Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Cisco Internetworking

Program Code: 701 - COMPUTER INFORMATION SYSTEMS & COMPUTER SCIENCE

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
Yes

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Cisco Internetworking program improves lives by training students in a challenging, in demand vendor sponsored occupational field that prepares the student for a career as a Computer Network Technician, Systems Engineer, Administrator, and/or Designer. Specialties in such topics as Routing/Switching, Cyber Security, VoIP, Wireless, etc. are offered. The courses in the program are in a learning centered environment using a high tech facility that includes computers and in-class and remote lab networking equipment for each student. Interactive on line media curriculum, activities, hands on skill labs, projects/case studies, and module tests are used. The program is offered to all Chaffey students that meet the prerequisites for the courses. The consistent 90%+ retention and success rate, the higher than average Chaffey certificate issuance, and the job placements in the program demonstrates the effectiveness in meeting the course objectives and the college mission.

Review Team Response
Description clearly demonstrated how this program supports the college mission.
**PROGRAM DATA**

Enrollment

Enrollment by Day, Evening, Online, Arranged (CISCO)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>13.13%</td>
<td>-1.69%</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

The Cisco program has consistently been over the cap by at least 10% in the years 2008 to 2011. The cap has been 32 students per class with six classes per semester. All classes are 8 week hybrid classes. The 2010-2011 figures are slightly lower because Cisco VI was not offered in 2011. Data from Institutional Research -OLAP 2009 Fill Rate 109.1146 2010 Fill Rate 123.4375 2011 Fill Rate 127.0833 The enrollment has increased and is at the maximum the classroom size and equipment allows. Students enroll to explore, upgrade skills and complete Cisco networking certifications. Cisco Internetworking continues to be a predominately male profession and the enrollment patterns reflect this. An ongoing effort has been in place to increase female enrollment by attending career fairs and encouraging enrolled female students to market opportunities to others. Female IT networking professionals are encouraged to be guest speakers and attend our advisory meetings. African American enrollment at Chaffey represents approximately 10% which the Cisco classes are close to representing.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

The retention, genders and ethnicity patterns have been positive overall and greater than the college overall data. One positive trend is the employment of students in the Cisco Internetworking program before they complete the program thus affecting the retention rate. In 2010-11 five students received high paying positions while still enrolled in the Cisco program. The positions required them to drop the course.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>1.54%</td>
<td>7.03%</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>1.54%</td>
<td>7.03%</td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
The success, genders and ethnicity patterns have been positive overall and greater than the college overall data. Another positive trend is the employment of students in the Cisco Internetworking program before they complete the program affecting the completion rate. In 2010-11 two of the five students who received positions were female. The positions required them to drop the course.

Review Team Response
Data and trends are interpreted properly. Implications for the program are included. Data Trends are interpreted properly; implications for the program are included; impressive retention rates! Ongoing efforts are in place to recruit females and African Americans.

DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The number of certificates has increased over time and is what is expected with a 90%+ success rate and a 32 cap per the two classes offered per term. There are no plans to make changes.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>09/10</td>
<td></td>
<td>67</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The number of certificates has increased over time and is what is expected with a 90%+ success rate and a 32 cap per the two classes offered per term. Since some students voluntarily stop their studies at Cisco 2 to obtain the first Cisco Certificate (Cisco Certified Entry Network Technician -CCENT) the numbers of future certificates in the Cisco program sequence will be less. There are no plans to make changes.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>09/10</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The number of certificates has increased over time and is what is expected with a 90%+ success rate and a 32 cap per the two classes offered per term. There are no plans to make changes.
<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
The number of certificates has increased over time and is what is expected with a 90%+ success rate and a 32 cap per the two classes offered per term. There are no plans to make changes.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
The number of CCNP certificates has increased over time and is what is expected with a 90%+ success rate and a 32 cap class offered per term. The CCNP sequence are advanced classes that not all students pursue therefore there are less certificates. There are no plans to make changes.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The number of certificates has increased over time and is what is expected with a 90%+ success rate and a 32 cap per class offered per term. The class is not being offered at this time and plans are to possibly delete course. Will possibly delete course.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>09/10</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

The number of certificates has increased over time and is what is expected with a 90%+ success rate and a 32 cap per class offered per term. The figures from 08/09 have a higher than normal Pass/No Pass students. There are no plans to make changes.

Review Team Response

STUDENT LEARNING OUTCOMES

Students who complete the CCNA Certification program will exhibit apprentice analysis and apprentice knowledge of Cisco Internetworking.

Students who complete the CCNP Certification program will exhibit professional analysis and professional knowledge of Cisco Internetworking.

