2026-27 Comprehensive Program Review

Program: Computer Studies

Division: STEM

Writers: Jeff Weichert

SLO/SAO Point-Person: Jeff Weichert

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- *Hired an additional full-time faculty member*
- *Strong partnership with our MESA Scholars program*
- *Supported strong student life presence as faculty advisors for*
    - *Computer Science Club*
    - *Girls Who Code Club*
    - *Robotics Club*
    - *Cybersecurity Club*
    - *Machine Learning Club*
    - *Data Science Club*
    - *Video Game Club*
- *Development of new credit and non-credit CTE workforce courses in artificial intelligence-related and rapid application development areas for a new generative AI entrepreneur certificate*
- *Expanded Google badge and certificate options available to students*
- *Organized summer camps for cybersecurity, robotics, and drones*
- *Collaborated with ISC2 East Bay to support annual conference activities on campus, including student volunteers*

- *Partnered with national labs to provide student internship opportunities*
- *Represented programs at open house, preview night, local high school events, and other outreach efforts*
- *Provided Skills Build platform and training to students to earn industry-recognized certificates by IBM*
- *General curriculum updates*

2. Please describe your most important **challenges** in year 25-26

- *Having courses cancelled and concerns about FTEF.*
- *The increased demand for Honors projects from students causes a strain on faculty*
- *The need for shelving units in our CNT labs*
- *Students do not have access to full version of Microsoft 365 software*
- *Incorporating more AI-powered chatbot tools into the curriculum and classrooms*
- *Our summer cybersecurity camps have recently suffered from low student enrollment caused by a complex, multi-stage concurrent enrollment process. While high school students are highly interested, the current system requires institutional applications, educational plans, and multiple approvals, leading to weeks of administrative delays. Because of these bottlenecks, some camps faced cancellation in 2025 and 2026, highlighting an urgent need to streamline the process to ensure the program's long-term survival.*

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- *Designing a generative AI entrepreneur certificate for our CIS discipline*
- *General technology updates (software and hardware)*
- *Incorporation of AI into our disciplines*
    - *AI in the Workforce*
    - *AI and Cybersecurity*
    - *Digital media literacy*
- *Equitable grading strategies that align with our disciplines*
- *Continue to build industry partnerships*
- *Continue to optimize our class scheduling and modalities so that students can build class schedules which work well for them, to increase student success rates, and to increase program completion rates*

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- *The goal of our program's SLO assessment cycle is to measure, evaluate, and improve what students actually know, understand, and can do by the end of each of our courses.*
- *Our work on aligning our three different disciplines into a uniform assessment process has been completed. We should now be positioned to begin data collection and assessment for the following programs in Computer Studies:*

  AA: Administrative Assistant
  AA: Computer Information Systems
  AS: Computer Information Technologist
  AS: Computer Science
  AS: Cybersecurity and Network Administration

  The above degrees cover most of the classes contained in the following certificates

  CA: Administrative Assistant
  CA: Administrative Medical Assistant
  CA: Artificial Intelligence
  CA: Cloud Computing
  CA: Computer Applications Software
  CA: Computer Programming
  CA: Computer Programming for the Web
  CA: Cybersecurity Professional
  CA: Data Analytics
  CA: IT Support Professional
  CA: Management Information Systems
  CA: Network Support Professional
  CA: Project Management
  CA: Red Hat Administration
  CA: Web Development

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- *Plans have been submitted. Data collection begins at the end of this semester*

3. Explain potential plans to improve student outcomes and close equity gaps.

- *Pending*

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- *Migrating everything from eLumen to CurrIQnet is time consuming*

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

Trend Overview

Metric / Trend	*Computer Information Systems (CIS)*	*Computer Networking Technology (CNT)*	*Computer Science (CS)*
Enrollment Growth	*Stable/Fluctuating*	*Strong Growth (+30-50%)*	*Significant Growth (+25-30%)*
Primary Gender	*Balanced (~50% Female / ~50% Male)*	*Heavily Male Dominated (~80-85% Male)*	*Male Dominated (~75% Male)*
Age Profile	*Older, Working Adults (~50%+ over age 25)*	*Older, Working Adults (~50-60% over age 25)*	*Very Young (~85% under age 25)*
Preferred Modality	*Mixed / Leaning Distance Ed (~60% DE)*	*Overwhelmingly Distance Ed Only (~75-99% DE)*	*Face-to-Face (~90% F2F)*
Primary Student Goal	*Split: Transfer (~50%) & Job Certs (~25%)*	*Split: Transfer (~50%) & Job Certs (~25%)*	*Overwhelmingly Transfer (~80%)*
Course Fill Rates	*Moderate (56% – 76%)*	*Critical/Over Capacity (84% – 124%)*	*High/At Capacity (94% – 111%)*

1. Enrollment and Capacity

- *Both CS and CNT disciplines saw significant increases in demand. CS headcount rose from 344 to 454 in fall terms, while CNT went from 110 to 169.*
- *CNT regularly has fill rates over 100%, indicating a strong demand for networking courses relative to available seats. CS also maintains efficient, high fill rates consistently near or above 100%. CIS remains stable with lower, more flexible fill rates around 60-70%.*

