The CIS SAC should be recognized for its considerable achievement in preparing the Program Review document and the presentation. Both were thorough and thoughtfully organized. Considerable amounts of data were included in the document and the presentation. It is evident that these data have been used to more fully understand the dynamics of the program from multiple perspectives and it has been used to make sound program improvement recommendations.

This response is organized into two sections: 1) Commendations and Observations; and 2) Responses to Recommendations.

**Commendations and Observations**

1. Faculty have successfully managed program growth over the past few years (45% since 2009) and they are preparing for the imminent enrollment decline.

2. The majority of the CIS program (62.5%) is offered through Distance Learning. Distance Education is effectively used to meet the needs of the program’s diverse student population. The learning needs of these students are supported through a variety of services. Students who request accommodations because of their learning disabilities are provided with appropriate solutions based on their needs. Quality assurance has been built into the delivery model primarily through requiring new faculty to enroll in an online instructional methods course. As stated in the program review, Distance Learning “has completely altered the way we teach.”

3. Faculty thoroughly understand their student population from multiple perspectives (i.e. gender, race/ethnicity) and have used this demographic information for program planning especially in the areas of student success and Distance Learning.

4. Another indicator related to student success has been the restructuring of electives to make it easier for students to identify degree pathways. CIS is an open entry program (with the exception of Health Informatics); students can start the program each term and complete the program on a part-time or full-time basis.

5. Faculty should be commended for comparing student success rates between on-campus students and individuals who are enrolled primarily in Distance Learning.

6. Faculty are cognizant of the need to diversify the gender and minority balance of instructors and student enrollment.

7. Assessment data have been effectively used to make curricular changes. Rubrics and scoring methods have been standardized for most of the courses (a recommendation
from the previous Program Review). Consistent data are generated to measure student progress for achieving program and course goals and core outcomes.

8. Faculty regularly monitor and respond to technological changes in the industry. New courses are added or revised in response to industry changes. The curriculum has been aligned with the Association for Computing Machinery core outcomes and with PCC’s core outcomes.

9. A new Health Informatics program has been added to the curriculum in response to industry needs and in conjunction with a statewide initiative.

10. Faculty have clearly identified issues related to the full-time/part-time faculty ratio and identified and justified the need for additional full-time faculty.

11. Facility needs have been thoughtfully analyzed. A need for dedicated classrooms at all campuses has been identified. Recommendations have also been made to upgrade computers and to shorten the replacement cycle.

12. Faculty regularly attend professional development events such as conferences and webinars to enhance their technical skills and teaching abilities.

Response to the Recommendations

General Recommendations

1. Increase ethnic diversity and percentage of women in student population.

We support this recommendation. This recommendation supports the PCC commitment to equity and inclusion for all of our students.

2. Continue redesign of CIS degree as needed.

Based on the information presented in the Program Review, this is an ongoing process for the CIS program. Faculty are aware of technological changes and industry trends. We encourage faculty to take advantage of internal and external grant resources to accomplish this task.

3. Increase development of CIS Web program.

We support this recommendation. Please work with the division deans to identify a plan to implement this recommendation.
4. Improve Distance Learning's Online Instructor Orientation training to produce better quality online instructors.

We support this recommendation. Please work with the Director of Distance Learning to identify how this type of training can be improved and to identify other training activities that will provide support services to faculty.

5. Because Distance Learning accounts for so much of our department’s enrollments, it is imperative that CIS is consulted before significant DL rule changes are made, and that these changes be made with sufficient lead time to allow faculty to adequately plan the schedule.

We recognize the decision to implement a moratorium on course development was made quickly; for this we apologize. We needed to temporarily suspend further development and take the time to develop new procedures for course development that reflect a consistent, intentional, and more strategic approach. We believe we have achieved this with what has been recently implemented.

6. Restore Teacher Assistant funding to previous level of 50 hours per faculty member per term.

We realize how helpful this fund has been to faculty, however, due to the budget situation, it is unlikely that this fund will be reinstated.

7. Improve survey response rate (severely reduced since adopting CollegeNet).

This problem is currently being discussed by the deans of instruction and the dean of academic services. We realize the new system has reduced the number of responses. As this time, we have not identified any solutions. We have been discussing a “grade hook” process which is similar to what is being used at U of O and Princeton. In short, as soon as a student completes all of her/his course evaluations he/she will be able to see his/her grade as soon as the instructor posts them. However, if a student doesn’t finish the surveys, they won’t see their grades until after grades are posted on Monday or later in the week.

Faculty Recommendations

8. Continue pursuing employment of a diverse faculty, with emphasis on women and ethnicity.

We applaud and support this recommendation and recognize the importance of this recommendation to the integrity of the CIS program. The Equity and Inclusion Office may be able to suggest recruitment strategies that will attract a more diverse pool of applicants.

9. For CIS to continue being a leader in IT courses and programs, the addition of an additional full-time faculty member should be investigated.

We understand the importance of having a significant number of full-time faculty in the program to support its goals and to promote student success. However, given the resources available to the college it is difficult to meet all of the priorities from the various sectors of
the institution. The decision to add more full-time faculty will be at the campus level and it will be based on an analysis of enrollment data. CIS Program Review data will be very helpful when the analysis process is undertaken. The district will also be involved in determining where full-time faculty positions are allocated among the campuses.

Facilities Recommendations

10. Provide dedicated time slots in computerized classrooms for CIS on the Cascade, Rock Creek, and SE campuses.

   We support this recommendation. Please work with the respective dean of instruction and division dean at each campus to identify appropriate space. The new space that has come online at some of the campuses as a result of the Bond should help alleviate space issues and dedicated time slot problems.

11. Shorten the replacement cycle of lab computers from four to two years. Update classroom monitors on a four year cycle.

   We support this recommendation. Please work with the respective division dean and Technology Solution Services manager at each campus to identify resources that could be used to shorten the replacement cycle. Bond funding has been used on some of the campuses to help alleviate this problem with the addition of new space.

12. Improve the quality of computers in the labs.

   We support this recommendation; it is imperative to maintaining instructional quality for the CIS program. Please work with the division dean and Technology Solution Services manager at each campus to identify resources that could be used to upgrade computers in the labs. Bond funding has been used on some of the campuses to help alleviate this problem with the addition of new space.

13. Library should acquire a single copy of each textbook to keep available for short term checkout.

   We agree with this recommendation. The library, however, does not have resources to purchase textbooks for circulation or for their reference library. Please consider other options such as asking the textbook publisher to provide reference copies for the library.

In closing we want to thank the SAC for preparing a very thoughtful and thorough program review and presentation. We recognize that a tremendous amount of time has been dedicated to preparing the Program Review document and organizing the presentation.

This administrative response has been submitted by Marilyn Davis on behalf of the Deans of Instruction and the Dean of Academic Services.

   Kurt Simonds – Cascade DOI
Cheryl Scott – Rock Creek DOI
Marilyn Davis – Interim Southeast DOI
Jeff Triplet – Sylvania DOI
Kendra Cawley – Dean of Academic Affairs