

Program Efficacy Report Spring 2013

Name of Department: Computer Information Technology (CIT)

Efficacy Team: Joe Notarangelo and Todd Heibel

Overall Recommendation (include rationale): Continuation

Overall, the CIT Department makes a solid case for continued institutional support. Although the evaluation committee would have preferred to see local and regional employment data within additional sections, these data have been provided within the *Weaknesses/Challenges* section. As with many other programs, the CIT program would also benefit from student exit survey and longitudinal data that indicate job placement and four-year-institution transfer data. These data have the potential to further improve a timely, necessary program on our campus. The CIT faculty are to be commended on their efforts to constantly innovate certificate and degree programs within an innovative field. However, the *Student Success, SLO, and Currency* (curriculum) sections could benefit from additional supporting information and improved clarity.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.</i> <i>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i>
<p>Efficacy Team Analysis and Feedback: <u>Meets</u></p> <p>The CIT Department correctly reports that its demographic data are not substantially different from the overall SBVC student population. Thus, the department concludes that additional action is not required. Nonetheless, it may be helpful to gain additional insight into how the CIT program maintains its current diversity of students (especially African-American, disabled, and female populations) and how it intends to serve traditionally underserved populations – especially within the CIT sector – for the foreseeable future.</p>		
Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<i>The program provides evidence that the pattern of service or instruction meets student needs.</i> <i>If warranted, plans or activities are in place to meet a broader range of needs.</i>

Efficacy Team Analysis and Feedback: Meets

The CIT department offers a diverse mix of traditional (in-classroom) through DE-mediated courses across a range of dates and times. The inclusion of the fall 2013 pattern of service is especially helpful, as it demonstrates that this department endeavors to serve a diversity of student (and by extension, community) needs and reflects input from multiple faculty perspectives. A suggestion for future schedule planning might include development of a student survey where CIT students report optimal times and content delivery methods. In addition, area employers within the CIT sector could be polled. This information would contribute to faculty input in schedule development.

Part II: Student Success

Data demonstrating achievement of instructional or service success

Program does not provide an adequate analysis of the data provided with respect to relevant program data.

Program provides an analysis of the data which indicates progress on departmental goals.

If applicable, supplemental data is analyzed.

Efficacy Team Analysis and Feedback: Meets

The CIT department provides a robust analysis of the EMP data that suggests uneven but continued progress within the areas of student retention, success, and number of certificates and degrees earned. However, the department did not address the dramatic increase in the percentage of online (DE) enrollment (from 20 percent in 06-07 to 72 percent in 11-12 academic years) within this section (although this trend has been noted within other sections). The supplemental data, while helpful in portraying a national trend within the CIT sector, does not address the local and regional employment situation. Use of “environmental scan” data for San Bernardino and Riverside Counties would strengthen the analysis. In addition, the department should consider exit and longitudinal surveys that track student job placement (regardless of where students find employment).

Student Learning Outcomes and/or Student Achievement Outcomes

Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Efficacy Team Analysis and Feedback: Meets

The CIT department provides a solid overview of SLO assessments at both course- and program-level. The review team especially appreciates the care taken in ensuring faculty dialogue (within and among full- and part-time faculty). However, the review team would like to see specific examples of: (a) how SLO assessments contribute to revising SLO questions, curricular revisions, and various pedagogical approaches, and (b) how course SLO assessments are mapped to program-level SLO assessments. Although optional, a table indicating specific course-level (and program-level) SLO assessment dates would strengthen this section.

Part III: Institutional Effectiveness

Mission and Purpose

The program does not have a mission, or it does not clearly link with the institutional mission.

The program has a mission, and it links clearly with the institutional mission.

Efficacy Team Analysis and Feedback: Meets

The CIT program provides a broadly defined mission that links with the institutional mission.

Productivity

The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.

The data shows the program is productive at an acceptable level.

Efficacy Team Analysis and Feedback: Meets

The CIT department articulates a longer-term trend of increasing productivity within a more recent trend budget and section cuts. It is clear that the increase of DE sections has contributed to the overall trend of increasing efficiency, in spite of more recent budget and attendant section cuts. Although it is prominently mentioned within the EMP one-sheet document, the department neither mentioned within this section nor the *Student Success* section the action plan to streamline the CIT degree and certificate programs in order to shorten student completion times and perhaps increase student success rates and job placement.

