YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name _Computer Science____ **Academic Year 2024-2025**

1. Has your program mission or primary function changed in the last year?

No changes.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

- **Review of zero-cost textbooks to support student success (mirroring Cal Poly).**
- **Review of a language change for CS111 and CS112 to Python to support student success (mirroring Cal Poly).**
- **Creation of all new lecture videos for CS112 online.**
- **Updating of all tests for CS111 and CS112.**

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

   The program map is in place. The computer science discipline offers three degrees.

   - **AA degree**
   - **AS-T degree (CSU)**
   - **AS-T degree (UC)**

   The sequences can be found here: https://www.hancockcollege.edu/pathways/sciences-technologies/computer-science.php

   There is also a math program map that has an emphasis on computer science. The sequence can be found here: https://www.hancockcollege.edu/pathways/sciences-technologies/math.php

   There were no issues maintaining this schedule. The core CS courses (CS111, CS112, CS131, and CS161) are offered every spring and fall.

   The introductory course, CS102, is offered every semester. This course is an overview of computer science, which includes a gentle introduction to programming. It serves the purpose of getting curious students excited about the major.

4. Were there any staffing changes?

No staffing changes.

5. What were your program successes in your area of focus last year?

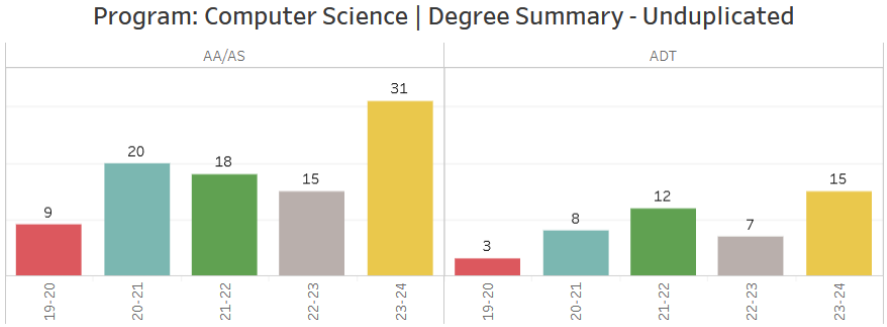
A big challenge since 2022 has been the use of AI tools. With frequent review of submitted work, it's fairly obvious when these tools are in use. One goal for last year was to emphasize the expectation on how to do homework (start early, no AI, put time in, visit tutors, etc.). Regardless, we've still received many clear AI solutions. This is an ongoing problem, and a new strategy will be considered (such as reducing the point value of homework and increasing the point value of tests).

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

Online courses continue to be the dominant modality for computer science. These courses fill up first and carry high enrollment. Quality online courses continue to be extremely important but are hindered by the use of AI across academia. Students continue to avoid buying the book, avoid reviewing course content, and just go directly to AI.

Student access to courses in their desired modality seems to be high as indicated by the increasing number of degrees awarded (i.e. students don't have trouble enrolling the courses needed for a CS degree):



Degree Description Detail

		19-20	20-21	21-22	22-23	23-24
AA	Computer Science	9	20	18	15	31
AS-T	Computer Science for Trnsfr UC		7	5	4	7
	ComputerScience for Trnsfr CSU	3	1	8	3	11
Grand Total		12	27	28	20	38

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

All learning outcomes were evaluated during the last review cycle. However, I believe that the course learning outcomes we have in place are a bit too simple and generic. I would like to update them to test for more specific skills in an effort to get more interesting data.

c. Please summarize recommendations and/or accolades that were made within the program/department.

Zero-cost textbooks continue to be a desire across computer science. As indicated above, we are in the process of reviewing zero cost textbooks. The likely result will be the usage of Cal Poly's CSC101 zero-cost book.

d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

N/A

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Course*s)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

N/A

b. What were some key findings regarding RSI?

N/A

- Some strengths:

N/A

- Some areas of possible improvement:

N/A

c. What is the plan for improvement?

N/A

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

N/A, not CTE

b. How does the program address needs that are not met by similar programs?

N/A, not CTE

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

N/A, not CTE

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

N/A, not CTE

e. Have recommendations from the previous report been addressed?

N/A, not CTE

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** ***This section is only used if there are new planning initiatives and resources requested.***

None at this time.

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

None at this time.

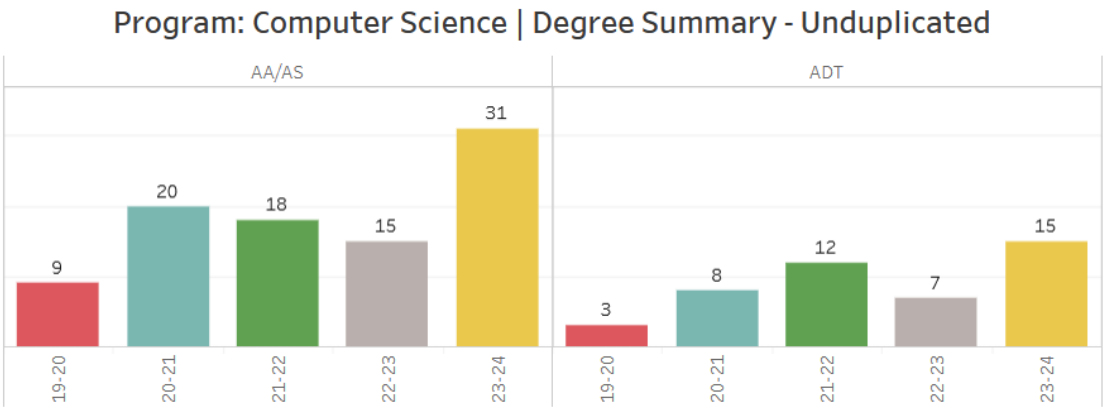
Area of Focus Discussion Template
INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?



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		2021-22			2022-23			2023-24			2024-25		
		FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
Grand Total		77.64	5.31	14.62	82.89	5.65	14.68	88.81	6.54	13.57	74.33	6.54	11.36
Mathematical Sciences	Total	77.64	5.31	14.62	82.89	5.65	14.68	88.81	6.54	13.57	74.33	6.54	11.36
	CS	77.64	5.31	14.62	82.89	5.65	14.68	88.81	6.54	13.57	74.33	6.54	11.36

Section Heat Map (data as of 6/5/28)

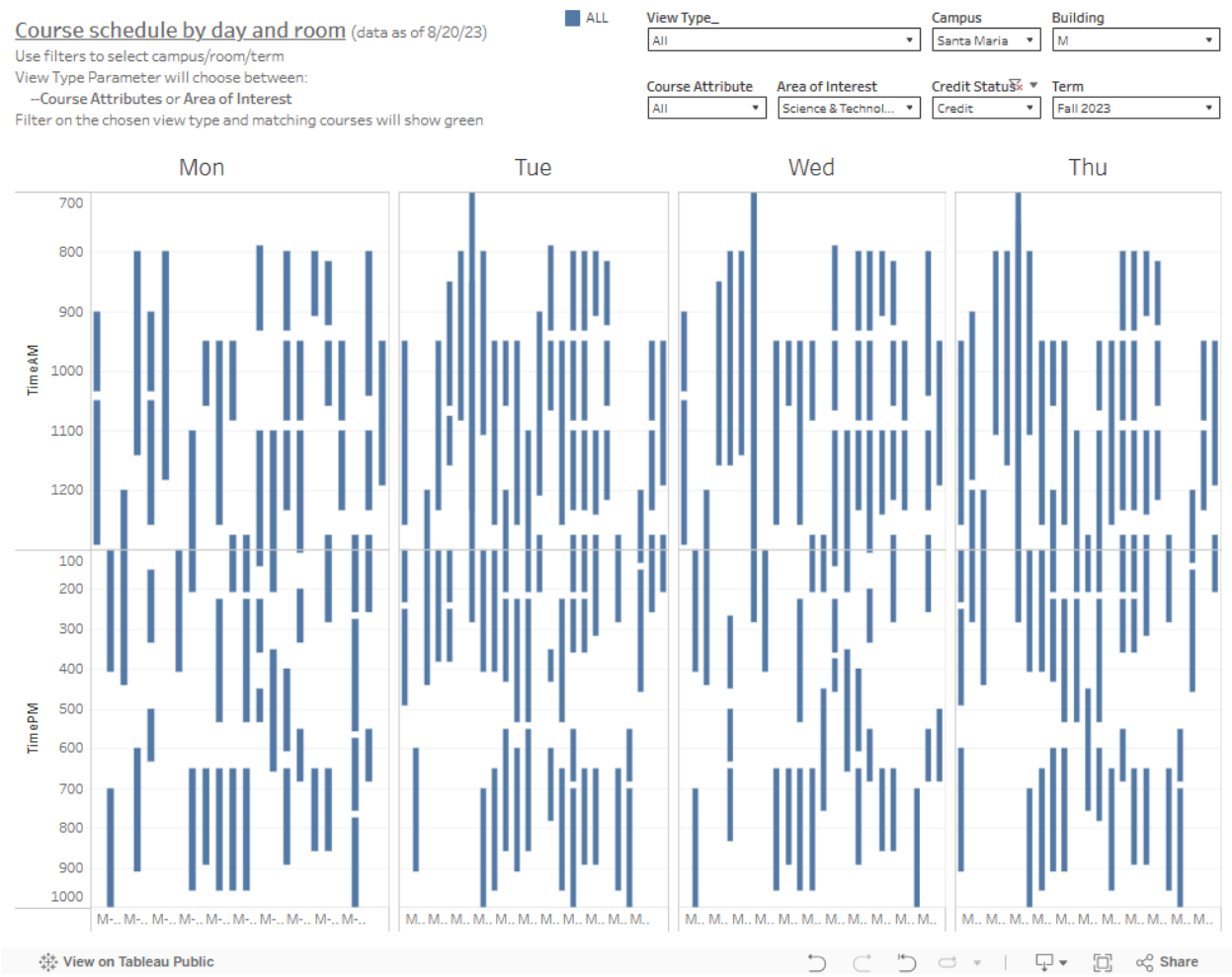
grouped by hour of section begin time

Click cell in heatmap to see data for the chosen time slot. Click course in detail to see data for course.

Term Fall 2025|Campus All|Department All|Discipline All|
Course Attribuite All | Part of Term All

BeginTime	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6am							
7am	0	1	1	1	1	0	0
8am	9	14	14	14	4	1	0
9am	13	12	14	11	7	0	0
10am	1	3	0	2	0	0	0
11am	6	13	8	12	1	0	0
12pm	7	9	5	9	0	0	0
1pm	5	6	6	5	3	1	0
2pm	6	8	4	6	0	0	0
3pm	0	2	0	3	0	0	0
4pm	6	0	5	2	1	0	0
5pm	4	5	5	5	0	0	0
6pm	14	12	14	13	0	0	0
7pm	2	3	3	2	0	0	0
8pm							
9pm							
ONLINE							

1. Term: Fall 2025
2. Campus: Santa Maria
3. Buidling: M
4. Room: (All)
5. Department: (All)
6. Discipline: (All)
7. Course Attribute: (All)
8. Part of Term



- **Access to courses appears to be good as evidenced by the number of degrees awarded.**
- **There appears to be a gap in the M building's scheduling at 3pm. Perhaps the start time of some computer science courses could be 3pm to possibly boost enrollment.**
- **Late afternoons in general appear to be good times to offer CS courses so as not to overlap with other core courses (math and physics).**
- **FTES has approximately gone back to 2021 levels.**

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

AI is first and foremost the primary challenge. Students getting the courses they need appears to be satisfactory, however the overdependency on AI is weighing on test scores and on knowledge retention. I understand that this problem is unrelated to scheduling but since it's quite prominent, I offered this observation.

3. What are your plans for change or *innovation*?

- **Placing the two CS courses slightly later in the afternoon:**
  - **Offer CS111 in-person at 3pm instead of 2:15PM.**
  - **Offer CS112 in-person at 12:45pm instead of 12pm.**
  - **Swap the times for CS111 and CS112 each semester to ensure at least one is offered outside of high-school hours.**
- **Continue ensuring that all four of the core CS courses (CS111, CS112, CS161, CS131) are available online to continue the comparatively high enrollment of these courses.**

4. How will you *measure* the results of your plans to determine if they are successful?

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

Measure success rates in these courses and the number of degrees awarded.

2. Are there specific recommendations regarding the core topic responses from the validation team?

N/A

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

No new resources are requested at this time.

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

See attached. I still need chairs in M201.

Program Review Signature Page:

Michael Wagner

Michael Wagner (Jun 17, 2025 12:43 PDT)

Program Review Lead | Date

Sean Abel (Jun 17, 2025 12:46 PDT)

Program Dean | Date

Vice President, Academic Affairs | Date

Dept	Program	Source	Year	Initiative (Objective)	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	[illegible]	Equipment	5 Video cameras $600 each	One time	1 = High	$ 3,000.00
						41 computers for M201 $1,200 each	One time	2 = Medium	$49,200
						41 padded, adjustable chairs for M201 $175 each	One time	2 = Medium	$7,175
						Excel isn't allowing me to delete row 1. I don't need 5 video cameras			
					Equipment				

Dept	Program	Source	Year	Initiative (Objective)	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and	2022-2023	ER OBJ - 2	Operational Supplie	Paper cutter for the office	One-time	1 = High	$ 50.00

Dept	Program	Source	Year	Initiative (Objective)	Resource Need	Requested Item(s)	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ.- 1	Staffing	Hire FT faculty	Ongoing	1 = High	$ 100,000.00

Dept	Program	Source	Year	Initiative (Objective)	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and	2022-2023	ER OBJ.- 3	Technology	New software program	One-time	1 = High	$ 400.00

Building maintenance, furniture requests, repairs

FACILITIES

Dept	Program	Source
English	English Rhetoric	Yearly Planning and Core Topic

Year	Initiative (Objective) Reference	Resource Need
2022-2023	ER OBJ.- 3	Facilities

Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority
Need air conditioning	One-time	1 = High

TOTAL **TOTAL**

Estimated Equipment Cost	Estimated Instructional/Restricted Lottery Cost
$ 400.00	

	$ -
	$ -
	$ -
	$ -
	$ -
	$ -
	$ -

	$ -
	$ -
	$ -

$ 400.00	**$ -**

Dept	Program	Source	Year	Initiative (Objective)	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	[illegible]	[illegible]	Misc	[illegible]	One-time	1 - High	$ 150.00

CS PReview 2024-2025 and resource

Final Audit Report 2025-07-17

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By:	Florentina Perea (fperea@hancockcollege.edu)
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