

IMPERIAL COMMUNITY COLLEGE DISTRICT
REVIEW OF CAREER TECHNICAL EDUCATION TRAINING PROGRAMS
2016

COMPUTER INFORMATION SYSTEMS

I. Program Description

The Computer Information Systems program provides the lower division coursework for advanced degrees and should be followed if a student's goal is to transfer to a four-year institution for continued study in computer information systems. Since requirements vary at each four-year school, transfer students should consult with a counselor to develop a program for the specific school they wish to attend.

A. Degree

Associate in Science, Computer Information Systems

B. Certificate

None

II. Career Opportunities

Systems Programmer
Software Designer
Computer Systems Analysts
Computer Software Developers, Applications

III. Industry Certification/Accreditation

None

IV. Industry Recognized Credentials (IRC)

Microsoft Specialist
CompTIA A+
GCPM: GIAC Certified Project Manager

V. Labor Market Demand

The Computer Information Systems program at Imperial Valley College meets a documented labor market demand. Employment trends for this field are derived from a variety of sources. These are listed below:

A. Employment Trends

Occupation	TOP Code	SOC Code	2012	Average Job Openings per Year
Computer Systems Analysts	0702.00	151121	230	8
Computer and Information Systems Managers	0702.00	113021	40	1
			Total	9*

*State Employment Development
Occupational Employment Projections 20012-2022
Imperial County
<http://www.labormarketinfo.edd.ca.gov/CommColleges/>

B. Employment Trends Assessment

VI. Other Regional Programs

There are no other similar training programs in Imperial Valley.

VII. Employment and Completion

(Based on State Core Measures Report, 2012-2013, 2013-2014 & 2014-2015)

Core 2: Completions. Measures completions for Career Technical Education student concentrators. Receipt of a certificate or degree or enrollment in a California four-year public university with or without a degree is considered a completion.

Fiscal Year Planning	Program	Total Completions	IVC Completion Rate	State Avg. Completion Rate
2014-2015	Computer Information Systems	18/18	100%	81.14%
2013-2014	Computer Information Systems	12/13	92.31%	86.16%
2012-2013	Computer Information Systems	10/12	83.33%	88.73%

PERKINS IV Program Performance Trend Report
Core Indicator Two – Total Completions – Certifications, Degrees and Transfer
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Core 3: Persistence and Transfer. The percent of Career Technical Education student concentrators (students who have successfully completed a minimum of 12 units of related Career Technical Education coursework) who persist in education at the community college level or transfer to a two or four-year institution.

Fiscal Year Planning	Program	Persistence	IVC Persistence Rate	State Avg. Persistence Rate
2014-2015	Computer Information Systems	9/17	52.94%	85.91%
2013-2014	Computer Information Systems	10/13	76.92%	86.76%
2012-2013	Computer Information Systems	10/15	66.67%	85.19%

PERKINS IV Program Performance Trend Report
Core Indicator Three – Persistence and Transfer

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Core 4: Student Placement. The percent of Career Technical Education students who have earnings the following year (as found in the unemployment insurance base wage file) or are in an apprenticeship program, or the military.

Fiscal Year Planning	Program	Placements	IVC Placement Rate	State Avg. Placement Rate
2014-2015	Computer Information Systems	17/18	94.44%	46.17%
2013-2014	Computer Information Systems	11/11	100%	69.98%
2012-2013	Computer Information Systems	12/12	100%	61.52%

PERKINS IV Program Performance Trend Report
Core Indicator Four – Employment

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Pursuant to the FCMAT report, CTE programs are also being evaluated for student demand, certificate and program completion, local labor demand, and a facility utilization for CTE programs in the new CTE building.

VIII. Enrollment Trends

Course	Year	Sections	Avg. Class	Fill Rate
BUS126	2014-2015	6	31	87.14%
BUS126	2013-2014	6	32	91.43%
BUS126	2012-2013	6	30	88.73%

Course	Year	Sections	Avg. Class	Fill Rate
BUS210	2014-2015	6	30	98.33
BUS210	2013-2014	6	31	104.44%
BUS210	2012-2013	5	33.8	1.02

Course	Year	Sections	Avg. Class	Fill Rate
BUS220	2014-2015	4	27	75.7%
BUS220	2013-2014	3	30	86.67%
BUS220	2012-2013	3	28	80%

Course	Year	Sections	Avg. Class	Fill Rate
CIS050	2014-2015	2	42	105%
CIS050	2013-2014	2	32	80.00%
CIS050	2012-2013	0	0	0.00%

Course	Year	Sections	Avg. Class	Fill Rate
CIS100	2014-2015	0	0	0%
CIS100	2013-2014	1	14	40.00%
CIS100	2012-2013	0	0	0.00%

Course	Year	Sections	Avg. Class	Fill Rate
CIS101	2014-2015	19	31	87.94%
CIS101	2013-2014	20	28	80.43%
CIS101	2012-2013	2	23.5	84.53%

