2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025 **PROGRAM(S): COMPUTER INFORMATION SYSTEMS (CIS)**
CLUSTER: STEM **AREA OF STUDY: STEM**
LAST YEAR CPPR 2023 Click here to enter text. NEXT SCHEDULED CPPR: 2027
CURRENT DATE: 1/29/2025

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 the **IPPR Program Review Documents 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. , and Internet Applications Developer, C.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 long-time full-time faculty member, Randy Scovil, retired at the end of the 2023-2024 academic year. To fill this vacancy, we hired a new full-time tenure-track faculty member, Tafadzwa Joseph Dube, at the end of the 2023-2024 academic year. Additionally, the department is moving to the Mathematics Division to better align with the program's minimum qualifications and area of study. The move to the Mathematics Division may also facilitate collaboration and resource sharing, potentially leading to the development of new initiatives that promote equity and access in computer science education.

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**,** CIS 217, CIS231, CIS232, CIS233, CIS 240, and CIS 241.

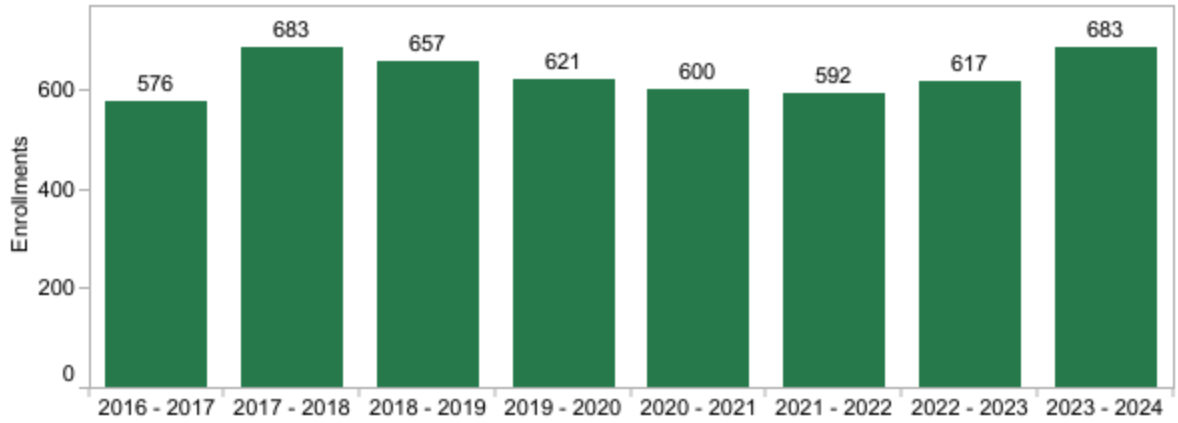
A. **General Enrollment (Insert Aggregated Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

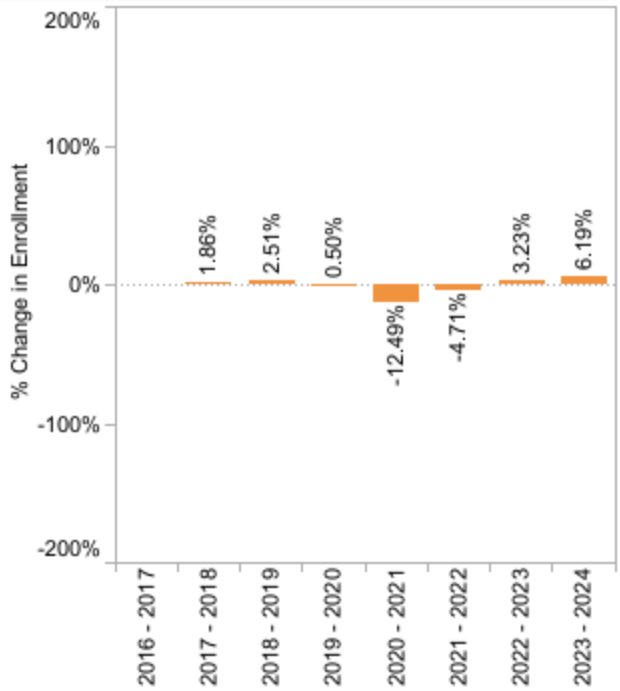
Department:	Course:	Dual Enrollment:	Prison:
Computer Information Systems	Multiple values	All	All

