PROGRAM REVIEW UPDATE 2015-2016

Program: CIS/CNT/CS

Division: STEMPS

Date: 10/12/2015

Writer(s): Moh Daoud, Debbie Fields, LaVaughn Hart, Bill Komanetsky, Colin Schaltz

SLO/SAO Point-Person: LaVaughn Hart

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

✓ We have hired an additional full time Computer Science instructor.
✓ Full-time Computer Networking instructor retired.
✓ We have reallocated/added FTEF to enable us to offer more CS classes as enrollments in that program are growing at this time.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

- ✓ SLOs for all offered courses have been assessed for multiple semesters.
- ✓ PLOs for all degrees/certificates have been created.
- ✓ We have hired an additional full time Computer Science instructor. Recruited 2 new part-time Computer Science instructors.
- ✓ We developed a new AA degree (Computer Information Technologist) which is awaiting approval at the State level. This program was developed in conjunction with LLNL and includes courses from CIS/CNT/CS. The development of the new degree required that courses in CIS, CNT, and CS be updated. This was accomplished in the Fall 14 and Spring 15 semesters.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

- ✓ Time to actually implement everything.
- ✓ Retirement of CNT faculty member has left a gap in the department as we do not have part-time faculty that can teach the variety of courses that the now retired person has taught.

D. What are your most important plans (either new or continuing) for next year?

- ✓ Implement the new AA degree (Computer Information Technologist).
- ✓ Continue to update curriculum to conform with model curriculum.
- ✓ Expand outreach to business community, particularly Sandia and LLNL in the area of cybersecurity.
- ✓ Participate fulling in regional consortia such as NetLabs, Mobile Computing, Health Information Technology, Business Information Workers initiative, ICT, Digital Media, etc.
- ✓ Replace CNT instructor.
- ✓ Refocus CNT program to rebuild enrollments.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16
- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

We are looking at ways to ensure ongoing review of our curriculum to maintain currency and consistency with model curriculum.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes _____no

CIS   Yes, program set standard is 61% and our 2014/15 data shows 61%. (Spreadsheet Met Standard column says "No" but number say "Yes").
CNT   Yes
CS   Yes

(This data can be found here: http://goo.gl/y9ZBmt)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

- ✓ Our students have additional access to Computer Science faculty with the addition of a full time faculty member in this area.
- ✓ Although our new CIT AA degree is pending at the State level, several students are already well on the path to completing the program by taking courses that will be part of the program once approved.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

- ✓ Assessments (on-going) using the one-minute-test method resulted in a number of topics being identified early on which needed enhancement/changes in the presentation of the material.

B. Discuss assessment results that indicate a need for improvement.

- ✓ Presentation of the overloading of constructors in C++ was identified (described above in A) as needing to be changed to better relate the material to students' experiences

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

   Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

- ✓ A modification to the presentation of overloaded constructors (described above in B) was made 'on the spot' which allowed students to grasp the concept more easily and effectively. Future sections of this same course will now have this change embedded in the course materials

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

N/A

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

✓ Compared CIS 50 online vs CIS 50 on-campus. One instructor teaches both sections. Instructor uses same course management system, assignments, quizzes, final exam, final project, discussion questions, and SLOs for both sections. No significant results difference when comparing sections. Same results for CIS 55 online vs CIS 55 on-campus.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES X   NO ☐

If yes, please explain.

We need a replacement CNT full-time faculty member as our Computer Studies department.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments

   - changing service hours

   - changing modes of service delivery

   > Over the next year, we will be in the process of revising our CNT program. Part of that process will include looking at the SLOs for CNT courses and at the assessment results for individual courses to see if there are any specific changes that are indicated by this data.
   >
   > Over the next year, we will be reviewing the CIS curriculum to bring it into closer alignment with available model curriculum. Part of that process will include looking at the SLOs for CIS courses and at the assessment results for individual courses to see if there are any specific changes that are indicated by this data.
   >
   > The Computer Science discipline will be reviewing their assessment data to see if there are any significant areas where changes to curriculum and/or revised SLOs/assessment may be beneficial.
   >
   > Based on recent campus conversations, it appears that once again the definition of a SLOs is changing. The Computer Studies discipline will be reviewing our SLOs and SLO assessments based on the new definition as soon as the definition has been fully vetted and communicated.

2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES ☐   NO x

   If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	This number of courses for which SLOs will revised will depend upon what we discover as we review our programs and upon the new definition of SLOs that is currently being discussed.
Estimated number of SAOs that will be written or revised:	

a. What courses or SAOs will your program assess during this academic year (2015-16)?

Over the last two years, the Computer Studies area has endeavored to assess all courses each semester. Over the next year, we will identify specific courses where assessment would provide information beneficial to the review of the curriculum that CIS and CNT will be working to complete this year.

b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	This is irrelevant now that SLO work is part of the professional responsibility for Part-time faculty. The full-time faculty will be working with our part-time faculty to determine the best way to incorporate our part-timers more fully in to the SLO process within our departments.
Spring 2016	This is irrelevant now that SLO work is part of the professional responsibility for Part-time faculty. The full-time faculty will be working with our part-time faculty to determine the best way to incorporate our part-timers more fully in to the SLO process within our departments.