

Program Review - Academic - CIS/CMPR Latest Version

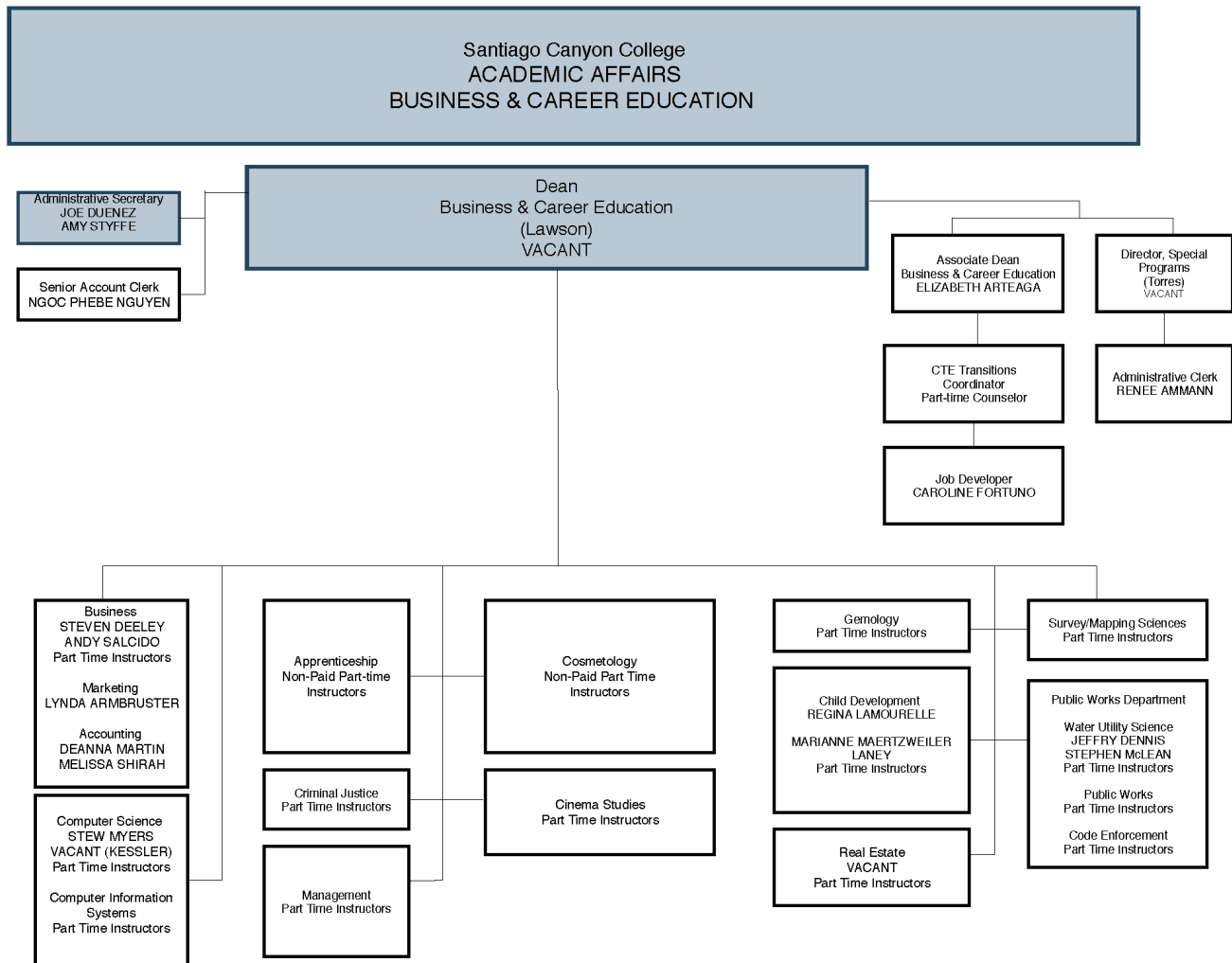
Overview

Program Review - Collaborators : Version by **Deeley, Steven** on 11/21/2019 18:07

Collaborators
Steven Deeley
Stew Myers
Andy Salcido

Program Review Overview - Organizational Chart : Version by **Deeley, Steven** on 11/21/2019 18:07

Please insert the organizational chart for this program or service area.



May 17, 2019

Program Review Overview - Award Programs : Version by **Deeley, Steven** on 11/21/2019 18:07

Award Programs
CIS: Computer Information Systems AS SCC
CIS: Computer Information Systems CA SCC
CIS: Web Programming CERT SCC
CMPR: Applied Robotics & Embedded Programming CERT SCC

