

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES NOVEMBER 2023 STATEMENT OF NEED

BACHELORS OF SCIENCE IN COMPUTER SCIENCE AND CYBER-PHYSICAL SOFTWARE ENGINEERING

CLOVER PARK TECHNICAL COLLEGE

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Cover Page — Statement of Need

Program Information

Institution Name: Clover Park Technical College

Degree Name: Bachelor of Science in Computer Science and Cyber-Physical Software Engineering

CIP Code: 11.0701

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Associate in Applied Science Transfer-Computer Programming

CIP Code: 11.0201

Year Began: unknown

Degree: Associate in Applied Technology-Computer Programming

CIP Code: 11.0201Click or tap here to enter text.

Year Began: unknown

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2024

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year: 12

Funding Source: State FTE Choose an item.

Mode of Delivery

Single Campus Delivery: Clover Park Technical College, Lakewood Campus

Off-site: Internship/capstone

Distance Learning: Face to Face, hybrid and online

Statement of Need

Please see criteria and standard sheet. Page Limit: 20 pages

Contact Information (Academic Department Representative)

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Chief Academic Officer Signature

The Statement of Need must be signed. To sign, double click on the signature line below.

x FBresson

Chief Academic Officer

11/1/2023

Criteria 1

Relationship to institutional role, mission, and program priorities.

The role of a technical college is serving the community as an open admission educational resource that responds to the needs of both students and businesses. Clover Park Technical college's mission is to "Educating Tomorrow's Workforce" and as we transform our workforce education programs to meet the demands of the future, our Bachelor of Science in Computer Science and Cyber-Physical Software Engineering will uniquely provide a service to our community as this program will have a focus on traditional computer science and programming applications with the addition of advanced manufacturing industry applications on cyber-physical systems. As a comprehensive applied program, this bachelor's degree will fulfill the needs of place-bound, working practitioner adults who need a four-year degree to progress in their field, as well as regional graduates of other associate programs. Our advisory committee, composed of representatives from local businesses reflecting the business needs of our role, is highly supportive of this proposed degree.

Similarly, our students have been asking for an in-house baccalaureate option to continue their studies. Currently, our students only have our applied associate degree options that provide a solid foundation to prepare students for computer programming and web development positions with concentrations in web programming, database programming, or application systems programming. This degree will provide students with an enhanced learning in computer science and programming with the additional application of cyber-physical production systems. Cyber-physical production systems are envisioned as next generation adaptive systems combining modern production techniques with the latest information technology. As a program priority, our degree will have additional opportunities for students to build comprehensive software engineering skills in an advanced manufacturing environment. Current students who want to earn a bachelor's degree in computer science often opt to transfer their Clover Park associate degree to Western Governors University, or Green River College. Currently, there are no programs with an enhanced option for students to apply computer science and programing in the advanced manufacturing environment.

Program Priorities

In their Global Skills Report (2022), LinkedIn stated, "We cannot wait any longer to change. We have to the economy and activate the jobs, companies, and policies that will power it. By capitalizing on this moment of change to redirect human talent to accelerate the transition, we'll have a fighting chance of meeting the challenge. But achieving this requires moving toward an economy that transitions workers into jobs beyond those currently considered." This Bachelor of Science in Computer Science and Cyber-Physical Software Engineering will help provide workers with hands-on skills to address problems and fill the jobs of the emerging jobs economy. Additionally, the integration of computer science and software engineering with an industry application will ensure graduates are well-prepared for the evolving demands of the workforce.

This program has one priority: prepare students to enter the workforce as highly adaptive employees with the technical, computer science, and industry integration skills and lifelong learning skills needed for a career. The proposed program supports this priority. Graduates awarded the Bachelor of Science in Computer Science and Cyber-Physical Software Engineering degree will be well-prepared to thrive in tomorrow's workforce for positions in traditional programming and on cyber-physical systems. In addition, graduates will be well qualified for positions such Software Engineer for Industrial Applications or Applications Engineer and have options for supervisory level positions with these credentials. Thus, positioning them for future promotion. The program outcomes will prepare students with higher-level skills, equipping graduates with metacognitive skills, communication, quantitative, work-based learning, computer science, and industry integration skills content, and problem solving. Faculty who develops curriculum and teach in this program will take an interdisciplinary approach to the learning environment between a mechatronic, electronic, and software engineering. The program intends to utilize the existing resources the College has in place for existing bachelors students and programs. This proposal builds on Clover Park's existing high standards for increasing education equity within workforce pathways.

