



EVERGREEN VALLEY COLLEGE
2016-2017

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Distance Education Coordinator

PROGRAM REVIEW OF COMPUTER INDIVIDUALIZED INSTRUCTION (CII)

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Comprehensive Instructional Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.
Areas of focus are:
 - Access
 - Curriculum and programs
 - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
 - Communication
 - Employee development
 - Transparent Infrastructure

Department/Program Name: Computer Individualized Instruction (CII)

Year of Last Comprehensive Review: 2011-2012

Year of Last Mini Review, if applicable: N/A

Preparers' Name(s): Nasreen Rahim

Area Dean: Maniphone Dickerson

Overview of the Department/Program

1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.

The Computer Individualized Instruction (CII) Program was developed to augment and supplement classroom instruction. Students work at their own pace using instructional materials in the faculty-supervised Computer Lab. They also have an opportunity to interact with their instructors as well as with fellow students in small study groups. In an atmosphere carefully organized to be conducive to learning and to individual students' academic goals, students can take advantage of self-paced instruction developed with the primary focus of teaching computer skills such as keyboarding, word processing, spreadsheets, Internet and email basics, windows, presentations, and computer literacy.

CII is a unique program since it provides a self-paced, individualized study program for students with limited levels of computer experience and prepares students with computer skills needed to succeed on class assignments as well as help with school-to-work transition. Multiple courses can be taken until that date. Our classrooms and labs are equipped with PCs, Windows 10, and a host of up-to date application software. Instructors and instructional support staff are extremely knowledgeable, personable, professional, and available to assist students in the computer applications classrooms.

The open lab ran under Library and Learning Resources since fall 2007 until 2013. Since 2013, it has been reorganized to Business and Workforce under the leadership of Dean Lena Tran and now under the Interim Dean Maniphone Dickerson. CII courses are offered on the 2nd floor of the Educational Technology building the following are the original CII courses from 2013. Since the full-time faculty retired in 2013 and the position was not filled until now only four or five courses are offered and others are not offered. All of the aspects of these offerings will be reviewed:

- CII 205 Introductory Keyboarding
- CII 215 Introductory Word Processing
- CII 220 Introductory Email and Internet
- CII 225 Introductory Spreadsheet
- CII 230 Introductory Presentation
- CII 235 Introductory Windows
- CII 240 Introductory Desktop Publishing
- CII 245 Introductory Database
- CII 250 Basic Web Page
- CII 270 Introductory Course Management System (Never Offered)
- CII 275 Basic Computer Literacy

CII is a series of 0.5-unit basic computer courses taught by three-part time instructors. These courses cover a range of skills from basic computer literacy, typing, windows, word processing, internet, to spreadsheets and presentation. Any student can register for these classes (no prerequisite) and acquire basic skills for using computers for academic or general purposes.

Since summer 2008, while CIS classes changed to CII classes, students didn't need to register for the 0.5-unit lab in order to use the computers. They just needed to log in/out of the open lab when using the computers. This simplified the procedure for students using the lab. The open lab area includes facilities for CII classes. CII courses are a series of

0.5-unit basic computer courses taught only by three part-time instructors and aided by the tutors since the full time faculty retired in 2013. They cover a range of skills from basic computer literacy, typing, windows, word processing, internet, to spreadsheets and presentation like before. The Introductory Presentations and Introductory Windows has been cancelled after 2013. Any student can register for these classes (no prerequisite) to acquire the basic knowledge of using computers for academic or general purposes. These classes are:

- CII 205 Introductory Keyboarding
- CII 215 Introductory Word Processing
- CII 220 Introductory Email and Internet
- CII 225 Introductory Spreadsheet
- CII 230 Introductory Presentation (**Discontinued**)
- CII 235 Introductory Windows (**Discontinued**)
- CII 275 Basic Computer Literacy

Before summer 2008, these classes were taught as CIS 94 (for PC) and CIS 394 (for Mac). CIS 94 included all Word, internet, spreadsheet, presentation, Windows, and basic computer literacy for PC as individual modules; CIS 394 included the same modules for Mac. Students earned 0.5 unit for each module and up to 3 units for each class. Since summer 2008, the classes were revised and approved by the state, changing from two CIS classes to individual CII classes for each module as listed above. The business department no longer taught CIS courses so the CIS course designation disappeared. Each topic was given a separate course number under CII. This made it easier to see which topics the student had mastered.

CII classes are self-paced, individually instructed, and monitored by the instructors. Students follow the step-by-step instructions in their textbooks to practice the skills they need to master in and out of class time, and have all their questions answered by the instructors as well as the tutors. CII classes have proved to be broadly welcomed by student populations including continuing education students, ESL students, senior students, DSP students, community members, etc. Due to limited copies of CII text books, students in the open lab cannot borrow and use books in the lab. This makes it difficult for students with financial hardship as they have difficulty in purchasing their textbooks.

The open lab area also includes four computer classrooms for use by instructors to allow their classes to do online research, show videos, conduct online tests, and do orientations for online classes, etc. The computer classrooms all have state-of-the-art high-tech equipment. There are a total of 146 computers in four classrooms and one or two projectors in each room with DVD and VCR players. The computer classrooms are scheduled by a staff member in the lab one semester in advance. The instructors can send their requests for the dates and times they need to use the computer classroom, and the staff member will make the schedule based on all the requests collected. The instructors can get assistance from the staff in the lab when they have questions and problems using the equipment.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

Over the years, the program has made minimum progresses in some areas including developing and assuring that quality measures are in place for instructional methodology, curricular standards, and student learning and course level outcomes. The program generates specific initiatives related to improvement and accomplishment through its Strategic Initiatives goals. Strategic Initiatives are always considered in relation to the college's goals and strategic objectives, and this fully supports program and college success. It also ensures the program vision is aligned with the college vision to foster student success in a global setting. When the program completes its Strategic Initiatives goals, it realizes genuine

advancement and accomplishment of both the program and college missions made in 2011. After 2011, the CTA has not been updated.

A. Student Centered

1. Improve Access

- Increase course offerings (**Did not meet**)
- Offer basic computer skills to open lab students (**Able to meet**)
- Provide free basic computer workshops to open lab students (**Able to meet**)
- Work directly with open lab students getting campus information (**Able to meet**)
- Increase CII enrollment (**Did not meet**)

2. Curriculum & Program Development

- Support student learning by increasing educational opportunities and classes (**Did not meet**)
- Introduce relevant Computer Individualized Instruction CII Courses (**Did not meet**)

3. Services

- Implement computer workshops for open lab students (**Able to meet**)
- Provide tutors to assist students in the classroom and open lab (**Able to meet**)
- Provide open lab printing, copying, and scanning services (**Able to meet**)

B. Community Engagement

1. Increase Visibility

- Create department website for open lab and CII Basic Computer courses that is easily visible to students (**Did not meet**)

2. Develop Strategic Partnerships

- Create more activities, workshops and events (**Did not meet**)
- Attract the community members to take the basic computer skill classes (CII courses) (**Did not meet**)

3. Building Campus Community

- Offer relevant CII courses that will bring the community to EVC (**Did not meet**)

C. Organizational Transformation

1. Student Access: Completion of Educational Goals

- Decrease achievement gaps in pre-collegiate basic skills by helping students complete the basic computer skill classes (CII courses) (**Did not meet**)

2. Employee Development

- Provide facilities for faculty to create online classes and workshops (**Did not meet**)
- Develop self-paced modules for EVC employees to learn state-of-the-art technology (**Did not meet**)

3. Transparent Infrastructure

- Faculty work closely with counseling department by helping students acquire learning skills (**Did not meet**)

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

In Fall 2014, printing became automated through network printing which used Student ID and made printing seamless. Our responsibility in the computer lab is to assist students on the computer with various computer programs. The instructors and aids in the computer lab are committed to encouraging students to enroll in computer courses and take full advantage of the computer services we have to offer, such as use of computers, printing in color and black and white and helping with the use of the software. We teach a beginning level of Microsoft Office applications and typing. Our grading is credit or no credit.

