

Annual Program Plan/Review Assessment—Instructional Planning Committee

Program Name: Computer Science	Division: Science and Technology Date Reviewed: 2/8/2019			
Instructional Program Review	Performance Level			
	Commendations	Recommendations	Comments	ACCJC Exemplary Example
<u>Executive Summary</u>				
Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees.	Provided: <input type="checkbox"/> Summary of strengths <input type="checkbox"/> Summary of opportunities/challenges <input type="checkbox"/> Summary of action plans <input type="checkbox"/> Thorough summary	Information needed: <input checked="" type="checkbox"/> Summary of strengths <input checked="" type="checkbox"/> Summary of opportunities/challenges <input checked="" type="checkbox"/> Summary of action plans	Consider analyses of labor market and how CS can address industry needs. Coordinate with the Director of Workforce to respond accordingly to labor market needs and develop curriculum in response to those needs.	<input type="checkbox"/>
<u>Program Context</u>				
1. Mission: Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.	<input type="checkbox"/> Mission provided	<input checked="" type="checkbox"/> Mission needed	Include a mission clearly aligned with the college mission and goals.	<input type="checkbox"/>
2. Articulation: Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".	Provided: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on program <input type="checkbox"/> Efforts to make changes	Information needed: <input checked="" type="checkbox"/> Evidence <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Impact on program <input type="checkbox"/> Efforts to make changes	<input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not applicable The program deserves a comprehensive analysis of the changing landscape in this field and how program and course offerings meet student needs.	<input type="checkbox"/>

<p>3. Community and Labor Needs: Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.</p>	<p>Provided description of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community needs <input type="checkbox"/> Employment needs <input type="checkbox"/> Technology needs <input type="checkbox"/> Licensing <input type="checkbox"/> Accreditation <input type="checkbox"/> Impact on program 	<p>Information needed:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Community needs <input checked="" type="checkbox"/> Employment needs <input checked="" type="checkbox"/> Technology needs <input checked="" type="checkbox"/> Licensing <input checked="" type="checkbox"/> Accreditation <input checked="" type="checkbox"/> Impact on program 	<p><input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not applicable Please ensure all CTE requirements as applicable, particularly industry advisory group,</p>	<input type="checkbox"/>
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Looking Back				
<p>4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.</p>	<p>Provided:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> List of changes that occurred <input checked="" type="checkbox"/> Rationale for changes 	<p>Information needed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of changes that occurred <input type="checkbox"/> Rationale for changes 	<p><input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not applicable The program deserves a comprehensive assessment of areas of potential growth.</p>	<input type="checkbox"/>
<p>5A. Progress Report—IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.</p>	<p>Provided:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Response to all recommendations 	<p>Information needed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Further description of some or all recommendations 	<p><input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not applicable Enrollment data is included but it lacks reflection and analysis.</p>	<input type="checkbox"/>

<p>5B. Progress Report—Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.</p>	<p>Provided:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summary of progress 	<p>Information needed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Further description of summary of progress 	<ul style="list-style-type: none"> <input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not applicable <p>None included.</p>	<input type="checkbox"/>
<p>6A. Impact of Resource Applications: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable".</p>	<p>Provided:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thorough description of new resources' impact on program <input type="checkbox"/> Thorough description of impact on students <input type="checkbox"/> Efforts to make changes 	<p>Information needed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Further description of new resources' impact on program <input type="checkbox"/> Further description of impact on students <input type="checkbox"/> Efforts to make changes 	<p><input checked="" type="checkbox"/> Not Applicable</p>	<input type="checkbox"/>
<p>6B. Impact of Staffing Changes: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".</p>	<p>Provided:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thorough description of staffing changes' impact on program 	<p>Information needed:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Further description of staffing changes' impact on program 	<p><input type="checkbox"/> Not Applicable</p> <p>The correlation between changes in staffing and enrollment is unclear.</p>	<input type="checkbox"/>

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Current State of the Program					
7. Enrollment Trends: Use the <i>Productivity</i> data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.	Provided: <input type="checkbox"/> Thorough description of trends in all identified areas <input type="checkbox"/> Quantitative evidence from data packets <input type="checkbox"/> Changes that could be implemented	Information needed: <input checked="" type="checkbox"/> Further description of trends in some or all identified areas <input checked="" type="checkbox"/> Quantitative evidence from data packets <input checked="" type="checkbox"/> Changes that could be implemented	<input type="checkbox"/> No recommendation or change needed Include reflection and discussion of enrollment trends.		<input type="checkbox"/>
8A. Access & Completion: One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The <i>Equity Supplement</i> data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?	Identified: <input type="checkbox"/> Thorough description of the disproportionate impacts in all identified areas <input checked="" type="checkbox"/> Gaps that are most important for improving program outcomes <input type="checkbox"/> Changes that could be implemented	Information needed: <input checked="" type="checkbox"/> Further description of the disproportionate impacts in some or all identified areas <input type="checkbox"/> Gaps that are most important for improving program outcomes <input checked="" type="checkbox"/> Changes that could be implemented	<input type="checkbox"/> No recommendation or change needed <input type="checkbox"/> Not applicable Work with PRIE to better understand which groups of students may be disproportionately impacted.		<input type="checkbox"/>
8B. Completion — Success Online: The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the <i>Effectiveness: Success and Retention</i> data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".	Provided: <input checked="" type="checkbox"/> Description of differences in success between online/hybrid and non-online courses <input type="checkbox"/> Changes that could be implemented	Information needed: <input type="checkbox"/> Description of differences in success between online/hybrid and non-online courses <input checked="" type="checkbox"/> Changes that could be implemented	<input type="checkbox"/> Not applicable Analysis is lacking.		<input type="checkbox"/>

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9A. SLO Assessment—Compliance: Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.	Provided: <input type="checkbox"/> Evidence that all active courses are systematically assessed over a 3-year cycle. <input type="checkbox"/> Coordination of assessment across sections and time is thorough	Information needed: <input checked="" type="checkbox"/> Evidence that all active courses are being systematically assessed over a 3-year cycle. <input checked="" type="checkbox"/> Further description of assessment across sections and time	The SLO section refers to Engineering courses. Please revise to discuss CS course SLOs assessments. A consultation with the college SLO coordinator may be helpful.	<input type="checkbox"/>
9B. SLO Assessment - Impact: Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.	Provided: <input type="checkbox"/> Summary dialogue <input type="checkbox"/> Strategies implemented/plan to implement <input type="checkbox"/> Specific examples	Information needed: <input checked="" type="checkbox"/> Summary dialogue <input checked="" type="checkbox"/> Strategies implemented/plan to implement <input checked="" type="checkbox"/> Specific examples	The section is incomplete	<input type="checkbox"/>
10. PLO Assessment—Plan: Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?	Provided: <input type="checkbox"/> Evidence of assessment plan <input type="checkbox"/> Description of assessment plan is thorough	Information needed: <input checked="" type="checkbox"/> Evidence of assessment plan <input checked="" type="checkbox"/> Further description of assessment plan	Update PLOs upon completion in 2019.	<input type="checkbox"/>

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<u>Looking Ahead</u>				
11. Program Planning: Go to the Planning module of SPOL and create objectives that describe your plans for program improvement. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Include any research, training, equipment or facilities improvements that are needed.	Provided: <input type="checkbox"/> Thorough description of program plans for improvement <input type="checkbox"/> Research, training, equipment or facilities improvements needed	Information needed: <input checked="" type="checkbox"/> Further description of program plans for improvement <input checked="" type="checkbox"/> Research, training, equipment or facilities improvements needed	<input type="checkbox"/> No recommendation or change needed The section requires further detail and program planning.	<input type="checkbox"/>

Overall Commendations:

Overall Recommendations: The program review is lacking in data and general program evaluation and discussion. Please review comments by section. IPC strongly encourages the program to consult with the dean of the division, PRIE, college SLO coordinator, and the Director of Workforce to improve reporting by section.

Overall Program Effectiveness: Highly effective
 Effective
 Needs program improvement

Dean's perspective on the vitality of program: *See the executive summary and select the "IPR" tab in SPOL*

Approval Process is embedded in SPOL (Approval from IPC chairs and VPs)