



2016-17 Academic Department Annual Report

Academic Department:
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Annual Report Submission Instructions:

This Annual Report of your Academic Department is intended to serve as a summary of departmental activities over the past year and as an outline of plans for the upcoming year.

Please note that responses are limited to the space provided below for each prompt and do not need to be written in narrative form (you are welcome to use bullet points/lists, as appropriate).

Please submit your Academic Department 2016-17 Annual Report to your Dean via email by May 31st.

For your reference, prior year reports (2011-2015) can be found on the Instructional Support website, <http://www.grcc.edu/instructionalsupport/departmentyearendreports>. If you have any questions about the 2015-16 reports entered into WEAVEonline, please contact Sheila Jones, Dean of Instructional Support, sheilajones@grcc.edu or x4289.



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Part I: Report on 2016-17 Progress

Part I is intended to provide a “big picture” overview of your department’s activities during this past academic year. When completing the sections below, please consider the main points/highlights of each category.



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Current Year Goals & Outcomes

This section asks you to provide details about the status of your department's goals and outcomes for this past year. Please limit your response to the space provided in the text boxes below.

The CIS department's 2016/17 goals related to aligning the department with the needs of students and industry. To that end we had three primary goals, aligning with industry certification, student and industry outreach - building our advisory board, and continuing the process of aligning our information security program with the CNSS NSA Center of Academic Excellence 2 Year (or CAE2Y) standards.

The certification component endeavors to bring our curriculum, particularly the network administration, helpdesk / support, information security, and graphics/web development programs into alignment with related industry certifications. These certifications include several Microsoft, Cisco, Comp Tia, ec|council, and CIW certifications.

This allows students to take advantage of GRCC's newly revised certification for credit policy and provides our curriculum with an externally vetted standard. This process also provides the department with an external measure of student success.

Our second departmental goal is the student and industry outreach component. The department's advisory board had dwindled to the point where the only industry advisors were adjunct faculty; the department recognized a need to reach out to industry partners for help.

Student outreach included events such as the Michigan career quest, serving on advisory boards for tech centers, and the ongoing efforts to establish apprenticeships in IT.

Finally, the efforts to bring our information security curriculum into line with the CAE 2Y standards and become recognized as an academic center of excellence continue. 2016 and 17 continued the process of developing curriculum and certifying instructors to teach that curriculum. The 2017/18 school year should be the first year that students will graduate after completing the revised curriculum, which will allow us to bring the certification process to a close.

This work is in addition to the ongoing process of continually updating curriculum to remain relevant in the face of relentless technological change.



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Departmental Professional Development

In this section, please provide details about your department's emphasis for professional development during this year. Please limit your response to the space provided in the text box below.

In addition to the regular ongoing professional development process required to teach applications and technologies that change rapidly, the priority was to support our certification focus, acquiring industry certifications where possible. The department feels faculty should possess the certifications they teach, and develop as much bench strength as is reasonable for courses that require instructor certification or corresponding interested occasion. To that end Prof. Keizer pursued Adobe certifications, Prof. Slava Pavlov pursued Cisco instructor certification (for IT Essentials CIS 265&266), as well as Professors Rozema and Vandermeer for Cisco 3&4 and Cisco Security, continuing work started in the 2015/16 academic year.

Departmental Advising Plan & Outcomes

In this section, please describe your department's advising plan and outcomes for this year. Please limit your response to the space provided in the text boxes below.

This year the department experimented with expanding its academic advising day. This year we tried three shifts, one morning one afternoon and one evening, each staffed by at least two faculty members in the interest of being able to serve our students diverse scheduling needs. This was an improvement over previous years where we would have one or two poorly attended sessions.

Prof. Keizer made a particular outreach effort the semester online enjoyed significant success in reaching our students. Going forward we will be looking to borrow her methods to replicate that success departmentwide.



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Program Accreditation Updates

In this section, please provide details regarding any program accreditation or re-accreditation that occurred this past year, if applicable. Please limit your response to the space provided in the text boxes below.

The only current accreditation process underway is the CNSS/NSA CAE 2Y accreditation. Now that the curriculum has been in place for two years and student should begin graduating this year from the program we have begun finalizing the accreditation process.

Efforts this year will involve building websites to communicate the program in addition, formally documenting the curriculum's alignment to the required "Knowledge Units", and providing appropriate documentation to the NSA. That documentation includes redacted transcript of students who have successfully completed the program, which will hinge on students completing the program, for which the outlook is good.

