

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [leewheatcole@deanza.edu](mailto:leewheatcole@deanza.edu) if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	<b>Computer Information Systems</b>	
Program Mission Statement:	De Anza's Computer Information Systems department has been a leading educational institution in Silicon Valley since the college was founded. Over the years it has developed a rich and diverse series of courses in many areas. Our courses meet the needs of both the transfer student and the industry professional.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Career Technical	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	22	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm</a> leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:	0	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to

		<p><a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm</a>                  leave blank if not applicable to your program</p>
Number AA and/or AS Degrees awarded:	7	<p>If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm</a>                  leave blank if not applicable to your program</p>
Academic Services and LR: # Faculty Served	N/A	<p>Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.                  0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
Academic Services and LR: # Student Served	N/A	<p>Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc.                  0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
Academic Services and LR: # Staff Served	N/A	<p>Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning, etc.                  0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
# Faculty Employees	Fallen from 8.12FTEF in 2009-10 to 7.76 FTEF in 2010-11. (-.37)	<p>For ALL programs (Total FTEF <b>that has changed this year</b>, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: <a href="http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm">http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm</a> AND program review 2010-11</p>

		<p><a href="http://www.deanza.edu/ir/program-review.html">http://www.deanza.edu/ir/program-review.html</a> )</p> <p>0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
# Student Employees		<p>For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted.</p> <p>0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
# Part-time Faculty Employees	<p>Grew from 3.24 in 2009-10 to 5.45 in 2010-11. 2</p>	<p>For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: <a href="http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm">http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm</a> AND program review 2010-11 <a href="http://www.deanza.edu/ir/program-review.html">http://www.deanza.edu/ir/program-review.html</a> ) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
# Staff Employees		<p>For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs.</p> <p>0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
II.A-Growth and Decline of targeted student populations	<p>The targeted student population has grown very slightly: from 9% in 2009-10 to to 11% in 2010-11. The success rate was 57%.</p>	<p>Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites:</p>

		(Program reviews 2008 - 2010 available at: <a href="http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm">http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm</a> AND program review 2010-11 <a href="http://www.deanza.edu/ir/program-review.html">http://www.deanza.edu/ir/program-review.html</a> )
Trends in equity gap:	In 2008-09 the success rate for targeted populations was 52%. This rose to 62% in 2009-10 and then fell slightly in 2010-11 to 57%. But the gap has narrowed to 10% in 2010-11 from a high in 2008-09 of 15%.  The tutoring program, which offers both in class tutors and tutors 1-on-1 outside of class time is to be credited with narrowing the gap.	Refer to <a href="http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf">http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf</a> , p.16. Briefly address why this has occurred.
Closing the student equity gap:	The CIS Department's tutoring program implemented in 2009-10 is thriving. There is a systematic process in place to train tutors. Tutors advance from being Tutors-in-Training to Junior tutors to Senior tutors and finally Mentors for new tutors. The program is run on a volunteer basis with the only compensation for student tutors being a letter of recommendation and a parking sticker.  There are review materials available to students online.  The lab accommodates students' needs for access to computers and the Internet. The lab is designed to promote peer-to-peer support.  To close this gap further, class size in the core class needs to be kept closer to the maximum of 40 and the tutoring program needs continual support.	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.
Overall growth/decline in # students:	There has been a 4.6% decline in overall student population from 2009-10 to 2010-11 compared to campus-wide decrease of 6.5%. The success rate fell by two percentage	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.

	<p>points from 2009-10 but it is still higher than 2008-09 by 8 percentage points. The retention rate continues to rise.</p> <p>Critical to raising the success rate is to continuing to support the tutoring program, continuing to support a lab conducive to peer-to-peer learning, holding the class size of core classes down close to the maximum, and encouraging dialogue among faculty as has been initiated by the SLO process. In addition, disseminating more information to students prior to registration concerning the amount of effort and time outside of scheduled class time computer programming classes require would assist students in planning their schedules.</p>	
<p>Changes imposed by internal/external regulations</p>	<p>During 2011-12 courses were developed for TMC computer science transfer degree under SB1440. Since this required the language of our core courses to be changed to an object oriented language, updating other affected courses and degrees is an ongoing process.</p> <p>With the discontinuance of CAOS department/program, much time and energy has been spent in the planning of new CIS curriculum to replace some CAOS courses. These new courses are necessary to ensure that students can meet their academic goals.</p> <p>In an effort to ensure that courses will be taught by qualified instructors, some courses previously designated as CIS (Computer Information Systems) have been changed to CS (Computer Science).</p> <p>In order to sustain our enrollment during the time that the ATC building will be remodeled, we have added a hybrid option to most of our courses.</p>	<p>Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)</p>