2. Student Personas and Educational Goals

- *Computer Science students are overwhelmingly young, traditional college-aged individuals (81-87% under age 25) whose core objective is to transfer to a four-year institution (~80%). Over half of this entire discipline consists of students aged 19 or younger.*
- *CIS and CNT attract a much higher proportion of non-traditional, adult learners. About a quarter of these students specifically target "Occupational Certificates or Job Training" rather than degrees. Additionally, these fields see a significantly higher enrollment of students who already hold a bachelor's degree or higher (up to 22% in both fields) looking to upskill.*

3. Gender Diversity

- *CIS stands out for successfully maintaining gender parity, hovering around an even split and reaching 57% female enrollment in Spring 2026.*
- *In contrast, CNT and CS struggle with female representation. CNT consistently tracks at 80%+ male, and CS remains at roughly 75% male majority over the 5-year span.*

4. Online vs. On-Campus

- *75% to 99% of CNT students took their classes exclusively via Distance Education.*
- *CS is the opposite. During Fall 2025, only 9% were fully online.*

5. Academic Performance and Preparation

- *Reflecting its strong transfer-focus, 63% of Spring 2026 CS students entered having already successfully completed transfer-level college math. This baseline coincides with steady course success rates hovering between 68% and 81%.*
- *CIS and CNT maintain solid success rates (mostly tracking in the low-to-mid 70s), but show slightly higher rates of student withdrawals—often hitting 15% to 22%—which is common for online programs populated by working adults balancing external career schedules.*

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

1. Gender Imbalance between disciplines

While the Computer Information Systems (CIS) program achieves gender parity (~50–57% female), a gender divide exists in CS and CNT:

- *Computer Networking (CNT): Consistently hovers between 80% and 87% male.*
- *Computer Science (CS): Consistently hovers between 74% to 80% male.*
- *Inequity Impact: Women are systematically missing out on or facing barriers to entering the most high-yielding career pipelines within software engineering and infrastructure architecture.*

2. Racial and Ethnic Underrepresentation

- *Across all three disciplines, African American students represent a tiny fraction of total headcounts—ranging from 1% to 8%.*

- *Disparities between CS and applied tracks: The Latinx student population is relatively healthy in the applied CIS program (~25%) but drops substantially in the transfer-heavy Computer Science program, falling as low as 14–15% in recent terms. This points to an equity gap where minoritized students are tracked into vocational options rather than four-year transfer degrees.*

Possible Actions

- *Establish additional clubs like our Girls Who Code club and offer more high school summer camps.*
- *Given the higher withdrawal rates in online CIS and CNT tracks, investigate the possibility of developing online peer-mentorship cohorts to support working adult learners.*
- *If possible, diversify adjunct faculty members to provide representation and improve retention among underrepresented students.*
- *Possibly expand evening childcare options on campus and establish textbook/laptop lending.*

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

There are higher success rates in F2F classes. What Accounts for the Performance Gaps? CIS and CNT appeal to older, career-focused individuals who utilize online flexibility out of sheer necessity. When family or work obligations intensify, online classes are often the first thing sacrificed, driving down DE success rates, rather than a lack of subject-matter competence.

Possible action plan: Establish "Virtual Cohorts". Investigate implementing a cohort model where online students move through course sequences together.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes__X__ No____

CIS	*Set Standard = 69.6*	*Success rate = 75*
CNT	*Set Standard = 72.8*	*Success Rate = 77*
CS	*Set Standard = 68.7*	*Success rate = 80*

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *N/A*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

Over the past three years, the Computer Studies program has directly advanced Las Positas College's mission to provide an equity-focused, learning-centered environment responsive to our changing society through targeted curriculum development, robust student life advocacy, and intentional institutional partnerships. The development of new credit and non-credit CTE pathways in artificial intelligence and rapid application development directly answer the college's core value of responding to the evolving needs of the contemporary workplace. Furthermore, faculty support as advisors for an array of specialized campus clubs—including Girls Who Code, Cybersecurity, Computer Science and Machine Learning—empowers students to develop collaborative leadership traits central to the college's institutional vision. Finally, our active collaboration with the MESA Scholars program ensures that our rapidly expanding discipline scales with structural equity at its core, keeping parity in educational outcomes at the absolute center of our technological growth.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
X	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
limited	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
X	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
X	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
X	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
X	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
X	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
X	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

Implementing RSI across the Computer Studies Department introduces unique challenges, particularly within the asynchronous learning environments favored by our non-traditional, career-focused online student base. Because computing disciplines require extensive hands-on exercises containing complex syntax, algorithms, and network configurations, our online faculty sometimes encounter varying obstacles when attempting to provide these complex hands-on activities in an asynchronous manner. To elevate online course success rates, instructors in our program should continue to seek out professional development opportunities which focus on optimizing Canvas interactive capabilities as well continue to utilize other third-party solutions.

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *None*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs