PALOMAR COLLEGE®
Learning for Success

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Computer Network Administration (CSNT)
Department Name:	Computer Science and Information Technology
Division Name:	Mathematics and the Natural and Health Sciences

Please list all participants in this Program Review:

Name	Position
Nicholas Rand Green	Full Time Faculty
Terrie Canon	Department Chair - CSIT
Aaron Hudson	CSIT Systems Analyst

Number of Full Time faculty	1	**Number of Part Time Faculty**	6

Please list the Classified positions (and their FTE) that support this discipline:
Systems Analyst for the CSIT Department 30% Department ADA 30%

What additional hourly staff support this discipline and/or department:
5-10 hours of hourly tutoring when available

Discipline mission statement (click here for information on how to create a mission statement):
The mission of the Computer Network Administration discipline at Palomar College is to offer our students current and valid training and certification preparation for both transfer and direct employment in the industry of Computer Network Administration. Studies in Computer Network Administration lead towards multiple Associate of Science degrees and preparation for multiple industry certifications from the most accepted and current certification vendors. As a strong CTE program, students will train to be well-rounded professionals in the field and will be prepared to enter a rapidly growing industry.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:
A.S. Computer Network Administration - Cisco A.S. Computer Network Administration - Microsoft A.S. Computer Network Administration - Linux C.A. Computer Network Administration - Cisco C.A. Computer Network Administration - Microsoft C.A. Computer Network Administration - Linux

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased	X	Steady/No Change		Decreased	

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

CSNT enrollment at census has increased this year, from 516 in Fall 2014/15 to 622 in Fall 2015/16 and 715 in Fall 2016/2017. Enrollment has also increased for the entire year in 16/17 at 1496, up from 1318 the previous year. While Palomar College is struggling with enrollment, the Computer Network Administration Discipline has remained stable and shown some growth. The data shows that we added more seats, from 704 to 896, which was due to the start of dual enrollment classes in the San Marcos and Mission Hills Districts. These were the only courses added. However, we are showing that the fill rates have decreased by 10% from 88.35% to 79.8%. I do not believe that the seats were reported correctly from these high school district courses. While these classes were full, the fill rate has decreased by 10%
Fill rates are as follows for the past 5 years:
11-12: 92.33%
12-13: 80.29%
13-14: 72.29%
14-15: 73.3%
15-16: 88.35%
16-17: 79.80%

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?
It is believed that there is a reporting issue with seats in the CSNT 110 and CSNT 111 courses at the high school districts in the new dual enrollment courses.. These courses were filled, yet the fill rate for these course has decreased by approximately 10% in the fall of 2017. However, for the entire year, it has only decreased by about 3%. The foundational courses in the discipline continue to have good enrollment, however the capstone classes struggle to fully enroll. This is due to the lack of tutoring and student support that the college has offered to these students. Retention and success rates have continually declined with more students not finishing courses due to the difficulty of the curriculum and the lack of assistance they are able to obtain. The college has failed to replace the departmental ISA positions over the past 6 years.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).						
Discipline Efficiency Trend	**Increased**		**Steady/No Change**		**Decreased**	x
Discipline Efficiency:	**Above 525 (35 FTES/FTEF)**		**At 525 (35 FTES/FTEF)**		**Below 525 (35 FTES/FTEF)**	297.64
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
The CSNT discipline will never be able to get to 525 wsch/ftef due to limitations in the seats in classes. The computer labs are limited to 32 stations. This drastically impacts the numbers making it impossible to meet the college efficiency goals in this particular discipline. WSCH had declined largely due to 2 reasons: 1) Class cuts, 2) the inability for students to obtain help and tutoring. The foundational classes have remained strong however there are less students reaching the higher capstone courses. The fill rates in these courses have decreased. It is believed that the lack of student support and tutoring assistance is causing the decline in the capstone courses. There are less students earning degrees and certificates as the curriculum has become harder due to industry standards and there is less assistance academically for these students.						