Courses have been specifically designed to support a diverse student population by addressing their distinctive needs. The curriculum is not continuously updated for relevance to the changing global dynamics due to the absence of the full-time faculty who retired in 2013 and the position was never filled.

The following are goals we would like to see for improving the Open computer Lab.

1. Offer 1 or 2 open lab classes per semester for any student wishing to learn Microsoft Office applications 2016, or the iPad, and add courses on current technology trends.
2. Increase our budget for office and computer supplies. The addition of new headphones and other accomplishments have been made in hardware.
3. Continue to update our computer software to represent what is in the classrooms at Evergreen College.
4. It is necessary that we continue to expand our classes so that we can best serve our students' needs.
5. Integrate Canvas exercises with our current teaching tutorials online.
6. Provide software on our computers that is on all campus computers.
7. Continue to revise and update computers in the labs to meet the needs of EVC classes and the changing technology. This has been accomplished in Summer 2016 with the addition latest Dell computers with Windows 10, and Office 2016.
8. Bring back classes on Saturdays in the computer lab.
9. Support instructors by offering classes in the latest new software.

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

CII courses are a series of 0.5-unit basic computer courses taught by three-part time instructors and aided by the tutors. Currently, the program does not offer much variety in course offerings and majority of the existing courses need updating for students to enroll. The program got hit badly in enrollment that kept deteriorating after Fall 2011 and this trend continued after the retirement of the full-time faculty in 2013. Also, the 0.5 unit offering without updating the existing courses or adding new courses to meet with the current need, has made it less marketable. Another measure to increase enrollment would be to change the courses to non-credit unit along with the addition of a full-time faculty to take the responsibility and accountability of this program.

The goal is to offer a wide spectrum of educational experiences, flexible methodologies, and support services for our students. The college mission has been supported by offering basic skills education and career technical education to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. Once again, it is imperative to have a full-time faculty to create and propose new and relevant courses. This will help the program to grow in three years to meet the college's mission, strategic initiatives and student success.

PART A:

Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

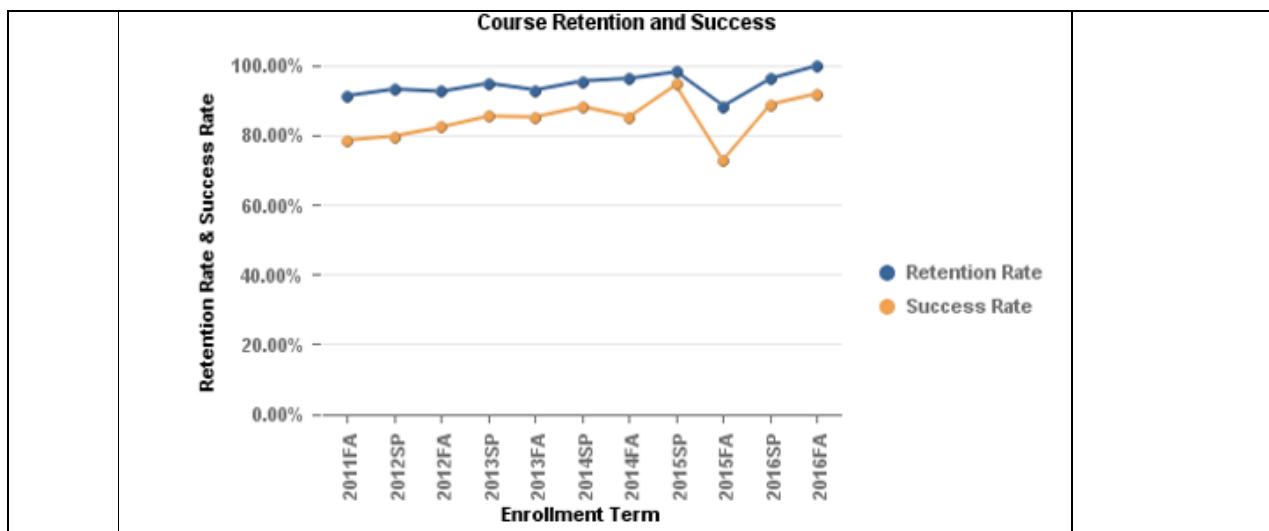
<u>Success Rate</u> (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'11-F'16 average	85%	71.23%	76.5%	80%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

Recommendation: 90% of the 5-year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

a) Is your program success rate higher or lower than the campus?	Higher
b) If your success rate higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve? The success rate of CII may seem higher than the campus due to its low enrolment. Enrollment has dropped since the retirement of the full-time faculty in 2013. However, the trend began before the retirement of the full-time faculty in 2011 when there was the highest drop in enrollment from a total headcount of 180 in Fall 2011 to a total of 139 students in Spring 2012. The program needs to implement the following strategies to survive: <ul style="list-style-type: none">• Full-time faculty with expertise in the more latest basic computer skills• Full-time faculty to develop and offer more up-to-date courses that directly impact the employment market• Full-time faculty to assist and collaborate with the adjuncts in develop up-to-date basic computer courses, as well as teach some of the courses• Work with dean to streamline the budget for CII	
c) Is the current program success rate higher than the program set standard? Yes. However, it does not make the program a success since the acute drop in enrollment and decrease in number of courses and sections need to be taken into considerations.	



d) How close is the program to meeting the program success goal?

There is a 5% difference. Faculty will work on maintaining success but in the absence of a full-time faculty, relevant and up-to-date courses it is not possible for the program to reach the success goal. Since 2013, the success rate could not be maintained just by three part-time faculty. No growth has taken place in course offerings and among the few courses offered some get cancelled even couple of weeks into the semester due to the high drop rate of students. Therefore, a lot of work is needed to fix this program to reach success goal.

e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

N/A

2. Success Rate ("C" or better)-average F11- F16

	Program (average total enrolled students/Success Rate)	EVC
Success Rates: <u>Measures by IPEDs</u>		
American Indian	73.33%	110/ 75.6%
Asian	88.33%	9,599/ 77.2%
Black or African American	61.11%	661/ 60.4%
Hawaiian/Pacific Islander	(sample size too small for data)	131/ 65.4%
Hispanic	76.78%	8,890/ 64.6%
Two or More Races	66.67%	562/ 67.5%
Unknown	82.86%	2,210/ 74%
White	68.33%	1,623/ 74.4%
Success Rates: <u>Measures by Gender</u>		
	Program (average total enrolled students/Success Rate)	EVC
Female	86.11%	12,535/ 72.9%
Male	82.79	11,195/ 69.4%
No Value Entered	0.00%	60/ 78.9%

