Department Annual Report

2012-2013

Computer Information Systems

Computer Applications Technology

108, 109

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Department Information

Current year goals

The first goal for this program was to more clearly define it on our department web site so that students better understand the jobs associated with it. In April 2012, the department approved a revised description. Over the summer, the updated description was placed on the departmental web site.

The second was to determine if we needed both a certificate and a degree. As a part of our department’s program revision effort this year, we determined that this program, along with the Computer Information Systems – Applications Software program, should be merged together into a brand new program named “Computer Support Specialist”, offered both as a certificate and an AAAS.

The problem with the Computer Applications Technology program was exactly what the first goal pointed out – that students don’t really know what the degree is for or how they would benefit from it. It was unclear what kind of job a student could get with such a certificate or degree. We decided, therefore, that the best solution was to replace it with a newer program that has a better title that more clearly represents what a student with credentials in these programs would be able to accomplish.

We believe the goals for this program were successfully met. We solved the problem of better defining the program in the short-term, and are in the process of replacing it with a program that is better defined, structured, and named.

Goals for next year

The goal for next year is to put the new programs in place and then sunset this program. We also will take the curricular structure of this program, along with the CIS – Application Software program, and integrate them together in the new program.

Internal collaborations and partnerships

This program does not, at this time, require collaboration with any other departments in terms of its curricular structure. That said, the new program that replaces it may involve collaboration with the business department and perhaps others to make it as practical as possible for the student.

External collaborations and partnerships

At this time we have no external collaborations or partnerships. When we develop the new program to replace this one, we do expect to rely on our Advisory Committee and direct contact with employers in the area to determine how best to structure the program.
**Departmental needs for support from other departments within the college**

*We are collaborating extensively with Katie Daniels, our Curriculum Design Specialist, as well as Institutional Research, in order to obtain data to give us guidance on the direction we should move and to redevelop an improved program and curriculum to support it.*

**Program accreditation Updates**

*No accreditations have taken place this year for this program.*

**Description of departmental advising plan and outcomes**

*The advising plan for this program will be transitional once the new program exists. This means that we will advise students to consider the new program if they are pursuing a certificate or degree that enables individuals to support users in an organization with help working with software, the operating system, and hardware. Our advising plan will be developed so that we have a clearly defined list of reasons a student would want to earn a credential, the difference between credentials, and the courses and timing necessary to earn that credential.*

*Looking over the past year, the faculty in our department have advised students entering or in this program using the approach detailed in the above paragraph. The outcome of these advising sessions has been very positive. Students indicate they better understand the nature of the program and can better determine if this is a goal they wish to pursue. We want to make sure this level of success is maintained and increased as we transition to a new program.*

**Updates About Student Organizations and Achievements**

*We have no specific student stories of success. What we do have are students who want to help others at a help desk or by visiting the users directly to educate them on how to use common software applications for word processing, spreadsheets, and graphics, as well as setting up their operating system with its accompanying hardware. We also have the resources in place to help students gain meaningful employment as a result of earning a credential in this program.*

**Other department updates**

*The faculty of the Computer Information Systems department is well aware of the drop in enrollment over the past several years in our department. While we have noticed similar drops in enrollment in other colleges comparable to ours across the state, we are no less committed to increasing enrollment. We want to do this by ensuring students we want them to succeed. We are redesigning all of our programs, launching better marketing efforts, and devising plans to reach out to students through the entire process of reaching a degree and gaining employment.*
Faculty & Staff

Departmental Professional Development Activities (Contractual Obligations for Departmental Faculty Development/6 hours)

All faculty members in our department participate in bi-monthly curriculum planning and design meetings. The purpose of these meetings is to establish a plan of analysis and possible revisions of all our academic programs, including curriculum within each program. The meetings result in tangible steps, or “assignments”, each faculty member contributes to fulfilling so that we move forward and make progress as rapidly as possible while maintaining quality.

Faculty Professional Development Activities- Year End Summary

Terry Simmons completed a study on CO101, investigating why completion rates are so low. This is one of the pivotal courses in this program. The results of her study will be helpful as we create a new program that uses much of the curriculum in this program.