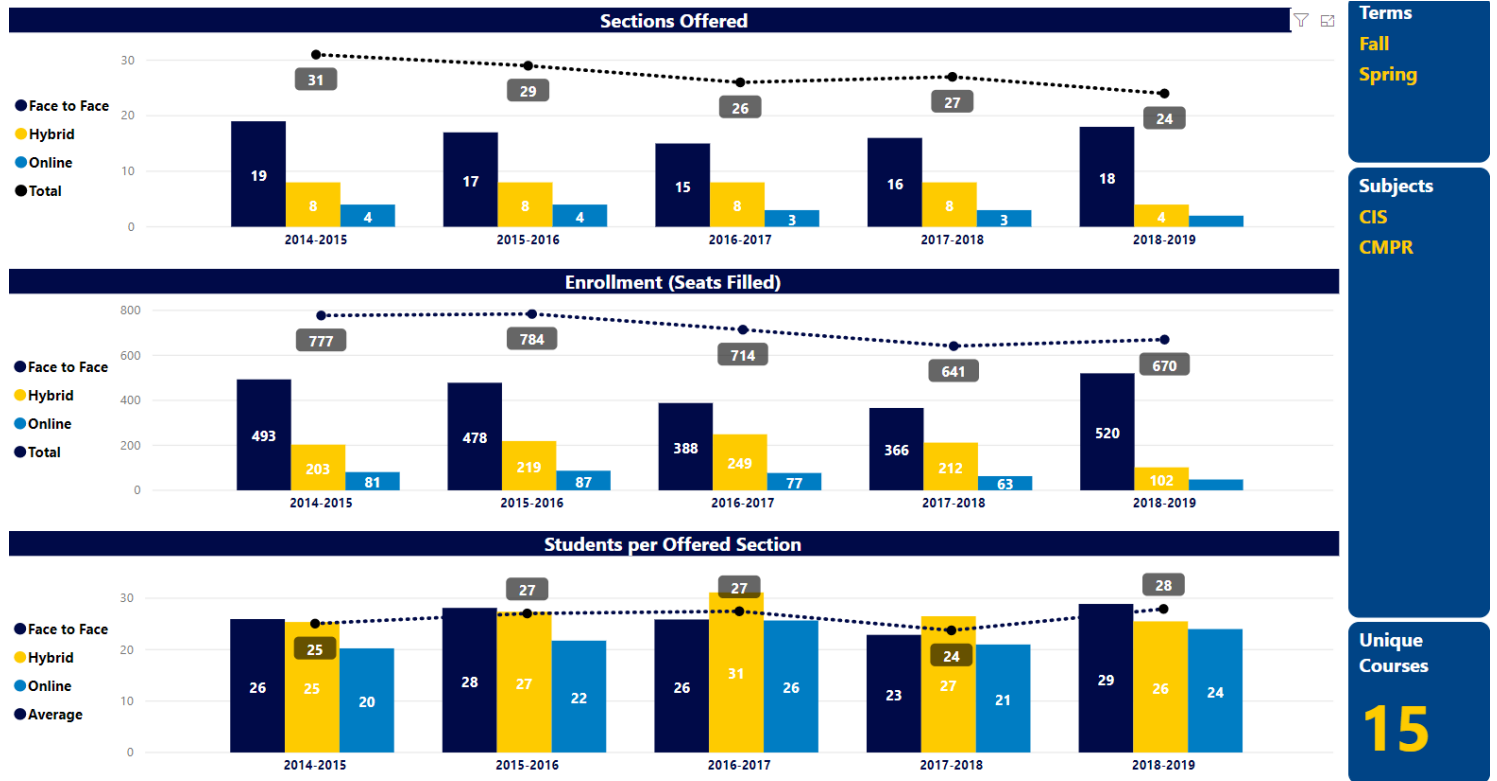
Award Programs

CMPR: Computer Science | AS | SCC

CMPR: Computer Science | CA | SCC

CMPR: Computer Science | AS-T | SCC

Program Review Overview - Course Offerings: Unique Courses : Version by Deeley, Steven on 11/21/2019 18:07



Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
14	13	10	11

Program Review Overview - Course Offerings - Number of Sections Offered

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
undefined	undefined	undefined	undefined	undefined

Program Review Overview - Course Offerings - Total Enrollment : Version by Deeley, Steven on 11/21/2019 18:07

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
	31	29	26	27

Program Review Overview - Course Offerings - Students per Offered Section : Version by Deeley, Steven on 11/21/2019 18:07

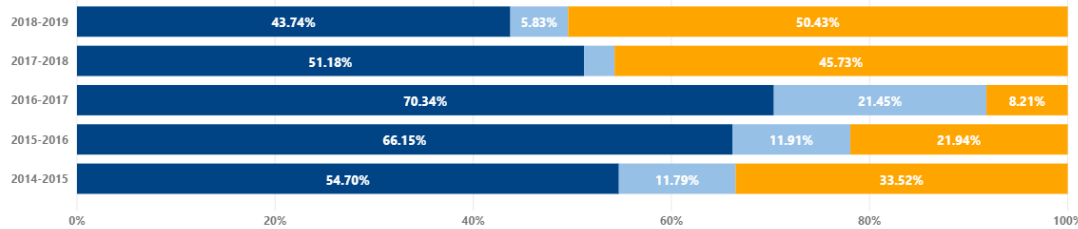
Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
	25	27	27	24

Program Review Overview - Faculty Workload LHE : Version by Deeley, Steven on 11/21/2019 18:07

Faculty Workload

Instructional LHE Proportion by Contract Type

TYPE ● Full-Time ● Overload ● Part-Time



Terms
Fall
Spring

Subjects
CIS
CMPR

2017-2018						2018-2019					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF	Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	49.8	51.18%	3	16.60	1.66	Full-Time	36.0	43.74%	2	18.00	1.20
Overload	3.0	3.08%	1	3.00	0.10	Overload	4.8	5.83%	2	2.40	0.16
Part-Time	44.5	45.73%	6	7.42	1.48	Part-Time	41.5	50.43%	4	10.38	1.38
Total	97.3	100.00%	9	10.81	3.24	Total	82.3	100.00%	6	13.72	2.74

2014-2015						2015-2016						2016-2017					
Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF	Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF	Contract	LHE	% LHE	Faculty Count	LHE/Faculty	FTEF
Full-Time	54.8	54.70%	3	18.25	1.83	Full-Time	60.0	66.15%	3	20.00	2.00	Full-Time	60.0	70.34%	3	20.00	2.00
Overload	11.8	11.79%	2	5.90	0.39	Overload	10.8	11.91%	3	3.60	0.36	Overload	18.3	21.45%	3	6.10	0.61
Part-Time	33.6	33.52%	3	11.18	1.12	Part-Time	19.9	21.94%	2	9.95	0.66	Part-Time	7.0	8.21%	1	7.00	0.23
Total	100.1	100.00%	6	16.68	3.34	Total	90.7	100.00%	5	18.14	3.02	Total	85.3	100.00%	4	21.33	2.84