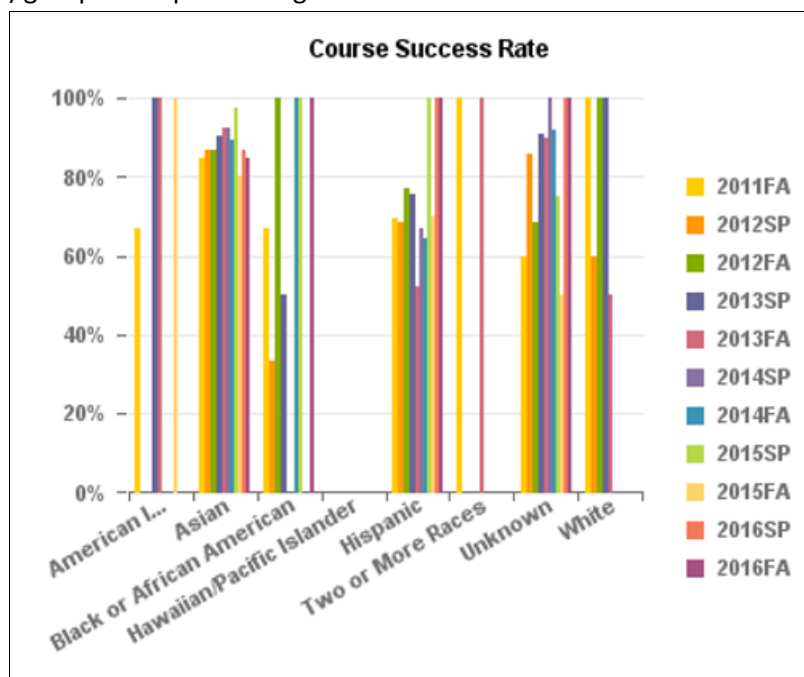
%		
Success Rates: Measures by Age	Program (total enrolled students/Success Rate)	EVC
17 & Below	(No data)	512/ 79.6%
18-24	86.08	15,569/ 68%
25-39	85.28	5,012/ 74.7%
40 & Over	85.16	2670/ 82%
Unknown	(No data)	12/ 74.6%

- a. With respect to success rates, how are your program success rates similar to or different from the rest of the campus? What equity gaps have you identified?

When measured by ethnicity, the two groups not doing well are the Black or African American (61.11%) and the White (68.33%) do not meet the set standard which is 76.5%, from the last comprehensive program review, compared to the Asian (88.33%) and Hispanic (76.78%) who are showing higher success rate.

There are equity gaps. Except for the Black or African American and White, the rest of the groups are doing well.

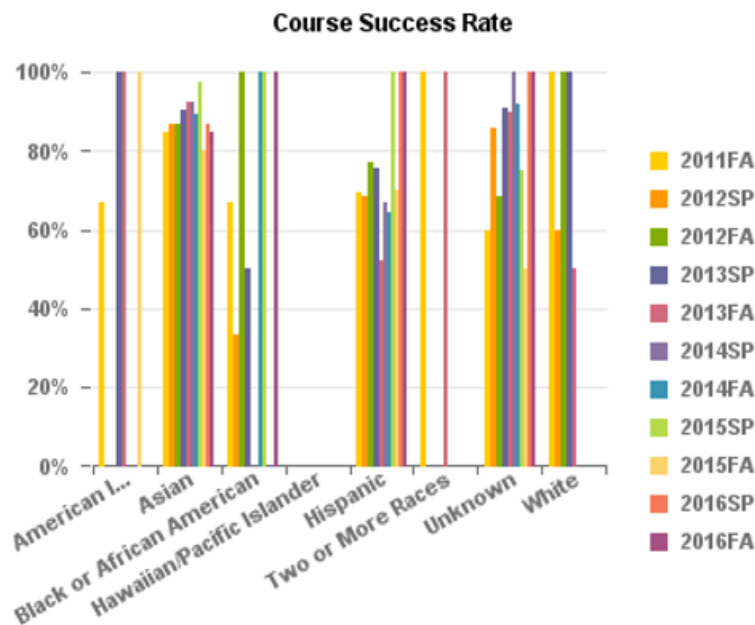
The Asian (88.33%) group is out performing the others.



- b. If equity gaps for success are identified, what interventions will be implemented in the program to address these equity gaps? Please include a timeline of implementation and reassessment.

Interventions for the equity gaps Based on ethnicity, age, gender can be done through the help of the support programs. Such as, Affirm for the Black or African American and EOPS Program for the White. In the absence of a full-time faculty, it is not feasible to establish a timeline of implementation and reassessment since there are no full-time faculty to work with the adjuncts to update the SLOs.

The last updates made for couple of courses was on 2015 where the assessments listed have not been implemented, therefore, no attempts were made for reassessments. However, the division of Business Workforce and Development will be initiating a Summer 2018 camp with Affirm program to introduce CII and CIT and look into extended partnership with Enlace, EOPS, TRIO and other special programs. This would directly align with the Strategic Initiatives goals and Guided Pathways.

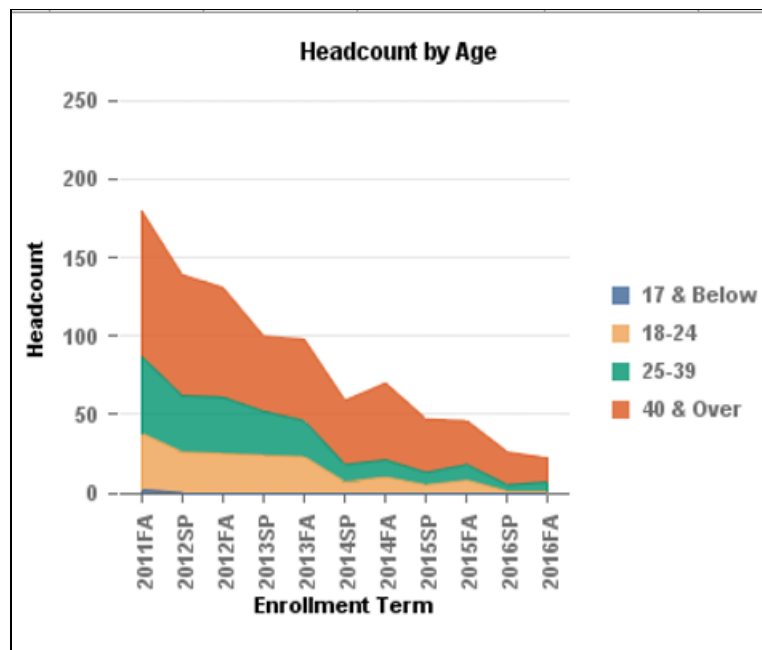
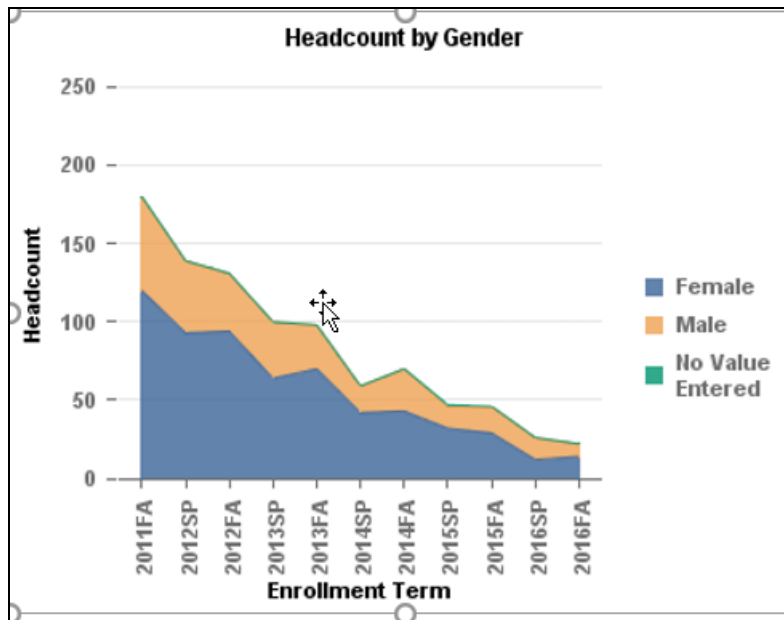


