

## 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

**CURRENT YEAR: 2023-2024**      **PROGRAM(S): COMPUTER INFORMATION SYSTEMS (CIS)**

**CLUSTER: 3 - Applied Behavioral Sciences, Social Sciences, Business Education, and Agriculture**

**AREA OF STUDY: STEM**

**LAST YEAR CPPR COMPLETED: 2023**   **NEXT SCHEDULED CPPR: 2027**   **CURRENT DATE: 3/20/2024**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the **same** program **may be consolidated** into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Computer Science, A.S.; Android Developer, C.S.; iPhone Developer, C.S.; Cloud Computing, C.S.; Management Information Systems, A.S.

### GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. Our full-time faculty, Randy Scovil is retiring at the end of the 2023-2024 academic year, we are currently recruiting for his replacement. There is also a discussion going on about moving Computer Science degrees and courses to another division that reflects the Minimum Qualifications and Area of Study. If completed, this will be a major change for the discipline.

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes  If yes, please complete the Program Sustainability Plan Progress Report below.

No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update,

if necessary, your Program Sustainability Plan.

## **DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

The data components are hyperlinked below. Below are statistics for our core transferable courses CIS201, CIS231, CIS232, CIS233, CIS 240, and CIS 241.

A. **General Enrollment (Insert Aggregated Data Chart)**

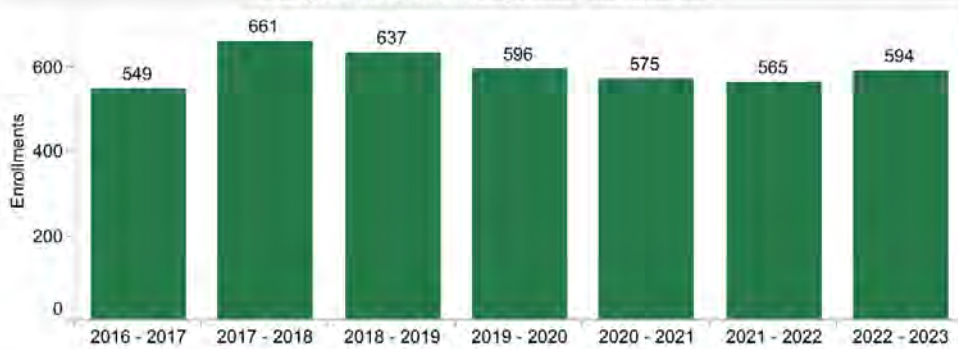
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data - Enrollment

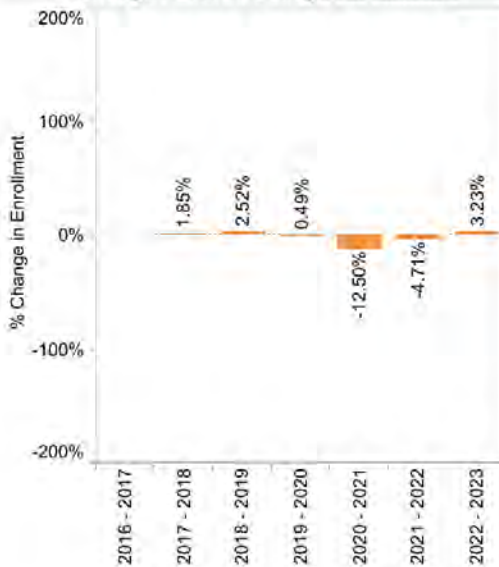
Department: Computer Information Systems Course: Multiple values Dual Enrollment: All Prison: All

Region: All TERM All

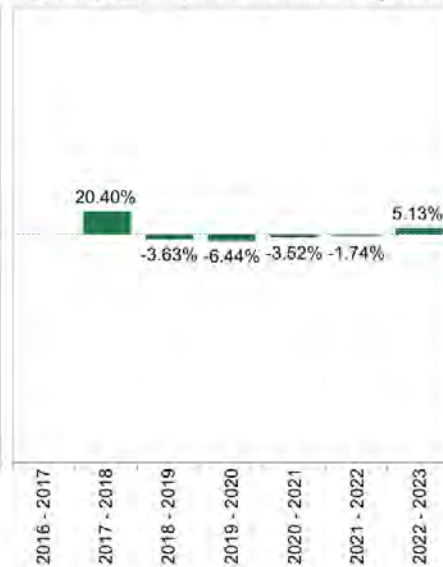
### Computer Information Systems Enrollments



### % Change - Overall College Enrollments



### % Change - Computer Information Systems



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Program enrollment growth exceeds that for the college in general. Enrollment is back at pre-COVID levels.

