

Enhanced Career Education Program Review: Enhanced CE Program Review 2023-2024

Cover

Overview

Program Review Year 2024

Title Enhanced CE Program Review 2023-2024

Year of Last Comprehensive Review Fall 2023

Year of Last Mini Update, if applicable

Originator Lam, Loc

Area Dean Dean Angel Fuentes

Is this a review for a degree/certificate or all the courses in the subject?

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- **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**

Related Assessments

- **1. Provide a brief summary of your program.**

In Fall 1997, the Computer and Information Technology (CIT) program was established with a demand to create a new program that would combine the basic computer software skills and hardware knowledge to train students to become computer technicians. Our course offerings started out with a computer information technology course in 1997 and continued with some web development, programming, and operating system courses a few years later. Our mission is to respond to the growing need for affordable, flexible education accessible to a variety of students and working professionals in the field of computer and information technology. This program prepares students for entry-level occupations or advancement within their career fields including computer applications, front-end web applications, and server-side web applications. The program may be aligned with statewide guided pathways and/or industry standard credentials.

- **2. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

Due to continued high-demand job growth opportunities in the field of computer information technology in Silicon Valley, we implemented a new certificate in computer programming and created a wide variety of CIT courses including AI courses. We are articulating our CIT courses with UC/CSU and working with Intel for AI courses.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'20-F'22 average		73.44%		

Related Assessments

Program Success Rate 76.20%

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

Program Set Standard 90%

Recommendation: 90% of the 2 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.

Program Success Goal 74%

- **Is your program success rate higher or lower than the campus?**

It's higher than the campus.

- **If your success rate is 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?**
 - Clear career pathway in IT – this enables students to come to the program for their job training.
 - Online group discussions via Canvas – this seems to be one of the best methods of keeping students engaged and sharing ideas.
 - On-campus lab model tutoring program – it gathers students in one room for one-to-one tutoring sessions that are monitored by a trained tutor or an instructor. We contact the tutoring center to post announcements and find good CIT tutors for our CIT courses each semester.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 22 - 0.270%**
Program Average Total Enrolled
 2.000
Program Success Rate
 100.000
- **American Indian: 22 - 0.270%**
Program Average Total Enrolled
 150.000
Program Success Rate
 82.980
- **American Indian: 22 - 0.270%**
Program Average Total Enrolled
 7.000
Program Success Rate
 69.440
- **American Indian: 22 - 0.270%**
Program Average Total Enrolled
 1.000
Program Success Rate
 100.000
- **American Indian: 22 - 0.270%**
Program Average Total Enrolled
 61.000
Program Success Rate
 65.110
- **American Indian: 22 - 0.270%**
Program Average Total Enrolled

10.000

Program Success Rate

67.260

- **American Indian: 22 - 0.270%**

Program Average Total Enrolled

10.000

Program Success Rate

67.710

- **American Indian: 22 - 0.270%**

Program Average Total Enrolled

13.000

Program Success Rate

59.050

Success Rates: Measures by Gender

- **Female: 4625 - 56.670%**

Program Average Total Enrolled

107.000

Program Success Rate

77.060

- **Female: 4625 - 56.670%**

Program Average Total Enrolled

144.000

Program Success Rate

75.590

- **Female: 4625 - 56.670%**

Program Average Total Enrolled

2.000

Program Success Rate

66.670

Success Rates: Measures by Age

- **17 & Below: 494 - 6.100%**

Program Average Total Enrolled

14.000

Program Success Rate

92.190

- **17 & Below: 494 - 6.100%**

Program Average Total Enrolled

143.000

Program Success Rate

79.140

- **17 & Below: 494 - 6.100%**

Program Average Total Enrolled

73.000

Program Success Rate

69.770

- **17 & Below: 494 - 6.100%**

Program Average Total Enrolled

22.000

Program Success Rate

65.290

- **17 & Below: 494 - 6.100%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

