Career & Technical Education	
COLLEGE NAME:	Kishwaukee College
FISCAL YEAR IN REVIEW:	FY 2017

PROGRAM IDENTIFICATION INFORMATION				
PROGRAM TITLE	*DEGREE OR CERT*	*TOTAL CREDIT HOURS*	*6-DIGIT CIP CODE*	*LIST ALL CERTIFICATE PROGRAMS THAT ARE STACKABLE WITHIN THE PARENT DEGREE*
#452 Microcomputer Applications	**Cert**	**20.5**	**11.0601**	

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.	
Program Objectives What are the overarching objectives/goals of the program?	Develop software and/or hardware applications. Demonstrate an understanding of terminology and core concepts. Comply with industry standards, laws, and ethics. Demonstrate the use of software/hardware tools to accomplish tasks. Demonstrate professional communication skills and the ability to work in a team.
To what extent are these objectives being achieved?	We have been assessing sub-components of the goals in several courses over several years now. Most have met or exceeded their benchmarks. Course modifications and re-assessment have been made when benchmarks have not been met.
Past Program Review Action What action was reported last time the program was reviewed?	Done: Work on getting student feedback, rework web certificate, review and update curriculum Not done due to declining enrollment: Hire additional faculty, promote seminar courses Ongoing: Promote women in technology (50% increase in student percentage since 2012), work on distinguishing which degree options are being pursued

CTE PROGRAM REVIEW ANALYSIS	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
List all pre-requisites for this program (courses, placement scores, etc.).	N/A

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	See attached Program Planner
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	This program is designed to give employees who will work with computers the skills to use a broad range of computer applications and is not tied to a specific occupation. Demand for such employees is increasing. The closest occupation is probably "other office and administrative support workers".
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand over the past five years has been increasing. The outlook for the future is mixed. The Illinois outlook for 2014-2024 is +1.84%, but the Illinois forecast for 2012-2022 for our more local area is +12.56%.
1.3 What is the district and/or regional need?	The Illinois forecast for 2012-2022 for our local region is +12.56%.
1.4 How are students recruited for this program?	The school attends college nights and career fairs to advertise our programs. There is some on-campus advertising. Off campus advertising is possible, but limited due to funds.
1.5 Where are students recruited from?	Primarily from local area high schools.
1.6 Did the review of program need result in actions or modifications? Please explain.	No, but the need was under review before this program review started. This ongoing review has led to changes in many other certificates and degrees in the department, but this certificate has remained stable. As with other programs, we are continuing to move toward more online materials and hybrid or online courses.

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The costs associated with the program are primarily faculty salaries for both full and part-time, there are other limited expenses related to software licensing, computer lab infrastructure and some specific technical hardware and equipment.
2.2 How do costs compare to other programs on campus?	The costs of operating the CIS program are similar to many other programs that have a mixture of lecture and lab based course offerings. Costs of operating the CIS programs are generally less than most other CTE related programs. The operating costs of the CIS department have resulted in net revenues of $12,375.29-$77,101.23 during the review cycle.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The program costs are being covered through the institutional budget with some larger capital items purchased through Perkins or other local grant awards.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Almost all of the departmental costs are absorbed within the overall college budget.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Observing the declining enrollments over the past few years the decision was made to reduce full-time faculty staffing within the department by one FTE in FY17. The reduction in full-time faculty staffing as well as other structural changes related to curriculum and course offerings resulted in an overall net increase of close to $70,000 over FY16.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	Small class sizes, direct access to instructors, current hardware and software, and instructors have experience in the topics they are teaching.
3.2 What are the identified or potential weaknesses of the program?	Low enrollment currently limits us from offering multiple sections of some classes at more varied times, and also from offering a larger variety of courses. There needs to be more job placement support upon graduation. College advisors need more experience with the program to better advise students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Most classes are taught either as traditional or hybrid courses. The hybrid courses range from half the usual on-campus time to almost fully online. CIS 123 can be taken entirely online except for the midterm and final exam – but the instructor still provides weekly face-to-face class sessions for those students who prefer that format. We are slowly moving more toward online delivery.
3.4 How does this program fit into a career pathway?	This certificate is intended to help students get office jobs in fields where office productivity software skills are valued. This ranges from clerical and secretarial to managerial work.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The department is often trying new approaches and techniques to see if student retention (both knowledge and enrollment) can be improved – but these are approaches other programs are also trying. One of our strengths has been to have the full-time faculty interact on a personal level with the students.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, with Paw Paw High School students are able to complete some of the fundamental computer applications classes.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This certificate has no work-based learning requirement.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	MOS (Microsoft Office Specialist) is offered and the relevant courses are designed to prepare students to pass that test. The school is also a testing center for that certification. CIS 115 – CIW Internet Business Foundations
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	One of the courses has an IAI articulation number (CIS 123 = IAI BUS 902).
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Having the opportunity for students to get MOS certified is new.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Approximately 72-75% of all course sections offered are taught by full-time faculty. The average class size across the program has been stable at around 11 students, however the range of actual class sizes for non-individualized/independent offerings was from 6 to 24 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Kishwaukee College offers some in-house free training for topics such as using instructional technology and using the learning management system. The school offers a tuition waiver for employees. The full-time faculty contract also includes some reimbursement for outside courses, training, and workshops.
3.16 What is the status of the current technology and equipment used for this program?	The hardware and software are current enough to fit our needs and is updated on a rotating schedule. We have what we need at this time.
3.17 What assessment methods are used to ensure student success?	Primarily assignments (some written, most practical application), labs, exams, and quizzes.
3.18 How satisfied are students with their preparation for employment?	83.3% of students responded that they were satisfied or very satisfied with their preparation for work.
3.19 How is student satisfaction information collected?	Graduation information was obtained via a graduate survey. Ongoing student opinion is gathered via course and instructor evaluations for select courses/instructors, and by periodic Noel-Levitz surveys school-wide.

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are primarily engaged through our advisory committee. The advisory committee suggests topics and courses, and suggests and reviews curriculum. We also get some feedback from the employers of our students in the Internship course.
3.21 How often does the program advisory committee meet?	Twice a year in the fall and spring semester
3.22 How satisfied are employers in the preparation of the program's graduates?	We do not have hard data on that, but through our advisory committee and internship course, employers seem mostly satisfied and have asked for additional students to intern. One employer in particular has recommended strongly that we need to emphasize more critical thinking and problem solving in some of our courses.
3.23 How is employer satisfaction information collected?	Mainly anecdotally though our advisory committee and communication with employers participating in our CIS 296 internship course.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	We were reviewing our curriculum and programs before starting this program review. The curriculum/program review led us to make major changes in required courses and scheduling in this particular program and others in Fall 2016 (effective Fall 2017).

DATA ANALYSIS FOR CTE PROGRAM REVIEW

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE PROGRAM	CIS #452 Microcomputer Applications (Certificate				
CIP CODE	11.0103				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	148	119	109	111	98
NUMBER OF COMPLETERS	0	3	0	0	1
OTHER (ALL OTHER CIS CERTIFICATES & DEGREES)	17	10	11	8	14
How does the data support the program goals? Elaborate.	This certificate is an outlier for the CIS department as it is specifically targeted to software applications and not necessarily on the technical duties associated with programming or networking. It is strong partnership with our Office Systems Department and provides students who would not otherwise consider CIS curriculum an opportunity to develop their computer skills for entry level employment. Since it is offered through the CIS department it is often not considered for advising purposes when the rest of the program offerings are much more technical in nature. Though it is a good curriculum and provides opportunities for entry level employment in an office environment it				

	may be worth evaluation whether or not we would want to continue to offer a certificate with such a limited number of students completing it. It has been a targeted certificate for our ICAPS dual enrollment instructional model and still has some promise.
What disaggregated data was reviewed?	Disaggregated data was reviewed for student demographics related to age, gender, ethnicity, educational pathways, and purpose for course/program enrollment. Additional data was reviewed regarding full/part time faculty assignments, course scheduling by format and time of day etc.
Were there gaps in the data? Please explain.	There aren't necessarily gaps in the data, as much the data explains the disconnect between the larger total number of enrolled students and their individual completions. Approximately 50% of the students enrolled in the related CIS courses are taking them with the intent to transfer and are rounding out their A.S. Degree electives within the CIS program. Other gaps may include tracking of student academic program, their intended rate of completion etc…
What is the college doing to overcome any identifiable gaps?	From student services and IT we have implement student self-service and academic advising modules within our campus wide infrastructure to help students with academic planning, course scheduling, and degree/certificate completion.
Are the students served in this program representative of the total student population? Please explain.	The ethnic mix is similar to the community. Traditional aged students (18-24) constitute 52% - 63% of CIS courses. The gender mix is skewed toward male (68%, down from 79% in 2012), although some courses, such as CIS 101 and CIS 123 are much more balanced.
Are the students served in this program representative of the district population? Please explain.	In general, yes. The average age is naturally much younger than the district population as a whole. The disparity in gender was noted above. The gender gap in this field is a known national trend. We have been able to slowly start balancing out the numbers.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	We have just made major changes across our programs and it is time to assess those changes over the next couple of years to see how they affect student success and enrollment. We plan to review and refine our program and course objectives over the next year. This will be a program to review and evaluate throughout the next several years as we focus on our continuous quality improvement cycle.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Review and refine course and program objectives (by 5/2018) Review and update selected courses (ongoing, 1 to 3 per year) Move more course materials and courses online (1 to 2 per year) Promote courses and programs (ongoing, emphasis in 2018/2019)

MICROCOMPUTER APPLICATIONS
Curriculum No. 452
This certificate is available for students who are interested in employment in business and government in jobs that require general computer skills. General computing skills are stressed along with popular application packages. Requires 20.5 credit hours.

FIRST YEAR			
Fall Semester			
	CIS 101	Introduction to Computers	**OR**
	CIS 123	Management Information Systems	(3)
	CIS 105	Introduction to Microsoft Windows	(1)
	CIS 115	Internet Fundamentals	(2)
	CIS 133	Spreadhseets/Excel	**OR**
	OS 133	Spreadsheets/Excel	(3)
	OS 125	Word Processing/Word	(3)
Spring Semester			
	CIS 135	Database/Access	**OR**
	OS 135	Database/Access	(3)
	OS 136	Presentation Graphics/PowerPoint	(1.5)
		CIS Electives	(4)