Criteria 2

Support of the statewide strategic plans.

Washington Student Achievement Council (WSAC) deems four areas essential to achieve the educational attainment goal of 70% of 25-44-year-olds in the state to have a post-secondary credential. Those areas are affordability, enrollment, completion, and student support (Figure 1). The Bachelors of Science in Computer Science program provides both the affordability and student support aspects. In the 2023-24 school year, a resident student enrolled in 12-credits of the proposed degree would pay \$2,880 per quarter in tuition. Tuition at UW-Tacoma for a student enrolled in 12 credits is \$4,668 per quarter and could include expenses related to a commute or moving out of the Pierce County area. Student support is provided through college traditional models of services such as financial aid, counseling and advising, veterans services, and student life. In addition to these services, CPTC students have access to a bachelor's program Specialist. The Specialist position serves baccalaureate students as they seek out program information, provide application materials for admissions, navigate the program registration and entry process, move towards completion, and explore career-connected learning experiences. The position helps the individual student navigate to the correct support resources within student success and college systems. The Specialist also expands the College's bachelors degree outreach efforts and supports faculty involvement with the relevant student support services.

The WSAC 2022 Strategic Action Plan (SAP) identifies gaps in affordability and student support. The proposed bachelors program helps to close those gaps. Affordability increases enrollment. Well-developed student support leads to higher completion. Higher completion leads to a more equitable future for our program graduates and our community.



Figure 1. WSAC Strategic Cluster Areas

Access is also an important factor in developing this program. A "Key Takeaway" from the Strategic Action Plan is "Racial and ethnic disparities appear throughout educational pathways." This is especially true for computer sciences – identified as one of the least diverse fields in STEM. While people of color are underrepresented in the software engineering workforce. According to the 2020 US Census, Lakewood is a minority-majority community and is poorer than many other communities in the state. According to CPTC's Institutional Research Data, from 2016-2021 CPTC was 56% non-white and 27% economically disadvantaged. Developing a Bachelors of Science in Computer Science focused in computer science in the Lakewood community can help close the diversity gap and provide living wage jobs to those living in the community.

Criteria 3

Employer/community demand for graduates with baccalaureate level of education proposed in the program.

According to CareerOneStop, in Washington State, demand for Software Developers is projected to increase by 37% from 2020 to 2030, with an annual projected number of job openings projected to be about 17K. With the rise of remote work, the national demand increases by 26% from 2021 to 2031, and an increase of 143K jobs per year shows the huge growth potential of the software industry. Looking specifically at Computer Programmer positions in Washington, they are also expected to grow 20% from 2020 to 2030, with 650 projected annual job openings. In addition, the U.S. Bureau of Labor Statistics (bls.gov), Software Developer job growth is expected to grow at a 25% rate from 2022 – 2032, with a bachelor's degree being the typical entry-level education requirement. Last, demand data published by Code.org (https://code.org/promote/wa) gathered from the National Center for Education Statistics (NCES) shows over 10K open computing jobs with just around 2.5K Computer Science graduates (for the year 2020) in Washington to fill those jobs.

Criteria 4

Baccalaureate program builds from existing professional and technical degree program offered by the institution.

This baccalaureate program is designed to build on the Clover Park Technical College's Associate of Applied Technology (AAT) degree in Computer Programming. This baccalaureate program will also accommodate students who transfer from a standard twoyear associate degree in Computer Science from a higher education institution such as a Community College or a four-year school (think Pierce College or Tacoma Community College). If a student goes through our AAT degree in computer programming, we can steer that student through a sequence of courses that will give them the General Education courses they need and all the advanced computer science courses that will bring them up to a 4-year degree. When a student transfers into our program with a two-year degree in Computer Science from another institution, they will have completed most of the general education courses they need. We can give them all the computer science classes they need to catch up with those students who did our intensive AAT degree and the courses that lead to a four-year degree. We will provide a one-quarter "bridge program" that will give them the background they need for the courses in the baccalaureate program.

Because of our close association with other programs at Clover Park, we can offer students opportunities to develop solutions to realistic software problems. We are moving our computer programming classes to Clover Park's John W. Walstrum Center for Advanced Manufacturing Technology (CAMT) building in order to be located in the same space as these programs: Network Operations and Systems Security, Mechatronics, and Manufacturing Engineering Technologies. We will have access to a dedicated computer network that connects to all the machines in the building. The baccalaureate program will have a three-quarter capstone project that will involve working with people in other technical fields to build software that provides solutions to realistic software needs. For example, we are currently working with Beckhoff Automation (https://www.beckhoff.com/en-us/) to create a teaching environment where students can work with programming languages they already know to control automated manufacturing processes.

Existing Program

The AAT program in computer programming teaches students how to use programming languages, how to make web pages, how to create databases and how to connect them all up to make professional-level applications. Our students are able to get programming jobs and succeed in them, but most companies require a baccalaureate to move up in the profession.

Clover Park Technical College has been offering a program in computer programming since at least 1975. The program has evolved frequently over the years to meet the students' needs. The most recent overhaul of the program occurred five years ago. Currently, we offer eighteen courses in programming languages, web page construction, database implementation, data structures, phone programming, analysis and design of application software, and Microsoft .NET technologies.

Enrollment History of the Five Last Years TBD



Figure 2. Enrollment History 2018 - 2023

Criteria 5

Student demand for program within the region.

We conducted a survey of current students (Attachment B) and former students (Attachment A) (2012 and after) of the current CPW (Computer Programming) program. Formerly known as CIT to students pre-2016. The survey was sent to 137 former students, of which 60 responded (43.8% response rate). Twenty-eight of the former student respondents (46.7%) indicated that they were currently working in the software industry. Job titles include Software Engineer, Software Developer, Senior Application and Database Developer, and Senior Software Engineer. Some of the employers listed were PIONEER Technologies, Xbox Studios, Symetra, Wizards of the Coast, Imperative, Alaska Airlines, Costco, VMware, and Washington State Legislature (LEG-TECH).

Fifty of the respondents (83.3%) were very satisfied with the program and eight (16%)

were somewhat satisfied (Figure 3). Forty-seven respondents indicated "Very likely" as their response to recommend Computer Programming at CPTC to a friend, family member, or colleague (Figure 4). An additional 12 (20%) were somewhat likely to recommend our program. When polled how likely they were to enroll in a BS degree at CPTC, 11 responded extremely likely, 11 very likely, and 12 somewhat likely (Figure 5). Of all the respondents, 34 of the respondents have or are already working on a bachelor's degree related to Computer Science. Despite only 26 respondents not currently working on or having earned bachelor's degree, 11 responded extremely likely to enroll, 11 very likely to enroll, and 12 somewhat likely to enroll, and 12 somewhat likely to enroll (Figure 5).

9. Please rate your overall level of satisfaction with your experience in the Computer Programming program at CPTC

Mo	re Details		
	Very satisfied	50	
•	Somewhat satisfied	8	
•	Neither satisfied nor dissatisfied	1	
•	Somewhat dissatisfied	0	
•	Very dissatisfied	1	

Figure 3. Overall satisfaction level of former students

10. How likely are you to recommend Computer Programming at CPTC to a friend, family member, or colleague?

Mo	<u>re Details</u>		
	Very likely	47	
•	Somewhat likely	12	
	Neither likely nor unlikely	0	
•	Somewhat unlikely	1	
	Very unlikely	0	

Figure 4. How likely former students are to recommend Computer Programming to others



12. If CPTC were to offer a Bachelor of Science (BS) program in Computer Science, how likely do you think you would be to enroll?

Figure 5. How likely former students would be to enroll in a bachelor's degree

Our industry has long had a bachelor's in computer science or related field as a common job requirement for entry level jobs. While the rigor and hands on focus of our associate program has helped our graduates compete with bachelor's degree holders, we are limiting their job prospects and pay by not having a bachelor's degree on campus. While they have the technical skills to perform the functions of these jobs, the rise of online resume scanners and lack of meeting the bachelor's degree requirement hinders student employment. Our advisory board has unanimously agreed that CPTC should offer a bachelor's degree in computer science to make our graduates more competitive in the job market and open job opportunities.

Our 48 current students were sent a survey as well, of which 23 responded (47.9% response rate). Seven responded "extremely likely" to enroll if CPTC were to offer a Bachelor of Science in Computer Science and Cyber-Physical Software Engineering. Nine responded "Very likely" and three responded "somewhat likely". When responding to why the student would enroll if we had a BS in Computer Science, 20 responded "I would meet the educational requirements of more jobs in the field if I had a bachelor's degree" and 17 responded "familiarity with CPTC and its instructors".

7. If CPTC were to offer a Bachelor of Science (BS) program in Computer Science, why would you be interested in enrolling?



Figure 6. Current student reasons to enroll in a bachelor's degree

The survey respondents are overwhelmingly happy with our current associate degree program and see the importance of obtaining a bachelor's degree to meet industry requirements. Leveraging the student's satisfaction with our current associate program we can implement a successful bachelor's degree program that students would enroll in and gain successful outcomes.

Criteria 6

Efforts to maximize state resources to serve place-bound students. Place-bound working adults. The Bachelor of Science in Computer Science and Cyber-Physical Software Engineering will allow Pierce County students to pursue a bachelor's degree without leaving the area. Our program will have a strong connection to Industry 4.0 areas such as Mechatronics and Manufacturing Engineering Technologies. This program will offer program content using the HyFlex modality, meeting the needs of working students. Offering access to class recordings, activities, and assignments outside of traditional working hours will help students learn at any time.

Similar Programs

- University of Washington Tacoma (UWT) offers a Bachelors of Science in Computer Science and Systems that focuses on working with embedded systems.
- Green River College (GRC) offers a BAS in Software Development and Data Analytics but no connection to Industry 4.0.
- Renton Technical College (RTC) offers subjects such as data analysis, application and

software development, programming, and project management, but no connection to Industry 4.0.

Collaboration Efforts

In 2017 CPTC entered into an Articulation agreement with Renton Technical College that allows some of our courses to be accepted as electives. In 2018 CPTC entered into an articulation agreement with Green River College that allows most of our courses to be accepted as electives.

Unique aspects of the proposed program.

There is no Bachelors in Computer Science degree in Washington that gives its students access to advanced manufacturing and mechatronics classes, manufacturing lab environments, and related software projects. The applied hands-on software development projects that we can do in Clover Park's John W. Walstrum Center for Advanced Manufacturing Technology building are not possible anywhere else in Washington. We will have access to cutting edge technology from Beckhoff Automation, Siemens, Festo, and others, that will allow us to write code in high-level languages like C++ and Python to control manufacturing equipment. Our program advisory board recommends expansion as many job postings require bachelor's degree in computer programming.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students. CPTC is committed to a data-driven institutional planning process that is centered on student success for the diverse communities within its service district. This commitment is stated in the college's overall mission, strategically carried out in educational activities, analyzed using disaggregated data and emphasized annually in the strategic planning process and assessment activities.

It should also be noted, the demographic trends in Pierce County, a substantial portion of the College's students are low-income students (defined as "economically disadvantaged" which includes Pell eligible or benefits recipients) and students of color (44% and 50% respectively). CPTC students are 28 years old, on average, and more than half work while they attend; 30% have children and 8% of the student body are veterans, as

CPTC is located next to the largest military installation on the west coast (JBLM). The College's students bring a diverse set of identities and challenges with them. The following table describes CPTC's student demographics from 2016-2021.

Demographics 2016-17 to 2020-21	% of All Students	Number of All Students
Black/African-American	12%	1,943
Hispanic/Latinx	15%	2,318
Asian	8%	1,225
Multi-racial	10%	1,563
White	44%	6,844
Economically disadvantaged	27%	4,310
Student-parents	28%	4,503

Table 3: CPTC student demographics according to CPTC Institutional Research Data

In Fall 2019, the CPTC Board of Trustees voted to add Equity as the College's fourth core theme in recognition of the responsibility the College has in promoting equitable outcomes for its students. In addition, the college identified Equity, Diversity, and Inclusion (EDI) as an institutional priority through policy and personnel. CPTC has set the following strategic statements to move the needle on EDI recruitment and support of BIPOC and low-income students:

1. Establish a productive learning environment by identifying high impact practices that build relationships, embrace diversity, help students persist, and create an environment that supports learning.

2. Use active learning strategies that promote and leverage active learning as well as to plan and facilitate engaging discussions.

3. Promote higher order thinking strategies that deepen learning and help students take greater ownership of their studies.

4. Assess to inform instruction and promote learning methods of formative and summative assessment to promote learning and refine teaching.

5. Increase recruitment, retention, and promotion of BIPOC faculty and students.

6. Support faculty in the work of embedding additional student support such as tutoring, counseling, and student services within programs and classes to better serve students by bringing these services to the classrooms, labs, and online courses they are taking.

7. Increase work-based learning opportunities across the colleges' programs by providing increased training and support for faculty.

With equity at the forefront of college efforts, new positions were created to impact this work: First, an Associate Vice President for EDI, responsible for conducting the college's EDI Institutional Climate Assessment, developing a Strategic Plan, and creating a culturally responsive training series; second, a Student Diversity Recruiter assisting in the development and implementation of student diversity outreach and recruitment efforts/events designed to create a diverse student population, with a specific focus on attracting traditionally underserved students; and third, a Student Diversity Programs Manager to oversee the MOSAIC (Student Access, Inclusion, and Community) Center for students and provide student programming. In addition to the EDI office, in 2019 a BAS student specialist position was created to conduct recruitment, provide hands on consulting for student applications and navigate career pathways our growing number of BAS offerings.

The CPTC's strategic equity goal aims to create an inclusive institutional culture and campus climate by valuing diversity and promoting equitable opportunities for all, with an emphasis on eliminating achievement disparities. This overarching principle of equity drives the motive for this BAS program proposal by providing our students with an affordable option to expand their career opportunities and advancement.

Resources

Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook. Software Developers, Quality Assurance, Analysts, and Testers

https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm

CareerOneStop, Occupational Profile. Software Developers

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupationprofile.aspx?keyword=Software%20Developers&location=US&onetcode=15-1252.00

Attachment A: Former student Survey – Summary of Results

n = 60 responses to survey

N = 137 individuals sent survey

Response rate = 43.8%

1. Are you a graduate of the CPW program?

54/60 - Yes

6/60 - No

2. What year did you graduate?

Years graduated ranged from 2011 - 2023. 20% of respondents answered 2023

3. In your last quarter at CPTC, were you a full-time or part-time student?

45/54 - Full-time

- 9 /54 Part-time
 - 4. Are you working in the field of software development?

28/60 - Yes

21/60 - No

5. Who is your employer? What is your job title?

Job titles include Software Developer in .NET/C#/JavaScript, Senior Software Engineer, Software Engineer, Quality Assurance, Senior Application Developer, and Database Developer. Employers include Alaska Airlines, Symetra, Wizards of the Coast, Blizzard, Amazon, Xbox Studios, PIONEER Technologies, Hexaware Technologies, Costco, VMWare, and more

6. Are you working on or have you obtained a Bachelor's degree? If so, where? and is it within software development?

34 have a bachelor's degree or are working on their degree related to software development. 26 do not have a bachelor degree related to software. 11 respondents obtained/working on a degree from WGU, 5 responded UW/UW-T, and 3 responded Green River college.

- 7. What were your initial goals for attending college? Please select all that apply
- 41/60 Earn a certificate or degree
- 40/60 Prepare for getting a job
- 33/60 Prepare for a career change
- 25/60 Transfer to a 4-year college/university
- 22/60 Pursue personal interests
- 15/60 Improve existing skills
- 5/60 Earn a high school diploma
 - 8. What originally motivated you to enroll in Computer Programming at CPTC? Select all that apply

48/60 - Specific program or major offered

39/60 - Location

8/60 - CPTC's reputation

- 15/60 Recommendation from family member, friend, or teacher
- 32/60 Tuition cost
- 14/60 Flexibility with course schedule

13/60 - Availability of online courses

- Please rate your overall level of satisfaction with your experience in the Computer Programming program at CPTC
- 50/60 Very satisfied
- 8/60 Somewhat satisfied

1/60 - Neither satisfied nor dissatisfied

- 0/60 Somewhat dissatisfied
- 1/60 Very dissatisfied
 - 10. How likely are you to recommend Computer Programming at CPTC to a friend, family member, or colleague?

47/60 - Very likely

12/60 - Somewhat likely

0/60 - Neither likely nor unlikely

- 1/60 Somewhat unlikely
- 0/60 Very unlikely

11. Do you have any plans to enroll at another college or university in the near future?

21/60 - Yes

17/60 - No

22/60 - Unsure

12. If CPTC were to offer a Bachelor of Science in Computer Science and Cyber-Physical Software Engineering , how likely do you think you would be to enroll?

11/60 - Extremely likely

- 11/60 Somewhat likely
- 12/60 Somewhat likely
- 16/60 Neither likely nor unlikely
- 3/60 Somewhat unlikely

7/60 - Very unlikely

13. If CPTC were to offer a Bachelor of Science in Computer Science and Cyber-Physical Software Engineering , why would you be interested in enrolling?

41/60 - I would meet the educational requirements of more jobs in the field if I had a Bachelor's degree

- 44/60 Familiarity with CPTC and its instructors
- 4/60 I need a bachelor degree to advance with my current employer
- 11/60 CPTC's reputation

14/60 - Other

14. Please provide any additional comments or suggestions that you think may be helpful as CPTC develops a Bachelor of Science in Computer Science and Cyber-Physical Software Engineering

- 15. Responses included, internships, cross program collaboration, more community, full app development lifecycle experience, more Cloud development, project management, front-end web frameworks like React, elective options
- 16. What is your gender identity?

15/60 - Woman

43/60 - Man

- 0/60 Non-binary
- 2/60 Prefer not to say

0/60 - Other

17. What is your race/ethnicity?

5/60 - Black or African American

37/60 - Caucasian/White (non-hispanic)

5/60 - Hispanic or Latinx

2/60 - American Indian or Alaska Native

6/60 - Asian

5/60 - Prefer not to say

Attachment B: Current student Survey – Summary of Results

n = 23 responses to survey

- N = 48 current students sent the survey (47.9% response rate)
 - 1. What were your initial goals for attending college? Please select all that apply

19/23 - Earn a certificate or degree

- 21/23 Prepare for getting a job
- 4/23 Prepare for a career change
- 4/23 Transfer to a 4-year college/university
- 13/23 Pursue personal interests
- 9/23 Improve existing skills
- 7/23 Earn a high school diploma
- 0/23 Other
 - 2. What originally motivated you to enroll in Computer Programming at CPTC? Select all that apply

13/23 - Specific program or major offered

- 13/23 Location
- 4/23 CPTC's reputation

15/23 - Recommendation from a family member, friend, teacher

7/23 - Tuition cost

12/23 - Flexibility with course schedule

- 14/23 Availability of online courses
 - 3. Please rate your overall level of satisfaction with your experience in the Computer Programming program at CPTC
- 17/23 Very satisfied
- 6/23 Somewhat satisfied
- 0/23 Neither satisfied nor dissatisfied
- 0/23 Somewhat dissatisfied
- 0/23 Very dissatisfied
 - 4. How likely are you to recommend Computer Programming at CPTC to a friend, family member, or colleague?
- 15/23 Very likely
- 4/23 Somewhat likely
- 4/23 Neither likely nor unlikely
- 0/23 Somewhat unlikely
- 0/23 Very unlikely
 - 5. Do you have any plans to enroll at another college or university in the near future?
- 6/23 Yes
- 6/23 No
- 11/23 Unsure

Commented [BK1]: Reputation

- 6. If CPTC were to offer a Bachelor of Science in Computer Science and Cyber-Physical Software Engineering , how likely do you think you would be to enroll?
- 7/23 Extremely likely
- 9/23 Very likely
- 3/23 Somewhat likely
- 3/23 Neither likely nor unlikely
- 0/23 Somewhat likely
- 0/23 Very unlikely
 - 7. If CPTC were to offer a Bachelor of Science in Computer Science and Cyber-Physical Software Engineering , why would you be interested in enrolling?

20/23 - I would meet the educational requirements of more jobs in the field if I had a bachelor's degree

- 17/23 Familiarity with CPTC and its instructors
- 6/23 CPTC's reputation
- 2/23 Other
 - 8. What is your gender identity?
- 5/23 Woman
- , 17/23 - Man
- 1/23 Non-binary
- 0/23 Prefer not to say
- 0/23 Other
 - 9. What is your race/ethnicity?
- 1/23 Black or African American
- 15/23 Caucasian/White (non-Hispanic)
- 2/23 Hispanic or Latinx
- 0/23 American Indian or Alaska Native
- 4/23 Asian
- 1/23 Prefer not to respond