Region:	All	TERM	All

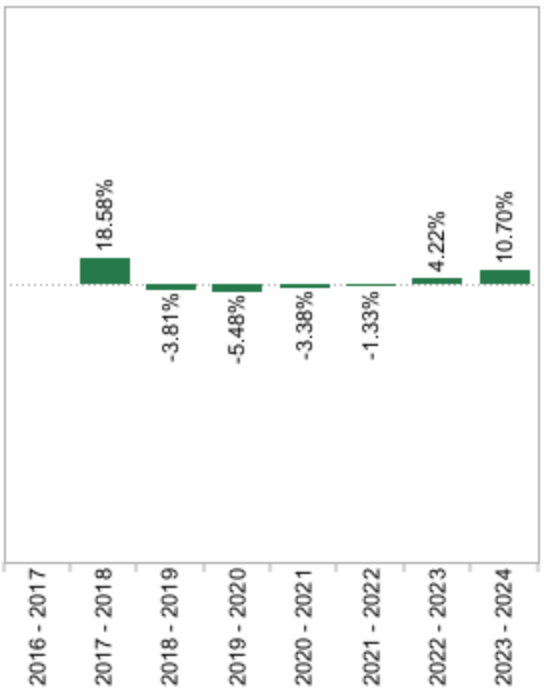
Computer Information Systems Enrollments



% 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.

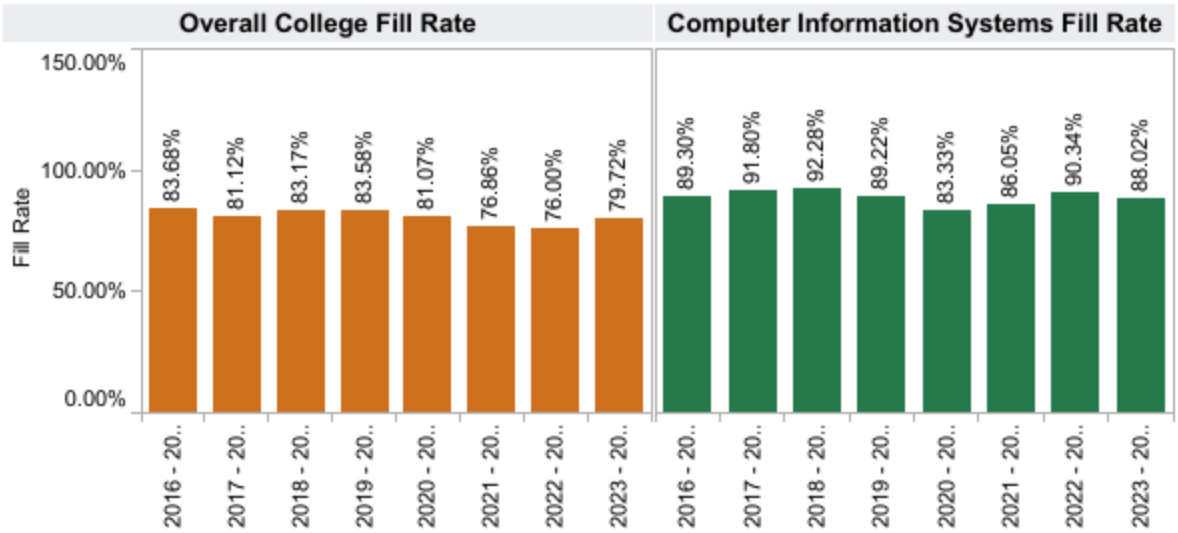
Program enrollment has experienced growth, exceeding the college's overall enrollment trend. Despite a slight dip during the COVID-19 pandemic, enrollment has rebounded and is now back at pre-COVID levels. The 2023-2024 academic year saw a 10.7% increase from the previous year, surpassing the college's overall enrollment growth. This upward trend highlights the growing interest in technology-related fields and the effectiveness of recent program adjustments.

