PROGRAM REVIEW Fall 2022

Program: Computer Studies (CS, CIS, CNT)

Division: Science, Technology, Engineering and Mathematics

Date: 2022-10-20

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SLO/SAO Point-Person: William Komanetsky

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [https://bit.ly/3fY7Ead]

Instructions:

1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional/suggested: Communicate with your dean while completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

Program Review Home Page

Fall 2021 Program Reviews

Frequently Asked Questions

Throughout this document you'll see that equity is a guiding principle.
Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____N/A

Accomplishments
1 Cyber Camps for Summer 2022
2 Implemented HyFlex training for CS courses
3 Representation on the Guided Pathways student success teams established (CNT and CS)
4 Low/No-Cost Text books for CNT (4-5 classes) using Netlabs, Red Hat and CISCO academy
5 No Computer Required for CS courses using a Tablet and Netlabs for CS and CNT courses
6 NSF/S-STEM Grant application to target low income CS and BIO students completed
7 Robert Half Apprenticeships for CNT and CS students
8 Lawrence Livermore National Laboratory Internships for CNT and CS students
9 Amazon.com corporate paid tuition at LPC
10 Established introduction to programming course with Livermore High School and the definition of a pathway to LPC

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____N/A

Challenges/Pain Points/Needs

1. Full Time engaged faculty representative for CIS
2. Need hardware made available to the CNT lab as it retires for our curriculum
3. Computer non-desktop and Networking devices for the new CNT labs in 2100 makes it difficult to continue to teach up-to-date material
4. Building 800 overhead projectors and screens can be problems during instruction
5. New printers needed for the computer lab because of their 20 year age – difficult to read prints for both students and instructors
6.

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C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____N/A

- **HyFlex classroom productions**
- **Support of low income students by enabling browser only model to complete courses (CS and CNT)**
- **Increase the CS presence at Livermore High School by introducing another course into their curriculum from LPC allowing for a greater pathway to LPC**

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- *College Mission*
- *Educational Master Plan (see pages 72-76)*

_____N/A

The CIS, CNT and CS disciplines are striving to reduce the number of text books needed in the classroom as well as a reduced dependency on student owned technology to complete classes in CIS, CNT and CS. These objectives will help to support those students who may not have been as well included in these disciplines in the past allowing for their new and continuing success in the computer studies field(s)

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Streamlining the CIS programs		X		X
Promoting/enhancing the Artificial Intelligence program		X		X
Promoting the MIS program to support students looking for employment early		X		X

Tab to add more lines as needed

F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	Why are students not attending LPC in as great of numbers as they once did
What did you learn?	A lot of these students do not like the vaccination mandate
How will you use the feedback?	Continue to conduct HyFlex classes for those students
Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	How best to videos in the classroom help you as a student
What did you learn?	Classroom recordings, of the entire class, are rarely watched by the students. Instead, they enjoy watching short
How will you use the feedback?	Produce and find short videos for content instead of larger titles

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____N/A

Barrier	Suggestions
The Enrollment Process	Continue enhancing Guided Pathways Better document the process – easier to follow web pages
Class-Web's User Interface, old, unpopular	Replace it
Student course materials are expensive	Cost offsets of course materials to students? Grants, financial aid ?
Technology loans are very inconsistent when it comes to the available technology (old computers for example)	Administration needs to address this
Technology loans are done on a first come first serve basis. Late adds for instance are disadvantaged in this case	Administration needs to address this
CNT Lab's are so locked down, it makes the configuration of servers and support of those computers very difficult (they have done this before – do we need this one?)	IT needs to address this
For CNT labs, all-in-one computers should be avoided as often as possible	IT needs to address this

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): https://bit.ly/2IYaFu7
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: https://bit.ly/2Y9vGpl

CIS: Enrollments have generally gone down over the past 4 years. Women participating in CIS courses are very comparable to male students, however, over the past two semesters, these numbers have reduced when compared to male students. Women in CIS still has the higher percentage of students than any other discipline within computer studies at nearly 50% of all CIS students. Students 19 years and under enrollment numbers are pretty much the same over the years with a slight increase over the past year. All other ages have gone down. This could be attributed to transfer students and non-transfer students as the prior are normally interested in transfer to 4-year colleges. Demographic percentages are holding fairly consistent; however, the African American percentages of students has gone down. However, at 3%, our enrollments are still higher than the Livermore area's 1.67% general black population.

CNT: Enrollments have generally stayed consistent over the past 4 years. This can be attributed to the fact that the CNT discipline is really meant for adult professionals who wish to change their career or enhance an already established career. Women participating in CNT courses are much less than male students by a factor of 4 to 1. Students 25 – 39 years old are the majority of enrolled students which makes sense considering the professional status of most CNT students. Demographic percentages are holding consistent, however, the African American percentages of students has gone down. However, at 3%, our enrollments are still higher than the Livermore area's 1.67% general black population.