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

The Cisco CCNA (Cisco Certified Network Associate) certification graduate will have completed the course requirements for Cisco Internetworking 1-4. Curriculum includes performance-based skills, basic mitigation of security threats, and introduction to wireless networking concepts. The sequence of courses will give the student the knowledge to exhibit apprentice analysis of a Cisco equipped enterprise computer network. The student will have the knowledge to design, install, maintain, and repair small to medium (up to 500 host) networks.

The Cisco CCNP (Cisco Certified Network Professional) certification graduate will have completed the course requirements for Cisco Internetworking 5, 7, and 9. These courses equips students with the knowledge and skills needed to plan,
implement, secure, maintain, and troubleshoot converged enterprise networks. The CCNP curriculum was designed to reflect the job skills and responsibilities that are associated with professional-level job roles such as network engineer, systems engineer, network support engineer, network administrator, network consultant, and system integrator.

Discuss how courses in the program articulate with or complement each other.
Cisco 1-4 Internetworking courses will equip students with Cisco CCNA Internetworking skills. The Cisco courses are sequential and must be taken in order to complete program. The student needs basic computer skills such as is offered in Chaffey's CIS-1 to enter program. Cisco 5, 7 and 9 courses will equip students with Cisco CCNP advanced Internetworking skills. The prerequisite to enter the CCNP program is completion of Cisco 4 or passing of the outside administered Cisco CCNA exam. These courses do not have to be taken in order. Some student take only a single course in the CCNP program instead of the sequence to upgrade their skills.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
The Introduction to Computer Networks CIS-50 and the IET-458 Fundamentals of Cable Networking has some basic networking topics that are also covered in the first sequenced Cisco 1 class. The CIS-496B Computer Information Systems Internship class is integrated with the Cisco program in offering opportunities for work experience for Cisco students. There are no other similar courses offered at Chaffey college after Cisco 1 and the resources of the program are not shared with other programs.

How and when has your department assessed Program SLO's and how have you responded to the results?
Students who successfully completed CCNA level Cisco 3 (grade C or higher) in spring 2010 were able to set up route aggregation (summarize) using variable length subnet masks (VLSM). Students successfully aggregate an Open Shortest Path First (OSPF) area 0 to an Internet Service Provider (ISP). Criteria for Success: Student were able to use the appropriate commands in the command line interface (CLI) on a Cisco router. Summary of Evidence: Base lining, documentation, network tools such as "Wireshark" to verify route aggregation. Use of Results: Student Reinforces/improves skills to increase performance of a small to medium network. Students who successfully completed CCNP level Cisco 5 (grade C or higher) in fall 2011 were able to set up a working static route on a serial interface using two Cisco routers. Students were able to analyze and evaluate the addressing on the serial links and use the appropriate commands in the Cisco command line interface (CLI) to set up the static route. Summary of Evidence: Base lining, documentation, and networking tools verify the proper operation of the static route. Use of Results: Reinforced and improved the students design, maintenance and troubleshooting skills on a serial interface in a larger network. Planned assessment: Upon successful completion of CCNP Cisco 417 (grade C or higher) in the spring of 2012 students will know how configure inter VLAN trunking. (Virtual LAN's) SLO training: 01/13/12 PSR/SLO Flex. Have attended most of the SLO training offered at flex. Attended PSR/SLO training at Faculty Senate meeting 01/27/09.

What program or course changes have been made based on the result of the assessed outcome?
No program changes were made on the results and none are planned for the future.

Review Team Response
Overall Program Level Implementation of SLOs is Proficiency: SLOs and authentic assessment are in place for the programs SLOs. Results of assessment are being used for improvement. There is widespread dialogue in the program about the results. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. Comprehensive SLO reports exist and are completed on a regular basis. The Outcomes and Assessment Committee would like to commend your program for your work on Student Learning Outcomes.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISCO 1 Cisco Internetworking I - Active</td>
<td>02/07/2008</td>
</tr>
<tr>
<td>CISCO 2 Cisco Internetworking II - Active</td>
<td>02/07/2008</td>
</tr>
<tr>
<td>CISCO 3 Cisco Internetworking III - Active</td>
<td>02/07/2008</td>
</tr>
<tr>
<td>CISCO 4 Cisco Internetworking IV - Active</td>
<td>02/07/2008</td>
</tr>
<tr>
<td>CISCO 416 Cisco Internetworking VI - Active</td>
<td>02/07/2008</td>
</tr>
<tr>
<td>CISCO 418 Cisco Internetworking VIII - Active</td>
<td>02/07/2008</td>
</tr>
<tr>
<td>CISCO 417 Cisco Internetworking VII - Active</td>
<td>03/03/2010</td>
</tr>
<tr>
<td>CISCO 415 Cisco Internetworking V - Active</td>
<td>03/10/2010</td>
</tr>
<tr>
<td>CISCO 419 Cisco Internetworking IX - Active</td>
<td>09/08/2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISCO Cisco CCNA Examination Preparation Level I - Active</td>
<td></td>
</tr>
<tr>
<td>CISCO Cisco CCNP Examination Preparation Level V - Active</td>
<td></td>
</tr>
<tr>
<td>CISCO Cisco CCNA Examination Preparation Level IV - Active</td>
<td></td>
</tr>
<tr>
<td>CISCO Cisco CCNA Examination Preparation Level III - Active</td>
<td></td>
</tr>
<tr>
<td>CISCO Cisco CCNA Examination Preparation Level II - Active</td>
<td></td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
The courses are up to date and no action is needed at this time