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

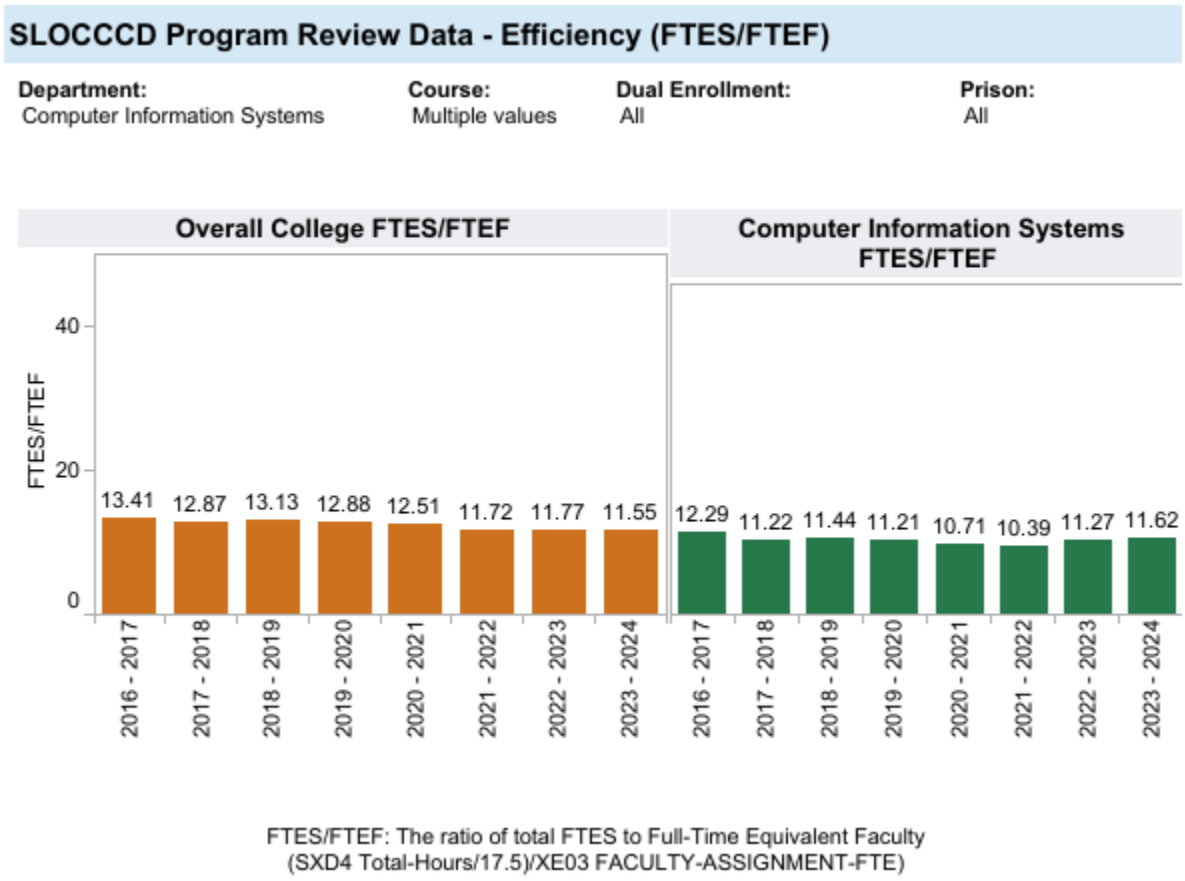


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The CIS program continues to experience high student demand, particularly in the post-COVID era. However, the fill rate slightly decreased compared to the previous year, despite an increase in the overall college fill rate. This high demand can be attributed to the program's strong job prospects. The primary limitation in meeting this demand is the availability of full-time faculty, as the department currently has 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.



CIS courses generally have smaller class sizes compared to some transferrable programs, but efficiency has remained consistent over the years. The low efficiency of CIS 201 slightly lowers the overall program efficiency, but this course is essential as it provides introductory access to computing for all students, regardless of prior experience. If CIS 201 is excluded from the data, the efficiency rate for 2023-2024 stands at 12.13 (not pictured), surpassing the college average of 11.55.

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

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

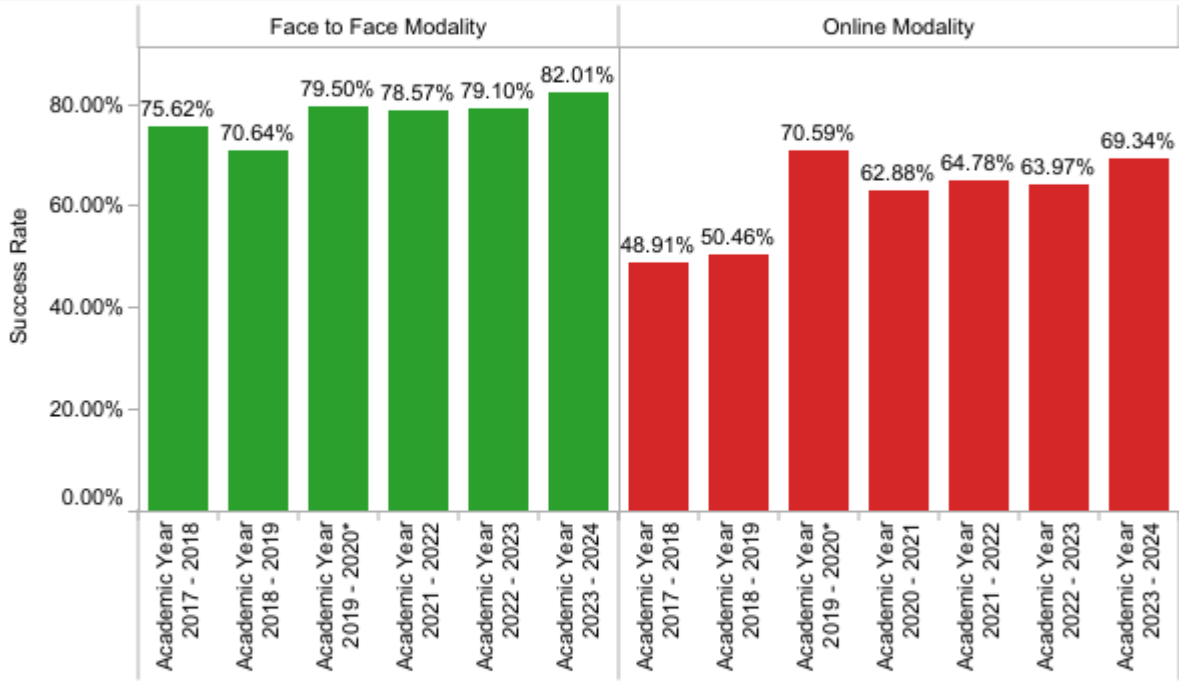
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Computer Information Systems

Course:
Multiple values

Legend:
Face to Face Modality
Online Modality

Successful Course Competion by Modality -Computer Information Systems



Successful Course Competion 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	Academic Year 2023 - 2024
Face to Face Modality	Department S..	75.81%	72.58%	81.70%		82.63%	84.46%	84.65%
	Total Depart..	740.0	723.0	509.0		167.0	194.0	256.0
Online Modality	Department S..	66.57%	59.93%	71.40%	65.03%	65.14%	66.42%	70.81%
	Total Depart..	359.0	278.0	538.0	971.0	773.0	686.0	681.0

The CIS program's challenging nature contributes to its success rates being lower compared to some other college programs. However, the program's Face-to-Face Modality success rate is comparable to the college average. While the Online Modality success rate is currently below the college average, it has shown significant improvement post-COVID, with an 8.4% increase in the 2023-2024 academic year.

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

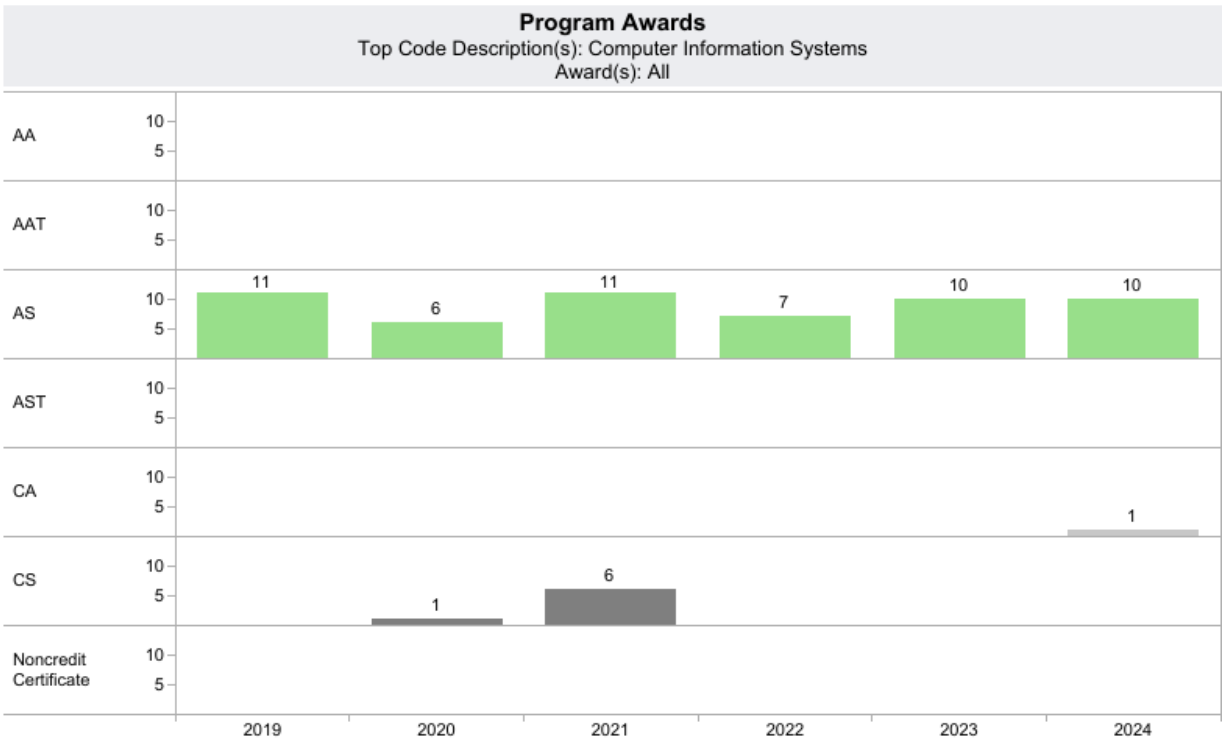
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Computer Information Systems

Award Type: All

Area of Study All



Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AS	Computer Science (AS)	11	6	11	7	10	10
	Total	11	6	11	7	10	10
CA	Cloud Computing (CA)						1
	Total						1
CS	Android Developer (CS)		1	6			

Program Awards: The number of degress and certificates awarded by program type

Note: Internet Applications Developer, CS is not currently listed as a certificate in Tableau, which is why it does not show up in this section. Additionally, CIS 223, a required course for the certificate has not been offered since the 2022/23 academic year. The CS department hopes to offer the course in the 2025/26 academic year and will work to have the Internet Application Developer certificate added to the Tableau data. Otherwise, the CIS program has maintained consistency in the number of AS degrees awarded, although

the COVID-19 pandemic temporarily impacted degree completion rates. Despite a brief decline, AS degree completion has returned to pre-pandemic levels in the 2023-2024 academic year. It's worth noting that many students transfer or find employment before completing their AS degree. Additionally, the department awarded its first cloud computing certificate.

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

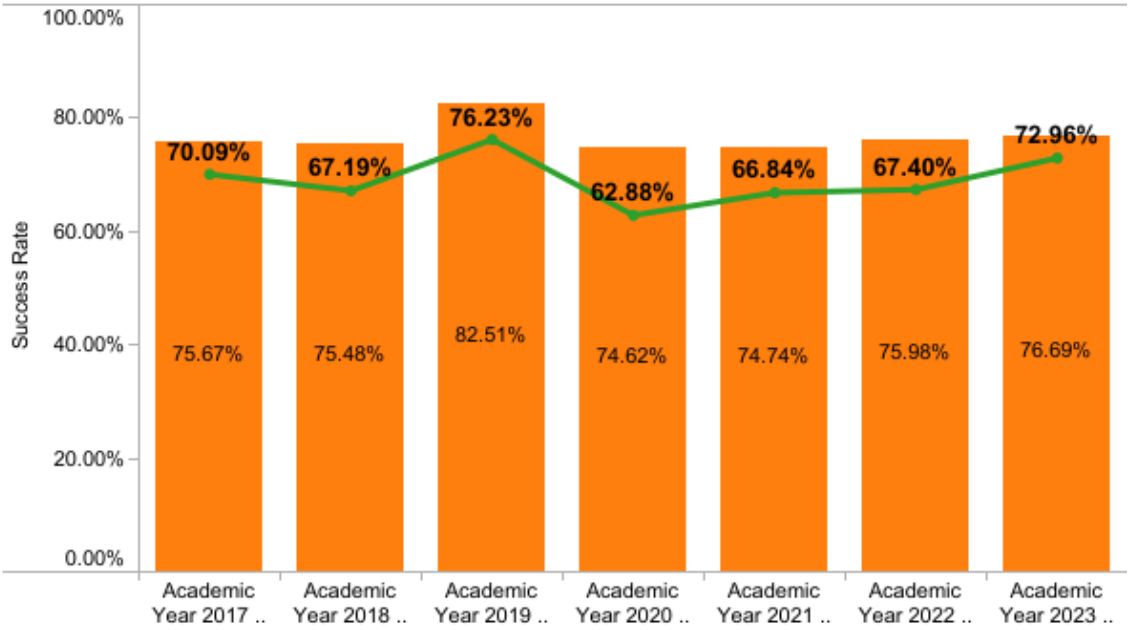
Select Department:
Computer Information Systems