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.
We are in the hiring process for a new full-time faculty member. This faculty member will be primarily responsible for the development of a new Cybersecurity program. Regional data shows a need for Cybersecurity specialists and there is little training opportunity in the region for this field. This will increase enrollment and strengthen the CSNT program. We have found that it is very difficult to find qualified part-time faculty, as most individuals in this field earn a substantial salary in industry. We have also seen a decrease in student success rates and retention rates after the loss of the department's ISA positions. Students struggle to find adequate support and tutoring since the college has not replaced these positions.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

A. **On-Campus Course Success Rates**
B. **Online Course Success Rates**

C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate: 75.9%

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?
Course success rates have been steady for the past 5 years. However, there was a significant drop in success rates from the 2011/12 year to the next. This is largely due to the loss of the ISA positions in the department. Students have trouble finding adequate support and tutoring in this difficult discipline. The college should replace the ISA positions in order to adequately support students in this discipline. **A. On campus success rates have been fairly steady at 75.9% which is higher than the overall campus success rate.** **B. Distance education class classes only have data for this past year. However, success rate is much lower than on-campus at 58.2%** **C. There is no significant change in success rates based on age or gender. The only significant change in success rates is in white males.** **D. Classes in this discipline are only offered at the San Marcos campus.**

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups? **Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/**	
Gender	**The only significant drop in success rates was from 90% in 2011/12 to 63.6% in 2012/2013. From 2012 to 2017 success rates have stayed the same. This is across all groups.This is due to the loss of the student tutoring that the department ISAs provided.**
Age	**The only significant drop in success rates was from 90% in 2011/12 to 63.6% in 2012/2013. From 2012 to 2017 success rates have stayed the same. This is across all groups. This is due to the loss of the student tutoring that the department ISAs provided.** **Students in the age group of 20-24 have decreased from 75.5% in 14/15 to in the 50% between the years of 15-17. Ages 25 to 49 have increased slightly.**
Ethnicity	**The success rates for white students has decreased significantly from 83.7% in 15/16 to 63.1% in 16/17. Success rates for Hispanic students has increased approximately 10%.**
Special Population (examples- veteran, foster youth, etc)	**Success rates for Veterans have dropped from 60% to 41.7% since last year.** **Again, this is largely due to the lack of student support and tutoring availability.**

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.
Success rates for day-time students have dropped slightly, but have varied from year to year. They hover in the high 60% range. Success rates in evening classes have increased slightly from last year from 81.9% to 85%. Evening class have a higher success rates than day-time classes. Evening classes consist largely of working individuals, while day-time classes consist of full-time students. I believe that the evening students take their courses and use of time more seriously than day students. Day students tend to be less serious about their career and academic choices, while evening students seem to have a clear direction on what they need to accomplish. Day students tend to need more academic support to be successful in their course. Currently, there is limited tutoring and support for these students.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

A. **The College's institutional standard for course success rate is 70%.**
B. **Review your discipline's course success rates over the past five years.**
C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.**

Standard for Discipline Course Success Rate:	**70%**
Why?	
We have been and are currently above the success rate of the college at 76%. However, this is not a success rate that we are pleased with. We would like to see success rates back to what they were in 2005-2011. At this time, we have tutoring available for the students and were able to support student success. The college has not provided those resources to the department or this discipline.	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

A. **To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.**
B. **To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.**

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?
25 total completions. We would like to see more students completing their Certificates and Degrees. However, many of

the students come to this discipline to re-tool in one specific course. Usually, this is due to employment requirements.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

None of the programs have as many completions as they should. Again, baseline/foundational class have many students and enrollment has been steady. However, students don't make it to the capstone classes. This is primarily due to the lack of student support and tutoring. Completions have decreased since the department lost the ISA positions. The college has not replaced those positions.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

Projected Growth in the Region for 2016-1018
Computer Systems Analysts and Computer and Information Systems Management list in the top 50 fastest-growing occupations for the California and San Diego regions.

Projected Growth for the San Diego Region, 2014- 2024
Computer and Information Systems Managers: 24.7%
Computer Network Administrators: 18.6%
Computer Network Architects: 22.1%
Computer Network Support Specialists: 21.8%
Computer Systems Analysts: 29.0%
Information Security Analysts: 16.3%

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

The discipline is constantly changing and curriculum is always mapped to the latest industry certifications in the field. When the certifications change, the curriculum immediately changes as well. In regards to job placement, we have many companies that seek candidates from our programs.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

All courses are tied to industry specific certification. The discipline is constantly changing and all classes map to the most current industry certification. Curriculum is based off of the industry certification standards.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

