<table>
<tr><td colspan="5" align="center">Career & Technical Education</td></tr>
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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*
#466 PC Technician	**Cert**	**16**	**47.0104**	Parent: #460 Networking and Systems Administration - #466 PC Technician - #467 Network Administration - #468 Cisco Networking

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. Test, debug, maintain, and improve the performance of software/hardware systems. 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?	Demand is moderate to strong depending on the area. Local area demand is projected to be above average, possibly due to an expected transition from a rural to a more urban economy.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has been slowly increasing over the past five years. The projected demand in Illinois for computer repair technicians 2014-2024 is +6.6%.
1.3 What is the district and/or regional need?	For our local area, the projected demand for computer repair technicians 2012-2022 is +16.3%.
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. The need was under review before this program review started. Although most other degrees and certificates in CIS have been modified, this particular certificate has remained the same.

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, every student has hands-on access to current hardware and software, instructors have experience in the topics they are teaching, full-time instructors also have Master's degrees in the field.
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 can range from half the usual on-campus time to almost fully online. We are slowly moving more toward online delivery.
3.4 How does this program fit into a career pathway?	This certificate is intended to get students prepared to be computer repair technicians.
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.	There are currently limited dual credit offerings through the Kishwaukee Education Consortium that services our local high school districts.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	This certificate does not include any required work-based experience.
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.	CIS 140 – CIW Network Technology Associate, CompTIA Net+ CIS 142 – CompTIA A+ CIS 182 – Microsoft Exam 70-640 CIS 184 – Microsoft Exam 70-680
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?	NIU accepts CIS 170 as their CSCI 330.
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?	No.
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. The school also paid for the Cisco instructor to become a Cisco certified instructor before teaching the Cisco classes.
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.
3.17 What assessment methods are used to ensure student success?	Primarily labs, assignments (some written, most practical application), exams, and quizzes. Hands-on experience is emphasized in the networking courses.
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. This particular certificate was left as it was. As in other areas, we are continuing to move more materials online and try more hybrid and online options.

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 #466 PC Technician (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	5	3	1	1
OTHER (PLEASE IDENTIFY)	18	8	8	9	14

How does the data support the program goals? Elaborate.	As discussed previously regarding the overall educational goals of the students taking courses within this program of study as well as the employment outlook there are many students taking these courses for a variety of educational and professional goals. The students who are enrolling in individual courses are meeting the primary objectives of those courses as they related to the specific program outcomes... The number of students enrolled is slightly skewed by the students enrolled in other service courses i.e. CIS 101 for Nursing students. However for those students who are enrolled in multiple CIS courses the data also highlights the trend toward 4-year bachelor's degree attainment and AS Transfer related curricular decisions. As the local economy has been improving the demand for this certificate in order to secure basic entry level employment in the IT has been reduced. Students who are taking some of the fundamental courses are able to gain employment without completing the certificate.

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. Given the reductions in certificate completion, if enrollments and completions are not improved after implementation of the most recent curriculum revisions we may consider discontinuing the certificate.
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)

PC TECHNICIAN
Curriculum No. 466

This certificate is available for students who are interested in employment in the technical field with a specialization in personal computer technician. Requires 16 credit hours.

FIRST YEAR			
Fall Semester			
	CIS 140	Networking Fundamentals	(4)
	CIS 170	Introduction to Unix	(3)
Spring Semester			
	CIS 142	PC Repair and Configuration	(3)
SECOND YEAR			
Fall Semester			
	CIS 182	Windows Server Fundamentals I	(3)
	CIS 184	Windows Professional Configuration	(3)