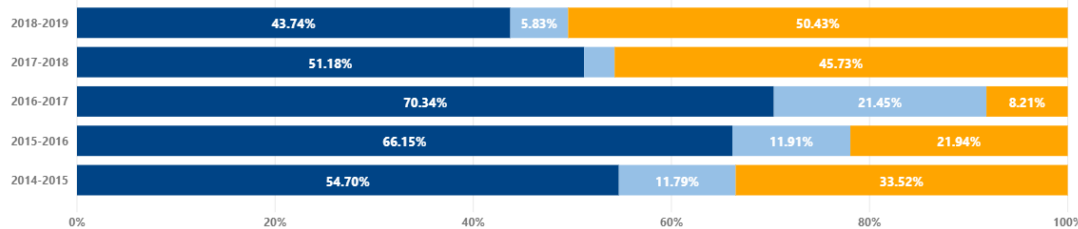
Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE %	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
436	43.74%	44.5	45.75%	3	3.08%	undefined	undefined

Program Review Overview - Faculty Workload Faculty Headcount : Version by Deeley, Steven on 11/21/2019 18:07

Faculty Workload

Instructional LHE Proportion by Contract Type

TYPE ● Full-Time ● Overload ● Part-Time



Terms
Fall
Spring

Subjects
CIS
CMPR

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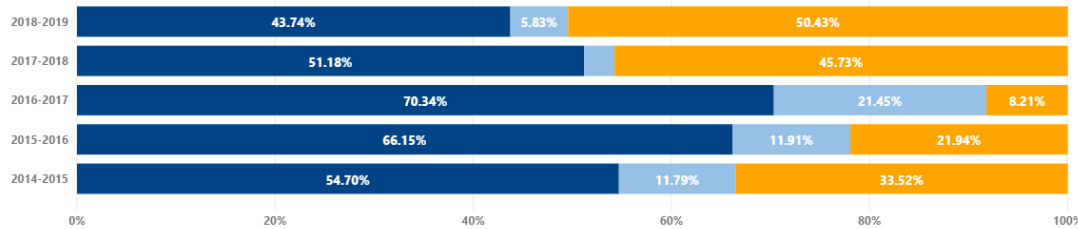
Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
2	4	2	6

Program Review Overview - Faculty Workload LHE per Faculty : Version by Deeley, Steven on 11/21/2019 18:07

Faculty Workload

Instructional LHE Proportion by Contract Type

TYPE ● Full-Time ● Overload ● Part-Time



Terms
Fall
Spring

Subjects
CIS
CMPR

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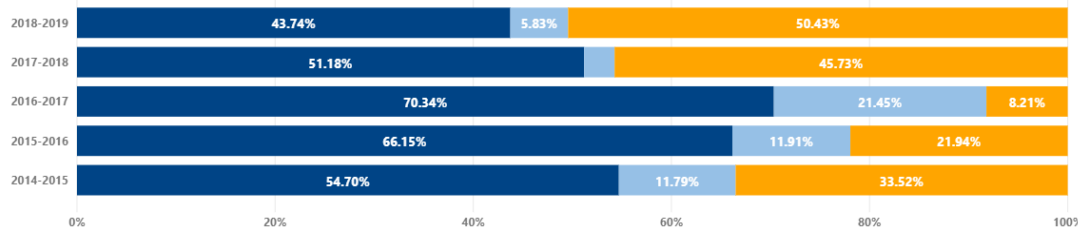
Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
18	10.38	2.4	13.72

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Deeley, Steven on 11/21/2019 18:07

Faculty Workload

Instructional LHE Proportion by Contract Type

TYPE ● Full-Time ● Overload ● Part-Time



Terms
Fall
Spring

Subjects
CIS
CMPR

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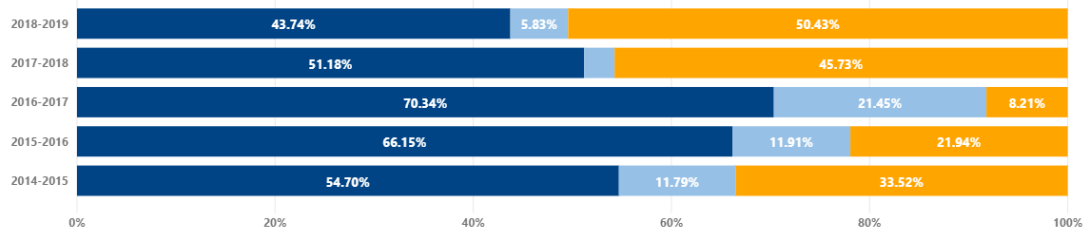
Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
1.2	1.38	0.16	2.74

Program Review Overview - Faculty Workload FTES and Efficiency : Version by Deeley, Steven on 11/21/2019 18:07

Faculty Workload

Instructional LHE Proportion by Contract Type

TYPE ● Full-Time ● Overload ● Part-Time



Terms
Fall
Spring

Subjects
CIS
CMPR

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2014-2015						2015-2016						2016-2017					
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Total	100.1	100.00%	6	16.68	3.34	Total	90.7	100.00%	5	18.14	3.02	Total	85.3	100.00%	4	21.33	2.84

Total FTES	Overall Efficiency (FTES/FTEF)
82.3	13.72

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Deeley, Steven on 11/21/2019 18:07

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

The Business Department (ACCT, BUS, CIS, CMPR, MGMT, MKTG) meets annually to update goals.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

Hiring new faculty, adding courses, and improving technology is innovative, fosters student success, and maintains SCC standards of excellence.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by Deeley, Steven on 11/21/2019 18:07

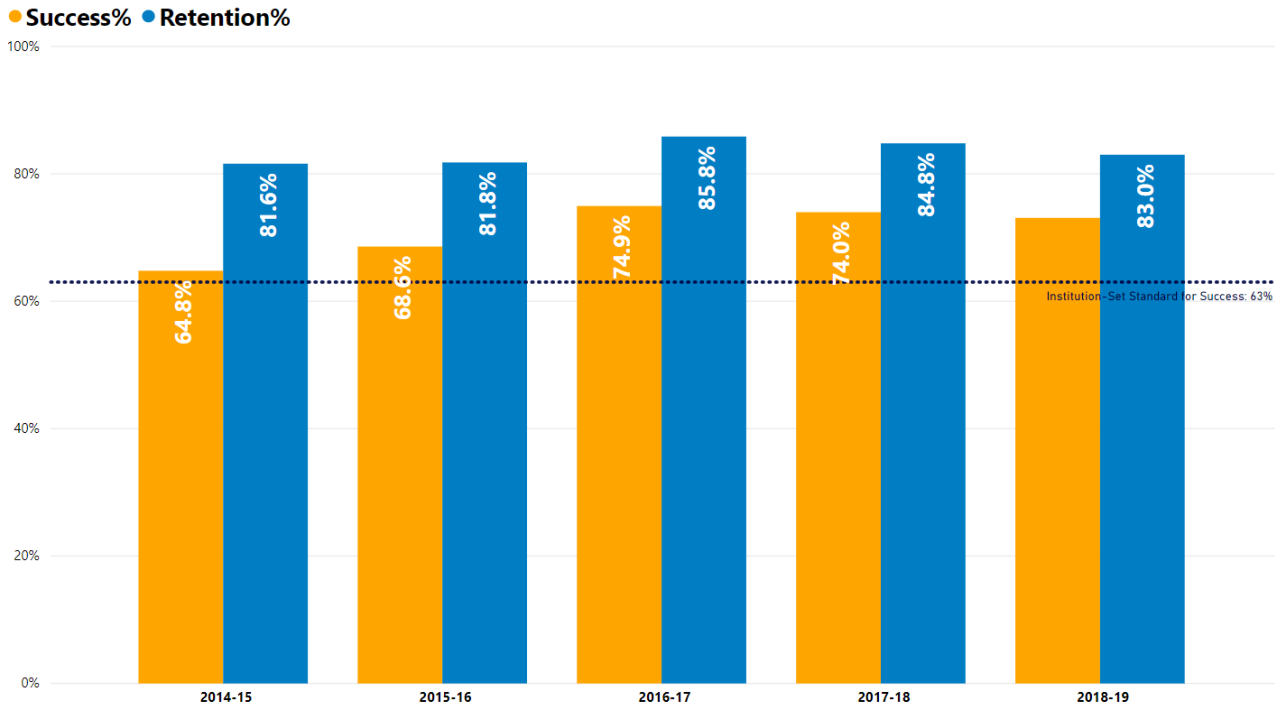
Annual Plan Goal
N/A

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by Deeley, Steven on 11/21/2019 18:07

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

For the most recent year (2018-19), the course completion (success) rate is 73.1%.



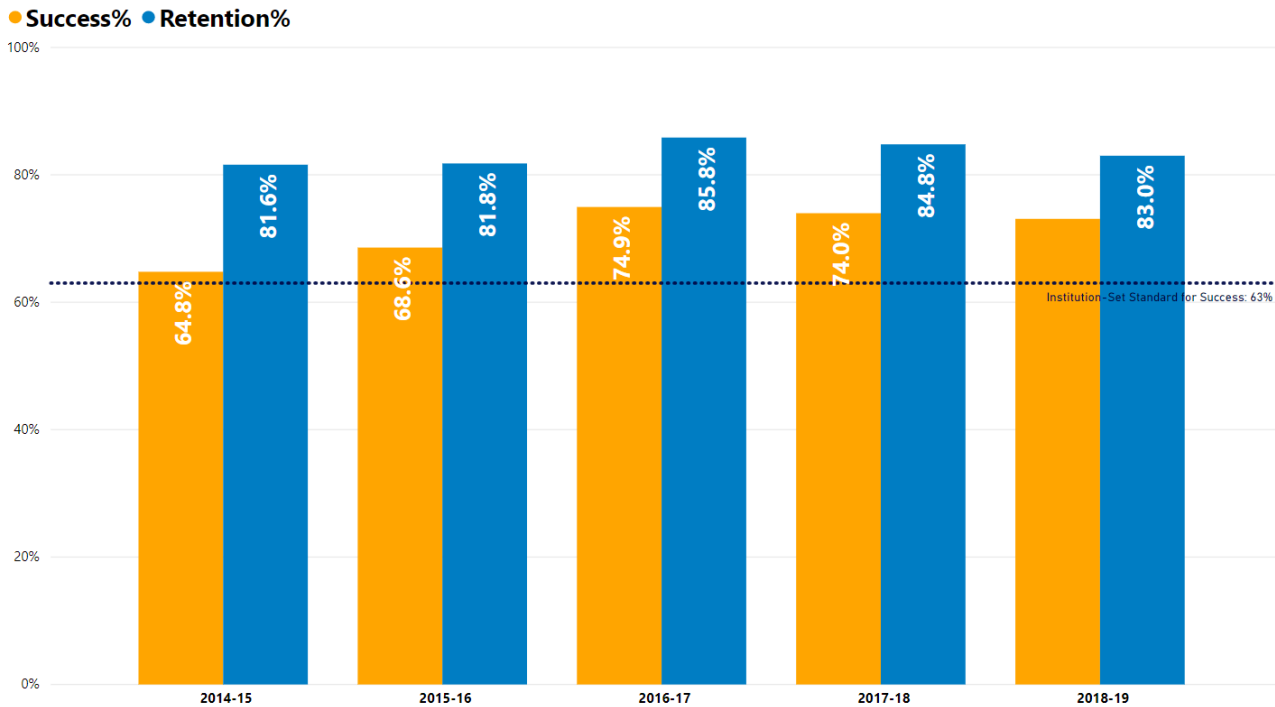
SUBJECTS
CIS
CMPR

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

N/A

What is the course retention rate (any grade except W) for courses within the program?

For the most recent year (2018-19), the



SUBJECTS
CIS
CMPR

the retention rate is 83.0%.

What is the course retention rate in basic skills courses (any grade except W) within the program?

N/A

Program Review Data Analysis - 5 : Version by Deeley, Steven on 11/21/2019 18:07

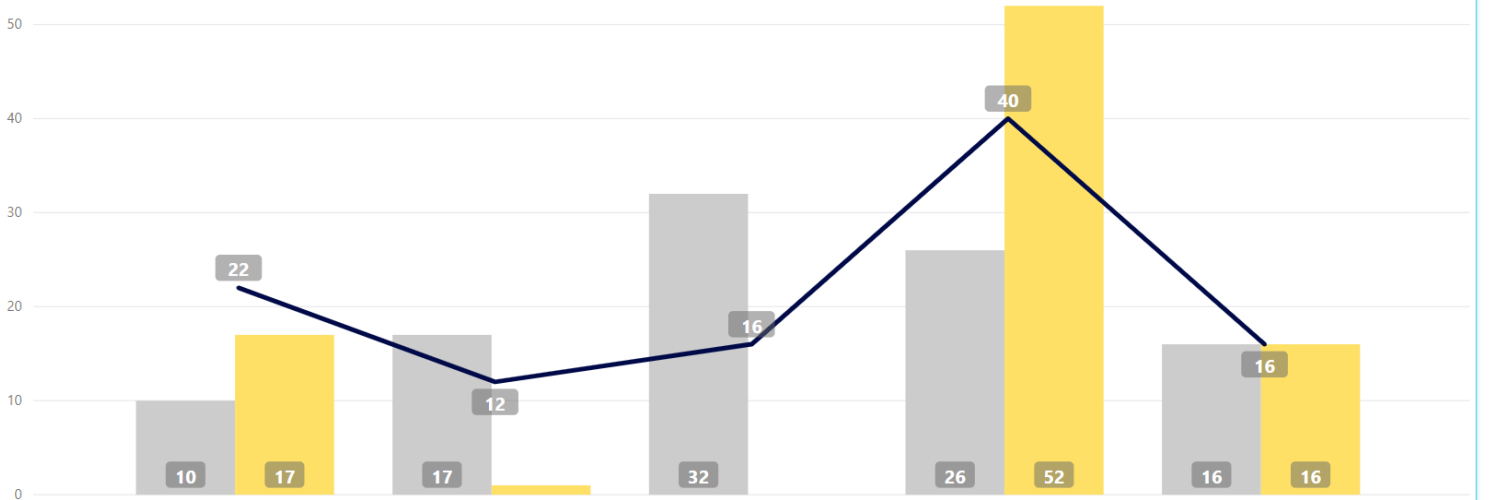
PROGRAM TITLE	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Grand Total
IS: Computer Information Systems AS SCC	1	2	2		2	7
IS: Computer Information Systems CA SCC	1			2	1	4
IS: Web Programming CERT SCC				1		1
MPR: Applied Robotics & Embedded Programming CERT SCC	4		2	1		7
MPR: Computer Science AS SCC	7	9	15	17	7	55
MPR: Computer Science CA SCC	16	1		28	9	54
Grand Total	29	12	19	49	19	128

Associate of Science Degree

Certificate of Achievement

Major Description
 Multiple selections

● Associate of Science Degree ● Certificate of Achievement ● Headcount

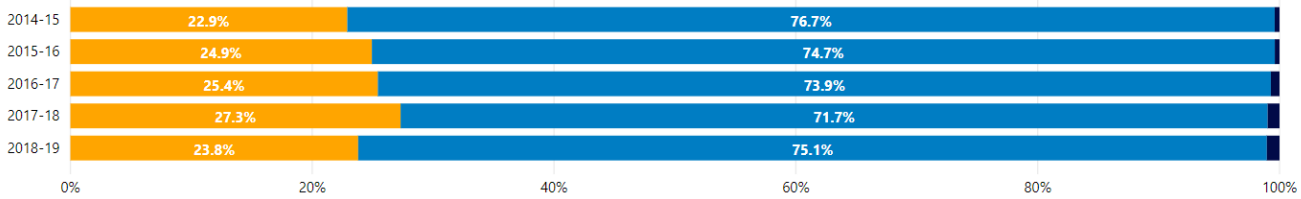


Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
CIS: Computer Information Systems AS SCC	1	2	2	0
CIS: Computer Information Systems CA SCC	1	0	0	2
CIS: Web Programming CERT SCC	0	0	0	1
CMPR: Applied Robotics & Embedded Programming CERT SCC	4	0	2	1
CMPR: Computer Science AS SCC	7	9	15	17
CMPR: Computer Science AS-T SCC	0	0	0	0
CMPR: Computer Science CA SCC	16	0	1	28