From success rates data, equity gaps are not too large in our CIT program, especially success rates measured by gender. However, gaps exist when success rates are measured by race and age.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Gender success rates seem to be nearly equal, though lower than we should like, and success rates for older students are dramatically lower than campus wide. Our race success rates are lower in some ethnic groups and higher in others. Our CIT program already boasts a highly diverse student population. Nevertheless, gaps exist in the types of IPEDs.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

In some ways, the face to face learning in CIT is more effective than the fully online learning. As data shows the face to face success rate was higher than the fully online success rate in CIT courses. However, we believe our use of online learning will improve student success rate as students become

familiar with this type of digital learning platform.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 3150 - 46.300%**
Program Average Headcount
85.000
Program Percentage of Total
37.700
- **Day: 3150 - 46.300%**
Program Average Headcount
55.000
Program Percentage of Total
24.200
- **Day: 3150 - 46.300%**
Program Average Headcount
23.000
Program Percentage of Total
10.400
- **Day: 3150 - 46.300%**
Program Average Headcount
63.000
Program Percentage of Total
27.800

Related Assessments

Student Enrollment Type: Academic Load

- **Full Time: 2252 - 33.100%**
Program Average Headcount
114.000
Program Percentage of Total
50.500
- **Full Time: 2252 - 33.100%**
Program Average Headcount
108.000
Program Percentage of Total
47.600

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

For day/evening student headcount, it is slightly different from the data reported in the last program review. However, there is an increase in the day student headcount from 72 to 85 and we have seen a decrease from 26 to 23 for evening student headcount. The data reflect the program effort that has offered more day and weekend courses in the last six years. In another aspect, full time and half-time student headcount remains stable since the last program review. Our percent of total day and day/evening student headcounts in the program are not balanced compared to the campus because CIT offers day, evening, and weekend courses to respond to the growing need of flexible education accessible to a variety of students and working professionals in the field of computer and information technology.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The CIT program enrollments in percentage of total are higher than the campus for day/evening and evening classes, while day classes alone are lower. The data shows the program has offered more day and weekend courses in the last six years.

- **c. Based on the data, would you recommend any changes?**

None

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 11042 - 74.220%**

Program Headcount

98.000

Program Percentage of Total

43.500

- **Female: 11042 - 74.220%**

Program Headcount

127.000

Program Percentage of Total

56.030

- **Female: 11042 - 74.220%**

Program Headcount

2.000

Program Percentage of Total

0.780

Related Assessments

Student Demographic: Age

- **17 & Below: 830 - 87.610%**

Program Headcount
13.000

Program Percentage of Total
5.960
- **17 & Below: 830 - 87.610%**

Program Headcount
130.000

Program Percentage of Total
57.700
- **17 & Below: 830 - 87.610%**

Program Headcount
62.000

Program Percentage of Total
27.460
- **17 & Below: 830 - 87.610%**

Program Headcount
20.000

Program Percentage of Total
8.870
- **17 & Below: 830 - 87.610%**

Program Headcount
0.000

Program Percentage of Total
0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 56 - 69.580%**

Program Headcount
1.000

Program Percentage of Total
0.570
- **American Indian: 56 - 69.580%**

Program Headcount
134.000

Program Percentage of Total
59.730

- **American Indian: 56 - 69.580%**
Program Headcount
6.000
Program Percentage of Total
2.460
- **American Indian: 56 - 69.580%**
Program Headcount
1.000
Program Percentage of Total
0.470
- **American Indian: 56 - 69.580%**
Program Headcount
57.000
Program Percentage of Total
24.930
- **American Indian: 56 - 69.580%**
Program Headcount
8.000
Program Percentage of Total
3.410
- **American Indian: 56 - 69.580%**
Program Headcount
9.000
Program Percentage of Total
4.000
- **American Indian: 56 - 69.580%**
Program Headcount
11.000
Program Percentage of Total
4.950
- **a. Based on the program total headcount and percent change year to year, discuss if your 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?**

For gender headcount, both female and male headcounts increase from 86 to 98 and from 123 to 127, respectively. The Mother/Daughter STEM program seems to be working. For age headcount, all age groups increased since the last program review, especially ages from 18 to 24.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Gender is unbalanced in favor of males (which is a topic that has been getting a lot of attention in general in the press). The Mother/Daughter STEM program could help lessen this imbalance.