TERM
All

Measure Names
Department Success Rate
Overall College Success Rate

COURSE
Multiple values

Successful Course Completion - Computer Information Systems



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	Academic Year 2023 - 2024
Department Success..	70.09%	67.19%	76.23%	62.88%	66.84%	67.40%	72.96%
Total Enrollments	662	637	596	575	565	595	670

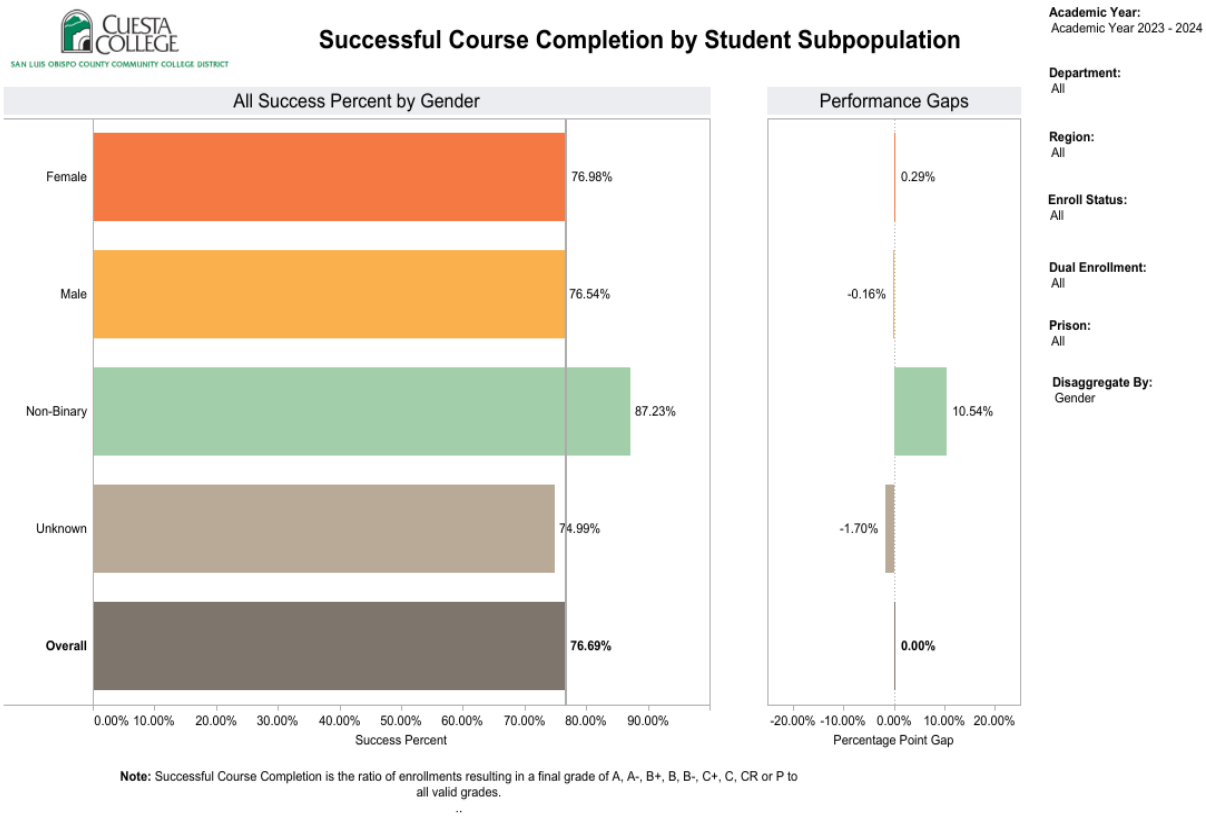
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