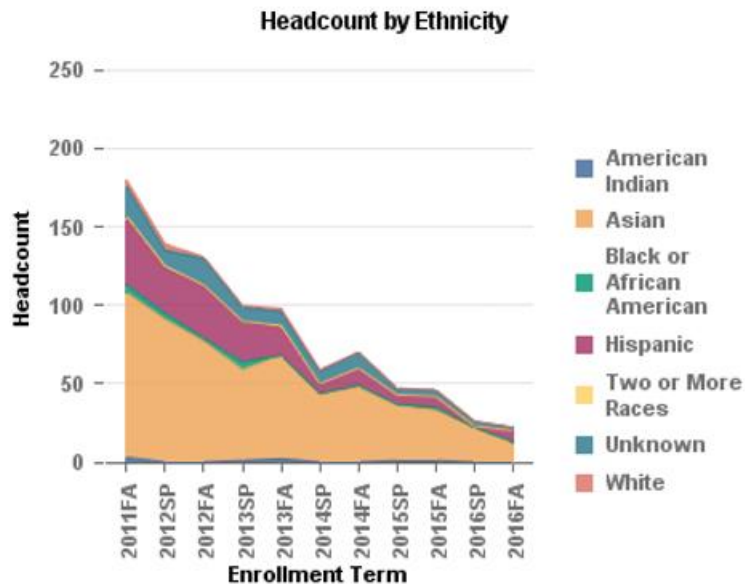
- c. With respect to disaggregated success rates (ethnicity/race, gender and age), how did the students do in reaching your program set standard for student success? How about reaching the program success goal?

The set standards for CII has been at 80%. In the area of gender, females are the highest in number but still do not meet the 80% set standard as numbers started to decrease through the years. For example, the head count of 120 females in 2011 came down to 14 female students in Fall 2016.. As for the male students, their head count was 60 in Fall 2011 which decreased to 8 male students in Fall 2016. The lowest in age range in the set standards are the 17-24 year olds where the head count was 36 in Fall 2011 that came down to 1 in Fall 2016. This shows that CII serves greater number of older students and mostly female 40 and over with a head count of 93 in Fall 2011 that decreased to 15 in Fall 2016. It also goes to show that the class offerings are not fulfilling the needs of the younger population. As for the students in the age range of 25 to 39, the head count was 49 in Fall 2011 gradually reducing to 6 in Fall 2016. Although the graph and chart appear to show that students high success rate for students, this is a rather skewed success rate because small population of students enrolled shows higher performance rate.

With regards to ethnicity the Asian Vietnamese population tend to be the highest and the Asians follow them in ethnicity with a head count of Asian Vietnamese being 65 in Fall 2011 which fell to 9 in Fall 2016; the headcount of the Asians were 22 in 2011 and fell to 1 in Fall 2016. This desegregated data is due to the predominantly female Asian student population in EVC taking the basic computer skills level courses The second in head count in ethnicity are the Hispanic and Hispanic mixed. Their head count of 18 Hispanic Mixed in Fall 2011 fell to 3 in Fall 2016 and a head count of 19 Hispanics in Fall 2011 fell

down to 2 in Fall 2016. None of the disaggregated group meet the set standards for student success or reaching the program success goals.





- d. If your program offers course sections fully online, please contact the EVC Dean of Research, Planning and Institutional Effectiveness to get a student success report on the online sections. Then discuss the success of fully online sections verses face to face sections.
N/A

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
You will need to select drop down menus as shown below and then "select program type by major of study" (for example, select Legal for paralegal studies).

Program Awards Summary Report - Parameter Selection Area

Select State-District-College Collegewide Search	Select District-College Evergreen Valley	Select Academic Year Annual 2015-2016	Select Award Type All Awards
Select Program Type ALL	View Report		

Program Awards Summary for Special Population/Group, please [click here](#).

Report Format Selection Area - Check field to include in the report

Row Options	
<input type="checkbox"/> District Name	<input checked="" type="checkbox"/> Award Type
<input checked="" type="checkbox"/> College Name	<input type="checkbox"/> Program CDCP Status
	<input type="checkbox"/> Program Type - Two Digits TOP
	<input checked="" type="checkbox"/> Program Type - Four Digits TOP
	<input type="checkbox"/> Program Type - Six Digits TOP

Update Report

Degree Type:	Number of Awards (2015-2016)
AA	N/A
AS	N/A
AS-T	N/A
AA-T	N/A
Certificate 12-18 units	
Discussion:	

4. Student Enrollment Types (average F11-F16)

<i>Day or Evening Student</i>	Program average Headcount	Pct of Total	EVC- average Headcount/Pct Total
Day	28	34%	4,106/ 46.3%
Day & Evening	50	60%	3,486/ 39.2%
Evening	6	7%	1,116/ 12.6%
Unknown			171/ 1.9%

Total: 83

<i>Academic Load</i>	Program average Headcount	Pct of Total	EVC average Headcount/Pct Total*
Full Time	34	40%	3,102/ 34.6%
Half Time	23	27%	5,797/ 64.8%
Less than half time	27	33%	5,797/ 64.8%

*Note: No reported here are overload/withdrawn to equal 100%

5. Student Demographics- Headcount (average F11-F16)

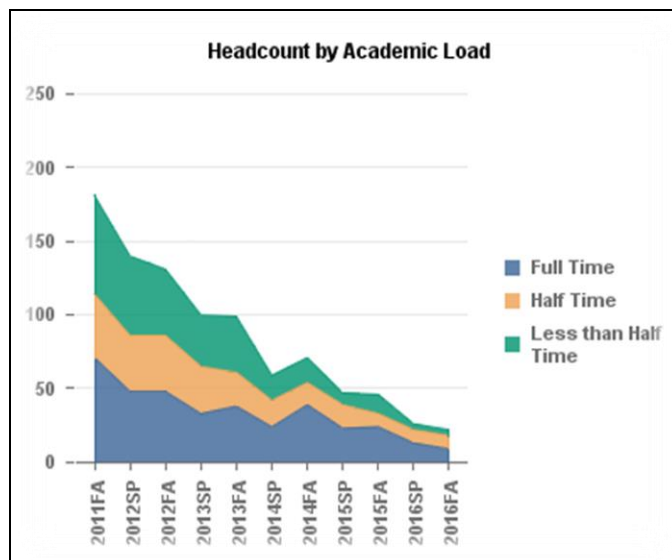
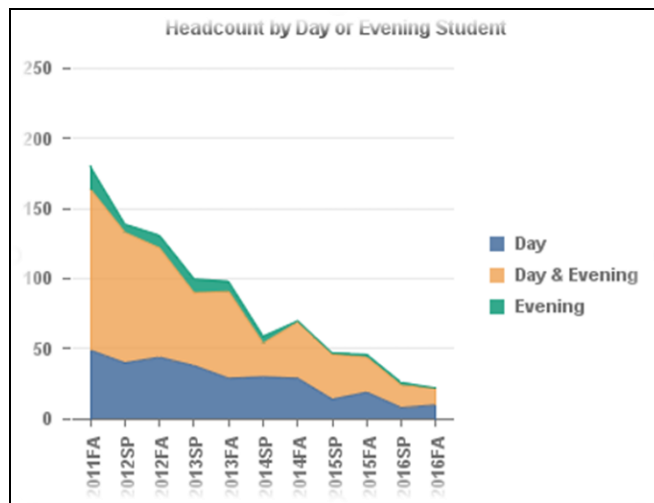
Program Total Headcount		Pct change year to year	
Gender	Headcount	Pct of Total	EVC Headcount/Pct Total
Female	56	66%	4,776/53.8%
Male	28	33%	4,082/46%
No Value Entered	1	1%	24/0.3%
Age	Headcount	Pct of Total	EVC Headcount/Pct Total
17 & Below	2	2%	436/4.9%
18-24	15	18%	5,358/60.3%
25-39	20	24%	2,091/23.5%
40 & Over	48	56%	994/11.2%
Unknown	0	0%	9/0.10%
IPEDs (Race Ethnic Classification)	Headcount	Pct of Total	EVC Headcount/Pct Total
American Indian	2	2%	42/0.47%
Asian	54	62%	3,546/40%
Black or African American	2	3%	260/2.9%
Hawaiian/Pacific Islander	0	0	50/0.56%
Hispanic	17	20%	3,413/38.4%
Two or More Races	1	1%	207/2.3%
Unknown	9	10%	741/8.4%
White	2	3%	622/7%

