Academic Program Review Committee

Program: Computer Science   **Date Reviewed: 11/5/13**

Resubmittal Date: To Be Determined

Please use these notes along with the comments from the other committee members and your dean when revising this document.

General Comments:

- The 2013 Program Review template should be used. Some sections in current draft need to be relocated and other sections will need to be added.
- Include responses to CTE Review questions (see template) in revised version.
- Clearly state recommendations at the end of each section and include costs.
- Throughout the document, consider how to build a stronger and clearer case for the curricular and degree vision of the program. That way, any associated staffing, curriculum, etc. recommendations will be supported. The same point applies for MESA workshops and staffing – if the need and benefit is demonstrated in relevant sections, the pertinent recommendation will have supporting data and analysis.
- Relocate 'Programming Contest' information to the Overview section.
- 'Gender and Ethnicity of the Student Population' information (alongside MESA comments) is not an item on the current template but should be included. Perhaps relocate to Success and Retention sections if you have additional data that MESA is effective in these regards. Could also be covered in Curriculum section as you find certain classes need MESA workshops.

1. Overview of the Program	Comments
a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.	• You do cite potential jobs referenced in *US News & World Report* and by the Bureaus of Labor Statistics – if possible, clarify if these positions are what your program's students are moving into and/or whether they are transferring with these careers in mind. • Ensure success and retention rate successes are highlighted and analyzed in Analysis of IRP Data section as well. • Include recently approved AS-T degree in program overview. • Note recent additions of courses, moving program towards restoring former levels. • Introduce larger ideas about where the program is heading (or would like to head) regarding curriculum, certificates, student sequence of courses, plan for additional staffing, etc. These points introduces here, expanded upon in relevant sections, and then reinforced in the Future Directions & Vision section will make for a more cohesive and supported document.
b) Describe the degrees and/or certificates offered by the program.	• Include this section.
c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)	• Include this section.
d) Discuss the status of recommendations from your previous program review.	• Relocate relevant information to this section.

2. **Analysis of Research Data** (include data provided by Institutional Research & Planning)	
a) Provide and <u>analyze</u> the following statistics/data.	**Comments**
1. Head count of students in the program	• Emphasize recent cuts to illustrate depth of cuts to your program. Some of the statements regarding this in the current Conclusion section would prove helpful in this section. Also, what were the previous levels and are these the program's goal?
2. Course grade distribution	• Make sure analysis of course grade distribution is distinct from analysis of success rates as they are distinct items.
3. Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)	• Include any observations and/or analysis regarding why increased success and retention rates. • Discuss program rates in relation to ECC rates and standard.
4. Retention rates	• Discuss program rates in relation to ECC rates and standard.
5. A comparison of success and retention rates in face-to-face classes with distance education classes	
6. Enrollment statistics with section and seat counts and fill rates	• Ensure this information is present and in the proper location.
7. Scheduling of courses (day vs. night, days offered, and sequence)	• Ensure this information is present and in the proper location.
8. Improvement rates (if applicable)	
9. Additional data compiled by faculty	• Good information – some of this student survey data and analysis could be included in the Overview section as well as in Curriculum section 3e, where the program is to analyze whether course, certificate, and degree offerings are meeting student needs.
b) List any related recommendations.	

3. **Curriculum** Review and discuss the curriculum work done in the program during the past four years, including the following:	
a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.	• Include course review timeline.
b) Explain any course additions to current course offerings.	• Include this information. Does previously mentioned hybrid course fit here, and is this type of course part of something the program is planning regarding hybrid types of courses?
c) Explain any course deletions and inactivations from current course offerings.	• Include this information, if applicable (i.e. Fortran). • You mentioned that some not-offered Advanced Courses could come back – address if this is because of industry links to these types of courses.
d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)	• Include this information, if applicable.
e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:	• Include any course offerings needed for the AS-T degree. • Ensure information is presented regarding awarding of certificates and degrees. • Address whether available courses are adequately preparing students for careers and/or transfer. Address whether or not students were able to get upper-level courses and, if not, what caused this. • Use this section to continue addressing the program's curricular vision and what needs to be done regarding course offerings and any certificate or degree revisions. Also indicate that staffing may be an issue in relation to any curricular needs. The assessment that students are "hungry" is apt but ensure you present an organized curricular picture that will satisfy their needs.
1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	• See above.
2. Are there any concerns regarding program courses and their articulation?	• See above.
3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.	• See above.
f) List any related recommendations.	

4. **Assessment and Student and Program Learning Outcomes (SLOs & PLOs)**	
a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	
b) Provide a timeline for course and program level SLO assessments.	

c) State the percent of course and program SLO statements that have been assessed.	• Include percent of PLO assessments.
d) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.	• Include additional general explanation and/or analysis of teaching, curricular, and SLO process actions taken as a result of SLO assessment results. • Include statement regarding lack of PLO assessment results, analysis, actions taken.
e) Determine and discuss the level your program has attained in the SLO rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)	• You state program is at ACCJC Proficiency Level on the SLO rubric, but might explain difficulty in establishing assessment dialogue due to part-time staff. This, in addition to any curricular needs that require staffing changes, will help support upcoming requests in Staffing section.
f) Describe how you have improved your SLO process and engaged in dialogue about assessment results	• Include content regarding any SLO/PLO process changes and dialogue/sharing of SLO & PLO results. • State need for staff to coordinate assessment efforts.
g) List any related recommendations.	

5. Facilities and Equipment	
a) Describe and assess the existing program facilities and equipment.	• Separate out (1) Facilities & Equipment statements from (2) Software and Technology statements.
b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	• Clearly explain any facility and/or equipment needs in relation to prior curriculum discussion.
c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	• See above.
d) List any related recommendations.	

6. Technology and Software	
a) Describe and assess the adequacy and currency of the technology and software used by the program.	• Separate out (1) Facilities & Equipment statements from (2) Software and Technology statements.
b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	• Clearly explain any technology and/or software needs in relation to prior curriculum discussion. • Clarify how ipad(s) needs relates to curriculum needs (i.e. phone apps, etc.) • Clarify that Visual Studio is essential and supports the languages you teach.
c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals	• See above.

d) List any related recommendations.	

7. Staffing	
a) Describe the program's current staffing, including faculty, administration, and classified staff.	• Explain upcoming retirements and the current arrangement of full-timers to part-timers (50%-ers from another program). Explain how staff are split in their efforts to different departments/programs. • Address items that are not being completed with current staffing arrangement to help support upcoming recommendation. This and any preceding material relating to curricular and assessment staffing needs will help justify position request.
b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.	• Earlier expanded discussion of curricular/course changes may affect how this position request is presented.
c) List any related recommendations.	

8. Future Direction and Vision	
a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?	• Very clear and strong statements made in this section in current draft. • Earlier expanded discussion of some curricular, degree, transfer, etc. items may affect this last section (8a and 8b).
b) Explain the direction and vision of the program and how you plan to achieve it.	
c) List any related recommendations.	

9. Prioritized Recommendations	
a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.	• Present recommendations in table found in template and include costs.
b) Explain why the list is prioritized in this way.	