Computer Science Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Computer Science had one initiative last year, which was a continuation of an initiative from the previous year. It was to hire a full-time faculty member in Computer Science. The initiative was ranked highly by both the department and division, but it was not adopted by the college. The department needs a full-time faculty member in order to offer courses needed, and to be able to allow students to pursue a possible degree plan for transfer.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

No major changes from last year.

Section II - Description

A. Description of Program/Department

Ventura College's Computer Science department provides opportunities for students who wish to continue their studies at a four-year institution in fields such as computer science, computer information sciences, information technology, or information systems management. Computer science education, moreover, seeks to prepare students for lifelong learning that will enable them to move beyond today's technology to meet the challenges of the future.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

There were no significant changes. The department will revise their curriculum this year, and propose an associate degree for transfer, under the transfer model curriculum.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

N/A

D. Criteria Used for Admission

None

E. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and

certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

H. Organizational Structure

President: Greg Gillespie

Executive Vice President: Daniel Snyder (Interim)

Dean: Dan Kumpf

Department Chair: Alex Kolesnik

Faculty/Staff:

Name	**Rabindranath Polito**
Classification	Adjunct Faculty
Year Hired	1995
Years of Work-Related Experience	13 years as Programmer Analyst, 17 years teaching experience
Degrees/Credentials	MS Mathematics, MS Electrical Engineering(IERF Certified)

Name	**Jan Archibald**
Classification	Adjunct Faculty
Year Hired	1987
Years of Work-Related Experience	12 years industry, 7 secondary school experience
Degrees/Credentials	A.A., B.S. , M.S., Standard Secondary Credential, Community College Credential

Section IIIa – Data and Analysis

A. SLO Data

There are no full-time faculty members in Computer Science. The courses offered in the past year have been taught by an adjunct. There has been very little SLO work done, and so there is no SLO data to work with. A full-time hire can develop SLOs, assess them, and develop data that will be meaningful to Computer Science and the college as a whole.

B. Performance Data

1. Retention – Program and Course

Retention and Success by Subject — ***Ventura College***

CS Comparative

		A	B	C	P CR	D	F	NP	NC	W	Graded	I	Retention		Success	
First Year	FY10	148	17	12	0	16	12	0		39	244	0	205	84%	177	73%
	Distribution %	61%	7%	5%	0%	7%	5%	0%		16%						
	FY11	133	15	21	0	8	11	0		30	218	0	188	86%	169	78%
	Distribution %	61%	7%	10%	0%	4%	5%	0%		14%						
	FY12	182	26	15	1	8	25	2		54	313	0	259	83%	224	72%
	Distribution %	58%	8%	5%	0%	3%	8%	1%		17%						
CS Prior Three Year Average		**154**	**19**	**16**	**0**	**11**	**16**	**1**		**41**	**258**	**0**	**217**	**84%**	**190**	**74%**
		60%	**7%**	**6%**	**0%**	**4%**	**6%**	**0%**		**16%**						
	FY13	124	14	10	3	1	10	0		25	188	1	163	87%	151	80%
	Distribution %	66%	7%	5%	2%	1%	5%	0%		13%						
College Prior Three Year Average		**33%**	**20%**	**14%**	**3%**	**5%**	**10%**	**1%**		**14%**				**86%**		**70%**
College FY13		**32%**	**22%**	**15%**	**3%**	**5%**	**9%**	**1%**		**14%**				**86%**		**71%**

The department has had a high rate of retention over the last three years, and the retention rates for students has increased even more in the last year. It now exceeds the college average. The department does a very good job retaining students.

FY13 Retention and Success by Course, Ethnicity — ***Program Review 2013 - 2014***

