Program Review Summary Template
3.7 Academic Program Review

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

The mission of the Computer Information Systems AA Program (060) at Carl Albert State College is to provide a foundation for transfer students who are interested in becoming computer science professionals. Support of the program mission takes place through the introduction of programming concepts, practical application of networking fundamentals, and an understanding of graphics and security practices.

Carl Albert State College's Mission:

"To provide affordable, accessible and exceptional education that fosters student success."

Affordability:

CASC offers students a world-class education at an affordable price. We offer the most affordable tuition and fees in the region and in the state of Oklahoma. The Computer Information Systems AA Program (060) comes under institutions current tuition and fee structure.

Accessibility:

Evidence of accessibility include the many modalities offered for each course. In addition to real time in-person classroom delivery, we are a leader in the usage of traditional synchronous and asynchronous online delivery methods. Our online college grows yearly as do course offerings in this format. Additionally many of the real time in-person classes are accessible by "Zoom" technology.

Exceptional Education:

Exceptional experiences and educational opportunities are certainly goals delivered by our faculty daily. CASC has been voted the Best Community College in Oklahoma and currently stands as No. 11 in the Nation for graduation rates among community colleges. We care about our students and faculty provide an exceptional education experience as evidenced by students surveys, departmental questionnaires, and faculty evaluations.

Computer Information Systems Faculty are committed to providing opportunities for success to each of our student customers and consider it a privilege to work with each one.

3.7.5 Process (Internal/External Review):
Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Academic Program Outcome Assessment Results 2019-2020 Academic Year

Program	Measure	Program Outcomes	SLOs Measured	Students Assessed	Students Meeting Threshold	% Success
Computer Information Sys AA	Course-Embedded	1	5	61	57	%
		2				93%
		3				%
		Total	5	61	57	93%

Academic Program Outcome Assessment Results 2018-2019 Academic Year

Program	Measure	Program Outcomes	SLOs Measured	Students Assessed	Students Meeting Threshold	% Success
Computer Information Sys AA	Course-Embedded	1	5	44	44	100%
		2	1	9	9	67%
		3	3	29	23	79%
		Total	9	82	76	82%

2017-2018 Course-Embedded Assessment of Program Outcomes Sampling Method Associating Program Outcomes with Required Program Courses & SLOs			
Program Outcomes & Courses/SLOs	Met	Not Met	Total Measured
Computer Information Systems	**14 (100%)**	**0**	**14**
Program Outcome One			
CS 1313, CS 2243, CS 2013	5 (100%)	0	5
Program Outcome Two			
CS 1333 & CS 1433	2 (100%)	0	2
Program Outcome Three			
CS 1313, CS 2243, CS 1433, CS 1443, CS 1513	7 (100%)	0	7

A. Centrality of the Program to the Institution's Mission: *(Institution's response/rationale should follow each criteria of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)*

The description of the program's connection to the institutional mission and goals is detailed above.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

CIS AA Goals:

Provide an introduction of Programming methods.
Provide practical application of networking fundamentals.
Provide an understanding of graphics and security procedures.

CIS AA Program Outcomes

Upon completion of the program, the student will build a program in an industry standard programming language.
Upon completion of the program, the student will demonstrate the design of fundamental networks.
Upon completion of the program, the student will identify security practices that apply to computing and demonstrate graphic processing.

B.2. Quality Indicators (including Higher Learning Commission issues):

Program goals for the CIS program are clearly stated and tied to student learning outcomes.

The Computer Information Systems program supports an environment of effective teaching and values. The division's operating practice require a high level of customer service to our students in and out of the classroom Faculty believe strongly in this philosophy of support to students and colleagues and this creates an environment of high values which add to an effective teaching environment.

Results of SmartEvals course evaluations each semester are available to instructors and as part of the semester check out process. The instructor is required to specifically interact with indicators of that system in a report each semester to the VPAA. The instructor is required to report grade distributions along with reporting early alerts sent to students. This is also part of the semester report to the Vice President of Academic Affairs.

Outcomes are assessed using the Nuventive Improve framework. Also a comprehensive substructure has been developed over the last five years to include alignment of student learning outcomes with state requirements, program mission development, program outcomes development, and student learning outcomes and evaluation criteria for all courses.

There have been no higher learning commission issues that have been identified or specifically addressed to this program. Any higher learning commission issues have mainly been across the board in the area of assessment and work has been completed to address those issues.