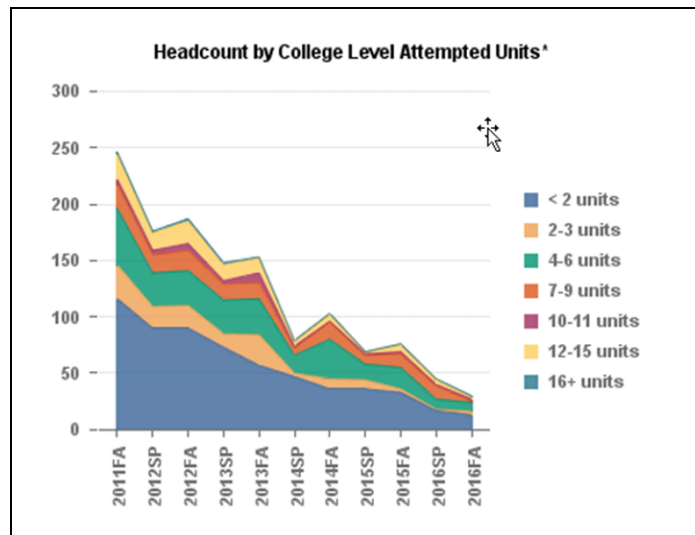
- a. Did you notice any changes in **program enrollment types** (day vs evening, full-time vs part-time) since your last program review? How do your program enrollments (Pct of total) compare to EVC? Based on the data, would you recommend any changes?
1. There are noticeable changes in the day and evening student enrollment types. The headcount for day enrolment in Fall 2011 was 49 which dropped to 10 in Fall 2016. The headcount of day and evening in Fall 2011 was 115 and it decreased to 12 in Fall 2016. The evening headcount was 16 in Fall 2011 which became zero in Fall 2016.
 2. There are noticeable differences in full-time vs. part-time student enrollment types. The headcount for full-time student enrolment in Fall 2011 was 71 which dropped to 9 students in Fall 2016. The headcount for half-time students was 43 students in Fall 2011 which dropped to 9 in Fall 2016. The headcount for less than half time students in Fall 2011 was 67 which decreased to 4 students in Fall 2016.
 3. There is also a noticeable difference in the percentage of men compared to the large percentage of women students. As mentioned earlier, EVC has a predominantly large number of woman population and especially Asian. The way to address this gender imbalance is aligned with the general population at EVC. The division dean's goal to align with general population. However, if majority men need, for instance, entry level courses, the division dean is revising this program with a goal to offer it for No Credit.

4. The other noticeable student population missing is the younger student population (18-24 years) in comparison to overall college rates. This lack could be attributed to the millennial generation's early and frequently exposure to technology. Most are exposed to word processors, online presentation software and keyboarding in K-12. Therefore, as mentioned earlier, social media, and mobile technology courses along with individualized instructions on robotics and apps would attract the younger student populations.
5. Here's how the program total Pct enrollment compare to the EVC:

Based on the data, here are the recommendations:

- i. Merge with CIT to have a full-time faculty to oversee the courses that need massive updating
- ii. Offer non-credit units which the Division dean is already looking into offering
- iii. Changing the new and updated 0.5 unit courses to 1.0 unit
- iv. Offer individualized instructional courses on social media and mobile devices to attract men and younger students (18-24 age group)

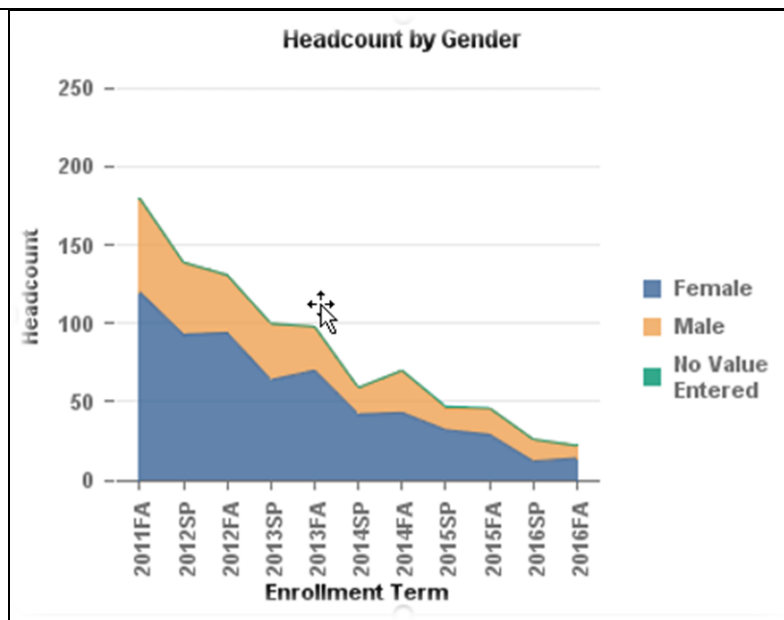




- b. Based on the program total headcount and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?

The CII program headcount and percentage is declining every year. For example, 2011 Fall the total head count was 189 and in 2016 Fall the total headcount declined to 22 students. The trend has been a steady decline except for 2014 Spring and 2014 Fall when there was an increase of 20 students from 59 in Spring 2014 to 79 in Fall of 2014. It would be interesting to find out what caused this sudden rise in head count while the rest of the years we only see decline in headcount as follows:

1. Fall 2011 and Spring 2012 head count dropped by -41 students
2. Spring 2012 and Fall 2013 head count dropped by -8 students
3. Fall 2012 and Spring 2013 head count dropped by -31 students
4. Spring 2013 and Fall 2013 head count dropped by -2 students
5. Fall 2013 and Spring 2014 head count dropped by -38 students
6. **Spring 2014 and Fall 2014 head count increased by +20 students**
7. Fall 2014 and Spring 2015 head count dropped by -30 students
8. Spring 2015 and Fall 2015 head count dropped by -1 students
9. Fall 2015 and Spring 2016 head count dropped by -20 students
10. Spring 2016 and Fall 2016 head count dropped by -4 students



Number of Sections and Courses for selected subjects, by term

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2011FA	CII	7	6
2011FA	Total: 180	7	6

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2012SP	CII	6	5
2012SP	Total: 139	6	5

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2012FA	CII	7	6
2012FA	Total: 131	7	6

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2013SP	CII	7	6
2013SP	Total: 100	7	6

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2013FA	CII	7	6

2013FA	Total: 98	7	6
Enrollment Term	Subject	Number of Active Sections	Number of Courses
2014SP	CII	4	4
2014SP	Total: 59	4	4
Enrollment Term	Subject	Number of Active Sections	Number of Courses
2014FA	CII	5	5
2014FA	Total: 79	5	5
Enrollment Term	Subject	Number of Active Sections	Number of Courses
2015SP	CII	3	3
2015SP	Total: 47	3	3
Enrollment Term	Subject	Number of Active Sections	Number of Courses
2015FA	CII	4	4
2015FA	Total: 46	4	4
Enrollment Term	Subject	Number of Active Sections	Number of Courses
2016SP	CII	2	2
2016SP	Total: 26	2	2
Enrollment Term	Subject	Number of Active Sections	Number of Courses
2016FA	CII	2	2
2016FA	Total: 22	2	2
	Total: 22	54	7

There are many factors that influence the changes in enrollment in CII program. We live in the heart of Silicon Valley and serve a diverse student population both in age and ethnicity. There are various factors that attributed to this decline of enrollment. Therefore, implementations of the followings would change the face of this program in a positive way:

- The reduction of the number of courses instead of increasing them by adding more courses that would be keeping with the latest trends and practices.
- This program needed to add courses that directly impact the employment market
- There are so many new courses that the CTE guided pathways in the computer field could benefit if this program offered marketable 1.0 unit courses.