Course	Year	Sections	Avg. Class	Fill Rate
CIS102	2014-2015	0	0	0.00%
CIS102	2013-2014	1	14	28.00%
CIS102	2012-2013	0	0	0.00%

Course	Year	Sections	Avg. Class	Fill Rate
CIS108	2014-2015	2	25	76.92%
CIS108	2013-2014	2	19	56.92%
CIS108	2012-2013	0	0	0.00%

Course	Year	Sections	Avg. Class	Fill Rate
CIS120	2014-2015	4	18	55.04%
CIS120	2013-2014	3	24	77.66%
CIS120	2012-2013	0	0	0.00%

Course	Year	Sections	Avg. Class	Fill Rate
CIS121	2014-2015	2	16	54.24%
CIS121	2013-2014	3	18	56.38%
CIS121	2012-2013	0	0	0.00%

Course	Year	Sections	Avg. Class	Fill Rate
CIS124	2014-2015	9	30	91.81%
CIS124	2013-2014	6	31	99.47%
CIS124	2012-2013	5	26	104.84%

Course	Year	Sections	Avg. Class	Fill Rate
CIS125	2014-2015	6	24	75.53%
CIS125	2013-2014	6	21	66.49%
CIS125	2012-2013	4	18.25	73%

Course	Year	Sections	Avg. Class	Fill Rate
CIS137	2014-2015	1	32	91.43%
CIS137	2013-2014	1	28	80%
CIS137	2012-2013	1	30	103.45%

Course	Year	Sections	Avg. Class	Fill Rate
CIS149	2014-2015	5	26	73.71%
CIS149	2013-2014	6	31	87.62%
CIS149	2012-2013	5	25.8	88.97%

Course	Year	Sections	Avg. Class	Fill Rate
CIS155	2014-2015	1	31	88.57%
CIS155	2013-2014	1	34	97.14%
CIS155	2012-2013	2	23.5	81.03%

Course	Year	Sections	Avg. Class	Fill Rate
CIS160	2014-2015	1	23	95.83%
CIS160	2013-2014	1	25	104.17%
CIS160	2012-2013	1	16	66.67%

Course	Year	Sections	Avg. Class	Fill Rate
CIS202	2014-2015	1	28	93.33%
CIS202	2013-2014	1	25	83.33%
CIS202	2012-2013	1	26	92.86%

Course	Year	Sections	Avg. Class	Fill Rate
CIS210	2014-2015	2	18	72.92%
CIS210	2013-2014	2	21	85.42%
CIS210	2012-2013	2	20	71.43%

Course	Year	Sections	Avg. Class	Fill Rate
CIS212	2014-2015	1	18	75.00%
CIS212	2013-2014	1	18	75%
CIS212	2012-2013	1	19	79.17%

Course	Year	Sections	Avg. Class	Fill Rate
CIS214	2014-2015	0	0	0.00%
CIS214	2013-2014	1	9	37.50%
CIS214	2012-2013	1	13	54.17%

IX. Completions

	2014-2015		2013-2014		2012-2013	
	Degrees	Certificates	Degrees	Certificates	Degrees	Certificates
Computer Information Systems	17	0	9	0	9	N/A

X. FTES/FTEF Analysis

Year	FTES	FTEF	FTES/FTEF
2014-2015	26.85	2.8	9.59
2013-2014	22.38	2.73	8.2
2012-2013	209.83	15.67	13.39

XI. Facility Utilization Plan

Adequate facilities, software and equipment exist at the present time to provide instructional methods.

XII. SWOT Analysis

<p>Strengths Instructional material allows students to incorporate computer information skills and critical thinking skills into various career paths. The combination of business and basic programming skills give students a wide variety of options upon graduation.</p>	<p>Weaknesses Lower fill rates than we would like. Additionally, completion and success rates in the higher level programming classes remain lower than we would like. The total number of students taking the core CIS 101 has been slipping for two years, but is unclear if this is a true trend or a large blip.</p>
<p>Opportunities Application of information literacy, whether it is through applications, programming, and/or networking develops critical thinking skills to assist students compete in the workforce. Job creation in the IT field remains strong. The state is developing a new CIS C-ID model that may be a better fit for many of our students.</p>	<p>Threats The current program is a hybrid between programming and Business Administration. Since many students wish to do one or the other we are likely losing students to Business Administration and Computer Science majors. The new CIS C-ID model may help alleviate this problem.</p>

XIII. Program Evaluation

The CIS program meets Perkins performance in completions, persistence, and placements. Fill rates in most core classes are within an acceptable range; However, there courses that would appear to be scheduled more efficiently to increase fill rates and productivity. The program has a consistent record of degree completers. No certificates have been awarded in three years. Productivity is close to the desirable 15 ratio. The CIS faculty is also having some discussions to redesign the CIS curriculum to be aligned with the Model Curriculum (MC) developed by the Intersegmental Curriculum Faculty workgroup that matches CSU majors.

XIV. Recommendations

It is recommended that the CIS program continue at Imperial Valley College. The value of the degree option should be evaluated by the CIS faculty since it appears that students are not soliciting certificates.