Spring 2016 - All industry representatives discuss need for students trained in cybersecurity and network administration. Particularly in the cybersecurity field, the job openings are many, but the qualified candidates in the field are few.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

The discipline is in the process of hiring an additional full-time faculty member to develop and manage a Cybersecurity program. This is an emerging field that will not disappear anytime soon. With the rise of information theft and data breaches, the region will be in need of qualified cyber security specialists.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

All course and programs were assessed last year. No course revisions were needed as the outcomes were acceptable for the resources that this discipline has.
However, it is evident that students need tutoring assistance to increase success and retention rates.
We will also continue to reach out to industry partners to edit current SLOs, ensuring that the outcomes match with industry needs.
All SLO methods for both programs and courses are tied to established and well known industry certifications. These certifications have been chosen based on their acceptance by industry and potential employers. As the industry standards change approximately every three years, the discipline adapts the courses to match with these industry standards.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

The SLOs are fairly simple in this discipline, yet very effective Students are measured based on industry certification standards. Hands on, skills based assessments are used to measure student learning outcomes. We consistently update these assessments based on industry standards.
In the CSNT - Cisco program, The Cisco Academy requires that students take a hands on final exam to prove competency in the materials. This is a comprehensive hands on skills assessment given in each of the 4 semester of Cisco.
In the CSNT - Linux Program, students are required to take a hands on skills assessment which demonstrates competency in all areas based on the Redhat Linux exam.
In the CSNT - Microsoft Program, students are required to take a hands on skills assessment which demonstrates competency in all areas based on the Microsoft MCSA exams.

In all areas mentioned above, if students are passing these exams, they are ready to attempt the industry certifications which is the industry measure for employment.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/
The SLOs are fairly simple in this discipline. Students are measured based on industry certification standards. Hands on, skills-based assessments are used to measure student learning outcomes. We consistently update these assessments based on industry standards. We are meeting industry certification mappings and standards. In the CSNT - Cisco program, The Cisco Academy requires that students take a hands on final exam to prove competency in the materials. This is a comprehensive hands on skills assessment given in each of the 4 semester of Cisco. In the CSNT - Linux Program, students are required to take a hands on skills assessment which demonstrates competency in all areas based on the Redhat Linux exam. In the CSNT - Microsoft Program, students are required to take a hands on skills assessment which demonstrates competency in all areas based on the Microsoft MCSA exams.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?
There is STILL a need for student assistance and tutoring. Students do not have enough guided time in open labs to practice their skills. The CSNT discipline updates all courses based on industry exam standards by recognized industry leaders such as Microsoft, Comptia, Cisco, and Linux. The CSNT discipline has deactivate all courses that are not crucial in this highly vocational area.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.
All of the courses in the discipline are required for each degree. There are no electives. Scheduling is completed so that a student can enter the program in any semester and complete the program within 2 years. Recommended preparation and course prerequisites have been established for the courses. However, the college fails to enforce the prerequisites in an efficient manner.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?
We do not overlap into any other departments.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf

Strengths:	Up to date curriculum. Highly skilled instructors. Mapped to industry employment requirements. High growth in area and substantial pay for students completing the programs.
Weaknesses:	Lack of available student assistance and tutoring. Difficulty finding qualified part-time instructors. Lack of marketing funds and general support from the college in this vocational area. Administrative failures obtaining agreements with high schools for dual enrollment.
Opportunities:	Dual enrollment at high schools. Growth in STEM, specifically in the Technology Sector. "Where the Stem Jobs are (and Where They Aren't)" Based on 2015/2016 Life Sciences: 183k degrees awarded, 12k jobs available Engineering: 169k degrees awarded, 51k jobs available Physical Sciences:: 43k degrees awarded, 9k jobs available Mathematical Sciences: 33k degrees awarded, 7k jobs available **Computational Sciences: 107k degrees awarded. 108k jobs available**
Threats:	Other colleges in the district developing Cybersecurity programs before we do.

SECTION 2: **Establish Goals and Strategies for the Next Three Years**

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
New faculty hire		x	
New permanent, full-time ISA3 Lab assistant position to help with tutoring. The school has not assisted in this goal.		x	
An additional permanent full-time CSNT faculty member to focus on Voice and Data Cabling, Virtualization, Home Automation, and Internet of Things.		x	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from

previous planning cycle):	
Goal #1	
Program or discipline goal	Establish an industry certification testing center.
Strategies for implementation	Work with the Information Systems Department to establish a Palomar testing facility.
Timeline for implementation	ASAP
Outcome(s) expected (qualitative/quantitative)	This will bring in more of the community to take industry exams, thus exposing the college to more industry professionals which will made aware of our additional course offerings and training.
Goal #2	
Program or discipline goal	To become a premiere training center for the areas of Cybersecurity
Strategies for implementation	Hire new qualified faculty to develop and maintain this program.
Timeline for implementation	Within 2 years
Outcome(s) expected (qualitative/quantitative)	Prepare students for the emerging and growing field of Cybersecurity.
Goal #3	
Program or discipline goal	Hire in new faculty for the areas of VMware, Internet of Things, and Voice and Data Cabling
Strategies for implementation	Request on PRP
Timeline for implementation	1-2 years
Outcome(s) expected (qualitative/quantitative)	Additional courses and degrees in the fast growing field of Networking.
Goal #4	
Program or discipline goal	Develop a new A.S. Cybersecurity degree and certificate.
Strategies for implementation	Work with new hire in Cybersecurity to develop new classes and a new degree track.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increased enrollment. Better name in the region as a premiere training Facility in North San Diego County.
Goal #5	
Program or discipline goal	Develop a B.S. in Cybersecurity once the state approves new legislation
Strategies for implementation	Build off of the newly developed A.S. degree and work with CSUSM to lead towards their Master's Degree in CyberSecurity
Timeline for implementation	2-3 years
Outcome(s) expected (qualitative/quantitative)	Increased enrollment. Better name in the region as a premiere training

	facility in North San Diego County.

3. How do your goals align with your discipline's mission statement?
"As a strong CTE program, students will train to be well-rounded professionals in the field and will be prepared to enter a rapidly growing industry." We hope to remain a leader in student training in the region. With the addition of Cybersecurity, Palomar should be the top trainer in the region.

4. How do your goals align with the College's Strategic Plan Goals?
Objective 5.1: Increase course offerings in the southern portion of the district while maximizing enrollment on the main campus. Objective 5.2: Increase course offering in the northern portion of the district while maximizing enrollment on the main campus. Objective 5.3: Strengthen existing relationships (such as STEM scholars and concurrent enrollment) and establish new relationships with local high schools and universities through partnerships and programs that facilitate access and seamless transfer.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	Terrie Canon
Date	2/28/18

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean	
Reviewer(s)	Margie Fritch
Date	March 13, 2018
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Goals seem relevant and appropriate	
2. Areas of Concern, if any:	
Success rates for Veterans	
3. Recommendations for improvement:	

Data needs further analysis and needs to be complete.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	(mgf); James Odom, smd, Justin Smiley
Date	(12/12/17); 12/14/17; 12/18/17
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
(Great collaboration of area Faculty and staff) Mission Statement Increasing enrollments New Cybersecurity faculty Overall success rate above college average Goals are closely tied to industry needs	
2. Areas of Concern, if any:	
Student success rates for Veterans. Large gap between daytime and evening students.	
3. Recommendations for improvement:	
More data for SLOs	
4. Recommended Next Steps:	
X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/18/18
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
1. Discipline enrollment section is excellent and encouraging- reflective of conversations we have had 2. Very excited about new faculty member 3. Great and thorough discussion of success rates 4. Demographic differences is also well discussed—I understand the rationale for dropped rates but why increase for Hispanics? That's a big (and great!) jump 5. Goals are excellent, well written and make great sense	
2. Areas of Concern, if any:	
a. Need overall fill rates for discipline compared to other years. b. True about wsch/ftef- however- this needs more discussion on the decrease and what can be done.	

c. Need to address success rates for day students- what is happening here? That's a huge difference between day and evening- what can be addressed?
d. We need to get together and set a timeline for all the concerns you have and/or at least find temporary help- hiring new ISAS will be tough in our current environment but we need to find temporary solutions.
e. SLO section isn't done correctly- see rubric- good start but needs specific information- particularly given the struggles the area is having.
f. SWOT is a little light given concerns above.

3. Recommendations for improvement:	
See above	
4. Recommended Next Steps:	
X	**Proceed as Planned on Program Review Schedule**
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.