- In order for this program to survive, this program immediately needs a skillful and knowledgeable full time faculty who could update the existing curriculum by adding new up-to-date courses and eliminate the out dated courses.

Again, the recent increase in student fees and decrease in student financial resources could have created a challenge for many students who want to use our learning resources. The harsh economy makes both getting employment and paying for education-associated expenses very difficult.

Fewer students are able to get assistance from financial aid. Also, students on scholarships and loans usually have a required level of units each semester. Our courses have been used to help them reach the required unit levels of 6 or 12 units.

There are fewer jobs available for students, so at times like this, we have many students who are coming back to school after years of working in careers. We have seen an increase in adult students who are retraining to qualify for employment. The largest number are basic level ESL majority being Asian females.

Also, public libraries have had to decrease their hours so we are serving the community by providing computer access and assistance to those who cannot access the library during their hours. Some students enroll in classes just to gain access to our library and computer resources. Any registered EVC student may use our open lab facilities whenever we are open.

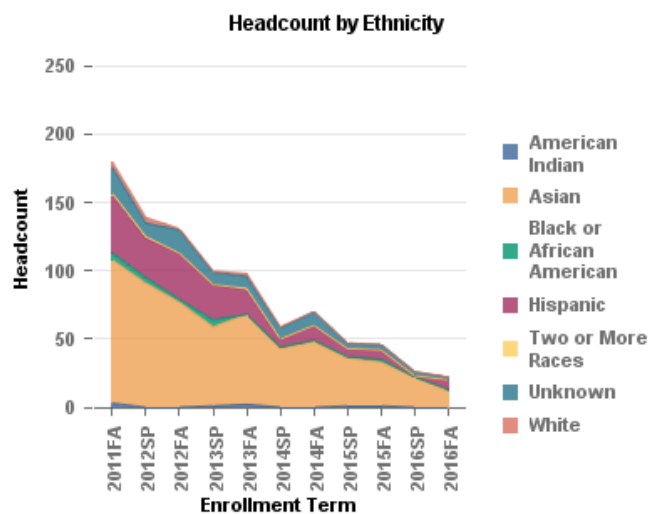
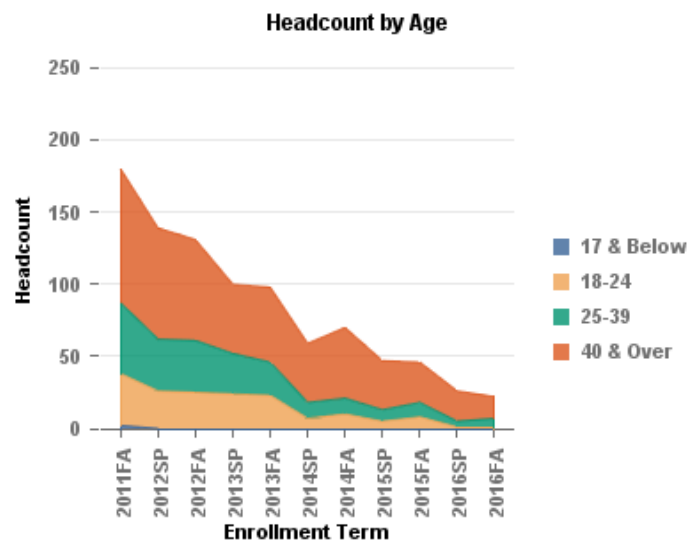
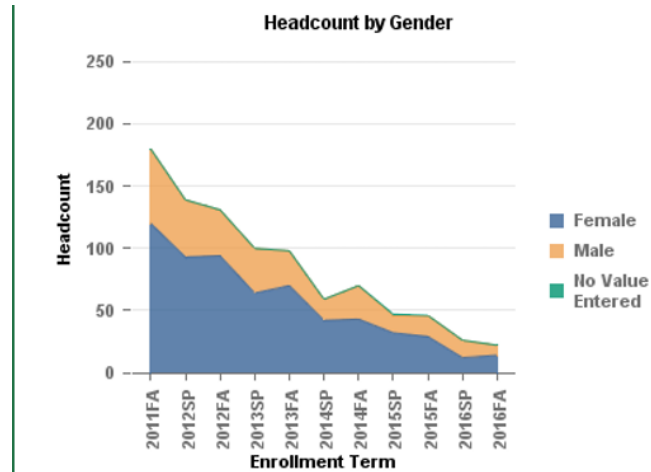
Finally, there is definitely need a budget for ancillary benefit at the same time, coworker and dean support will help instructors to continue to serve the students. It takes optimism and skill to prepare students for their futures and it requires expertise on the part of the instructors and tutors helping these basic level ESL students to cross the threshold in order to transfer quicker.

c. What gaps have you identified in your program? How is your program enrollment similar or different from the campus? Which gender, age, and/or ethnic group are proportionally smaller than campus make up?

The gaps identified are as follows:

1. The absence of full time faculty prevented the growth of this program. This has effected the program in various ways, such as updating courses and adding more current in-demand courses. The drastic decrease in enrollment of male, African American and White student population.
2. No growth in courses in new computer technologies that would attract more male students and younger student population as they are proportionally smaller than campus make up
3. SLOs have not been updated since 2014 as the program only had adjunct who would need to be paid to do the SLOs.
4. SLO assessments not implemented as stated due to the absence of a full-time faculty, and therefore, no PLO which could contribute towards balancing the diversity in ethnicity, gender and age.
5. Courses would need to be revisited by the advisory committee with focus on equity to include different ethnicity and the Summer 2018 camp could be a way to be inclusive of

Affirm (African American student population) and other ethnic groups the following semesters. The graphs below displays the data visually.



