

Mini Instructional Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for a mini instructional program review, to be completed every other year until the comprehensive program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
Areas of focus are:
 - Access
 - Curriculum and programs
 - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
 - Communication
 - Employee development
 - Transparent Infrastructure

Department/Program Name: Computer and Information Technology (CIT)

Last Comprehensive Review: 2015

Current Year Mini Review: 2017

Preparers' Name(s): Loc Lam

Area Dean: Dr. Maniphone Dickerson

Progress on program goals

1. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.
 - Offer at least three certificates:
a web design certificate is in the process of approval (pending information needed by the state)
 - Forge alliances with industry to provide internships and job paths for graduates
No progress
 - Fill all offered courses:
CIT 010 (Introductory course), CIT 040 (Web Design), and CIT 050 (Linux) have filled. In Fall 2017 we had two sections of CIT 020 (Program Design and Development), which had trouble with enrollment; we should go to one section. The online sections tend to fill more than the face-to-face
 - Offer a week of "technology short courses" during the summer each year as community outreach.
No progress
 - Team teach courses with the Art/Digital Media department
No progress

2. Please state any recent accomplishments for your program and show how it contributes to the College's success.

Due to continued growth in our CIT enrollment and high-demand job growth opportunities in the field of computer information technology in the Silicon Valley, we hired a new full-time faculty member in addition to our existing manpower in 2016. This instructor has over 10 years of professional experience in software development and computer technology, so he can bring the industry standard and new technology in to the classrooms. He helps the department provide our students with a wide variety of CIT courses and develop new AS, AS-T degrees. He also can assist us in articulating our CIT courses with UC/CSU and implementing all-online Ellucian certificates which will be launched in 2018.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. Program Set Standards (Summary Tab)

<u>Success Rate</u> (completion with "c" or better)	<u>Program</u>	<u>EVC</u>	<u>Program Set Standard</u> (established during last comprehensive PR)	<u>Program Success Goal</u> (new)
F'14-F'16 average	63.64%	70.64%	60%	70%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

Is your program success rate higher or lower than the campus?	<i>Lower</i>
<p>If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?</p> <ul style="list-style-type: none"> • Online group discussions via Canvas – this seems to be one of the best methods of keeping students engaged and sharing ideas. • On-campus lab model tutoring program – it gathers students in one room for one-to-one tutoring sessions that are monitored by a trained tutor or an instructor. We contact the tutoring center to post announcements and find good CIT tutors for our CIT courses each semester. 	
Is the current program success rate higher than the program set standard? <i>Higher</i>	
How close is the program to meeting the program success goal? We are approaching our success goal which will implement all-online certificate partnered with Ellucian, develop AS and AS-T degrees in computer information technology, and get our CIT courses articulated with San Jose State University for our students to transfer.	
Are these measures (program set standard and program success goal) still current/accurate? <i>Could not find the program set standard in the comprehensive review.</i>	

2. Success Rate (c or better)-average F14 F16

<i>Success Rates:</i> <u>Measures by IPEDs</u>	Program (total enrolled students/Success Rate)	EVC
American Indian	0.8/ 100%	208/ 73.6%
Asian	104 / 66.2%	13,612/ 77.7%
Black or African American	5.8 / 47.9%	1896/ 63.5%
Hawaiian/Pacific Islander	1 / 80%	232/ 66.6%

Hispanic	50.4 / 62.7%	16,936/ 64.8%
Two or More Races	8.4 / 58.9%	1,444/ 67.9%
Unknown	17.8 / 57.6%	3729/ 71.9%
White	12.8 / 53.1%	4498/ 74.5%
Success Rates: <u>Measures by Gender</u>		
	Program (total enrolled students/Success Rate)	EVC
Female	78.4 / 65.8%	23,259/ 72.3%
Male	102.2 / 62.08%	19,167/ 68.6%
No Value Entered	1 / 100%	126/ 76%
Success Rates: <u>Measures by Age</u>		
	Program (total enrolled students/Success Rate)	EVC
17 & Below	8.8 / 71.6%	918/ 79.6%
18-24	103.2 / 64.8%	25,325/ 67.4%
25-39	65 / 61.6%	11,321/ 73.6%
40 & Over	22 / 57.2%	4951/ 79%
Unknown	0.6 / 100%	37/ 72.6%

With respect to success rates, how are your program success rates similar to different from the rest of the campus? What equity gaps have you identified?

Success rates by IPED are difficult to assess due to low *N* (e.g., African-American).

Gender success rates seem to be nearly equal, though lower than we should like, and success rates for older students are dramatically lower than campus-wide. Our race success rates are lower in some ethnic groups and higher in others. Our CIT program already boasts a highly diverse student population. Nevertheless, gaps exist in the types of IPEDs.

