Termination ends** | **1** | | **6.1** | | **We are currenly out of supplies. Students can not complete labs without these supplies. Students must actually do these excercises to properly learn the wiring techniques.** | | **$2500 per year** | | **on going** | | **no** | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **Cisco Smartnet Maintenance Agreement 3 year support for lab equipment** | **2** | | **6.1** | | **Needed to allow for full functionality for Virtual machines in classrooms** | | **$12000** | | **On going as needed for upgrades** | | **no** | |
| **d2.** | **CompTia Licensing for Student Voucher** | **1** | | **6.1** | | **Motivates students in classes by allowing them to receive vouchers for discounted industry exams if they pass the classes** | | **$800** | | **Per year** | | **no** | |
| **d3.** | **Cisco Academy Membership** | **1 this is a must have or we have no academy** | | **6.1** | | **The Cisco Academy has changed their entire support structure platform. We must now align with a regional support academy. The membership fee for this is $500 per year. WITHOUT THIS WE LOSE OUR HIGHLY SUCCESSFUL ACADEMY! We will no longer be allowed to use the Cisco Academy curriculum, or be considered an official Cisco Academy. This program will die with out this funding!** | | **$500** | | **per year** | | **no** | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **1 additional CSIS systems analyst additional to what we have now and specific to the Networking discipline** | **1** | | **3.1** | | **This discipline is highly technical and in need of very skilled employees to plan, implement, maintain, and continually upgrade the lab environment. All of the courses in this discipline have very complex lab environments that are continually changing per class session and differ between class sections** | | **$58981.76** | | **On Going** | | **no** | |
| **e2.** | **1 Instructional Support Assistant 3** | **2** | | **6.1** | | **This discipline is highly technical and in need of very skilled employees to plan, implement, maintain, and continually upgrade the lab environment. All of the courses in this discipline have very complex lab environments that are continually changing per class session and differ between class sections** | | **$46219.29** | | **on going** | | **1, 40% position has been approved. However, this position has been difficult to fill since it is only 18 hours per week. 18 hours is not nearly enough to meet the needs of the students.** | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **Student workers** | **1** | | **6.1** | | **We need student workers to maintain and secure the labs. 60 hours per week for this discipline alone** | | **$23040** | | **On going** | | **Yes, but the number of hours has been drastically reduced.** | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Currently the Computer Networking Discipline can boast a student success rate of 83% and a retention rate of over 95%!! 2011 will be the first year that students have had a good chance to complete all of the curriculum in the A.A. degree. From talking with students, we are speculating 10-15 students graduating in May of 2011 with one of the degree tracks!! We have numerous inquiries regarding the programs, many hungry students, and have compiled some excellent instructors from the industry. Instructors in the program are receiving exceptionally high student evalutation and student complaint are very few and far between for this discipline and the instructors that teach within it. We have had 2 students this year start their own business and have placed numerous other students in interships. We have many students reporting back to us with postive stories regarding the emplyment they have found after studying in our discipline. We are very proud of what we are doing and really wish we could grow it to its full potential!**  **Over half of the students in the CSNT 110 and CSNT 111 classes have taken their industry exams and are now certified!** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **N/A** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **2010-2011 We are in desperate need of dedicated time in which we can open our networking rooms to networking students for lab time. Currently, there is no provision for this in scheduling nor does it count as room utilization. In this discipline, we have highly specialized equipment. It is very cost prohibitive for students to replicate our lab environments at home. Students must have time to work in our lab without threat of losing that time to other departments scheduling classes in those labs. Having dedicated lab time in those particular rooms (MD219, and MD215) is crucial to student success. They must practice setting up the lab envirnment with equipment that we have. Students that work in these labs, outside of class time, are better prepared for the industry exams, and do better overall in the course.**  **Update for 2012-13 This severity of this situation has greatly increased. Before the move to the MD building, the CSIS department employed 2 full time classified staff members and a 60% classified staff member. In addition, the student worker allotment for the CS department was 4 times what it is now! The CSIS department now has an additional 3 lab rooms and much more technologically divergent and complex computer environments since the move to the MD building, yet only has 1 full time classified staff member and 1/4 of the student lab worker force! Our single CSIS Systems Analyst is overworked, and despite his stellar efforts, is barely maintaining the load he has been required to take on to keep the lab rooms running properly. Student workers are now FILLING and PERFORMING the duties of missing classified staff that have not been replaced! This is particularly important to the Computer Networking Program as students are no longer able to have the support that they need to be successful.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **N. Rand Green *Name*** | **Aaron Hudson *Name*** | **Enrique Lastrilla *Name*** |

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| --- | --- | --- |
| **Steve Holt *Name*** | **Robert Price *Name*** | **Mike Bartulis *Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**