Perkins & Key Performance Indicators

In this section, please discuss Perkins and Key Performance Indicators for programs (total student enrollment, demographic profile, new students, student progress rate (transferred, graduated, enrolled), number of graduates, graduate employment rate, time to completion), if applicable. Please limit your response to the space provided in the text boxes below.

Perkins and Key performance indicators for the CIS department will be skewed for the next year or so, as the transition away from old degree programs to view has left many of the old degree programs with diminishing numbers of graduates and the new degree programs will not have graduates until next year.

Learning Outcomes Assessment Data & Findings on Past Year's Projects

In this section, please summarize your department's assessment work for this year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) assessed, the assessment measure, the findings, and the improvements planned based on the findings. Please limit your response to the space provided in the text boxes below.

After our major curriculum revision professors Vandermeer, Rozema, and Pavlov have been using Transcender test preparation software for courses that align to industry certification to assess learning outcomes for the curriculum that align with his certification.

Particularly with CompTia and Cisco certifications, where the certifying bodies will not share test results with faculty, and additionally, since the college is unable to provide a Prometric View testing environment for the certification exams, we cannot compel students to take the certifications on site. As a proxy for this, we have been using Transcender test preparation software which will allow faculty to review the results of the students attempt at certification.

For Cisco courses faculty have been using the Cisco final written and practical exams which are standardized throughout the entire Cisco networking Academy.

In our graphics and web developing curriculum Prof. Bezile has incorporated final projects with a standardized grading rubric as a way to assess learning outcomes.

Prof. Keizer has used the certified Webmaster certification as a tool for assessing learning outcomes. Her original goal was a 50% pass rate for the class, and it returned 75%.

Prof. Smith and Coates have collaborated on a standardized final project for our introductory programming course, improving the pass rate for that course close to 75%.

Prof. Roberts has used capstone projects for each chapter in her Microsoft Word course. Each of these assessment efforts are detailed in the faculty performed evaluation for the specific faculty.

The department plans to grow these individual learning outcomes assessment into program and institutional learning outcome assessments.

Part II: Plan for Upcoming Year

Part II is intended to provide a guide for your department's plans for the upcoming year with regards to the following: **Operational Goals and/or Plans, Curriculum Goals and/or Plans, Learning Outcomes Assessment Plans, and Advising Plans.** When answering the questions or completing the sections below, please consider the main points/highlights of each category.

A. Operational Goals and/or Plans

What are your departmental goals and plans for 2017-18?

Operational Goals and/or Plans

Operationally the department intends to continue its continuous improvement and ongoing curriculum updates, and hopefully complete our CAE2Y certification.

Curriculum Goals and/or Plans

The departments goal is to keep curriculum current with the latest technology. Major revisions to Microsoft curriculum as well as a new version of Cisco's curriculum will need to be integrated into courses, which will need to be re-prepped. This process will always be ongoing.

Learning Outcomes Assessment Plans

This year the department will strive to more specifically assess program and institutional learning outcomes.

Advising Plans

The department intends to continue its three-shift approach to advising days and incorporate an online component to better serve students.

What new information from external sources has influenced your planning for next year?

In addition to institutional research and advice from our newly strengthened advisory board have encouraged us to continue focusing on using industry certification and industry needs as a guide for our curriculum.

Are your goals targeting any Perkins or Key Performance indicators? If yes, please explain.

Until our Perkins indicators begin to reflect our curriculum changes will not be using those numbers as goals.

What resources do you need to accomplish your departmental goals for the upcoming year?

The department may require professional development funds for allowing faculty to take any certification examinations related to the curriculum they teach as well as funding for the training necessary to pass those examinations.

Do you need support from other departments to accomplish these goals? If yes, please explain.

The CNSS NSA CAE2Y accreditation will require interdisciplinary support for teaching cybersecurity throughout the institution as well as administrative support.

Do you need professional development in order to accomplish these goals? If yes, please explain.

Only that which was previously mentioned.

For each of your departmental goals/plans/projects, please list the name of the lead faculty member(s) involved.

Introductory Cisco, Microsoft server, and Network+ (CompTIA) courses are handled by Prof. Vandermeer.
Introductory Cisco, introductory Microsoft, and A+ curriculum is being handled by Prof. Pavlov.
Advanced Cisco, Cisco Security, Security+, and EC Council courses handled by Prof. Rozema.
Prof. Roberts is handling Microsoft office certification courses.

Depending on how the technology and curriculum change over the course of the summer training requirements will vary.

For each of your departmental goals/plans/projects, please provide a brief timeline for completion.

The CAE2Y accreditation process is underway, and although significant amount of work will be to be done it is possible we will have completed the probation process by the end of the year. Some of that is dependent on graduation rates and other factors outside of our immediate control.

