Status: **Read**   Status: **Reviewed**

Entry #: 57

Date Submitted: 10/18/2021 11:55 AM

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year
2021-2022

Are you completing a comprehensive or annual PRP?
Annual

Division Name
Mathematics, Science and Engineering

Department Name
Computer Science and Information Systems

Department Chair Name
Tony Smith

Discipline Name
Computer Science and Information Systems - Web Technologies (CSWB)

Department Chair email
awsmith@palomar.edu

Please list the names and positions of everyone who helped to complete this document.
Steve Perry, full-time
(Tony Smith, full-time, contributed, since Steve Perry is on sabbatical for Fall 2021.)

Website address for your discipline
https://www2.palomar.edu/pages/csit/web-design-and-development-as-ca/

Discipline Mission statement
The mission of the CSWB discipline is to prepare students for employment in the web site development industry by educating them in the key software development applications necessary to develop web sites for organizations and businesses.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
Web Development (CA)
Web Design and Development (AS/CA)

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

 2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?
1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?
0.60

For this past fall semester, what was your Part-time FTEF assigned to teach classes?
0

List the classified and other permanent staff positions that support this discipline.
Department ADA

List additional hourly staff that support this discipline and/or department
N/A

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program learning outcomes, the annual number of completions, goals for completions, and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?
The program's learning outcomes of 1) Students will demonstrate proficiency in creating and programming the client-side of Web applications and 2) Students will demonstrate proficiency in programming the server-side of Web applications align with the employer expectations by teaching the students the specific software used by industry to achieve those ends.

How do they align with employer and transfer expectations?
By studying the hiring trends on technology job sites, like dice.com, we can search and review what employers are hiring for and make sure that are courses offered meet these needs.

Describe your program's plan for assessing program learning outcomes.
To achieve those ends the the students will build and implement a complete Web Application and the design components will be evaluated for the correct use of HTML, CSS, and JavaScript (Active) to meet the client-side requirements and the students will build and implement a complete Web Application and the programming components will be evaluated for the correct use of PHP and MySQL to meet the server-side requirements.

Summarize the major findings of your program outcomes assessments.
Students continue to meet or exceed what is expected to meet the students learning outcomes in all associate coursework but, since the the degree program is only two years old, there are no program outcomes at this time.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.
The AS degree and CA certificate are three years-old

Row Labels 2018-19 2019-20 2020-21

Associate in Science Degree 1 2

Certificate of Achievement 3 2 5

Grand Total 3 3 7

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Increased

What factors have influenced your completion trends?
The AS degree and CA certificate are three years-old so students are just beginning to complete them.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.
1. The courses offered are training students in software that is currently being used in industry.

2, All courses can be completed online. Many of them are certified as OEI Design compliant.

3. Many courses can be completed without the student needing to purchase a book.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.
The reduced number of course sections allowed by the administration is hindering how fast a student can complete the program.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
It is inline with the standard discipline success rate

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
It seems like a reasonable step.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.
All associated courses meet or exceed the goals of 70% success

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.
Yes

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **_all_** of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- Centers of Excellence (many other data resources besides supply and demand) Password: GetLMI

- LaunchBoard

- LaunchBoard Resource Library

- Chancellor's Office Data Mart

- Career Coach-San Diego Workforce Partnership

- EDD Labor Market Info

- Career One Stop

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?
There are a wide range of careers available to students in Web Technologies. New fields
are being developed every year and the demand for people to fill these positions is strong.
Some of the titles currently popular and in high demand are:
Web Administrators
Web Developers
Web Application Programmers
The faculty of the Web Technology discipline are constantly scanning the environment for new and changed components of this sector of the economy. We continue to develop appropriate curricula as the field changes.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
A basic skill that an employer looks for in a Web professional is the ability to write computer code in one or more of several programming languages. People in this career path should have an understanding of the process of software development. Because of the need to work and for others, communication skills are also of high importance. These needed skills are not only verbal but are also needed in written communication. Many times developing solutions using computer systems require analytical and critical thinking.

How does your program help students build these KSA's?
The program is structured to introduce, solidify and evaluate the knowledge, skills and abilities of
our students through rigorous instruction, practice and evaluation. The program introduces students to the required knowledge in the program in the early courses and then utilizes later components of the curriculum to build upon and extend these requirements. The process includes interaction with instructors, texts, tutorials, tutors, and each other.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?
No

Do you want more information about or need assistance integrating work-based learning into your program?
No

How do you engage with the community to keep them apprised of opportunities in your program?
Several members of our department have been involved in developing partnerships with local High Schools to offer dual enrollment opportunities to their students. We have on-going efforts to collaborate with local colleges and universities. Members of our department are also active in professional organizations

What is the regional three-year projected occupational growth for your program(s)?
Web technology career options are extremely varied and that makes projecting occupational growth difficult. In general, however, the U.S. Bureau of Labor Statistics in their 2019 National Employment projected job growth lists computer and information systems growth rates for this career field at much above growth. Increases of 15% during the years between 2014 and 2024 are predicted.

What is being done at the program level to assist students with job placement and workforce preparedness?
There are currently no program level efforts to assist students with job placement. There are examples of individual faculty members being contacted to recommend students to local employers.

When was your program's last advisory meeting held? What significant information was learned from that meeting?
Our last advisory meeting was held by Zoom Teleconference on April 24, 2020. There were announcements of efforts to contain the COVID-19 virus. A new cybersecurity Bachelor's degree program is being offered by National University and there may be opportunities to articulate our program. A recent survey of Industry / Labor Market trends was announced. The next advisory meeting will be held, via Zoom on November 6, 2020.

What are the San Diego County/Imperial County Job Openings?
The Labor Market Information from the Centers for Excellence website predicts a 10% growth rate between 2018 and 2023 for an increase of 539 new jobs with annual openings in the San Diego and Imperial County area of 530 positions.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's Strategic Plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description
To see that students are able to achieve completion of the AS or CA

Is this a new or existing goal?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
Continue to offer courses that make up the program and improve them as needed

Outcome(s) expected (qualitative/quantitative)
I do not know how many students are working towards the goal of getting an AS degree or CS certificate since they do not self-identify until the end of the process

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
It aligns by offering the courses in the programs that will allow students to have the skills to work in the web site development industry

Expected Goal Completion Date
5/25/2022

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?
No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
awsmith@palomar.edu