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2016	2895	12
2017	2726	19
2018	2613	12
2019	2400	7
2020	2396	6

B.4. Other Quantitative Measures:

b.4.a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

PROGRAMMING OPTION:

CS 1313 Programming I 3.00 Credits

2015-16	26
2016-17	27
2017-18	23
2018-19	17
2019-20	23

CS 1333 Programming II 3.00 Credits

2015-16	18
2016-17	20
2017-18	14
2018-19	13
2019-20	16

CS 2243 Internet Programming 3.00 Credits

2015-16	26
2016-17	22
2017-18	16
2018-19	13
2019-20	16

CS **2203 Networking I** 3.00 Credits

2015-16	20
2016-17	24
2017-18	17
2018-19	18
2019-20	24

CS **2213 Networking II** 3.00 Credits

2015-16	12
2016-17	18
2017-18	10
2018-19	13
2019-20	14

CS **2013 Database Management** 3.00 Credits

2015-16	18
2016-17	15
2017-18	13
2018-19	18
2019-20	11

CS **1433 Photoshop** 3.00 Credits

2015-16	17
2016-17	15
2017-18	9
2018-19	6
2019-20	12

b.4.b. Student credit hours by level generated in all major courses that make up the degree program for five years:

PROGRAMMING OPTION:

CS 1313 Programming I 3.0 Credit Hours

2015-16	78
2016-17	81
2017-18	69
2018-19	51
2019-20	69

CS 1333 Programming II 3.0 Credit Hours

2015-16	54
2016-17	60
2017-18	42
2018-19	39
2019-20	48

CS 2243 Internet Programming 3.0 Credit Hours

2015-16	78
2016-17	66
2017-18	48
2018-19	39
2019-20	48

CS 2203 Networking I 3.0 Credit Hours

2015-16	60
2016-17	72
2017-18	51
2018-19	54
2019-20	72

CS 2213 Networking II 3.0 Credit Hours

2014-16	36
2015-17	54
2016-18	30
2017-19	39
2018-20	42

CS 2013 Database Management 3.0 Credit Hours

2015-16	54
2016-17	45
2017-18	42
2018-19	54
2019-20	33

CS 1433 Photoshop 3.0 Credit Hours

2015-16 51
2016-17 45
2017-18 27
2018-19 18
2019-20 36

b.4.c. Direct instructional costs for the program for the review period:

Account #		
1-10108-1511-510000	Teaching Salaries	294,090.80
1-10108-1511-513000	Fringe	113,678.67
Total Salaries/Fringe for 14/15 Year		**407,769.47**
Account #		
1-10108-1611-510000	Teaching Salaries	284,530.80
1-10108-1611-513000	Fringe	107,582.47
Total Salaries/Fringe for 15/16 Year		**392,113.27**
Account #		
1-10108-1711-510000	Teaching Salaries	269,722.15
1-10108-1711-513000	Fringe	93,701.47
Total Salaries/Fringe for 16/17 Year		**363,423.62**
Account #		
1-10108-1811-510000	Teaching Salaries	306,337.32
1-10108-1811-513000	Fringe	115,178.66
Total Salaries/Fringe for 17/18 Year		**421,515.98**
Account #		
1-10108-1711-510000	Teaching Salaries	345,525.02
1-10108-1711-513000	Fringe	135,064.56
Total Salaries/Fringe for 18/19 Year		**480,589.58**
Account #		
1-10108-1811-510000	Teaching Salaries	321,738.52
1-10108-1811-513000	Fringe	125,391.54
Total Salaries/Fringe for 19/20 Year		**447,130.06**

b.4.d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

Microcomputer Applications is a required general education elective for all degrees and certificates and taught by Computer Science faculty. Hours generated are listed below:

CS 1103 Microcomputer Applications 3.00 Credits

2015-16	666	Credit Hours 1998
2016-17	641	Credit Hours 1923
2017-18	632	Credit Hours 1896
2018-19	634	Credit Hours 1902
2019-20	479	Credit Hours 1437

b.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
William Gann	Masters	East Central University
Tommy Smith	Masters	East Central University
Savanah Knight	Masters	East Central University
Hali Repass	MBA	Texas A&M
Jack Armstrong	MBA	OKC University

Add more rows if needed

b.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Not Available

b.4.g. If available, information about the success of students from this program who have transferred to another institution:

Not Available

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs are carefully compared to determine the extent of duplication and if that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the other stakeholders served by the program.