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Commettees
Needs Assessment
Demographic Trends
Labor Market Studies/Projections
Develop New Courses/Programs
Other

Briefly explain:
Advisory committee members have given positive input on trends in industry; see attached. Calls from industry and local job postings have influenced the Cisco Internetworking program in course specifics and lab equipment selection. There is a need for specific training for hospitals/medical networking skills such as wireless/security and medical records. Demographic trends and new laws are generating this need. If budgeting allows for a class, a course in "Health Information Networking" would be a response to changing and emerging student and community needs. The course is available from the vendor Cisco and the present lab equipment will support this curriculum. Cyber Security is another specialty in demand. Chaffey college has been actively involved in this field within the curriculum and by participating successfully in sponsored contests such as "Cisco Networkers" and "Western Regional Collegiate Cyber Defense Competitions". Equipment has been requested to support curriculum in cyber security.

Review Team Response
Curriculum is Cisco-mandated and faculty does a great job of keeping curriculum modifications up to date!

ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).
The Cisco Internetwork program has an active advisory board that meets once a year. The membership consists of local govt and business representatives. They advises us on such topics as present and future industry needs. The
members are involved with the program with guest speakers, internship/employment opportunities, equipment and curriculum recommendations. The future possible Cisco Health Information Networking program is an example to responding to advisory board recommendations. Another is the recommendation of advisory members that the students receive effective hands-on experiences with networking equipment to increase their job search prospects.

**Review Team Response**
Advisory Committee materials are in order; labor market trends have been addressed; thanks!

**EXTERNAL REGULATIONS**

Last Review: 12/06/2011
Recommendations: The students in the academy are required to complete a three page "Course Feedback" during every final exam. I receive a class result. With the growth of the program student/equipment ratio issues are a concern to students. Because of the rapid changes in this field Cisco requires instructors to update the curriculum and complete instructor training to stay aligned with CISCO updates and innovations.  
Budgetary Recommendations: Work towards a more satisfactory student/equipment ratio. Funding for training when recommended/required by vendor  
Addressed Satisfactorily: Yes  
Status of Recommendation: Addressing the issue in this PSR and through Perkins funding  
Next Review: 05/17/2012

**Review Team Response**
Budgetary and institutional impacts have been explained;

**NON-INSTRUCTIONAL PROGRAM INFORMATION**

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

**Review Team Response**

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
</table>
Additional information:
Review Team Response

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09  09-10  10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:
Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09  09-10  10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:
Review Team Response

VISIONARY IMPROVEMENT PLAN(VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
• Measurable
• Action-oriented
• Realistic
• Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Support personal, academic and career development by increasing enrollment of female students in the Cisco Internetworking program.

To which planning direction does this goal apply?
CTE pathway development

Year 1 Steps to Success (activities) and VIP Assessment:
Research literature for methods/strategies of recruiting females into the program. Collaborate with counseling and program coordinator on recruitment strategies.
By the end of spring 2013 semester viable recruitment strategies/methods will be created and documented.
Meeting with program coordinator and counseling will be scheduled.

Year 2 Steps to Success (activities) and VIP Assessment:
Implement at least two recruitment strategies for females.
By end of spring semester the data should indicate an increase in the enrollment of females in the Cisco Internetworking program.

Year Three Goal:
Support personal, academic and career development by increasing the opportunities for students to participate in hands on Cisco networking experiences.

To which planning direction does this goal apply?
CTE pathway development

Year 1 Steps to Success (activities) and VIP Assessment:
Research methods to increase the effectiveness of the current equipment to the current student population. Using the results; maximize the current equipment to the growing student population. Further explore need for additional equipment.
Cisco equipment will be logically and physically reconfigured by spring 2013 to better meet the needs of the growing student population. Student equipment time per student will be measured.

