

1.0: PROGRAM DATA AND RESOURCE REPOSITORY

1.2: QUANTITATIVE AND QUALITATIVE DATA

All programs are provided with the most recent three years of data by the Office of Institutional Effectiveness, Planning, and Research (IR) as well as three-year budget data provided by the Financial Service Office. The budget data will typically be available in mid-September after final reconciliation of the previous fiscal year.

There is no user entry required for this section unless the program faculty wish to include other data pertinent to program review, planning and development. Programs should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Program faculty are encouraged to include other data as desired. (*See Resource A for data set specifics and suggestions for further data collection/evaluation.*)

Narrative:

The Web Design & Development program looked very similar at my arrival in 2009 as it does now in 2018 with years of fluctuating faculty numbers in the computer science area. It is very hard to keep up several programs with just one person. After being hired in 2009, I was given the opportunity to promote, recruit and grow the Web Design & Development program which I did. Then slowly the economy came back to life and enrollment dropped. Faculty in our area began to leave as well until we were down to one, teaching only Concepts and Applications for an entire year. There was no time in the schedule to teach any other classes that particular year, leaving all of our programs dead, in a holding pattern for an entire year. Eventually another faculty member was hired, and we have since been working on program review year after year trying to prove our programs to our administration and rebuilding from the point of no program classes for an entire year. We have been working to develop and renovate programs that are in line with similar programs, transferring universities, and KBOR.

It should be noted that many of our courses cross over into multiple programs. This was done in efforts to maximize existing resources. These courses provide technical as well as soft skill training opportunities for terminal degrees, helping to prepare students for today's workforce. Many of them are applicable to across programs on campus for students wishing to better their overall business training skills.

Data from the U.S. Bureau of Labor Statistics shows a 13% growth increase over the next ten years for Web Design/Developers, which is a faster than average growth increase. The job demand for Web Design/Developers is growing in Kansas as well as the rest of the country by an even greater rate. This is very true especially in some areas of Kansas that are in need. There are many rural areas that are still in need of web presence. I would like to concentrate on the Web Design & Development program while offering a few courses as electives that are considered programming courses as they too are required in Web Design/Development. This is a terminal degree program in which we offer an AAS of 63 hours and a Certificate B of 37 hours, that I will be changing to match our 2+2 plan we have with K-State. This is a certificate of 39 hours and an AAS of 60 hours. The transfer degree would be our AS in Computer Science, which we have many students who choose this option.

We have discussed making the Web Design & Development program available online and revising the program to integrate more Graphic Design courses.

Evidence:

- [CIS CIT SCP CSE WDD Assessment Data AY 2017](#)
- [CIS more Sections AY17](#)
- [1277 Microcomp 16-17 w-out names](#)

CIS, CIT, SCP, CSE, & WDD Assessment Data AY 2017

Number of Faculty:

3 full time (M. Ashford, J. Eubanks, T. Blaes)

4 part time (E. Cochran, E. Montgomery, B. Bertie, S. Gaddy)

Enrollment & Student credit hours by Faculty type:

Full time: 101 total credit hours taught, with 376 total student enrollments

Part time: 24 credit hours taught, 32 total student enrollments

Average Class size:

9.1 students in Face-to-Face classes

8.8 students in online classes

9.07 students across all program courses

Completion rates:

98.90% face-to-face

88.64% online

97.79% all program courses

Pass rates (D or better):

85.56% face-to-face

84.62% online

85.46% all program courses

Majors and Grads:

	AS CIS	AAS CIT	Cert CIT	AAS SCP	Cert SCP	AS CSE	AAS WDD	Cert WDD
Declared Majors	5	6	5	2	3	11	1	0
Returns in Fall 2017	0	1	0	0	1	6	1	0
Degrees Awarded	2	3	4	1	1	0	0	0

Certificate Web Design and Development

ADEMIC_YEAR	ADEMIC_TERM	ADEMIC_SESSION	EVENT_ID	SECTION	NT_MED_N	CREDITS	ADDS	SON_CODE
2016	SUMMER	FULL	01CIT2003	6257	COMP INFC	3	2	M. Ashford
2016	SUMMER	FULL	01CSE2103	6258	C++ PROGF	3	2	E. Montgor
2016	FALL	FULL	01ACC1003	0016	INTRO TO /	3	8	J. Eubanks
2016	FALL	FULL	01BUS1013	0127	BUS MATH	3	5	M. Ashford
2016	FALL	FULL	01BUS2013	HS01	BUS COMM	3	1	E. Cochran
2016	FALL	FULL	01CIT1003	0198	CONCEPTS,	3	21	M. Ashford
2016	FALL	FULL	01CIT1003	0199	CONCEPTS,	3	21	M. Ashford
2016	FALL	FULL	01CIT1003	0204	CONCEPTS,	3	19	T. Blaes
2016	FALL	FULL	01CIT1003	0206	CONCEPTS,	3	23	T. Blaes
2016	FALL	FULL	01CIT1003	0208	CONCEPTS,	3	21	T. Blaes
2016	FALL	FULL	01CIT1003	0220	CONCEPTS,	3	20	M. Ashford
2016	FALL	FULL	01CIT1003	6507	CONCEPTS,	3	19	T. Blaes
2016	FALL	FULL	01CIT1033	0205	WEB DESIG	3	6	T. Blaes
2016	FALL	FULL	01CIT1202	0202	EXCEL/WIN	2	6	M. Ashford
2016	FALL	FULL	01CIT1552	0200	COMP I: AC	2	3	M. Ashford
2016	FALL	FULL	01CIT2003	6546	COMP INFC	3	3	E. Montgor
2016	FALL	FULL	01CIT2023	0215	COMP INFC	3	2	T. Blaes
2016	FALL	FULL	01CIT2076	0211	REPARIR/M	6	2	B. Bertie
2016	FALL	FULL	01CSE1003	0213	VISUAL BAS	3	3	E. Montgor
2016	FALL	FULL	01CSE1063	0210	HTML	3	4	T. Blaes
2016	FALL	FULL	01MDM100	0126	HUM/RELA	3	8	M. Ashford
2016	FALL	SECOND	01CIT1202	0001	EXCEL I	2	1	M. Ashford
2016	FALL	SECOND	01CIT1212	0203	ADV EXCEL	2	4	M. Ashford
2016	FALL	SECOND	01CIT1552	0001	ACCESS I	2	1	M. Ashford
2016	FALL	SECOND	01CIT1562	0201	ADVANCED	2	5	M. Ashford
2016	FALL	SECOND	01OTC1003	0196	KEYBOARD	1	7	M. Ashford
2017	SPRING	FIRST	01CIT1652	0255	WORD/WIT	2	4	M. Ashford
2017	SPRING	FULL	01ACC1003	HS01	INTRO TO /	3	3	E. Cochran
2017	SPRING	FULL	01BUS2013	0146	BUS COMM	3	9	M. Ashford
2017	SPRING	FULL	01BUS2113	0148	BUISNESS E	3	8	M. Ashford
2017	SPRING	FULL	01CIT1003	0001	CONCEPTS,	3	17	T. Blaes
2017	SPRING	FULL	01CIT1003	0253	CONCEPTS,	3	16	M. Ashford
2017	SPRING	FULL	01CIT1003	0254	CONCEPTS,	3	24	M. Ashford
2017	SPRING	FULL	01CIT1003	0257	CONCEPTS,	3	23	T. Blaes
2017	SPRING	FULL	01CIT1003	0260	CONCEPTS,	3	24	T. Blaes
2017	SPRING	FULL	01CIT1003	6758	CONCEPTS,	3	18	S. Gaddy
2017	SPRING	FULL	01CIT1032	0259	CA:PUBLIS	2	4	T. Blaes
2017	SPRING	FULL	01CIT2003	0001	COMP INFC	3	6	M. Ashford
2017	SPRING	FULL	01CIT2023	0001	INTERN CIT	3	3	T. Blaes
2017	SPRING	FULL	01CIT2063	0266	ANALYSIS/I	3	5	M. Ashford
2017	SPRING	FULL	01CIT2073	0258	INTRO/ELE	3	4	T. Blaes
2017	SPRING	FULL	01CSE1063	0262	HTML	3	10	T. Blaes
2017	SPRING	FULL	01CSE2043	0263	ADV WEB E	3	3	T. Blaes
2017	SPRING	FULL	01OTC1003	0001	KEYBOARD	1	8	M. Ashford
2017	SPRING	SECOND	01CIT1662	0256	ADV WORC	2	2	M. Ashford

Completed	Passed
2	1
1	1
8	6
5	3
1	1
21	19
21	19
19	17
23	22
21	19
20	16
19	16
6	6
6	6
3	3
3	3
2	2
2	2
3	3
4	4
8	6
1	1
4	4
1	1
5	4
7	5
4	4
3	3
9	7
8	6
17	12
16	14
24	21
21	16
23	21
14	12
4	3
6	4
3	3
5	3
4	4
10	9
3	3
7	4
2	2
399	341