IPED is unbalanced in the direction of Asians, with less for Hispanic; this is also an industry-wide issue. Financial aid and college readiness programs are made available to Latino students to improve this IPED imbalance. Our department calls for better relationships and communication with instructors, counselors, tutors, and other personnel inside and outside of the classroom.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

The program should implement the following tasks:

- Developing high-demand certificates of achievement and degrees
- Articulating more CIT courses with High School Districts and UC/CSU campuses
- Improving learning for students, especially Hispanic students
- Creating a clear career pathway in computer information technology
- Investing the latest technology to improve teaching methods in the classrooms

Institutional Effectiveness (2.5 year average)

EVC Capacity: 60.19% EVC Productivity: 12.80

Program Capacity

58.36%

Program Productivity

9.37

Is your capacity rate higher or lower then the campus?

It is lower than the campus.

Is your productivity goal higher or lower than the campus?

It is lower than the campus.

If the program capacity and/or productivity is lower than the campus, please provide rationale

The program capacity is lower than the campus because the CIT program offers only one Certificate of Achievement and a few Certificates of Specialization. No AS/AA degrees are offered and the number of transferable courses to UC/CSU is limited. In addition, no effective advertising for a career pathway for CIT is implemented to improve the program capacity. Therefore, students take CIT classes to obtain certificates and gain basic knowledge of computer technology for their entry-level jobs only.

Curriculum

Related Assessments

- **1. Identify any updates to curriculum since the last comprehensive program review, including any new programs.**

Since the last comprehensive program review, the CIT department has made the following updates to the curriculum:

- One articulation application was approved by the Computer Science Department at San Jose State University (SJSU).
- Twenty-five (25) courses which have not been taught in many academic years were successfully deactivated.
- Two courses for the Data Storage certificate with PureStorage industry partner have been developed.
- Two new courses for the Cloud Computing certificate with Amazon industry partner have been proposed and launched on CurriQuNet.
- Two courses have been modified for the next articulation application with SJSU and other UC/CSU campuses.
- New courses have been placed on the list in coordination with the Automotive Technology Department to apply for a Bachelor of Science degree in Automotive Technology.
- The Math 13 prerequisite was removed from CIT courses due to AB 705.

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

Program Learning Outcomes

- **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. Please also indicate how the course SLOs have been mapped to the PLOs. 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.**

The Program Learning Outcomes are as follows:

- Demonstrate the impact and application of computers in business, government, and social organizations.
- Receive and process written and oral technology related information.
- Demonstrate the ability to apply data requirements, algorithmic principles, and software development practice in the modeling and design of computer-based systems in a way that proves comprehension of the trade-offs involved in design choices.

The program is based on successful acquisition of computer information technology, so it appears that the students are engaged in information-processing skills.

Communication: Students learn how to work on in-class computer application projects in groups where each member can communicate with the instructor and other team members in the classroom. Students will use technical communication skills in the software development industry.

Inquiry and Reasoning: Students learn to construct project specifications, design tasks, and implement solutions to business problems.

Information Competency: Students learn how to inspect project software and hardware requirements, resources, and budgets to make a decision on methodologies and tools for their software development projects.

Social Responsibility: Students learn how to work in a diverse environment where all members from different backgrounds can equally contribute their effort and take project ownership and responsibility.

Personal Development: Students learn how to build teamwork, manage time, and improve programming skills.