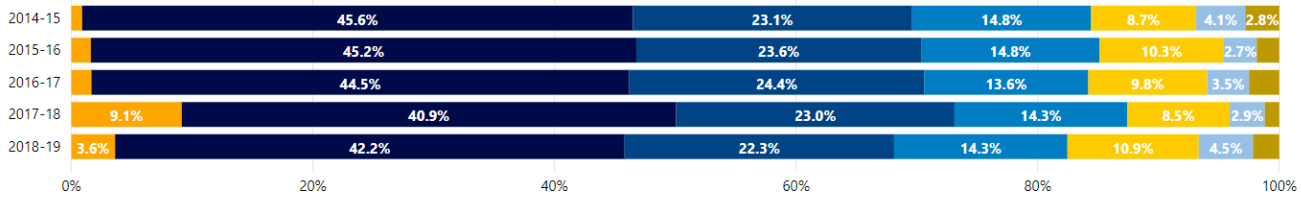
Program Review Data Analysis - 6 to 13 : Version by Deeley, Steven on 11/21/2019 18:07

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)? Figures are stable over the years. No anomalies noted.

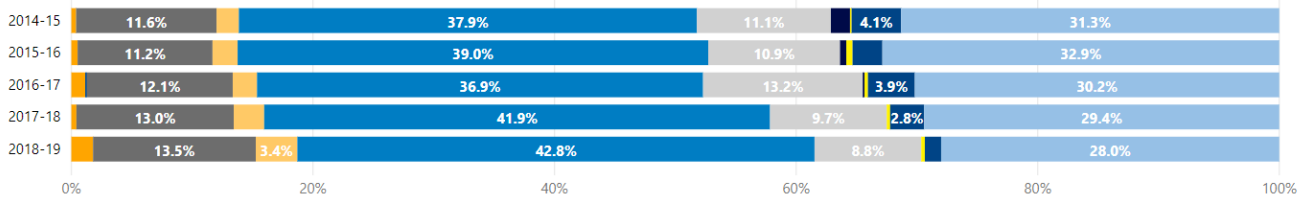
Gender ● Female ● Male ● Unknown



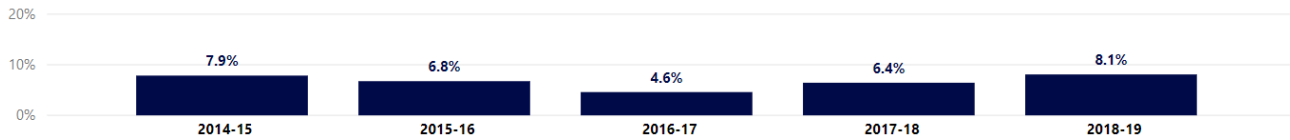
Age ● 17 and under ● 18-21 ● 22-24 ● 25-29 ● 30 - 39 ● 40 - 49 ● 50 and over



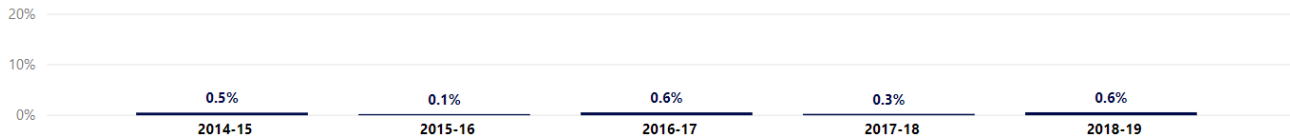
Ethnicity ● African-American ● American Indian/Alaskan ● Asian ● Filipino ● Latino ● Multi-Race ● Other ● Pacific Islanders ● Unknown ● White



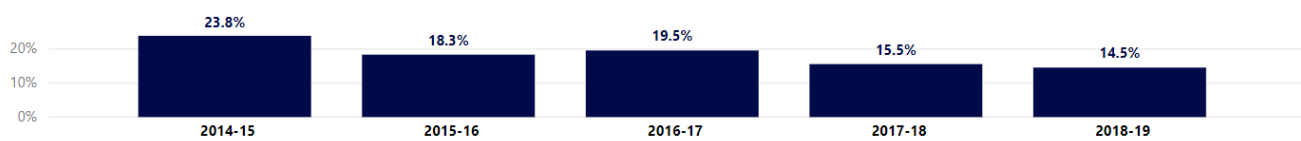
DSPS Proportion



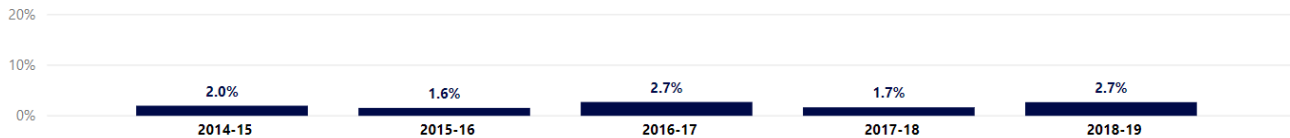
Foster Youth Proportion



Low Income Proportion



Veteran Proportion



Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

1. What occupations are related to your program? Numerous computer-related positions
2. What are the occupational projections for employment? Most areas show annual job growth in the 7-10% range.
3. How do these projections affect planning for your program? We need to offer more sections. We need to add new courses as new programming languages, etc. are needed in the industry.

Computer and Information Systems Managers

(SOC Code : 11-3021)

in Orange County

Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming. Exclude "Computer Specialists" (15-1011 through 15-1099).

Employers are usually looking for candidates with a Work experience, plus bachelor's or higher degree .

Orange County is part of the Anaheim-Santa Ana-Irvine MD, which includes Orange and Anaheim-Santa Ana-Ir counties.

Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Anaheim-Santa Ana-Irvine MD	2019	1st Qtr	\$81.87	\$60.32	\$76.38	\$0.00

Data for Orange County are not available. Data for Anaheim-Santa Ana-Irvine MD has been substituted.

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
Orange County	2016 - 2026	4,800	5,330	530	11.0	417

[View Projections for All Areas](#) [About Projections](#)

Computer Systems Analysts

(SOC Code : 15-1121)

in Orange County

Analyze science, engineering, business, and other data processing problems to implement and improve computer systems. Analyze user requirements, procedures, and problems to automate or improve existing systems and review computer system capabilities, workflow, and scheduling limitations. May analyze or recommend commercially available software.

Employers are usually looking for candidates with a Bachelor's degree .

Orange County is part of the Anaheim-Santa Ana-Irvine MD, which includes Orange and Anaheim-Santa Ana-Ir counties.

Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Anaheim-Santa Ana-Irvine MD	2019	1st Qtr	\$46.87	\$36.42	\$46.61	\$58.30

Data for Orange County are not available. Data for Anaheim-Santa Ana-Irvine MD has been substituted.

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
Orange County	2016 - 2026	5,530	5,980	450	8.1	407

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx) (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

N/A

Please provide comment on program exit exams or other assessments of graduating students, if any.

N/A

Please provide the number of students who take and pass external license examinations, if relevant to the program.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Anecdotally, we've had numerous students transfer, then gain industry employment. Recently, two SCC grads gained full time employment in the cybersecurity field - one in industry, the other with the Department of Defense.

Please provide data pertaining to the instruction or delivery of service, if any.

N/A

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by **Deeley, Steven** on 11/21/2019 18:07

Courses	Section Count
---------	---------------

Courses	Section Count
CIS 101 (2018-19 sections for all courses)	3
CIS 106	1
CIS 198	1
CMPR 100	4
CMPR 112	4
CMPR 120	3
CMPR 121	4
CMPR 129	1
CMPR 131	2

Program Review Outcomes Assessment - CSLOs : Version by Deeley, Steven on 11/21/2019 18:07

Student Learning Outcomes	CSLO Count	CSLOs Measured
CIS101 - Introduction to Microsoft Office	2 2	
Create usable documents in Word, Excel, Access and PowerPoint		
Use critical thinking to apply these software programs to business situations.		
CIS098B - Introduction to Enterprise Resource Planning	2 0	
Understand the importance of Enterprise Resource Planning systems in modern business.		
Understand the knowledge and qualifications necessary to gain employment in the ERP field.		
CMPR100 - The Computer and Society	2 2	
Identify and understand the uses of basic components of computers, computer systems, computer networks, and computer information systems.		
Use appropriate vocabulary pertaining to computers.		
Develop a high degree of awareness of the implications of technology in today's society.		
CMPR112 - Java Programming	2 2	
Write Java programs for real life business situations.		
Learn about syntax, debugging and documentation.		
CMPR120 - Introduction to Programming	3 3	
Develop the skills to create solutions (algorithms) to programming problems.		
Evaluate which solutions are most efficient, given multiple solutions (algorithms) to a programming problem.		
Demonstrate an awareness of the implications of software privacy and the ethics of generating their own solutions to programming projects.		
CMPR121 - Programming Concepts	2 2	
Develop the skills to create solutions (algorithms) to programming problems.		
Evaluate which solutions are most efficient, given multiple solutions (algorithms) to a programming problem.		
CMPR129 - Introduction to Computer Organization	3 3	
Analyze and apply the basic concepts of computer architecture, arithmetic and logic design.		
Discriminate between the functional design of the CPU and integrated circuit detail.		
Apply their understanding of low-level programming languages to the solution of real world problems		
CMPR131 - Data Structures Concepts	3 3	

Student Learning Outcomes	CSLO Count	CSLOs Measured
Assimilate and integrate the major components in modern object-oriented programming languages. This includes an understanding of classes, objects, properties, methods, and events.		
Conceive of new software solutions using inheritance, polymorphism, and shared functions.		
Extrapolate their knowledge of linked lists, stacks, queues, trees, and arrays to develop Innovative software solutions.		

Program Review Outcomes Assessment - PSLOs : Version by Deeley, Steven on 11/21/2019 18:07

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Business & Career Education		
Accounting*		
Business*		
Child Development*		
Cinema Studies*		
Computer Information Systems*		
Computer Information Systems, COA	2 0	
Demonstrate knowledge and practice of CIS systems and computer science.		
Demonstrate knowledge of software applications.		
Computer Information Systems, AS	2 0	
Demonstrate knowledge and practice of CIS systems and computer science.		
Demonstrate knowledge of software applications.		
Computer Science*	1 0	
Computer Science, COA		
Demonstrate knowledge and practice of computer science.		
Computer Science, AS-T	1 0	
Apply knowledge of mathematics, science, and computer science to identify, formulate, and solve computer science problems.		
Applied Robotics and Embedded Programming, CERT	1 0	
Demonstrate and apply knowledge of common microprocessors and design software applications which can be used in industry-standard embedded devices.		
Computer Science, AS-T	1 0	
Demonstrate knowledge and practice of computer information systems and computer science.		
Computer Retail Sales and Support, COA	1 0	
Qualify for entry level IT positions such as Retail Salespersons, Customer Service Representatives, Retail Sales Workers, and Sales Representatives.		
Cosmetology*		
Criminal Justice*		
Electrician*		
Gemology*		
Management*		
Marketing*		

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Media Communications Studies*		
Public Works*		
Real Estate*		
Survey/Mapping Sciences*		
Television/Video Communication*		
Water Utility Science*		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Deeley, Steven on 11/21/2019 18:07

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

Most Student Learning Outcomes are assessed at the end of fall semester, a few were set for spring semester.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

What is your assessment cycle? Fall and Spring

How are assessments carried out, and who is involved in the assessment process? Faculty

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely not met and why you think students were unsuccessful. What changes have you considered making?