CourseID		A	B	C	P CR	D	F	NP	NC	W	Graded	Inc	Retention		Success	
CS	**070100**	**124**	**14**	**10**	**3**	**1**	**10**	**0**		**25**	**188**	**1**	**163**	**87%**	**151**	**80%**
	Distribution %	***66%***	***7%***	***5%***	***2%***	***1%***	***5%***	***0%***		***13%***						
CSV11	**Programming Fundam**	**37**	**8**	**1**	**0**	**0**	**3**	**0**		**10**	**59**	***0***	**49**	**83%**	**46**	**78%**
	Distribution %	***63%***	***14%***	***2%***	***0%***	***0%***	***5%***	***0%***		***17%***						
	Hispanic	17	4	0	0	0	1	0		5	27	0	22	81%	21	78%
	Distribution %	*63%*	*15%*	*0%*	*0%*	*0%*	*4%*	*0%*		*19%*						
	White	12	3	0	0	0	2	0		4	21	0	17	81%	15	71%
	Distribution %	*57%*	*14%*	*0%*	*0%*	*0%*	*10%*	*0%*		*19%*						
	Asian	5	0	1	0	0	0	0		0	6	0	6	100%	6	100%
	Distribution %	*83%*	*0%*	*17%*	*0%*	*0%*	*0%*	*0%*		*0%*						
	Filipino	3	1	0	0	0	0	0		1	5	0	4	80%	4	80%
	Distribution %	*60%*	*20%*	*0%*	*0%*	*0%*	*0%*	*0%*		*20%*						
CSV13	**Object-Oriented Progr**	**23**	**0**	**4**	**0**	**0**	**1**	**0**		**1**	**29**	***0***	**28**	**97%**	**27**	**93%**
	Distribution %	***79%***	***0%***	***14%***	***0%***	***0%***	***3%***	***0%***		***3%***						
	Hispanic	9	0	4	0	0	0	0		1	14	0	13	93%	13	93%
	Distribution %	*64%*	*0%*	*29%*	*0%*	*0%*	*0%*	*0%*		*7%*						

	White	6	0	0	0	0	1	0	0	7	0	7	100%	6	86%
	Distribution %	*86%*	*0%*	*0%*	*0%*	*0%*	*14%*	*0%*	*0%*						
	Asian	5	0	0	0	0	0	0	0	5	0	5	100%	5	100%
	Distribution %	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Filipino	2	0	0	0	0	0	0	0	2	0	2	100%	2	100%
	Distribution %	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Other	1	0	0	0	0	0	0	0	1	0	1	100%	1	100%
	Distribution %	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
CSV30	**Beginning C++**	**36**	**3**	**1**	**0**	**0**	**5**	**0**	**3**	**49**	***1***	**46**	**94%**	**40**	**82%**
	Distribution %	***73%***	***6%***	***2%***	***0%***	***0%***	***10%***	***0%***	***6%***						
	Hispanic	15	0	0	0	0	1	0	0	16	0	16	100%	15	94%
	Distribution %	*94%*	*0%*	*0%*	*0%*	*0%*	*6%*	*0%*	*0%*						
	White	10	1	0	0	0	4	0	2	17	0	15	88%	11	65%
	Distribution %	*59%*	*6%*	*0%*	*0%*	*0%*	*24%*	*0%*	*12%*						
	Afr Amer	0	0	1	0	0	0	0	0	2	1	2	100%	1	50%
	Distribution %	*0%*	*0%*	*50%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Asian	6	2	0	0	0	0	0	0	8	0	8	100%	8	100%
	Distribution %	*75%*	*25%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Filipino	2	0	0	0	0	0	0	1	3	0	2	67%	2	67%
	Distribution %	*67%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*33%*						
	Other	3	0	0	0	0	0	0	0	3	0	3	100%	3	100%
	Distribution %	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
CSV40	**Beginning Java**	**19**	**3**	**3**	**2**	**1**	**1**	**0**	**7**	**36**	***0***	**29**	**81%**	**27**	**75%**
	Distribution %	***53%***	***8%***	***8%***	***6%***	***3%***	***3%***	***0%***	***19%***						
	Hispanic	4	0	0	0	0	0	0	3	7	0	4	57%	4	57%
	Distribution %	*57%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*43%*						
	White	10	1	2	0	1	1	0	3	18	0	15	83%	13	72%
	Distribution %	*56%*	*6%*	*11%*	*0%*	*6%*	*6%*	*0%*	*17%*						
	Afr Amer	0	1	0	0	0	0	0	0	1	0	1	100%	1	100%
	Distribution %	*0%*	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Asian	1	0	1	0	0	0	0	0	2	0	2	100%	2	100%
	Distribution %	*50%*	*0%*	*50%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Filipino	2	0	0	0	0	0	0	1	3	0	2	67%	2	67%
	Distribution %	*67%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*33%*						
	Amer Indian	1	1	0	0	0	0	0	0	2	0	2	100%	2	100%
	Distribution %	*50%*	*50%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Other	1	0	0	2	0	0	0	0	3	0	3	100%	3	100%
	Distribution %	*33%*	*0%*	*0%*	*67%*	*0%*	*0%*	*0%*	*0%*						