Address Duplication:

The Computer Information Systems Associate of Arts uses some of the same courses that are required in our Associate of Applied Science in Computer Technology. The Computer Information Systems AA degree allows us to offer students a four-year transfer version of both of the above mentioned programs.

Address Demand:

Demand for this program is medium. However, this program uses components from one other programs and the decision to end or continue the Computer Information Systems degree is essentially one of need. This option is attractive to some students and with the rebuilding of our post covid economy and I believe the demand to get back to work will increase numbers.

b.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Demand for this program considering number of graduates is declining. The lower numbers indicate number of graduates and not classes that continue to make up each semester Number of graduates may be low but numbers of majors and classroom participants continue to show good health.

The case is made for keeping this program from the standpoint of offering students all possible options (AA and AAS) and the fact that the classes continue to meet the required minimum. The interface between the two programs (most offerings in both programs crossover) makes two programs for one budget an efficient use of funding and resources.

Student inquiry and ultimate enrollment is based on many factors. We see a cross section of students enrolling in Computer Information Systems to either improve current skills or gain a pathway to a four year institution. We get many inquiries from prospective students but exact data is not gathered.

b.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

The Computer Information Systems program is an Associate of Arts Program and designed for those wanting to upgrade skills/opportunities in a computer related field or transfer to a four-year program. Data concerning employer demand, demands for specific skills, and job placement data is not collected at our level. However, according to the Bureau of Labor Statistics, computer related professions see rates higher than the national average.

b.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Carl Albert State College Computer Information Systems AA Program does not generate any revenue from intellectual property, grants, contracts, or consulting.

b.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Computer Information Systems faculty currently run a community makers group where students and members of the community can work on technology related projects. This has morphed (due to social distancing) in to electronics training online for all that want to participate. There is no charge to the public and all are welcome.

Additionally the faculty interact with low income students from area high schools through the Upward Bound program and provide STEM based activities to enrich their lives. We also work with high school students from many of the area schools and participate in summer STEM projects.

b.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Computer Information Systems Program supports the institution in efforts to provide alternate delivery of course content through the following methods:

In person courses at various times.
Online delivery of courses asynchronously.
Online delivery of courses with a synchronous component.
FLEX delivery.
Hybrid delivery.
Zoom delivery.
In special cases delivery by arrangement.
First Eight Week/Second Eight Week

Public Seminars in specialty areas.

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

We rely on state resources, tuition, and fees for funding. Budget shortfalls yearly are the rule instead of the exception. Carl Albert State College is a model of innovation when it comes to doing much with little. The faculty and staff that support our programs make this one of the finest two-year colleges in the state and certainly one of the most efficient.

Campus Resources include the following:

Online Tutoring
Full Library Facilities
Student Support Services
Enrollment and Retention Center
Learning Resource Center Tutoring
Testing Center
Semester by semester in-service training
Zoom Tutoring
Blackboard Training

Most classrooms have access to the following technologies:

Smart Board/Projection System
Document Camera
Dedicated Classroom Computer
Laptop Carts
Zoom Interface
Blackboard Partnership with NSU

The CASC Development Foundation:

Funding for student scholarships.
Funding for faculty scholarships.
Professorship programs.
Funding for Scholars Program and Dormitories.

A good teacher can teach a class with all the required equipment and resources. The great teachers are the ones that teach daily using minimal resources. We have adequate funding for the required equipment for our classrooms and the flexibility to schedule equipment usage to maximize its use. One indicator of effective use of resources is

how we have been able to maintain our faculty and staff, provide the highest quality educational experience, and not reduce the workforce.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Keep at current level. The benefits of being able to offer the option of the Computer Information Systems Associate of Arts Program to students needing that pathway far outweigh any graduation number issues. The measure of a program is not in graduation numbers exclusively.	None Needed	NA

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:	Computer Information Systems	CASC	Click here to enter text.
Expand program (# of students)			
Maintain program at current level	X	X	X
Reduce program in size or scope	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reorganize program	Choose an item.	Choose an item.	Choose an item.
Suspend program	Choose an item.	Choose an item.	Choose an item.
Delete program	Choose an item.	Choose an item.	Choose an item.

Department/
Program Head _____ Date 4/12/2022
(Signature)

Dean _____ Date 4-12-22
(Signature)