<p>Progress in “Main Areas of Improvement”</p>	<p>We have developed a successful tutoring program. We are offering more classes online and hybrid.</p> <p>Over the last three years the gap between CIS success rate and the campus-wide success rate has narrowed. Over the last three years the gap between the CIS retention rate and the campus-wide retention rate has also narrowed.</p> <p>An unexpected hurdle for Spring 2012 has centered on the finger printing and background check for our student volunteer tutors. They were not cleared in time to tutor for the first three weeks which is when their assistance is most beneficial to the students.</p>	<p>Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.</p>
<p>CTE Programs: Impact of External Trends:</p>	<p>Among the top 10 most desirable jobs for 2012 are software database administrator and computer systems analyst. The California EDD predicts for the period 2008-2018 the number of openings for network and computer systems administrators to increase by nearly 16%, database administrators to increase by nearly 12%, and computer support specialists to increase by over 6%.</p> <p>The courses necessary to complete the certificates and degrees in these areas tend to be lower enrolled than our transfer curriculum. In this time of budgetary constraints, we are not able to offer individual courses as often as students would prefer and students, therefore, must forestall their completion of the certificate or degree.</p>	<p>Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: <a href="http://www.deanza.edu/gov/IPBT/resources.html">www.deanza.edu/gov/IPBT/resources.html</a> Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.</p>
<p>CTE Programs: Advisory Board Input:</p>	<p>We have acted on the suggestions of our advisory board in the area of Linux / Unix course offerings. Effective Fall 2011, CIS 18A was updated to include newer expressions such as grep, sftp and ssh. 18B outline has changed significantly to add more material to address the suggestions of the advisory board, currently submitted to Curriculum,</p>	<p>Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current</p>

	<p>change effective Fall 2012. These changes include Linux distro with GUI, basic system administration. An updated course outline for CIS 18C has also been submitted to curriculum. This updated course outline contains suggested changes in regards to C Shell.</p> <p>It should also be noted that the members of the advisory board were pleased that our students first had a background in C programming.</p>	<p>implementation of effective solutions.</p>
IV. A Budget Trends	<p>1) For our transfer students, our core classes are overcrowded and students must often wait between taking sequential courses.</p> <p>2) We are restricted in the number of cutting edge courses we can offer for those wishing to improve the technical skills in their quest for employment or expanding their career options.</p>	<p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.</p>
Enrollment Trends	<p>While our enrollment has decreased less than the campus-wide percentage, CIS enrollment would have been larger had we been able to offer more sections. Also, the department has not been able to offer courses in such areas as database administration and webpage design as often as students' requests suggest because of the limit to the total number of sections offered.</p> <p>Also, in order to allow more students to pursue their academic goals on schedule, instructors have accepted more than the stated maximum. This can be a detriment to the success of some students who are enrolled in their first programming courses.</p>	<p>Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students.</p> <p>If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
V. A -Faculty Position Needed	<p>None since we will be welcoming faculty both from Foothill College and from the CAOS program here at De Anza College.</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p>
Staff Position Needed	<p>None</p>	<p>A drop down menu will allow you to choose: Replace</p>

		due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	N/A	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.
Equipment Request	Over \$1,000	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. <b>But, if you have items that cannot be covered through Measure C, please input your requests here.</b>
Equipment Title and Description, Quantity	VisionPro or similar software whereby instructor can share his/her screen with students, instructor can see individual student screens, and instructor can share an individual student's screen with the entire class is needed. In addition this software will enable the instructor to limit the Internet sites that the student has access to. This software would be just one more application that ETS would add to the computer image, much as it does Visual Studio, etc. The image with this software would need to be installed on each computer in each of the student computer classrooms.  Two overhead projectors and screens in each classroom.	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)
Equipment Justification	The suggested software will make the classroom time more productive and engaging. In addition it will permit the use of computers for exam taking since access to the Internet	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment?

	<p>can be limited. This is very beneficial for the student when given code to write. It is more of a “real world” code writing experience.</p> <p>The use of two projectors allows one to be used for lecture notes while the other can be used to demonstrate the actual code.</p>	<p>How does the request promote the college mission or strategic goals? Etc.</p>
<p>Facility Request</p>	<p>Minimum of four classrooms with computer and Internet access for each student. Classrooms should have a minimum of 40 computers.</p>	<p>Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility</p>
<p>Facility Justification</p>	<p>Students need to listen &amp; watch lectures, follow along with the instructor on code writing techniques, and “try out” newly learned constructs. They need to be offered immediate feedback on their learning and immediate assistance when a topic is not grasped. A student-centered learning approach is achieved.</p> <p>Code writing is an activity learned by doing. In the classroom setting, students are provided opportunities to work collaboratively, a technique that has been proven to develop more competent programmers.</p>	<p>Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.</p>
<p>B Budget Augmentation</p>	<p>Please refer to Dean’s summary.</p>	<p>How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p> <p>If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.</p>

<p>Staff Development Needs</p>	<ul style="list-style-type: none"> <li>• Catalyst training.</li> <li>• TracDat Training</li> <li>• Training in how to better assist students with disabilities. In a non-scientific survey of instructors in the CIS department, it appears that the percentage of students with both physical and learning challenges has risen within the CIS classes.</li> </ul>	<p>What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p>
<p>SLOAC and PLOAC summary</p>	<p>Assessment statistics indicate that those students who stay with the course are, indeed, achieving the student learning outcomes.</p> <p>Thus, the task is to support those who are dropping or withdrawing from the course with more learning opportunities such as mentoring, study groups, seminars to better inform the students about the time-commitment necessary for mastering programming skills.</p>	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>
<p>Future plans</p>	<p>Smaller class sizes for core courses, classrooms with computers for each student, software to increase instructor productivity during class time, and expanded support of the tutoring program will be evidenced through a higher success rate.</p> <p>To grow our program we will continue to update our curriculum and offer cutting-edge courses as budget constraints and staffing permit.</p>	<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>
<p>Submitted by:</p>	<p>Mary Pape, <a href="mailto:PapeMary@DeAnza.edu">PapeMary@DeAnza.edu</a>; Ext 8877</p>	<p>APRU writer's name, email address, phone ext.</p>