

## Annual Program Review Update Form - Spring 2010

### I. General Information

	Date: 4-Jun-10
Program/Department:	Computer Information Systems (CIS)
Authors of Report:	Cynthia Lee-Klawender, Mary Pape, Sukhjit Singh, Ira Oldham

### II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

The change that occurred since the last program review which affected our students the most was reducing course section offerings due to budget cuts, which also means offering some courses less often. Offering the more advanced classes less often is going to have a spiraling effect in time, for instance, if students must wait two years to take CIS 14B, then they are hesitant to enroll in CIS 14A. Also, the success rates of the students in the advanced courses will be lower with longer elapsed time between the beginning and advanced courses. Some of these courses have already been offered in combinations of mode (online + face-to-face) somewhat more often, but more resources will be needed to offer in this mode for all of the advanced courses.

Technology is not static; it keeps changing and evolving. However, we have not been able to offer courses in newer technologies because of the budget restrictions. Our students would be better prepared for work in industry if we could offer new courses in newer technological developments.

To address the lower retention rate (supported by our SLOACs-- see below), we were starting to expand the tutorial services for CIS students. However, since the Spring 2009, the tutors for CIS have been cut due to budget problems in the Tutorial Services area. We have been fortunate to have a community volunteer (who has been tutoring CIS students for years) organize a student volunteer tutoring program, which started in this year.

### III. SLO Information

Courses in Program	Total courses offered 2010 to Spring 2011	SLOs Written	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
	Percent	Percent	Percent	Percent	Percent	Percent
	43	33	13	16	0	0
		77%	30%	37%	0%	0%

Faculty Category	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
	Percent	Percent	Percent	Percent	Percent
Full-time Faculty in Program	8	7	7	6	5
Percent		88%	88%	75%	63%
Part-time Faculty in Program	11	3	3	4	1
Percent		27%	27%	36%	9%

*assessment reflection and enhancement phase.*

**SLOAC Discussion and Analysis:** Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

The SLOAC results of courses taught & assessed in Fall 2009 and Winter 2010 were shared with the other faculty teaching the courses during the Spring 2010 quarter. A trend surfaced: the SLO proficiency rates for designing and writing programs were higher among the beginning courses than in the more advanced courses. This is most likely the result of the material gets more difficult from the beginning to advanced levels. The consensus among our SLOACs is that more comprehensive tutoring (than what has been available) is needed. As mentioned above, we have a student volunteer tutoring program for a few core courses that we just started this year, but more is needed.

Also, the problem mentioned above (that we offer the more advanced courses less often) contributes to the problem because more time has elapsed between taking the more advanced courses and the more beginning courses. Offering the courses in combinations of mode will contribute to the success rates of the more advanced courses and has been implemented in a few courses, but requires more faculty getting the time to convert courses to online. Offering the courses more often will require the administration to allow us to offer more courses the restrictions due to budget cuts are allowing.

### Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

*If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).*

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#### IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department:

Please submit your top three (or less) choices below in ranked order:

Item Name:	Cost estimate
Offer an additional 3 to 5 course sections per year in advanced or new technological topics	\$18,000 to \$30,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

What SLO Assessment findings, if any, support and guide the resource request?	The SLO Assessments indicated that offering some of the advanced courses more often could help increase the success of achieving the SLOs in those courses (less elapsed time between the beginning and advanced levels. Also, offering the course in a combination of modes (which requires an additional section at times) should increase success rates.
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	Students will be able to complete the requirements for the CIS certificates and/or degrees quicker and with higher success. In addition, being able to offer courses in newer technologies will prepare our students better for industry and become more viable candidates for jobs.
How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	
Other information that may be important to support your request?	
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	Our current "budget allocation" restricts our course section offerings to the same as last year, which already had reduced our offerings to a minimum. We were told that in order to add more sections, we would have to remove others, but we don't have the capacity to reduce any of the current sections. Therefore, we are asking for about 3 to 5 more course sections per year to accommodate our requests.