Tim Koets has worked extensively with Katie Daniels and Patti Trepkowski to analyze how successful this degree has been (measured by several benchmarks) and how best to improve it. This work has included research on pass rates, employment opportunities, concerns with curriculum, the nature of the program and how it interfaces with the Department of Labor and surrounding institutions, and the creation of measurable plans in improving the program.

The CO101 study was assigned to Terry Simmons, a retired adjunct faculty member who was compensated for her work. This work was Perkins funded professional development.

Faculty Development Plans for Upcoming Year

I expect each faculty member to contribute in designing a program to replace this program. I need members within my department to assess the place of and effectiveness of each course in the program. We need to determine what should stay and what should go, and if any new courses should be developed. Numerous opportunities for faculty development should present themselves as we progress through the upcoming academic year.

EOL/Release Time Work

Terry Simmons completed a study on investigating why the pass rate is so low for CO101, which is one of the key courses for this program in both certificate and degree form. The goal of the Computer Information Systems Department is to achieve a minimum successful completion rate equal to or above the college wide average of 67% within two years. The research has indicated several possible solutions and department discussions have yielded other possible ways of achieving this goal.
Faculty & Staff Accomplishments/Awards

No documented faculty and staff accomplishments, awards, innovations, or presentations for the 2012-13 academic school year.

Program Data- Perkins Indicators

5P: Student Participation in Nontraditional Fields
State Level Expectation: 20.65%  Program Level: 100%  Met Expectation: Yes
Data Trend: 60% in 2011-12, trending upwards

2P1: Credential, Certificate, or Degree Attainment
State Level Expectation: 26.93%  Program Level: 28.57%  Met Expectation: Yes
Data Trend: 22.58% in 2011-12, trending upwards

5P: Student Completion in Nontraditional Fields
State Level Expectation: 26.93%  Program Level: 28.57%  Met Expectation: Yes
Data Trend: no data for 2011-12

4P1: Student Placement
State Level Expectation: 70%  Program Level: 0%  Met Expectation: No
Data Trend: 0% for 2011-12, flat trend

3P1: Student Retention and Transfer
State Level Expectation: 70.00%  Program Level: 68.99%  Met Expectation: Yes
Data Trend: 65.19% in 2011-12, trending upwards

1P1: Technical Skills Attainment
State Level Expectation: 91.08%  Program Level: n/a  Met Expectation: n/a

Summary
We are meeting or exceeding all standards with the exception of 4P1. The percentage of zero must indicate that the college is not determining this measure. We will need to investigate why this is the case. That said, student placement rates should increase once we build programs that are better marked and whose curriculum are better matched with industry needs.

Curriculum

Course Improvement Projects

We focused our efforts on overall program modifications this year as opposed to specific course improvements. Now that we have established a set of academic programs, our next step is to
get all of the additions, modifications, and deletions of each program approved. Then, in the coming academic year 2013-2014, we will be doing extensive course improvement project work. Therefore, while there is none this year, we are gearing up for a lot of activity this coming year.

Program Improvement Projects

As already discussed, we took on the project of improving all of our programs this past year. As a result, we decided to sunset this program, merging it with several others to essentially offer a “new and improved” version. To date we have approved the changes as a department. The Department Head has the paperwork to “sunset” the program. We need to coordinate the cessation of this program with the introduction of the new program, so the sunset process is contingent upon that effort.

Course Document (CARP) Updates completed this year
CO117, CO122, CO124, CO156, CO205, CO255, CO262

Assessment of Student Learning

Please answer the questions below for each assessment project that you are working on this year. If you have more than one project, simply cut and paste the headers for each section below, in order to create a report for each.

Program Learning Outcome(s) assessed this year

We did not do a program learning outcome assessment for this program this year. The reason is that the department is doing a massive redesign of its programs across the board. We are creating new outcomes and objectives and revised curriculum for almost every program. Due to this massive undertaking, the additional effort of assessing program learning outcomes that may change was decided not to be the best use of limited resources this academic year. This decision was discussed and agreed upon by the Associate Provost and Dean of Instructional Support and Interdisciplinary Studies.

Measures of Student Learning

n/a

Initial Data and Findings

n/a

Curricular or Pedagogical Changes Implemented

n/a

Data and Findings (post improvement/change)

n/a