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx You will need to select drop down menus as shown below and then “select program type by major of study” (for example, select Legal for paralegal studies).

Program Awards Summary Report - Parameter Selection Area

Select State-District-College: Collegewide Search

Select District-College: Evergreen Valley

Select Academic Year: Annual 2015-2016

Select Award Type: All Awards

Select Program Type: ALL

View Report

Program Awards Summary for Special Population/Group, please click here.

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Report Format Selection Area - Check field to include in the report

Row Options	
<input type="checkbox"/> District Name	<input checked="" type="checkbox"/> Award Type
<input checked="" type="checkbox"/> College Name	<input type="checkbox"/> Program CDCP Status
	<input type="checkbox"/> Program Type - Two Digits TOP
	<input checked="" type="checkbox"/> Program Type - Four Digits TOP
	<input type="checkbox"/> Program Type - Six Digits TOP

[Update Report](#)

Program currently has no degrees or certificates.

Degree Type:	Number of Awards (2015-2016)
AA	
AS	
AS-T	
AA-T	
Certificate 12-18 units	

4. Student Enrollment Types (average F14-F16)

Day or Evening Student	Headcount	Pct of Total	EVC-Headcount/Pct Total
Day	47.2 / 25.8%		7764/47.8%
Day & Evening	85 / 47.2%		5278/32.5%
Evening	33.6 / 18.8%		2621/16.2%
Unknown	15 / 8.2%		558/3.4%

Academic Load	Headcount	Pct of Total	EVC Headcount/Pct Total
Full Time	81.6 / 45.2%		4848/29.6%
Half Time or less than half time	99.8 / 54.8%		11,347/ 69%

5. Student Demographics- Headcount (average F14-F16)

Gender	Headcount	Pct of Total	EVC Headcount/Pct Total
Female	70	38.5%	4753/53.9%
Male	110	60.4%	4030/45.7%
No Value Entered	2	1%	33/0.4%
Age	Headcount	Pct of Total	EVC Headcount/Pct Total
17 & Below	6	3.3%	499/5.6%
18-24	101	55.8%	5262/59.6%
25-39	55	30.4%	2068/23.4%
40 & Over	18	10%	982/11.14%
Unknown	1	1%	12/0.14%
IPEDs (Race Ethnic Classification)	Headcount	Pct of Total	EVC Headcount/Pct Total
American Indian	1	0.6%	52/0.59%
Asian	96	52.9%	3436/39%
Black or African American	5	2.9%	226/2.6%
Hawaiian/Pacific Islander	1	0.6%	40/0.46%
Hispanic	42	23.5%	3392/38.5%
Two or More Races	8	4.3%	231/2.6%
Unknown	16	8.7%	853/9.7%
White	12	6.9%	586/6.7%

How is your percent of total program headcount (average F14-F16) compared to the campus?

For gender headcount: 1.47%, 2.72%

For age headcount: 1.20%, 1.91%, 3.93%, 0.80%, 0.80%

For IPED headcount: 1.92%, 2.79%, 1.87%, 2.50%, 1.23%, 3.46%, 1.87%, 2.11%

Our percent of total program headcount is not balanced compared to the campus.

What gaps have you identify in your program? How is your program enrollment similar or different from the campus? Which gender, age, and/or ethnic group are proportionally smaller than campus make up?

Gender is unbalanced in favor of males (which is a topic that has been getting a lot of attention in general in the press). The Mother/Daughter STEM program could help lessen this imbalance.

IPED is unbalanced in direction of Asian, with less for Hispanic; this is also an industry-wide issue.

Financial aid and college readiness programs are made available to Latino students to improve this IPED imbalance. Our department call for better relationships and communication among the instructors, counselors, and Hispanic students inside and outside of the classroom.

6. Institutional Effectiveness (2 year average, see Summary Tab)

	Program	EVC
Capacity	78.7%	73%
Productivity (goal 16)	11.2%	14.86

Is your capacity rate higher or lower than the campus?

Higher

Is your productivity goal higher or lower than the campus?	Lower
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PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6 year timeline for scheduled course outline revision.