6. Based on your findings, what interventions can the program implement to address any gaps in enrollment?

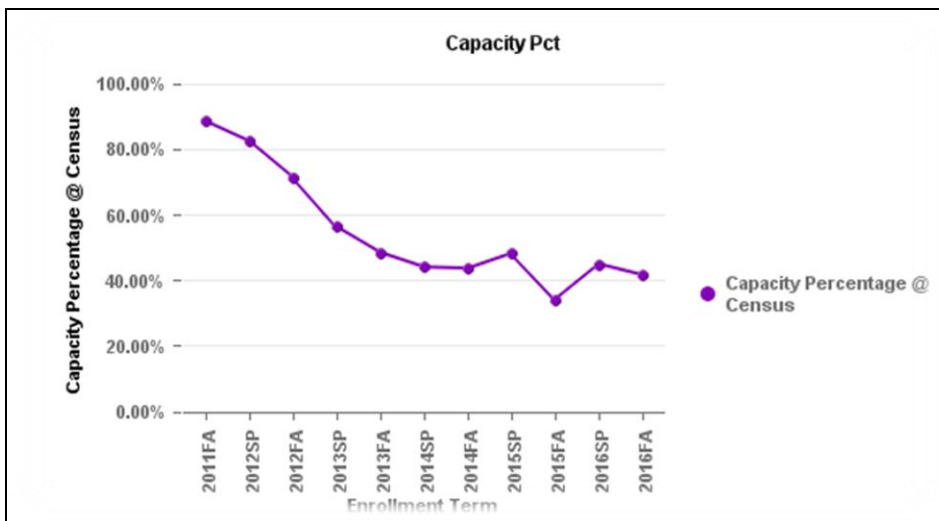
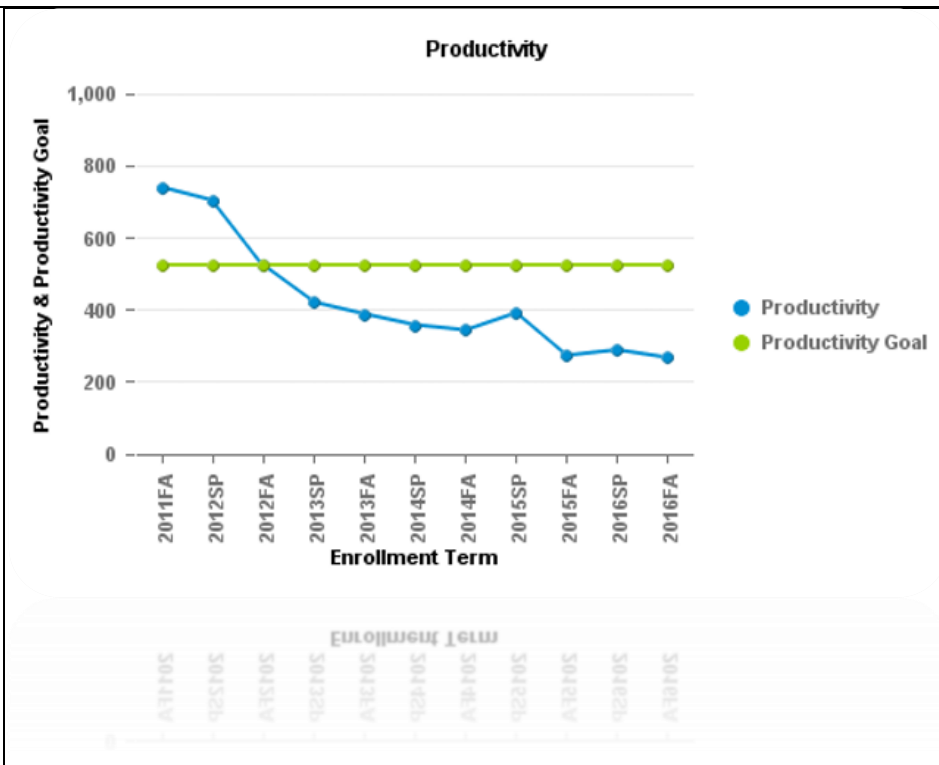
According to the findings, the interventions needed to salvage this program are as follows:

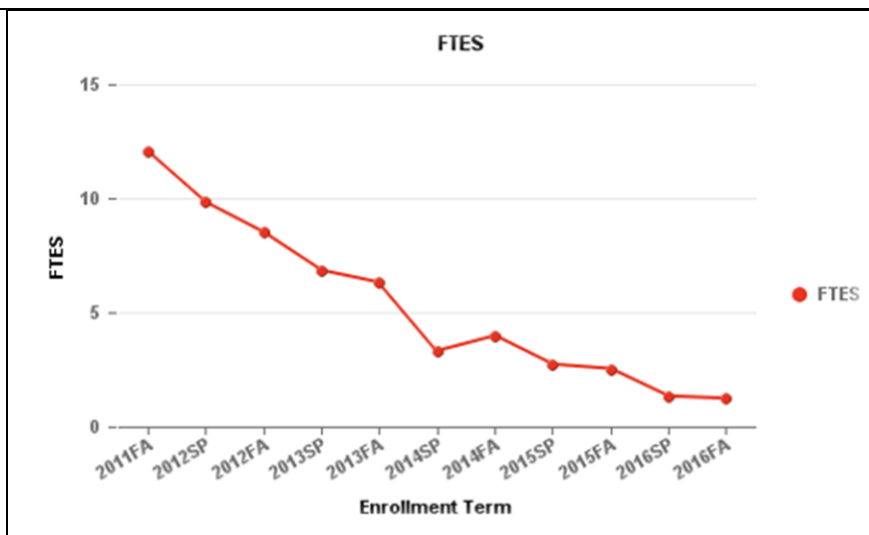
1. Full time faculty with the knowledge and skills of the current basic computer software and technology skills will need to oversee this program
2. Update the existing program and replace all the old and outdated courses with the new and up-to-date computer and technology courses
3. Division dean need to focus on reviving this program
4. Another viable option could be to add existing CII courses merged as basic level and merge with BIS program creating a win-win situation for both another way to salvage the CII program

6. Institutional Effectiveness (5-year average, see Summary Tab)

	Program	EVC
<i>Capacity</i>	54.93%	77.6%
<i>Productivity (goal 16)</i>	13.24	15.65

Is your capacity rate higher or lower than the campus?	Lower
Is your productivity goal higher or lower than the campus?	Lower
<p>If the program capacity and/or productivity is lower than the campus, please provide rationale:</p> <p>The capacity and productivity of the program is lower than the campus due to the lack of new course offerings and decrease in faculty due to the retirement of the only full-time faculty in 2013. This also resulted in the decrease in full-time equivalent students. For example: Fall 2013 had 6 FTE student and in Fall 2016 it dropped to 1 FTE student. The limited 0.5 unit per course offering with the lack of variety to need the current market need are the driving factors. Therefore, the division has lined up various outreach/recruitment strategies to align with the strategic initiatives and guided Pathways Initiatives. One of the most popular is the Southeast Asian American Student Excellence (SEAASE) program. This is an outreach for Southeast Asian American students to excel academically, culturally, and professionally. If CII can design special individualized courses, it would highly increase the productivity of this program. Again, the Summer 2018 cam which is geared for AFFIRM will directly impact this programs low enrollment and productivity. Also, the Division or Business Workforce and Development will be hiring its own Outreach Coordinator as major outreach need to be utilized not just for the current courses, but with the addition of more courses and useful course offerings. This will help promote the capacity of taking courses with the CII Program.</p>	





PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.

None

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

The Computer Individualized Instruction Program was developed to augment and supplement classroom instruction. Students work at their own pace using instructional materials in the faculty-supervised Computer Lab. In an atmosphere carefully organized to be conducive to learning and to individual students' academic goals, students can take advantage of self-paced instruction developed with the primary focus of teaching computer skills such as keyboarding, word processing, spreadsheets, Internet and email basics, windows, presentations, and computer literacy. These courses remain relevant in the discipline and real life experiences for students for the followings:

- Provide a self-paced, individualized study program for students with limited levels of computer experience.
- Prepare students with computer skills needed to succeed on class assignments

However, many of the courses offered in this CII program are either obsolete or need updating to remain relevant with time and job market. The following is the list of the few remaining courses that are offered in Spring and Fall semester in the following sequence:

1. CII 205 Introductory Keyboarding
2. CII 215 Introductory Word Processing
3. CII 220 Introductory Email and Internet
4. CII 225 Introductory Spreadsheet
5. CII 275 Basic Computer Literacy

<p>3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?</p> <p>None developed since last program review due to the retirement of the full-time faculty.</p>
<p>4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.</p> <p>Without a full-time faculty, no such discussion is applicable.</p>
<p>5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)</p> <p>Without a full-time faculty, no such discussion is applicable.</p>
<p>6. If external accreditation or certification is required, please state the certifying agency and status of the program.</p> <p>N/A</p>

PART C: Student Learning Outcomes and Assessment

<p>1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29). Please also indicate how the course SLOs have been mapped to the PLOs.</p> <p><i>If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.</i></p> <p>N/A</p>
<p>2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...).</p> <p>CII-205 Introductory Keyboarding (Course level)</p> <ol style="list-style-type: none"> 1. Use correct keyboarding techniques, posture, and finger placement on the keyboard. This SLO can be assessed by the online typing program. The student has to pass the class with a minimum of 10 words a minute based on their beginning typing speed. The latest version of windows 8. This program has worked well for students wanting to learn to type and who may not have the time or stamina to take typing in a traditional class where the pressure is on them to type at a faster speed than they can type. 2. Space correctly after punctuation marks. This SLO can be assessed by passing a quiz on correct punctuation with a score of 80% or higher using the online typing program to assess the students' punctuation. Students will move the student to next level until the speed and punctuation reaches 80% or more. This program has worked well for students wanting to learn to type and who may not have the time or stamina to take typing in a traditional class where the pressure is on them type at a faster speed than they can type.

3. Demonstrate improved speed and accuracy. This SLO will increase the original speed by 10 wpm. while maintaining 80% accuracy. It will be assessed by using the online typing program to assess the students' punctuation to move the student to next level until the speed and punctuation reaches 80% or more. This program seems to work well for students wanting to learn to type and who may not have the time or stamina to take typing in a traditional class where the pressure is on them type at a faster speed than they can type.

CII 215--Introductory Word Processing (Course level)

1. Enter text, and create and modify a document. -ILO Information Competency. This SLO can be assessed by allowing students to create and print a word processing document as described in the handout. It will be assessed by student creating several documents and taking test at the end of each unit.
2. Identify features and file formats of word processing applications. In this SLO students can be assessed through the test offered at the end of each unit for creating and printing several word processing document as described in the handout.
3. Modify a document by changing font and type style, and copying and moving word. In this SLO, students create and print a word processing document as described in the handout. They will be assessed by the documents they create and will be tested are at the end of each unit to pass with 80% correct answers.

CII 220 - Introductory Email and Internet (Course level)

1. Identify terminology used on the Internet. In this SLO students can be assessed by examining grade sheets from previous semesters to evaluate completion of questions from the student handout.
2. Use Internet browsers to navigate and search the web. This SLO can be assessed by examining grade sheets from previous semesters to evaluate completion of questions from the student handout.
3. Apply Internet tools such as chat, instant message, e-mail and discussion forums. This SLO can be assessed by examining grade sheets from previous semesters to evaluate completion of questions from the student handout.

CII 225 - Introductory Spreadsheet (Course level)

1. Enter and edit data and labels. This SLO can be assessed if students were able to edit data and labels to complete spreadsheet projects and in class practices using different types of data which can be entered in an Excel cell such as text entries, numbers, functions or formulas.
2. Create identify the functions and simple charts of spreadsheets. This SLO can be assessed through students' ability to use the typical Excel functions such as add, subtract, multiply, sum, PMT, etc. and how to represent data using different types of charts to complete spreadsheet projects and in class practices using the function such as autosum(), Max(), Min() and create charts.
3. Modify existing spreadsheets. This SLO can be assessed by allowing students to practice more to hide functions/formulas during printing to see if they were able to show and hide the formulas
4. Learn and apply Excel formulas / functions / macros in the class projects. This SLO can be assessed by through students' completion of spreadsheet projects and in class practices to see if they were able to create their own formulas in their final 5-year budget project to calculate total income, total spending and saving.
5. Learn and apply how to use AutoFill and the absolute and relative referencing to create formulas. This SLO can be assessed by students' completion of spreadsheet projects and in class practices to see if they were able to create their own functions and formulas in their final 5 year budget project to calculate total income, total spending and saving.

CII 230 - Introductory Presentations (Course level)

1. Create and use a slide template. This SLO can be assessed by students' completion of spreadsheet projects and in class practices to create and print handouts and note pages using a template.
2. Create handouts and note pages. This SLO can be assessed by students' ability to prepare and print handouts and note.
3. Navigate through the presentation This SLO can be assessed by students' demonstration of PowerPoint presentations

CII 235 - Introductory Windows (Course level)

1. Manage files and folders using Microsoft Windows This SLO can be assessed by students'
2. Get Help, use dialog boxes, and use the task bar. This SLO can be assessed by students' ability to Print Screens that demonstrate mastery of using file and folder management
3. Use Windows Accessory programs such as WordPad and Paint This SLO can be assessed by students' ability to prepare and print projects that demonstrate mastery of these programs

CII 245 - Introductory Database (Course level)

1. Changing size of fields and viewing a file as a list or as a form This SLO can be assessed by students' ability to complete database projects.
2. Selecting, searching, and sorting records. This SLO can be assessed by students' ability to complete database projects.
3. Entering new data, defining fields, and adding records to a database. This SLO can be assessed by students' ability to complete database projects.

CII 275 - Basic Computer Literacy (Course level)

1. Identify computer terms such as desktop, window, flash memory, floppy disk. This SLO can be assessed by students' ability to answer 8 of 10 questions correctly in the handout.
2. Keyboard a simple paragraph using the computer. This SLO can be assessed by students' prints out of a paragraph graded and edited by the instructor.
3. Create and edit greeting and business cards. This SLO can be assessed by students' ability to print, create, and edit greeting and business cards

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

The SLOs have not been assessed as of last semester. However, SLOs will be assessed at the end of the oncoming semester through anonymous student survey. Improvement and changes will be implemented as a result of this survey.

Listed below are the two success stories about the impact of the SLO assessment on student learning:

1. Equipment in the lab has been updated.
2. Adequate number of workstations are available due to the sharp drop in enrollment.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

There are only three part-time faculty in this area:

- 1) Kevin Walters
- 2) Sandra Wise
- 3) Viet Nguyen

2. List major professional development activities completed by faculty and staff over the last six years. In particular, with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

One of the adjunct faculty worked on some of the CII SLOs on Professional Development Day (PDD) in 2012 and 2015. One of the adjunct faculty completed a 3.0 course on Computers and Digital Media in Education as part of professional development in Spring 2015. Adjunct faculty has also attended some conferences on technology and online learning in the past with the Staff Development funds they received from the college.

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

Mostly the adjunct faculty (with CII FSA) salaries come from Fund 10. Supplies and other miscellaneous expenses come from the Division of Business and Workforce. Currently the budget is adequate because of the low enrollment. Also, office supplies and program printing supply is supported by the division budget.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

None for this program

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and access program adequacy. List any changes to technology of equipment since the last program review.

Windows 10; Office 2016 upgraded; Computers and printers upgraded in 2014

PART G: Additional Information

2. Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

Recommendation: With the dwindling enrollment in the numbers of the CII courses and cancelation of courses every semester, it is recommended that CII courses eliminated until a full-time CII instructor oversees and develops curriculum. Another viable suggestion would be to merge with the BIS Program and provide the CII courses as non-credit courses.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.		
Faculty and staffing requests Full-time faculty needed for CII to exist	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Facilities N/A	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Technology N/A	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Equipment/Supplies N/A	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: