Program Review 2013-14 - Computer and Office Studies

PR 2A - Enrollment Data:
Enrollments in the Computer and Office Studies Program for the study period have shown a decrease from the first to the second year and then an increase from the second to the third year.

The decline in enrollments from 2010/2011 to 2011/2012 was 641. This decline can be attributed to resignations and retirements of full-time faculty (that have not yet been replaced) and budget restrictions limiting the number of sections that could be offered. The decline in number of sections for the same period was 28.

The increase in enrollment from 2011/2012 to 2012/2013 was 1,388. This increase can be attributed to a loosening of budget restrictions and the hiring of many more adjunct faculty members as well as the merger of several courses from the former CBIS department. The increase in number of sections for the same period was 62.

A concerning trend is that even though over-all enrollments have rebounded from the low point of 2011/2012, the keyboarding classes (isolated from the aggregate) have not experienced a similar increase. In fact, the trend has been a further decline of 80 enrollments from 2011/2012 to 2012/2013. A correlated trend of note is that for the same time period, the average number of students per section (for the keyboarding classes) declined from 35 to 28. This decline was caused by the construction at PCC were sections have been relocated to smaller, temporary classrooms that cannot accommodate the prior enrollment numbers.

PR 2B - Achievement Data:
Retention and success rates in the Computer and Office Studies Program for the study period have shown an over-all incremental increase. Retention rates have shown an increase from 76% in the first year to 83% in the last year with a middle year having a retention rate of 82%. Success rates have shown an increase from 59% in the first year to 60% in the last year with the middle year having a success rate of 62%.

The number of awarded degrees has remained consistently low: four were awarded in the first year, five were awarded in the middle year, and four were awarded in the last year.

Certificates requiring at least 30 units have likewise remained constant at five each year. Certificates in the 18–29 unit category have gone from four in the first year to three in the middle year and none in the last year. Certificates in the 6–17 unit category have increased from 29 in the first year to 44 in the middle year and 48 in the last year. Certificates in the less-than-six unit category have seen a major increase due to the department offering (and strongly promoting) them. During the first and second years of the study, seven and eight (respectively) were awarded. During the last year of the study, 1,320 of these certificate were awarded. This massive increase can be attributed to the department's aggressive offering and promoting of these certificates.

PR 2C - HR (Staffing) Data:
(section not complete—pending release of HR data)

PR 3A - SLO - summary of collected program data:
We have two Program SLOs (PSLOs):
PSLO #1 - Choose the correct application for a given task
PSLO #2 - Problem solve common information technology failures

The Program SLOs are evaluated by taking numeric result the following selected course SLOs and averaging them. Our Criteria is to have 70% or higher for each PSLO.

The aggregate course SLOs results were measured from Fall 2010 till Fall 2012 for use in this report.

----------------

For PSLO #1: Choose the correct application for a given task

Course: COSA 50  - Intro to IT Concepts & Applications
Selected Course SLOs for Program level assessment: (from 757 student assessments)
  -- 2. Design documents in a word processor showing an introductory level of skills. (62.7%)
  -- 3. Design documents in a presentation program showing an introductory level of skills. (68.3%)
  -- 5. Design and modify a simple database with a demonstration of introductory database concepts of design and use. (67.1%)

Course: COSN 3 - Operating System: Software & Hardware
Selected Course SLOs for Program level assessment: (from 95 student assessments)
  -- 1. Relate command line functions and utilities to manage operating systems. (52.6%)
The average for all course level SLO is then 63.2%.
The #2 PSLO FAILED our criteria of 70% for the #2 PLSO.

----------------

For PSLO #2: Problem solve common information technology failures

Course: COSN 3 - Operating System: Software & Hardware
Selected Course SLOs for Program level assessment: (from 95 student assessments)
-- 3. Analyze common operational usability problems and formulate an appropriate solution. (91.2%)

The average for all course level SLO is then 91.2%.
The #2 PSLO PASSED our criteria of 70% for the #2 PLSO.