CS: Enrollments have generally gone down over the past 4 years however they seem to have stabilized over the past year. Women participating in CNT courses are much less than male students by a factor of 3 to 1 but has been improving over time. Students 19 years and under enrollment numbers are pretty much the same over the years with a slight increase over the past two years, however all other ages have gone down a bit. This could be attributed to transfer students and non-transfer students as the prior are normally interested in transfer to 4-year colleges. Demographic percentages are holding consistent with the African American percentages of students being higher than any other department in computer studies. A 9%, our enrollments are much higher than the Livermore area's 1.67% general black population.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page

- Did your program meet its program-set standard for successful course completion?

  __X_ Yes _____No

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

CIS and CNT are 10% over target rates. CS is 8% over its target rate.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, click here.

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs *(Departments without degrees, non-major courses, and/or other courses up for assessment)*
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
    a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
    b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen (See SLO Handbook, p. 7) and continue to question 2.
    c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current 3-year plan, list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

CS:

CS-16 (Course is going to be withdrawn)	● Students will be able to create Objective C/Cocoa Touch programs of moderate to substantial complexity ● Students will be able to explain and use fundamental Objective C concepts and syntax elements including classes and objects properties, strings, arrays
CS-18(Course is going to be withdrawn)	● Students will be able to create Android/Java-based touch programs of moderate to substantial complexity ● Students will be able to explain and use fundamental Java Android concepts and syntax elements
CS-20 (assessed)	● Students will be able to implement programs using linked lists, stacks, queues and binary trees, including implementations using the Standard Template Library. ● Students will be able to interpret and implement code using typical forms of recu
CS-31 (assessed)	● Students will be able to create and use programmer-defined functions in Java.
CS-47 (This course was assessed in Spring 2021)	● Students will be able to develop detailed design specifications for a substantive application, including major subsystems and interfaces.

CNT:

CNT-55 (assessed)	● **Students will be able to install, configure, secure, and**

	troubleshoot Windows server in a domain environment.
CNT-68 (assessed)	• Students will be able to apply standard computer forensics methodologies and tools to acquire, store, and analyze data.
CNT-69 (assessed)	• Students will be able to evaluate network security risks and responses.
CNT-7401 (assessed)	• Students will be able to apply basic shell programming, including text manipulations, file I/O, and typical Linux/UNIX utility programs. • Students will be able to create Linux desktop installation specifications. • Students will be able to develop detailed design specifications for substantive application, including major subsystems and interfaces
CNT-8002 (assessed)	• Students will be able to configure and set-up static routing. • Students will be able to implement VLAN and VLAN routing.

CIS:

CIS-8 (assessed)	• **Student should be able to appl basic formatting to Word documents, create basic Excel spreadsheets, and create PowerPoint presentations that contain text and graphics.** • **Student should be able to perform basic file management tasks such as**

	copying and moving files and folders and perform Internet searches to find specific data.
CIS-50 (assessed)	• **Student should be able to demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials.**
CIS-55 (assessed)	• **Student should be able to construct projects efficiently generating solutions using various workplace computer programs.** • **Student should be able to use (Linking and Embedding (OLE), to create integrated Office documents.**
CIS-55B (not offered)	• Student should be able to demonstrate the ability to create complex word processing documents using advanced text and document formatting, special functions, and save, print, and retrieve document functions.
CIS-57 (assessed)	• Student should be able to create a table in a database; include with at least three fields using different field types. • Student should be able to produce a printed report based on a subset of data. • Student should be able to query a table to create a subset of data based on a defined criteria.
CIS-59 (assessed)	• Student should be able to build sites using Hypertext Markup

	Language (HTML) and Cascading Style Sheets (CSS) the foundation skills such as: text configurations, color configuration and page layout to create Web Sites with enhanced focus on design, accessibility and Web standards.
CIS-59C (assessed)	• Student should be able to create code using fundamental JavaScript syntax, work with the DOM, develop and debug across multiple browsers as well as take advantage of the available JavaScript libraries and Ajax.
CIS-62 (assessed)	• Student should be able to produce a project plan to ensure successful delivery and stakeholder satisfaction.
CIS-72A (assessed)	• Students will be able to utilize a database application to enter, edit, find, sort, and delete records and to create queries and reports, including mailing labels.
CIS-72B (assessed)	• Students will be able to embed link data stored in an Excel worksheet into a Word document. • Students will be able to use spreadsheet software in document reporting and presentation and integrate spreadsheets with other

	software for business communication.
CIS-73A (assessed)	• Students will be able to key numeric data using the numeric keypad at a minimum rate of 90 strokes per minute with 98 percent accuracy.
CIS-75 (assessed)	• Students will be able to demonstrate effective and efficient telephone techniques for answer phones, taking messages, and assisting customers in a business environment. • Students will be able to use email systems such as Outlook to create contacts, calendar appointments, and send email messages.
CIS-81B (not offered. New plan for Fall 2022)	• Students will be able to create, deploy, design, configure, terminate, and migrate cloud databases. • Students will be able to describe database services offered by cloud providers, such as Amazon AWS. • Students will be able to describe Relational and Non-Relational Databases. • Students will be able to describe the securities, policies, and compliances for databases.
CIS-82A (Not Assessed. Fields – Refuses to do the assessment)	• Students will be able to define what the AWS Cloud is and the basic global infrastructure.