FY13 Retention and Success by Course, Ethnicity — *Program Review 2013 - 2014*

CourseID		A	B	C	P CR	D	F	NP NC	W	Graded	*Inc*	Retention	Success
42	**Intermediate Java**	**9**	**0**	**1**	**1**	**0**	**0**	**0**	**4**	**15**	***0***	**11**	**73%**	**11**	**73%**
	Distribution %	***60%***	***0%***	***7%***	***7%***	***0%***	***0%***	***0%***	***27%***						
	Hispanic	2	0	0	0	0	0	0	0	2	*0*	2	100%	2	100%
	Distribution %	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	White	4	0	0	1	0	0	0	3	8	*0*	5	63%	5	63%
	Distribution %	*50%*	*0%*	*0%*	*13%*	*0%*	*0%*	*0%*	*38%*						
	Asian	0	0	0	0	0	0	0	1	1	*0*	0	0%	0	0%
	Distribution %	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*100%*						
	Filipino	2	0	0	0	0	0	0	0	2	*0*	2	100%	2	100%
	Distribution %	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Amer Indian	1	0	0	0	0	0	0	0	1	*0*	1	100%	1	100%
	Distribution %	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*						
	Other	0	0	1	0	0	0	0	0	1	*0*	1	100%	1	100%
	Distribution %	*0%*	*0%*	*100%*	*0%*	*0%*	*0%*	*0%*	*0%*						

The retention rates for all courses are high, with the possible exception of CS V42, but the data represents just one section. It is hard to judge the withdrawal rates when it is simply four students.
The retention rates are also high for all ethnic groups, but again the data represents a very small number of students within each group.

2. <u>Success – Program and Course</u>

The success rate for the department is high as well. Every year has exceeded the college average, and this year's success rate is higher than each of the previous three years. There are also a very large number of students earning a grade of A in their course. This is true for each of the courses offered. The success rates for individual ethnic groups are also quite good. The department is doing very well.

3. <u>Program Completion – for "Programs" with Degrees/Certificates Only</u>

Computer Science does not currently offer any degrees or certificates. There were degrees and certificates in the past, but that was discontinued. A degree for transfer will be developed shortly.

C. Operating Data

1. <u>Demographics - Program and Course</u>

Student Demographics by Subject, Year, Term, Course — *Ventura College*

Course	Year or Title	Hispanic	White	Asian	Af Am	Pac I	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
CS	FY10	73	116	15	3	0	12	4	21	42	202	0	26
		30%	*48%*	*6%*	*1%*	*0%*	*5%*	*2%*	*9%*	*17%*	*83%*	*0%*	
CS	FY11	72	104	22	7	0	5	2	6	44	174	0	24
		33%	*48%*	*10%*	*3%*	*0%*	*2%*	*1%*	*3%*	*20%*	*80%*	*0%*	
CS	FY12	107	140	19	8	1	11	8	19	75	236	2	25
		34%	*45%*	*6%*	*3%*	*0%*	*4%*	*3%*	*6%*	*24%*	*75%*	*1%*	

CS	**Prior 3 Year Average**	**84**	**120**	**19**	**6**	**0**	**9**	**5**	**15**	**54**	**204**	**1**	**25**
		33%	***46%***	***7%***	***2%***	***0%***	***4%***	***2%***	***6%***	***21%***	***79%***	***0%***	
CS	FY13	66	71	22	3	0	15	3	8	35	150	3	24
		35%	*38%*	*12%*	*2%*	*0%*	*8%*	*2%*	*4%*	*19%*	*80%*	*2%*	
College	**Prior 3 Year Average**	**39,472**	**32,043**	**2,916**	**3,327**	**620**	**2,607**	**1,208**	**5,302**	**47,370**	**39,872**	**253**	**26**
		45%	***37%***	***3%***	***4%***	***1%***	***3%***	***1%***	***6%***	***54%***	***46%***	***0%***	
College	**FY13**	**41,063**	**25,846**	**2,922**	**3,221**	**455**	**2,549**	**1,134**	**3,363**	**43,161**	**36,897**	**495**	**24**
		51%	***32%***	***4%***	***4%***	***1%***	***3%***	***1%***	***4%***	***54%***	***46%***	***1%***	

Funds 111, 113, 114, 128*, 445

	FY10	FY11	FY12	FY13	Bud FY14

The department has a low percentage of Hispanics and females, as compared to the college as a whole. A full-time faculty member could create initiatives to attract a greater number of Hispanic and female students to courses in the department.