The certification process is on-going but the goal is to have three instructors capable of teaching at least the introductory Cisco curriculum (CIS 175 and 176 or Cisco I and II) by the end of the year.

B. Curriculum Goals and/or Plans

What are your departmental curriculum development goals and plans for 2017-18?

Our goals for the 2017 - 18 academic year include updating curriculum as necessary to keep current. This will include revisions to be advanced Cisco 3,4, and Security classes as well as integrating Palo Alto Firewall training material into the Cisco security class. We also be making any curriculum revisions required for CAE2Y certification.

Review of Department's Curriculum Transferability

Please note: this section should be completed by all SAS Departments, Business, and CIS.

Using transferability data provided by Instructional Support, please summarize your perceptions of how courses in your department transfer to our four-year university partners and how this understanding will impact your curriculum goals for the upcoming year.

While it is generally encouraging that the majority of our courses do transfer to other institutions, our goal move forward will be to make sure that they transfer it as direct transfer courses as opposed to elective credit.

As both Ferris State University and Davenport are NSA CNSS Centers of Academic Excellence, faculty from those institutions have indicated that our certification will act as a major step toward their institutions accepting our courses as direct transfers.

What new information from external sources has influenced your curriculum development planning for next year?

The feedback from our external stakeholders, primarily transfer institutions, advisory boards, students, and alumni has been relatively consistent, and has not disrupted our thinking on our current focus on accreditation industry certification.

Are your curriculum development goals targeting any Perkins or Key Performance Indicators? If yes, please explain.

Not yet. Until we have good data on our new programs, we are not ready to start setting targets.

What resources do you need to accomplish these curriculum development goals?

Only the professional development described above.

Do you need support from other departments to accomplish these curriculum development goals? If yes, please explain.

No.

For each of your departmental curriculum development goals/plans/projects, please list the name of the lead faculty member(s) involved.

Prof. Rozema is taking the lead on the CAE2Y certification.

For each of your departmental curriculum development goals/plans/projects, please provide a brief timeline for completion.

The tweaks to the curriculum should be completed over the course of the next year.

C. Learning Outcomes Assessment Plan for 2017-18

In this section, please outline your department's plan for learning outcomes assessment work for the upcoming academic year, outlining the Program Learning Outcomes (PLOs) or Institutional Learning Outcomes (ILOs) that will be assessed as well as the assessment instruments/measure that will be used. Please limit your response to the space provided in the text boxes below.

The department is currently assessing appropriate methodologies for expanding our existing work for assessing course learning outcomes and expanding it into assessing program and institutional learning outcomes. The expand on the work we've done in the graphics and web design curriculum using portfolios and internships and the work we have done in our Microsoft office curriculum using capstone projects.

D. Departmental Advising Plan for 2017-18

In this section, please outline your department's advising plan for the upcoming academic year. Please limit your response to the space provided in the text box below.

The department intends to continue its three-shift approach to advising days and incorporate an online component to better serve students.

Part III: 2016-17 Faculty & Staff Accomplishments/Awards

Part III is intended to provide a space to share the accomplishments, awards, and/or accolades achieved by faculty and staff in your department during the course of this past year.

Dr. Pavlov became certified to teach the Cisco IT essentials curriculum for our A+ certification courses. This allows us to use a no cost text as the spine of the course provided by the Cisco networking Academy.

Prof. Keizer achieved Adobe Certified Expert (ACE) certification in both the Dreamweaver and Adobe Animate products.

Prof. Vandermeer became certified to teach the advanced Cisco networking Academy Scaling Networks and Connecting Networks courses, GRCC's CISCO III and CISCO IV. Allowing us to provide no-cost materials for those courses which make extensive use of GRCC's new Cisco lab.

Through the efforts of Prof. Roberts and Smith with assistance from Don VanOvereen and his team the department is now in a position to certify Microsoft Office specialists and experts on campus at the testing center. The department certified it's first Excel MOS specialist at the end of the semester.

Prof. Rozema became certified to teach the advanced Cisco Networking Academy Network Security, Scaling Networks and Connecting Networks courses, GRCC's Cisco Security, Cisco III and Cisco IV. Allowing us to provide no-cost materials for those courses which make extensive use of GRCC's new Cisco lab.

Prof. Rozema recently became one of the first Certified Network Defense Architects certified by the EC Council, and became a SANS Institute mentor, mentoring information security professionals through the rigorous GIAC-GSEC certification process. His first cohort consisted of 12 members of the Spectrum Health Information Security team.

Thank you for completing this report. Please submit to your Dean via email.