Department Information

Current year goals

The goal for this program was to determine if it was still necessary. As a part of our Program Redesign effort, we are looking at every program in the department and considering whether we should improve it or terminate it. In this case, we decided that this program needs to be an amalgamation of the Digital Graphics, Web Technical Support, and Web Design/Development program. This decision was based on the fact that today’s Web developer out in industry must have expertise in all three areas, or be able to integrate the efforts of individuals producing deliverables in those three areas (design, technical support, and digital graphics).

And so we believe this goal has been met based on our plans to revise the program in the coming academic year.

Goals for next year

In the coming year, we will begin working on a new program and go through the curriculum, preparing a new set and sequence of courses that take the most sensible courses from all three
programs. Then, we can sunset this program and provide a transition process for advisors and counselors for both current and incoming students.

Internal collaborations and partnerships

We have not collaborated with any other groups for this program because we plan to dismantle and rebuild it in the coming academic year.

External collaborations and partnerships

We have not collaborated with any other organizations for this program because we plan to dismantle and rebuild it in the coming academic year.

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 has worked successfully. Students are told the difference between this program and the other web programs. That said, this is still confusing to students and makes no sense any longer from an industry perspective. Consolidating the related programs with this program will simplify advising, counseling, and student understanding of this program.

Updates About Student Organizations and Achievements

The Advanced Web Design capstone course requires students to build a final project using the knowledge and experience from all other courses. This results in some excellent web sites, the best of which we showcase on the monitor in our department for other students to see.

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: 91.08% Program Level: n/a  Met Expectation: n/a
Data Trend: 85.25 Expectation with 0% reported.  No prior data to trend.

2P1: Credential, Certificate, or Degree Attainment

State Level Expectation: 26.93% Program Level: 41.67%  Met Expectation: Yes
Data Trend: 28.25% expectation with 27.27% reported.  Trend is upward, expectation now met!

3P1: Student Retention and Transfer

State Level Expectation: 70.00% Program Level: 68.25%  Met Expectation: Yes
Data Trend: Expected 60.25% and had 77.08%.  Trend downward slightly

4P1: Student Placement

State Level Expectation: 70%  Program Level: 0%  Met Expectation: No
Data Trend: Expected 43.25% and had 25%.  Trend: down due to lack of data

5P2: Student Participation in Nontraditional Fields

State Level Expectation: 20.65% Program Level: N/A  Met Expectation: N/A
Data Trend: no prior data_

5P3: Student Completion in Nontraditional Fields

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

Summary

Two interesting observations.  The first is for 3P1 where we went slightly down with retention and transfer in the program.  We believe we can reverse this with redesigns discussed.  For 4P1, we believe there is a lack of data, not that no-one was placed.  That said, even if the number is true, the redesign effort should help reverse this number as well.

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