Year 2 Steps to Success (activities) and VIP Assessment:
Logical and physical reconfiguration of Cisco equipment to better meet the growing student population.
By the end of the spring semester student effectiveness on the Cisco Internetworking equipment such as routers and switches should have increased. An automated server based system is in place to generate effectiveness data.
Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
VIP goals are clear, concise, attainable, measurable and are clearly tied to data and SLO assessment results; They follow the handbook directions; endorse the program’s efforts at expanding the program by adding more CISCO 1 & 2 programs, faculty and equipment;

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM
List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSR, SLO, Dept Meetings</td>
<td>Dist Ed, Moodle, Pearson Learning</td>
<td>Cisco Webinars</td>
<td>Renewal of Two Cal Clear Designated and Two Professional Single Subject Teaching Credentials</td>
</tr>
<tr>
<td></td>
<td>Extensive/rigorous classroom and on-line Cisco instuctor CCNA/CCNP training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
These activities give me the additional knowledge to positively affect the learning outcomes of my students. The Department meeting keep me up to date in administrative duties. Moodle training has allowed me to communicate with students in a more organized/professional manner. The Cisco Webinars keeps me up to date on latest teaching practices and industry technologies. The instructor training is required by vendor as the curriculum and certification requirements change.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate till 2010</td>
<td>Econ Dev, Marketing, CAP, Multicampus</td>
<td>Numerous Career Fairs, Counseling Class Visits, Employer Site Visits, Networking Contests</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
The Cisco Internetworking program is located and taught at the Chino IT center. All department engagements are conducted away from the IT center. The opportunity to engage others has been positive to my program in that information received can and has been used to improve my program.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Computer Information Systems: Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
Given the data for "Programming" not Cisco Internetworking the data does not correspond to my program. I have over 12 years of experience in teaching the Cisco Networking Academy. Over 15 years of cumulative teaching experience within college, high school and industry exposure. This exposure I believe has given me a good exposure on the needs of the learners entering this program.

Does your program anticipate retirements within the next 3 years?
No

Review Team Response
Professional development activities reflect a nice balance of campus commitments and professional training, all of which work towards enhancing student success.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
The vendor "Cisco" does not fund the program. It only gives a discount on equipment/training and curriculum material. If available, funding from Perkins grants are available on a yearly basis. Not available every year and not guaranteed in the future. When I received funding it was usually in the 10 to 20 thousand range.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
There is a heavy demand for the introductory Cisco 1 and 2 networking classes. These classes have a long wait list with students exploring/re-certifying. The local high school district also has interest in sending additional students to the program. If the facility and networking equipment is up to Cisco Academy standards to give a safe and satisfactory learning experience an additional Cisco 1 and 2, scheduled at the appropriate times, could be offered. Adjunct Faculty.
Hiring Criteria:

Institutional Level Considerations
Supports Chino expansion
Student need for courses or programs for transfer or vocational certificate
New and expanding student populations (e.g., Veteran's, Early Alert)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supports retraining to help students become employed or promoted in their professions

Department Concerns
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)

Year 2:
Hiring Criteria:

Year 3:

Hiring Criteria:

STAFF

Year 1
Year 2
Year 3

EQUIPMENT

Year 1
Additional lab equipment to keep up with changing technology. Additional lab equipment to meet growing student population (male and female) and meet student needs for an effective hands on networking equipment experience in the CCNA and CCNP programs. The equipment will also support future growth curriculum's in such topics as cyber security and hospital networking technologies. See attached equipment list.

Year 2

Year 3
Additional lab equipment to keep up with changing technology.

TECHNOLOGY

Year 1
SOFTWARE

Year 1
NetLab remote access lab software; increases student effectiveness with remote access NetLab equipment by lowering student/lab equipment ratio. Used to add additional lab equipment (Equipment Pod's). Upgraded yearly to keep up with technology. Cost is $2395.00. No tax or shipping.

Year 2
NetLab remote access lab software; increases student effectiveness with remote access NetLab equipment. Cost is $2395.00. No tax or shipping

Year 3
NetLab remote access lab software; increases student effectiveness with remote access NetLab equipment. Cost is $2395.00. No tax or shipping

OTHER

Year 1
Physical facility (Chino IT Center, Room 206) has maxed out to number of students that can receive an acceptable learning experience. Remodel current Cisco room 206 or move program to a larger facility in the Chino IT center.

Year 2

Year 3

Review Team Response
All requests appear related to the VIP; has addressed the institutional level considerations for faculty hiring; Figures for requests are in an attached file.

Review Team Response
The document seems unclear and does not contain enough information to be useful for planning, supporting and improving student achievement and SLO’s. Revisions required.
We would rate this PSR at level 3 - the program contains excellent information and analysis to be useful for planning, supporting and improving student achievements and SLO’s. The review contains clear, measurable goals and resource requests; commendation is to be given for the superb job done with SLOs and SLO assessment – please do not stop! Keep the cycle of assessment and improvement going!