	• Students will be able to describe basic security and compliance aspects of the AWS platform and the shared security model. • Students will be able to describe the key services on the AWS platform and their common use cases. • Students will be able to define the billing, account management, and pricing models.

2) What percentage of faculty completed the planned assessments for the selected PSLO? (run Faculty Participation report from last year). 97.33%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Students are averaging from Above-Average to Mastery. From a 0-100% range, that would mean about an 88% in student grades (high B).

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. See the Guide for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient
- First Generation
- DE
- Online
- Hybrid
- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

Gender, Ethnicity, Veteran students were disaggregated. (could not check the boxes in the previous question so listed here). I see no inequities in the data which would require us to make changes to our program to accommodate those inequities.
We are seeing Female and veteran students mastering the content of the program more so than male students or other demographics. Female and veteran students show a +50% mastery of the topics while male students show a 38% Mastery. Performance of African American students is nearly equal to that of the male gender results as are the other ethnic categories. The only outstanding difference is that of the female gender

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

None

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

Reducing the requirement for text books may be able to help, but since inequity is not actually seen in the data, this might not make too much of a difference.

8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your 3-year plan and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

_X__Yes _____No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

9) Are you planning on updating any CSLOs or PSLOs?

_____YES _____X____NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

Some CIS faculty members are very unwilling to complete there SLO assessments. If a schedule change needs to be made which does not correspond the to assessment plan time frame, these instructors do not wish to change their assessment efforts to accommodate those schedule changes. Very frustrating.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current 3-year plan, list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A for CIS, CS, CNT

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run Faculty Participation report from last year). _____%

3. Using the CSLO data and reflection questions, what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your 3-year plan and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____Yes _____No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any CSLOs?

_____YES _____NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current 3-year plan, list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run Faculty Participation report from last year). _____%

3. Based on discussion with others in your area: Using the SAO data and reflection questions or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your 3-year plan and verify that all of your courses will be assessed by June 2023.

   Will all of your courses be assessed by June 2023?

   ____Yes _____No

   If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

   _____YES _____NO

   (If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the Curriculum Committee Chair

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - The Program Maps (degree and certificate course sequences) are found in Academic & Career Pathways

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

X Yes, all of my maps are accurate

- No. The Program Map for _____*(degree/certificate name)*_____ Requires an update
    - Requires a **non-curricular change** (ie: course sequencing) Please consult your **Pathway counseling faculty liaison**
    - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the Curriculum & SLO Specialist.

Part Two: Curriculum Review

For assistance with this section, contact the Curriculum Committee Chair.

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"

3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

___X___YES _____No

Course Name & Number
CIS 8 Essential Computing Skills (to be dropped from the program) CIS 41 Cybersecurity Camp (Update Assigned) CIS 42 Cybersecurity Competition Prep (Update Assigned) CIS 54 Excel: Intro to Spreadsheets (Update Assigned) CIS 55 Integrating Office Applications (Update Assigned) CIS 55B Advanced MS Office Skills CIS 57 Database Concepts (Update Assigned) CIS 59 Web Dev: HTML/CSS/Javascript (Update Assigned) CIS 59C Web Programming - JavaScript (Update Assigned) CIS 71A Keyboarding (The Alphabet) CIS 71B Keyboard (Numbers and Symbols) CIS 71C Skills Improvement CIS 72A Data Management CIS 73A Ten-Key Skill Development CIS 74 Office Procedures CIS 75 Office Technology/Communications CIS 79 Medical Office Procedures CIS 84 Windows CIS 88A Introduction to Microsoft Word (Update Assigned) CIS 88B Adv Microsoft Word (Update Assigned) CIS 89A Desktop Presentation (Update Assigned) CIS 89B Desktop Publishing (Update Assigned) CIS 92 Web: PHP Programming, MySQL Update Assigned) CIS 9001 Database Design Methodology CS 16 Mobile Application Development - IPhone (to be dropped from the program) CS 18 Mobile Application Development - Android (to be dropped from the program) CS 20 Advanced Programming with Data Structures/C++ (Update Assigned) CNT 68 Digital Forensics Fundamentals (Update Assigned) CNT 7501 Ethical Hacking (Update Assigned) We will have a problem getting all CIS classes updated because of the lack of cooperation from the full

time CIS instructor. I have requested adjuncts to help out.

B. *Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.*

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the Curriculum & SLO Specialist.

_____YES _____X____No

Certificate or Degree

C. *Are there any courses or programs for which a non-mandatory update is planned?*

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the Curriculum & SLO Specialist.

_____YES ____X_____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

D. *Does your program plan to create any new courses or programs this year?*

Reminder:: New program proposals require a Program Map for Senate approval. Please ***contact the Curriculum & SLO Specialist if you are planning a new program.***

_____YES ____X_____No

If yes, please provide details and the rationale

E. Are there any courses that you plan to deactivate or sunset?

__X____YES _____No

Course Name & Number
CIS 8 Essential Computing Skills
CS 16 Mobile Application Development - IPhone
CS 18 Mobile Application Development - Android
CIS 84 Windows

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?