All of the following were updated in April 2016:

CIT024 (Visual Basic), CIT 041J (JavaScript), CIT041X (XML), CIT 042 (Perl), CIT 043A (PHP and MySQL), CIT050 (Intro to Linux/UNIX), CIT052 (Linux/UNIX Shell programming), CIT054 (Linux/UNIX System Administration)

To be updated: CIT 010 (computer and Information Technology), CIT 020 (Program Design and Development)

These courses are active and under review:

CIT 044: Java Programming

CIT 049C: Programming in C

CIT 073: Fundamentals of Data Communications and Networking

CIT 076: Introduction to Wide Area Networks (CCNA)

CIT 077: Introduction to IP Network Security

CIT 078: Advanced Switching & Campus LAN Design (CCNP)

CIT 079: Advanced IP Routing Protocols & Services (CCNP)

CIT 091: Advanced Network Troubleshooting (CCNP)

CIT 092: Enterprise Wireless Local Area Networks

CIT 093: Introduction to Digital Forensics

CIT 094: Computer Support Help Desk

CIT 110: Information Storage and Management

CIT 115: Cloud Infrastructure and Services

CIT 130A: Introduction to Programming using C++

CIT 130B: Advanced C++ Programming

CIT 131: C Programming

CIT 132: Advanced Java Programming

CIT 134A: Programming in Python

CIT 134B: Advanced Python Programming

CIT 135A: Mobile Web App Development

CIT 135B: Android Programming

CIT 135C: iOS/Swift Programming

CIT 155: Systems and Network Administration

Some courses have been pulled from review as there was no consultation with full-time faculty during the curriculum development process. Sandy Jones (adjunct) is spearheading a set of classes for help desk / cloud.

2. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

While not innovative, we are trending more to hybrid and all-online classes which have web-based tools such as Canvas providing comprehensive or supplemental instruction and supporting synchronous interaction between the instructor and students. Therefore, we can ensure student success and engagement.

3. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

PART C: Student Learning Outcomes and Assessment

1. Since your last program review, summarize SLO assessment results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)

- CIT 043A - PHP and MySQL
- CIT 044 – Java Programming
- CIT 041J – JavaScript/Dynamic HTML
- CIT 130A – Introduction to Programming Concepts and Methodologies in C++
- CIT 134A - Programming in Python

2. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?

Assessments have shown that SLOs are being met. In addition to approved courses, we are updating and reducing to five SLOs for the following courses in compliance with our all-online certificate partnered with Ellucian:

- CIT 043A - PHP and MySQL
- CIT 044 – Java Programming
- CIT 041J – JavaScript/Dynamic HTML
- CIT 130A – Introduction to Programming Concepts and Methodologies in C++
- CIT 134A - Programming in Python

PART D: Faculty and Staff

1. List any changes to faculty or staff since the last program review
 - Hired Loc Lam, full time
 - Full time Faculty: 1
 - Adjunct Faculty: 4

Loc Lam is a full-time faculty member at Evergreen Valley College. He holds a B.S. degree and a M.S. degree both in Computer Engineering from Cal Poly University, San Luis Obispo and San Jose State University, respectively. He has taught computer science, software engineering, and computer information technology courses at Evergreen Valley College, Cogswell Polytechnic College, Northwestern Polytechnic University and San Jose State University. He has developed many unique academic programs that motivate students' needs and interests in advanced technology, innovation, excitement, and career opportunity. His professional career outside of academia is managing and integrating embedded systems and application software projects at Convergent Laser Technologies and IrLase. He has an extensive professional experience in software development, web design, and project management. He has applied this combination of practical and academic experience to a variety of consultancies for high-tech and biotech companies. These professional efforts have been recognized by Harvard Medical School, Weidmann Electrical Technology, IrLase, Thomas Jefferson University Hospital, Florida Hospital North Pinellas, and Convergent Laser Technologies. He is a member of the National Engineering Honor Society.

Areas of Expertise: Computer Programming, Computer Applications, Operating Systems, Web Design, Software Development, Network Security, Database Management Systems, Information Technology Solutions, Embedded Systems, and Programming Languages

PART E: Budget Planning

1. List any changes to budget since the last program review (including any funding allocations from previous program reviews and/or external (fund 17) funding opportunities.
\$5,000 is the budget from Perkins funds to update cost for software and hardware equipment.

PART F: Technology and Equipment

1. List any changes to technology or equipment since the last program review.
 - Installed Aptana Integrated Development Environment for HTML class

- Installed NetBeans Integrated Development Environment for Java programming class
- Installed double-sided whiteboard with aluminum frame and stand in the lab

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

<p>Faculty and staffing requests</p> <p>Retirement of one full-time faculty may need replacement.</p> <p>Tutoring center help for CIT classes</p>	<p>Ongoing Budget Needs: ??</p> <p>One-time Expenditure: ??</p>	<p>Request linked to:</p> <p>Strategic Initiatives (student centered): <i>The new faculty member may be needed to ensure that the entire range of classes does not fall on the shoulders of mostly adjuncts.</i></p> <p>Improving Student success rates: <i>Many students could benefit from having tutoring available through the campus tutoring center.</i></p>
<p>Facilities</p> <p>N/A</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p>
<p>Technology</p> <p>The standard technology replacement cycle for our computers should suffice.</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p>

		Improving Student success rates: Achievement of program set standard for student success:
Equipment/Supplies	Ongoing Budget Needs: ?? One-time Expenditure: ??	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: