Department Information

Current year goals

This is the department’s newest program, launched a year ago as the college’s first fully online program. Now that we’ve had a year to get it rolling, it’s time to strengthen our curriculum. Our goal for this year was to look into certifications that could be connected to some of the courses in the program. We found several certifications, but we need to better align our courses to enable students to successfully pass them after taking the courses.

We believe our goal for this program was accomplished, because we now are aware of the certifications and the changes we need to make to get students to take and pass them.

Goals for next year

Now that we know which certifications we can offer, the next step is to better align our courses so we can offer vouchers to students. Along with this goal, we also are collaborating with Ferris and Davenport to ensure as many of our courses transfer to their institutions. We also see several DoD standards that we can align our courses to which will enable a wider variety of students to enroll.

Internal collaborations and partnerships

We have collaborated with the grant and articulation departments as we determine which courses can and should transfer and whether we should pursue grants to build up the infrastructure of resources we have for this program so that students can experience as realistic a lab component as possible for our courses. Because they are online, this presents a special challenge many colleges do not have to face.

External collaborations and partnerships

We have been collaborating with Valencia College in Orlando, Florida. This community college has an extensive Information Security program funded by a massive DOD grant. We are pursuing opportunities to partner with them as they assist in writing a similar grant for resources we desperately need to make our program as attractive as possible for students.

We are also collaborating with surrounding institutions like Ferris and Davenport to ensure as many of our courses as possible will transfer.

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. We expect this to change over the coming years as we build more infrastructure and content into this program.

Description of departmental advising plan and outcomes

Advising for this program has been successful. The Department Head has advised many students over the year that are very excited about the program. Since this is a transfer degree, the advising typically consists of which institution to transfer to and employment and career opportunities that exist. We have a list of both which we use to help students.

Updates About Student Organizations and Achievements

None at this time, but we do expect to design projects into our curriculum once we find a full-time faculty member who specializes in this field. The outcome of these projects can then be showcased for the college.

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

*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.*

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

*No documented EOL/Release Time work has been recorded for this program.*

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

1P1: Technical Skills Attainment

*State Level Expectation: n/a  Program Level: n/a  Met Expectation: n/a*

*Data Trend: none available*

2P1: Credential, Certificate, or Degree Attainment

*State Level Expectation: n/a  Program Level: n/a  Met Expectation: n/a*

*Data Trend: none available*

3P1: Student Retention and Transfer

*State Level Expectation: n/a  Program Level: n/a  Met Expectation: n/a*

*Data Trend: none available*

4P1: Student Placement

*State Level Expectation: n/a  Program Level: n/a  Met Expectation: n/a*

*Data Trend: none available*
**5P2: Student Participation in Nontraditional Fields**

*State Level Expectation: n/a*  
*Program Level: n/a*  
*Met Expectation: n/a*  
*Data Trend: none available*

**5P3: Student Completion in Nontraditional Fields**

*State Level Expectation: n/a*  
*Program Level: n/a*  
*Met Expectation: n/a*  
*Data Trend: none available*

**Summary**

*Data has not been measured for this program, so we are unable to evaluate at this time.*

**Curriculum**

**Course Improvement Projects**

*We did not do any course improvement projects this year. We have instead been fully occupied reviewing and revising our academic programs. In the 2013-14 academic year, we will begin to address the curriculum in each of our programs.*

**Program Improvement Projects**

*We did not create a formal program improvement project for this program because we are working to improve all of our programs and have spent the year addressing them as a whole. Over the coming year we will have a multitude of course and program improvement projects.*

**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