2. Budget

Program Review Expenses for Computer Science

Total Program Review Expenses by Major Budget Categories for Computer Science						
1	FT Faculty	7,372	16,333	17,944	2,561	111,136
2	PT Faculty	169,268	66,498	67,084	35,660	30,407
3	Classified	0	0	0	0	0
4	Student Hourly	0	0	0	0	0
7	Supplies	0	0	562	0	0
8	Services	0	0	0	0	0
Total Expenses for Computer Science		**176,639**	**82,831**	**85,589**	**38,221**	**141,543**

Funds 111, 113, 114, 128*, 445

Program Review Expenses for Computer Science

		FY10	FY11	FY12	FY13	Bud FY14
111 30031 1321 070200	Faculty Fall Instructional Hourly	3,980	4,552	8,532	0	0
111 30031 1331 070200	Faculty Spring Instructional Hourly	8,532	9,104	8,532	0	0
111 30031 1342 070200	Faculty - Office Hours - PT Faculty	0	78	0	0	0
111 30031 3XX1 070200	Benefits FT Faculty	376	1,133	751	0	0
111 30031 3XX2 070200	Benefits PT Faculty	933	522	1,306	0	0
111 Unrestricted General Fund	**30051 Data Processing-Operations**			**070200 Computer Information Systems**		
111 30051 1321 070200	Faculty Fall Instructional Hourly	48,529	5,256	0	4,286	4,286

111 30051 1331 070200	Faculty Spring Instructional Hourly	60,378	13,741	0	0	0
111 30051 1340 070200	Faculty Facilitr/Coord/Hrly Stipend	1,000	0	0	500	0
111 30051 1342 070200	Faculty - Office Hours - PT Faculty	705	78	78	78	0
111 30051 1360 070200	Faculty - Hourly - Substitutes	6,496	1,317	2,291	0	0
111 30051 3XX1 070200	Benefits FT Faculty	4,837	29	128	401	272
111 30051 3XX2 070200	Benefits PT Faculty	8,562	2,125	163	141	84
111 30051 4300 070200	Computer Software and Supplies	0	478	0	0	0
111 30051 4800 070200	General Supplies & Materials	0	-478	562	0	0

x Program members have reviewed the budget data.
☐ No comments or requests to make about the budget

The department budget has been in decline. There was a projected increase in the budget developed for FY14, based on the potential hire of a full-time faculty member. This did not happen, so the budget will continue to be extremely low. This needs to change, based on the demand for courses and degrees in this area.

3. Productivity – Program and Course

Program Review Productivity and WSCH Ratios Report

CS

CS Productivity Measures	FY10	FY11	FY12	3 Yr Avg	FY13	Change
Sections,	7	6	7	7	5	-25%
Census,	246	224	318	263	318	-28%
FTES,	31	28	38	32	25	-24%
FT Faculty,	0.23	0.12	0.00	0.12	0.00	0%
PT Faculty,	0.58	0.58	0.79	0.65	0.58	-10%
XL Faculty,	0.00	0.00	0.06	0.02	0.00	-100%
Total Faculty,	0.82	0.70	0.84	0.79	0.58	-26%

CS College WSCH Ratio: WSCH / (FT FTE+PT FTE+XL FTE)

Course	Title	FY10	FY11	FY12	3 Yr Avg	FY13	% Change	Dist Goal	% Goal
CSV04	Computers and Computer Lit,	289	536	694	514	0	35%	360	0%
CSV11	Programming Fundamentals,	712	806	995	806	1,012	23%	360	281%
CSV13	Object-Oriented Programming,	617	420	497	489	497	2%	360	138%
CSV30	Beginning C++,	0	926	840	883	840	-5%	360	233%
CSV40	Beginning Java,	687	0	652	675	573	-3%	360	159%
CSV42	Intermediate Java,	0	0	360	360	257	0%	360	71%
	Annual WSCH Ratio for CS	**571**	**607**	**677**	**619**	**636**			

The number of sections offered in Computer Science has declined. The productivity of the offerings has been very good, exceeding both the college and district goals. The only course that has slightly lower productivity is CS V42, a relatively new course. The expansion of Computer Science to offer more sections and courses would provide students more options, and would be necessary to develop a degree. This would also

necessitate hiring additional faculty, including a full-time faculty member to oversee the prospective degree.

D. Resources

1. **Faculty**
   The department is again requesting the hire of a new full-time faculty member. This request is necessary based on all of the data previously described in this document. The request has previously been given high priority, and should now be at the highest priority for the college.
2. **Classified Staff**
   The department has no classified staff. This will be a priority once there is a full-time faculty member hired, a degree is offered, and section/course offerings are expanded.
3. **Inventory**
   The department currently has very little inventory, and little need. A future expansion will necessitate additional inventory.
4. **Facilities or other Resource Requests**
   The department may need additional facilities, if an expansion does occur. The current facilities are sufficient for the current state of the department.
5. **Combined Initiatives**
   There are no combined initiatives at this time.

E. Other Program/Department Data
The data already presented sufficiently makes the case for the primary department request of an additional faculty member.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals
The department will develop additional goals once a new faculty member has been hired, course and section offerings have been expanded, and a degree has been developed.

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

Section V - Initiatives

A. Initiative: Full-time hire for Computer Science
Initiative ID: CS 1301
Link to Data: Productivity data, plus demand for CS courses
Expected Benefits: Better access to CS courses for students pursuing degrees in the STEM fields, development of a transfer degree in CS, and program growth to reflect modern education.
Goal: Hiring a full-time faculty member for 2014-2015
Performance Indicator: Increase in courses/sections offered.
Timeline: 2014-2015
Funding Resource Category: Staffing Funds

Ranking: H

B. **Initiative: Course revision**
Initiative ID: CS 1401
Link to Data: Course offerings
Expected Benefits: Courses better aligned with c-id descriptors
Goal: Better courses
Performance Indicator: Courses aligned with c-id descriptors.
Timeline: 2013-2014
Funding Resource Category: No new resources needed
Ranking: M

C. **Initiative: Development of a transfer degree**
Initiative ID: CS 1402
Link to Data: SB 1440
Expected Benefits: Offer of a transfer degree in CS, which will benefit CSU transfer students.
Goal: A new degree in place by fall 2014.
Performance Indicator: For an ADT to be approved by the state.
Timeline: 2013-2014
Funding Resource Category: No new resources needed
Ranking: L

D. **Initiative:**
Initiative ID:
Link to Data:
Expected Benefits:
Goal:
Performance Indicator:
Timeline: Click here for options
Funding Resource Category: Click here for options
Ranking: Click here for options

Section VI – Process Assessment

A. **How have the changes in the program review process this year worked for your area?**
We welcome the changes.

B. **How would you improve the program review process based on this experience?**
No new suggestions.

C. **Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Computer Science
Preparer: Alex Kolesnik
Dates met (include email discussions): email discussions in October
List of Faculty who participated in the program Review Process: Rabin Palito, Jan Archibald

x **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

☐ **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	**Enrollment demand** [1]	6
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	**Ability to find qualified instructors**	3
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	**Financial resources, equipment, space**	3
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	**Agreed-upon productivity rate** [2]	4
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

[1] Enrollment demand is determined by the ability to fill classes.
[2] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

	A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	**Course completion rate** [3]	4
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	**Success rate** [4]	3
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	**Ongoing and active participation in SLO assessment process**	0
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Appendix-C

Note rationale on next page.

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

[3] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."
[4] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

The score of 23 indicates that Computer Science is doing well within the current parameters.

Score interpretation, academic programs:

22-26	Program is current and vibrant with no further action recommended
18-21	Recommendation to attempt to strengthen program
Below 18	Recommendation to consider discontinuation of the program

Computer Science Program Review

2013-2014

APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal:

_____ Faculty

_____ Personnel – Other

_____ Equipment- Computer

_____ Equipment – Other

_____ Facilities

_____ Operating Budget

_____ Program Discontinuance

_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.