- **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, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

Since the last comprehensive program review, the CIT department conducted the following SLO assessment activities:

- Deactivated twenty-five courses which have not been taught in many years to eliminate the need for assessment before populating SLO assessment results.
- Discussed SLO assessment methods with the Dean, faculty members, and SLO coordinator during the division/department meetings.
- Collected assessment results from faculty members and consulted with the SLO coordinator frequently to launch the SLO assessment submission.
- Submitted assessment reports to get active CIT courses fully SLO compliant.

Faculty and Staff

Related Assessments

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.**

Full-time Faculty: 1

Associate Faculty: 4

Classified Staff: 1

Loc Lam is a full-time faculty member who specializes in computer programming using C/C++, Java, Python, and HTML. His extensive professional experience in the software development industry allows Loc Lam to teach programming classes well in the CIT department and to bring real-world technical solutions into the classrooms.

Areas of Expertise: Software Development, Embedded Systems, Web Development, and Programming Languages

His professional skills and ability provide students with hands-on training in software development using programming languages like C/C++, Java, Python, which is important to students obtaining a certificate and finding a technical job. His areas of expertise contribute significantly to the success of the program.

John Powell is an associate faculty member who was one of the first instructors at Evergreen Valley College. John Powell also teaches computer information systems courses at different colleges and universities in Silicon Valley. John Powell specializes in operating systems, cloud computing, networking, and databases. His technical and teaching skills are extremely suitable for any courses and certificate programs in the CIT department.

Areas of Expertise: Operating Systems, Cloud Computing, Network Security, and Database Management Systems

His areas of expertise help students gain a basic knowledge of operating systems, databases, and networking, which is important to graduates finding a job in the field of computer information technology. His areas of expertise contribute significantly to the success of the program.

Lucia Lawson is an associate faculty member in the CIT department and a senior software engineer with several years of professional experience. Lucia Lawson specializes in web development, programming, and computer information technology.

Areas of Expertise: Computer Programming, Computer Applications, Web Design, and Information Technology Solutions

Her technical skills and ability are perfect for our certificate program courses in the CIT department and contribute to the success of the program.

Brent Nabors is an associate faculty member in the CIT department. Brent Nabors has three decades of experience as an educator and mentor. Brent Nabors has invested 28 years in molding the academic trajectories of Community College students, notably at institutions like Evergreen Community College and Clovis Community College.

Areas of Expertise: Specializing in Information Systems, Computer Information Systems, and Education

His experience as an educator and mentor lies in passionately fostering success and steering students toward the realization of their academic aspirations. His areas of expertise are very important to the success of the program.

Ly-Huong Pham is an associate faculty member in the CIT department and a member of the Business Administration department who has extensive professional experience in both business and information technology. Ly-Huong Pham specializes in business administration and computer information technology.

Areas of Expertise: Business Administration and Information Technology

Her teaching and technical skills are a good fit for our CIT courses and contribute to the success of the program.

Kiet Tran is an instructional support assistant supporting students in Accounting, BIS, BUS, and CIT.

Areas of Expertise: Tutoring, Programming Languages, and Operating Systems

His ability helps proctor CIT lab assignments and exams.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

N/A

Budget Planning

Related Assessments

Part E: Budget Planning

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

Fund 10 budget supports the following salary lines:

- One full-time faculty
 - Four adjunct faculty
 - One classified staff
- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

The fund 17 is still funding for 4 faculty: \$20,893.52

Technology and Equipment

Related Assessments

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The following equipment and technology are needed for better student learning and teaching strategies:

- Mac computers along with Windows PCs in CIT labs
- Photoshop software
- Dreamweaver software
- Robot kits

Additional Information

Related Assessments

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**
 - Move to Open-source software for Python, C/C++, and Java.
 - Installed the IDE (Integrated Development Environment) for programming classes.

Future Needs and Resource Allocation Request

Total Cost

Attach Files

Attached File

IEC Reviewers

IEC Mentor

Robert Brown

IEC Second Reader

Fahmida Fakhruddin