Relevance, Currency, Articulation

The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.

Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.

The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Efficacy Team Analysis and Feedback: Meets (or Does Not Meet?)

The CIT department offers an explanation of outdated courses. They are either in the process of being withdrawn, in consultation with the Office of Instruction, or updated via the content review process, in consultation with the Curriculum Committee. Legitimately outdated courses are reported to be within the *CurricUNET* pipeline and will ostensibly be officially accepted and approved by the end of the current academic year (2012-13). It is assumed that all 100-level and above CIT courses currently articulate with CSU and UC campuses. However, the program notes only an “N/A” response and might consider including a brief one-sentence statement to that end.

Part IV: Planning

Trends

The program does not identify major trends, or the plans are not supported by the data and information provided.

The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.

Efficacy Team Analysis and Feedback: Meets

The program addresses national employment and training trends within the field that have positively affected the CIT department and students, as well as national (recessionary) and local (district and campus) budgetary constraints that have negatively affected the department. Of special note is how the department has adapted to rapidly changing job market and job skill demands, as well as changes within computer software and hardware. Individual courses, as well as entire degree and certificate programs have necessarily adapted to these tumultuous changes. The review team would like to acknowledge the efforts of the CIT Department in creating degree and certificate programs whereby graduates are well qualified for jobs at the end of their specific program (in addition to preparing students for transfer to four-year institutions). Nonetheless, local and regional data – specifically from San Bernardino and Riverside Counties – would greatly benefit this section (e.g. the number of job openings available to graduates with CIT certificates and degrees).

Accomplishments

The program does not incorporate accomplishments and strengths into planning.

The program incorporates substantial accomplishments and strengths into planning.

Efficacy Team Analysis and Feedback: Meets

The broad expansion of DE-format CIT courses is nicely articulated within this section. The CIT faculty are to be commended in maintaining (and even increasing) student success and retention within a climate of increasing DE participation by students. Although it is not explicitly mentioned within this section, the review team is aware that the CIT faculty are coordinating with the Online Committee in revising student evaluations of DE course efficacy. Because CIT students most likely represent a self-selected population that is comfortable and familiar with computer technology, this may contribute to continued success within a largely DE format, although this should not diminish CIT faculty contributions. As with other sections, this section would benefit from a student exit and longitudinal survey that demonstrates transfer and employment attainment.

Weaknesses/challenges

The program does not incorporate weaknesses and challenges into planning.

The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets

This is the most robust, detailed section within the CIT efficacy document. This section details the institutional (college and district) and statewide community college barriers encountered. Local and regional employment demands are reported within this section and help to reinforce several points. These data would also have been useful in several preceding sections. Nonetheless, it appears that the CIT program endeavors to continually increase its capacity to serve students and area employer demands. However, it would be useful to state how (or if) the CIT program plans to implement (formally or informally) the proposed Computer Specialist and Medical Office Worker certificates. Has it lobbied the SBVC Academic Senate, SBCCD Board of Trustees, and/or the Chancellor of the California Community Colleges for action on these ostensibly important skill sets? Are there plans in place to offer “surrogate” skill sets if these certificates are not approved by whichever body within the near future? Has an industry advisory committee (similar to those in place for CTE programs) been created and/or consulted to reinforce the concerns of the CIT program and faculty? As a concluding remark, the reviewers are sympathetic to the plight of the CIT department and encourage the program and faculty to pursue planning that includes the eventual approval of the Computer Specialist and Medical Office Worker certificates, as well as plans that assume that certificate approval will continued to be delayed.

Part V: Technology, Partnerships & Campus Climate

Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.

Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.

Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Efficacy Team Analysis and Feedback: Meets

Although brief, this section documents CIT program associations with technology, partnerships, and campus (and community) climate. Further implementation of these strategic initiatives is implied and could be made more explicit. Nonetheless, linkages with area businesses (employers), high schools, and military veterans currently serving and transitioning out of military service are crucial components of the CIT program.

Part VI: Previous Does Not Meets Categories

<p><i>Program does not show that previous deficiencies have been adequately remedied.</i></p>	<p><i>Program describes how previous deficiencies have been adequately remedied.</i></p>
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Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): Meets?

As with other documents, the Program Review Committee should specify a more articulate response to this inquiry. The review team could not locate the previous efficacy review document for the CIT program and thus cannot say with certainty whether or not the CIT program has adequately addressed this important concern.