### B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

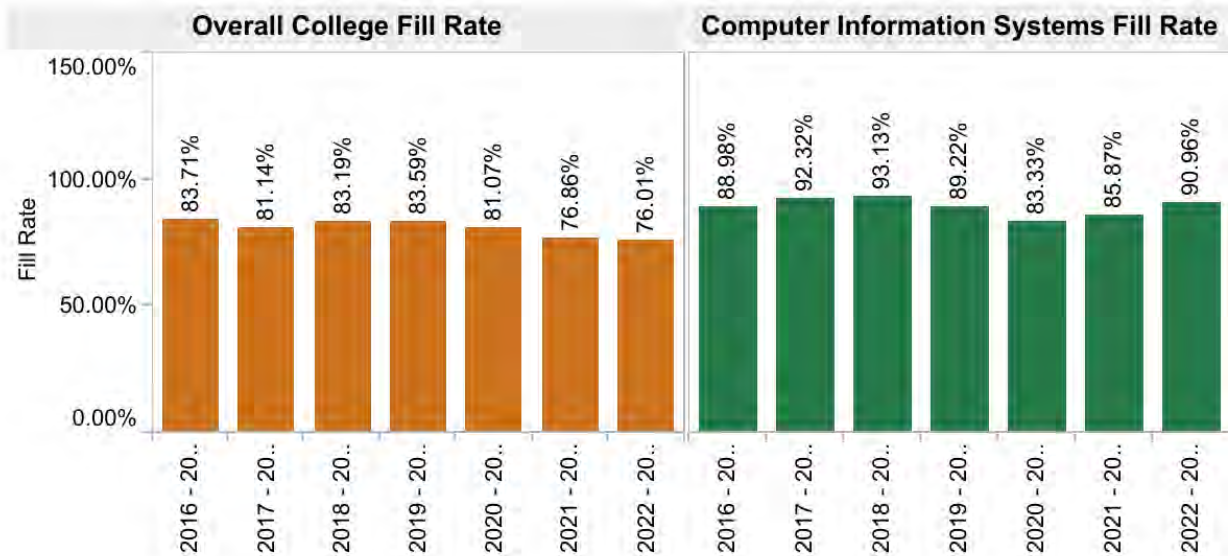
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
Computer Information Systems

**Course:**  
Multiple values

**Dual Enrollment:**  
All

**Prison**  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Program demand remains very high. In contrast to the college at large CIS has demand increasing even higher in the post-COVID era. The fill rate is far higher than the college average and the college overall is trending down. The program offers one of, if not the best, job prospects of any major and students have been drawn to this. Demand is primarily limited by faculty availability, especially having only one full-time instructor.

### C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

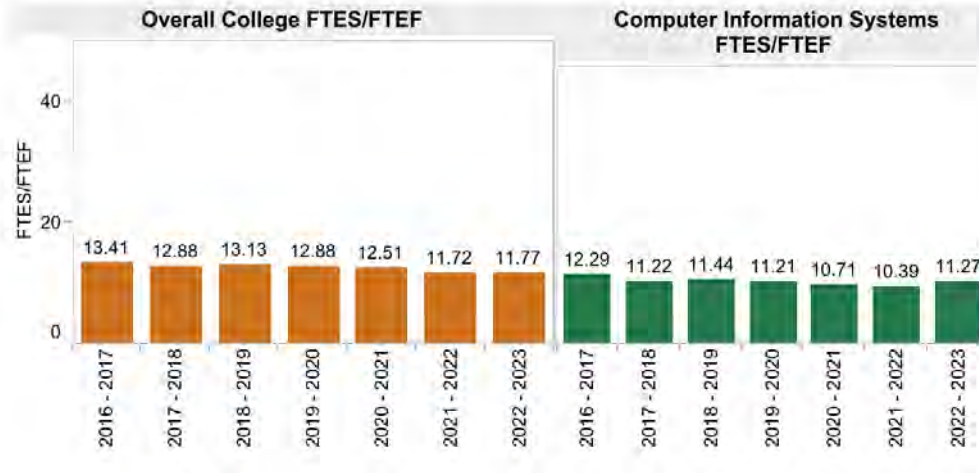
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Computer Information Systems

Course:  
Multiple values

Dual Enrollment:  
All

Prison:  
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The CIS program has smaller class sizes compared to some transferrable programs but has been able to maintain a consistent efficiency rate over the years. The program is somewhat impaired by a low efficiency rate of CIS 201. This course is offered more widely in order to provide introductory access to computing to as many students as possible, no matter what their previous background. If CIS 201 is omitted (chart not pictured), the 2022-2023 efficiency rate is 12.15, which is above the college average of 11.77.

### D. Student Success—Course Completion by Modality (Insert Data Chart)

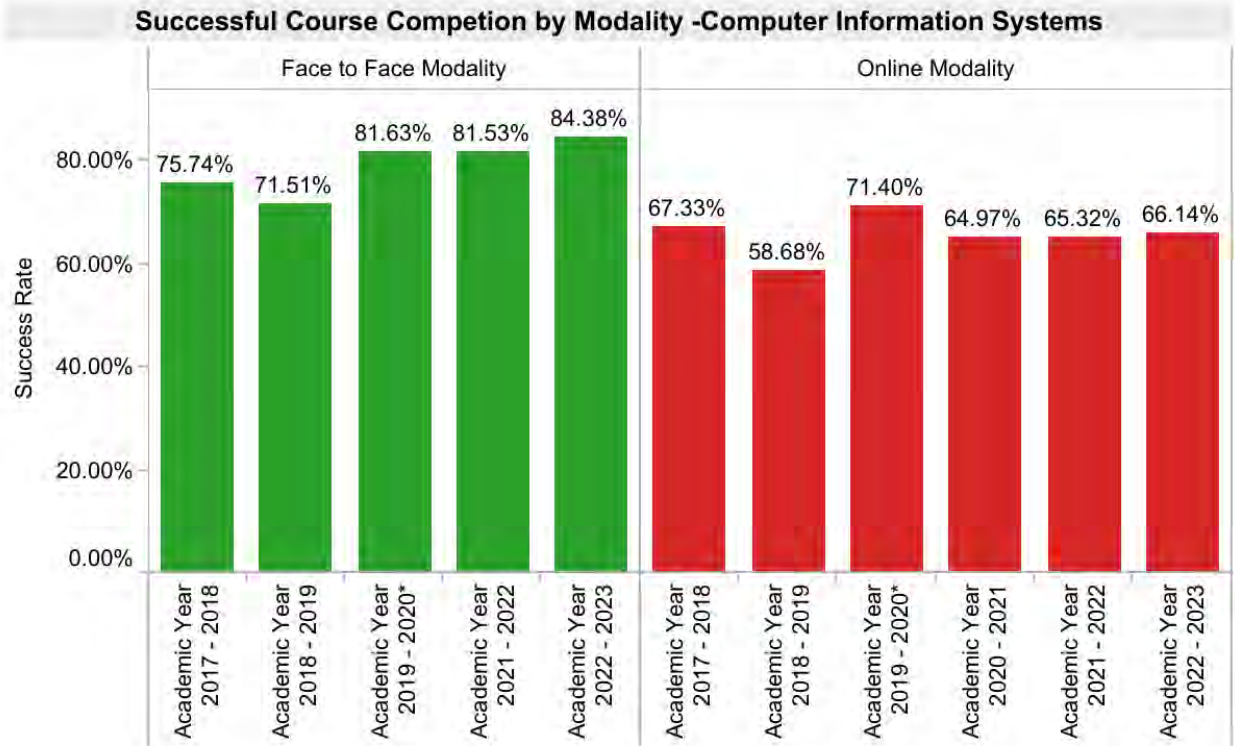
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Computer Information Systems

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



**Successful Course Completion by Modality Table - Computer Information Systems**

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	75.74%	71.51%	81.63%	81.53%	84.38%	
	Total Department Enrollm..	775.0	738.0	514.0	168.0	193.0	
Online Modality	Department Success Rate	67.33%	58.68%	71.40%	64.97%	65.32%	66.14%
	Total Department Enrollm..	401.0	289.0	539.0	978.0	777.0	697.0

The CIS program is one of the more difficult programs in the college and as such is unlikely to have one of the higher marks in this area. However, the program has a similar Face to Face Modality success rate compared to the college. While the Online Modality success rate is below the college average, it has been climbing post-COVID and is significantly higher than past rates.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



While the program has been consistent in AS degree recipients, the COVID-19 pandemic had a clear impact on degree completion. The program was able to rebound during the full COVID year, though there was a drop thereafter. Overall enrollment numbers are good so the program and this year showed AS completion back at its normal level. It should also be noted that many students in this program transfer and/or receive gainful employment before completing their AS.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



## SLOCCCD Program Review Data: Successful Course Completion

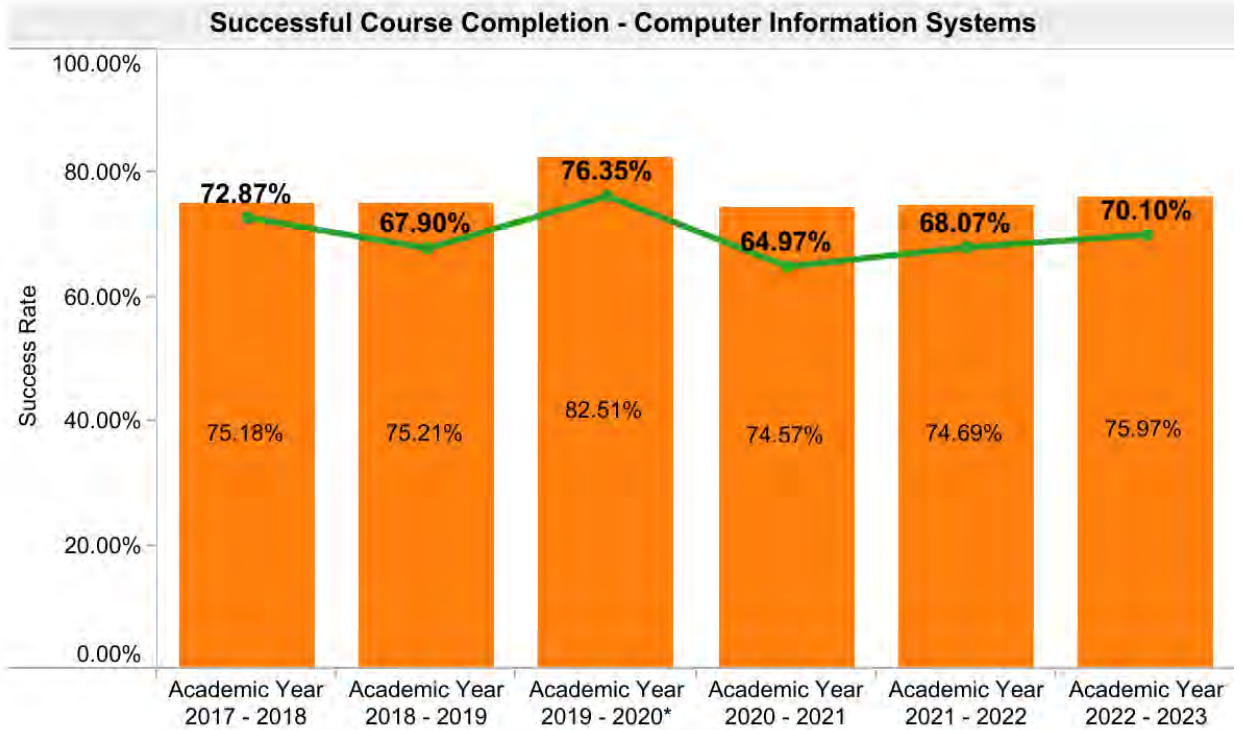
Select Department:  
Computer Information Systems

TERM  
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE  
All



**Computer Information Systems Success Rate Table**

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	72.87%	67.90%	76.35%	64.97%	68.07%	70.10%
Total Enrollments	1,176	1,027	1,053	978	945	890

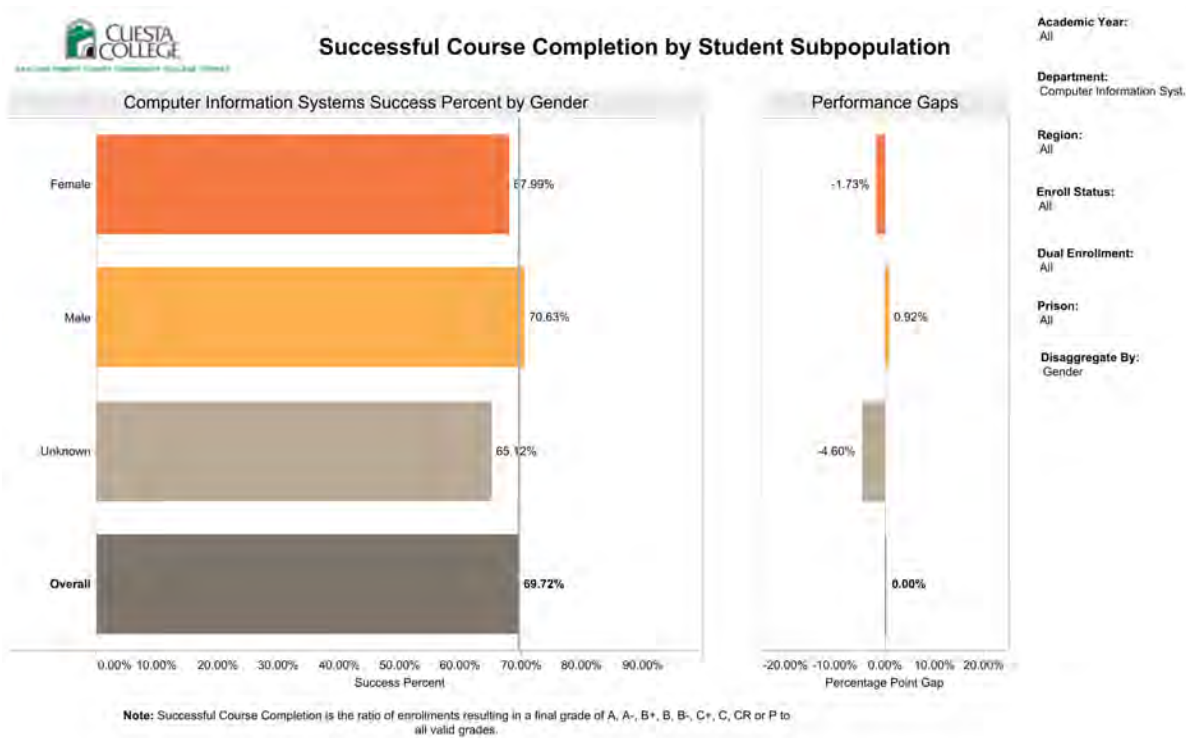
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The CIS program is one of the most challenging in the college and therefore will not have the same completion levels as most programs. The program is consistently about 6% below the college average, paralleling any gains/losses in the college average.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



The CIS program has worked to bridge all gaps, especially when it comes to gender. Gender is cited as a top issue in the Computer Science field. Female students have enjoyed near equal success, which puts them in an excellent position to transfer and achieve greater success. The program has historically been proactive in providing online and hybrid sections to increase the availability of our course to high school students, as well as being an early adopter of Dual Enrollment at several local high schools. The program instituted the CIS 201 course in the 2000s to help address these issues. The course has no prerequisites and is designed for students with no previous exposure to

computer science. This course is an advisory for our core CIS 231 course. CIS 201 has been chosen as our dual enrollment course as it offers everyone a chance at success while putting them on an articulation path to college.

### PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the \_\_\_\_ year in the 5-year calendar of the Curriculum Review Worksheet.

**WILL BE COMPLETED IN THE NEXT CPPR.**

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed

under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

### PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

#### CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

#### NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

*None.*

## **PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR**

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
  - NONE
- B. Anticipated changes in curriculum, scheduling or delivery modality
  - NONE
- C. Levels, delivery or types of services
  - NONE
- D. Facilities changes
  - NONE
- E. Staffing projections
  - Lone full-time instructor is retiring after providing ample notice. Posting is currently out for replacement.
- F. Other
  - NONE

## PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.