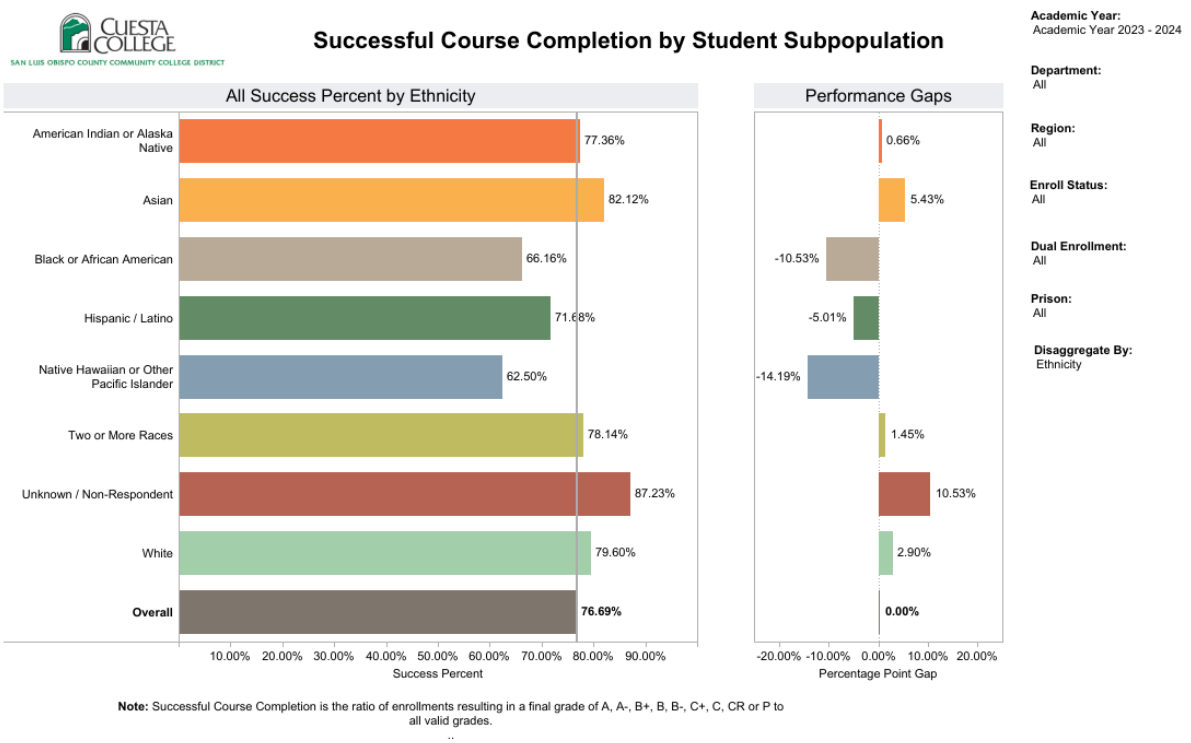
Due to its challenging curriculum, the CIS program's course completion levels are typically lower than the college average, hovering around 67% in previous years. However, the 2023-2024 academic year saw a significant improvement, with course completion levels reaching 72.96%, an 8.3% increase from the previous years.

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 made significant strides in promoting gender equity, as evidenced by the near-equal success rates for female (76.98%) and male (78.54%) students in the 2023-2024 academic year. This achievement reflects the program's commitment to addressing the historical gender gap in computer science. However, disparities persist among certain ethnic groups. While the program has achieved success rates comparable to the overall average for most ethnicities, Black/African American (66.16%), Hispanic/Latino (71.68%), and Native Hawaiian/Other Pacific Islander (63.50%) students experience significantly lower success rates. To address these persistent equity gaps, the program has implemented various strategies, including the promoting 201 course to broaden access and provide foundational computer science knowledge, as well as participation in dual enrollment programs to offer college-level courses to high school students. The program will continue to monitor the effectiveness of these strategies and explore additional interventions, such as targeted support services and culturally responsive pedagogy, to ensure equitable success for all student.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

   Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study **OR** 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 2024 academic 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)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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.*

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

F. Other

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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.