PR 3B - SLO - uses in program improvement:

We have two SLOs for the program:
#1 - Choose the correct application for a given task
#2 - Problem solve common information technology failures

Background: Since the program consist of four different degrees; the common core classes presented the only common learning outcomes we could use. Because of this the two outcomes you see are very general.

We assess every section of classes every semester, and have been doing since 2008. Our current assessment method is to ask every student a random question from a small test bank for each course SLO.

Our course SLO criteria/goal is that 70% percent or more of the students that earn a C or better answer the random question correctly.

To assess the Program level we picked individual SLOs from the core classes and average the SLO results into a program level SLO metric representing the average percent of students across all the selected course SLOs.

PSLO #1 failed our criteria of 70% and PSLO #2 passed our criteria.

The COSA 50 course level SLOs that failed the course criteria has resulted in us re-evaluating what we teach in the course, and we found that the SLO statements did not reflect the course design. And the course design is driven by external articulation and by the C-ID outline at the state level. We are in the process of changing the assessment to the new SLOs.

The problem with the COSN3 course level numbers was due to the assessment questions being written by someone who was not teaching the course, and was not aware of the depth for each objective. The questions were also somewhat poorly written and in some cases out of date with the course. New Questions are being integrated into the course to fix this.

At the program level, the department realized last year that having all four degrees on one curriculum guide had many disadvantages. And since we were also developing new degrees that would have been added to this guide, the department decided to split the guide up and have one guide per degree. This has had the effect that this program review is for a program that has ceased to be. And now since each new degree/program has its own SLO statements, the numeric results here will not affect the new program except in the changes to the class level as already mentioned.

PR 3C - SLO - action/ change based on results:

Since this program is ceasing to exist, and has been broken up into several new programs, there will be no direct result from these findings to the new program except to the course level as explained.

PR 4A - Goals - development and change:

The COS department continues to train and prepare students to meet the employment and educational goals of the college, the department, and most importantly, the students. Through faculty externships and interaction with area employers as program advisors and as potential internship partners, faculty members are able to be more in touch with current technology needs in the workplace. This knowledge helps guide curriculum development, ensuring relevant course content in a rapidly changing field. The department also coordinates with local universities to make the path toward transfer clear and attainable for students. This includes reviewing transfer requirements and developing articulation agreements. Requests have been submitted for additional full-time faculty to provide greater opportunities for student success.

PR 4B - Goals - results:

Seven distinct instructional areas have been developed to refine focus for both faculty and students. The department has been approved for new classes and programs to meet employment and transfer needs. Through the merger of the Office Applications and CBIS departments, students have a clearer path toward achievement and faculty resources are more effectively utilized. Students are encouraged through subsidized, on-campus opportunities to obtain professional certifications. Faculty are incorporating information about how to successfully qualify for and apply for academic certification and/or how to obtain the necessary classes for transfer. A tech center computer lab has been created at each campus with qualified Instructional Assistants to provide both on-campus and online students with additional support.
PR 4C - Goals - future plans:
COS will continue to employ the strategies that are working well for students, clear curriculum guides, creating class schedules that facilitate matriculation, and encouraging and providing professional development opportunities for faculty. Existing curriculum and assessment methods will be continually evaluated to ensure students are provided with the best possible opportunities to meet the learning objectives for each class. In addition, the department will continue to cultivate a diverse and involved advisory group to ensure the curriculum is current and relevant. The relationships developed through the advisory partners will provide opportunities for students to gain experience through internships, and secure employment by learning the skills most desired by employers.

PR 5 - Dept - how does it fit into big picture?:
The COS Department's mission is in line with that of the college. Our on-going commitment is to promote student learning in both academic and vocational majors that leads to transfer to a four-year institution; to train students and retrain displaced workers and homemakers for immediate employment upon graduation or completion of certificate requirements, for enhanced computer instruction, and/or for students' personal goals; to provide a variety of delivery systems including but not limited to traditional, distance learning, and hybrid to meet the needs of our student population; and to help students with their foundation skills (basic academic, critical thinking, and personal skills) needed for workplace success.

Projects/ Strategies and Resources Needed