CMPR 112

SLO Met

Findings for SLO #1 48 of 63 students (76%) scored 70 percent or better on assessment. Met 48 of 63 students (76%) scored 70 percent or better on assessment, so objective is met.

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

SLO Not Met

None

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

Instructors continually improve teaching methods to improve success rates.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Deeley, Steven on 11/21/2019 18:07

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

Computer Science and Computer Informations Systems provide courses, degrees, and certificates that are accessible, applicable, and engaging.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body?

Yes. We need to change/update our ADT in Computer Science. Also, we need to update some of our certificate and degree offerings to better serve the marketplace. Also, we need to continuously update course offering to reflect changes in the industry.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

Yes, internships and part time employment. This will increase with the addition of the new employment coordinator in BUS/CTE Division.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

Curriculum and programs are regularly updated through the normal Curriculum and Instruction Committee process: updated as needed and the five-year review (formerly quadrennial) process.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? Through continuing contact and Flex workshops.

If applicable, what contact does the program/service area have with outside advisory groups? Yes, our advisory group meets each year

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Regular assessment of SLO.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Deeley, Steven on 11/21/2019 18:07

Classrooms	Labs	Offices	Storerooms	Conference Rooms
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Classrooms	Labs	Offices	Storerooms	Conference Rooms
1		1	undefined	undefined

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Deeley, Steven** on **11/21/2019 18:07**

Classrooms	Labs	Offices	Storerooms	Conference Rooms
5		1	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by **Deeley, Steven** on **11/21/2019 18:07**

Equipment/Resource	Description
Rooms with PCs are necessary	Rooms B104, 106, 207, and 208. Occasionally, U-101
Robotics Lab	B102

Program Review Resources - Funding Sources : Version by **Deeley, Steven** on **11/21/2019 18:07**

Funding Source	Description
General Funds	undefined
IELM Funds	
Perkins Funds	

Program Review Resources : Version by **Deeley, Steven** on **11/21/2019 18:07**

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

We have enough classrooms; however, we need to update PCs and Instructor Workstation/AV systems in Room B-207 and 208

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Sufficient

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

1. New instructor workstation/AV systems for Rooms B207 and B208. Projectors and sounds system are unsuitable for the classroom. New systems will bring those classrooms up to the standards found throughout campus. Rooms are used by both Accounting and Computer Science courses.

2. New PCs for Rooms B207 and B208. Currently, both rooms contain a combination of PCs and Laptops. Workstations need constant maintenance, creating issues for students and instructors. New PCs will bring classroom up to standards required for both Accounting and Computer Science.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Met

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

We are well supported

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

Strong Workforce funds help remodel classrooms in the B Building and purchase robots

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

SLO need to be assessed regularly.

Increase course offerings

Update degrees and certificates

Human Resources

Program Review Human Resources - Support Staff : Version by **Deeley, Steven** on **11/21/2019 18:07**

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Division Admins	2	2	undefined	undefined

Program Review Human Resources : Version by **Deeley, Steven** on **11/21/2019 18:07**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Faculty attend conferences regularly and participate in professional development activities on campus.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

Faculty participate in college-wide programs, shared governance bodies, and leadership activities.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

No, but we will be hiring a new FT Computer Science professor for Fall 2020.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Adequate and appropriate mentoring and professional development opportunities available. Department faculty, staff, and administrators regularly utilize these opportunities.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

Adequate and appropriate mentoring and professional development opportunities available. Department faculty, staff, and administrators regularly utilize these opportunities.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Upgrade technology in Rooms B-207 and 208

SLO Assessment

Add additional CIS and CMPR sections and hire adjuncts

Internal and External Communication

Program Review Internal & External Communication : Version by **Deeley, Steven** on **11/21/2019 18:07**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Entries are updated annually through Curriculum and Instruction Committee activities.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

Annual Plan for 2020-21 was updated prior to start of Fall 2019 semester/

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

Website is correct with programs and contact information. We need to add mission and links to SLOs.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

The program/service area keep instructional faculty informed through regular meetings. Counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices through occasional meetings.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Faculty and staff communicate extremely well about the work of the program/service area.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Regularly assess (generally, not SLOs) degrees and course offerings.

Planning Agenda

Program Review Planning Agenda : Version by **Deeley, Steven** on **11/21/2019 18:07**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
SLO Assessment	No current assessments	Time	undefined
Regularly assess (not SLOs) degrees and course offerings	None	Time	

Summary Report

Program Review Summary Report - What is and is not working : Version by **Deeley, Steven** on **11/21/2019 18:07**

Briefly describe and explain what is working well in your program/service area.

Course offerings and enrollment.

CIS and CMPR are robust programs with strong enrollment.

Briefly describe and explain what is not working well or needs attention in your program/service area.

SLO Assessment - we have not assessed regularly and need to do that. Hopefully, the new SLO Assessment module in eLumne will make this easier.

More Course Offerings - hiring new FT profess for Fall 2020

Program Review Summary Report - Resources : Version by **Deeley, Steven** on **11/21/2019 18:07**

Facilities	Technology	Equipment	Personnel
	New PCs B207 and B208	undefined	undefined
	New Instructor Station/AV Systems B207 and B208		
			Hire New FT CMPR Instructor for Fall 2020

Program Review Summary Report - Initiatives and Other Findings : Version by **Deeley, Steven** on **11/21/2019 18:07**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

Strong Workforce Program

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

N/A