INDEPENDENCE
MI
For the Twelve Months

	<u>Published Budget</u>	<u>Operating Budget</u>	<u>Expense</u>
Salary: 12-1277-520-000			
7/19/2016			1,665.00
Period 1 Total			1,665.00
5/24/2017			3,833.33
5/24/2017			3,833.33
5/24/2017			4,125.00
5/24/2017			3,833.33
5/24/2017			(3,833.33)
5/24/2017			3,833.33
Period 11 Total			15,624.99
6/22/2017			4,175.00
6/22/2017			1,765.00
Period 12 Total			5,940.00
12-1277-520-000 Total Faculty Salaries: Full-Time Faculty			23,229.99
Salary: 12-1277-521-000			
10/20/2016			1,100.00
10/20/2016			733.33
Period 4 Total			1,833.33
11/16/2016			1,100.00
11/16/2016			3,483.33
Period 5 Total			4,583.33
12/16/2016			1,100.00
12/16/2016			734.00
Period 6 Total			1,834.00
3/17/2017			2,016.67
Period 9 Total			2,016.67
4/24/2017			2,016.67
4/24/2017			6,050.00
Period 10 Total			8,066.67
5/24/2017			2,016.67
Period 11 Total			2,016.67
12-1277-521-000 Total Faculty Salaries: Overload			20,350.67

DE COMMUNITY COLLEGE
 icroComputers
 ths Ending Friday, June 30, 2017

Document Number	Vendor Name	Description
DD000839	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks
DD002329	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Void Checks
002078	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks
DD002473	FACULTY 2	Payroll Computer Checks
001386	FACULTY 1	Payroll Computer Checks
001382	FACULTY 2	Payroll Computer Checks
001467	FACULTY 1	Payroll Computer Checks
001459	FACULTY 2	Payroll Computer Checks
001554	FACULTY 1	Payroll Computer Checks
001549	FACULTY 2	Payroll Computer Checks
001857	FACULTY 1	Payroll Computer Checks
001946	FACULTY 1	Payroll Computer Checks
001933	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks

Salary:
12-1277-522-000

7/19/2016	825.00
Period 1 Total	<u>825.00</u>
10/20/2016	1,237.50
10/20/2016	825.00
Period 4 Total	<u>2,062.50</u>
11/18/2016	825.00
11/18/2016	412.50
Period 5 Total	<u>1,237.50</u>
12/16/2016	412.50
12/16/2016	825.00
Period 6 Total	<u>1,237.50</u>
4/24/2017	1,650.00
Period 10 Total	<u>1,650.00</u>
12-1277-522-000 Total Faculty Salaries: Adjunct	<u>7,012.50</u>

Salary:
12-1277-531-000

7/19/2016	3,725.00
7/19/2016	4,016.67
Period 1 Total	<u>7,741.67</u>
8/24/2016	4,125.00
8/24/2016	3,833.33
Period 2 Total	<u>7,958.33</u>
9/21/2016	4,120.00
9/21/2016	3,833.33
Period 3 Total	<u>7,953.33</u>
10/20/2016	3,833.33
10/20/2016	4,125.00
Period 4 Total	<u>7,958.33</u>
11/18/2016	4,125.00
11/18/2016	3,833.33
Period 5 Total	<u>7,958.33</u>
12/16/2016	3,833.33
12/16/2016	4,125.00
Period 6 Total	<u>7,958.33</u>
1/20/2017	4,125.00
1/20/2017	3,833.33
Period 7 Total	<u>7,958.33</u>

001203	ADJUNCT 1	Payroll Computer Checks
001370 DD001256	ADJUNCT 1 ADJUNCT 2	Payroll Computer Checks Payroll Computer Checks
DD001422 001446	ADJUNCT 2 ADJUNCT 1	Payroll Computer Checks Payroll Computer Checks
001537 DD001586	ADJUNCT 1 ADJUNCT 2	Payroll Computer Checks Payroll Computer Checks
001901	ADJUNCT 3	Payroll Computer Checks
DD000839 DD000898	FACULTY 2 FACULTY 1	Payroll Computer Checks Payroll Computer Checks
DD001017 DD000965	FACULTY 1 FACULTY 2	Payroll Computer Checks Payroll Computer Checks
DD001160 DD001085	FACULTY 1 FACULTY 2	Payroll Computer Checks Payroll Computer Checks
DD001248 DD001325	FACULTY 2 FACULTY 1	Payroll Computer Checks Payroll Computer Checks
DD001490 DD001416	FACULTY 1 FACULTY 2	Payroll Computer Checks Payroll Computer Checks
DD001578 DD001652	FACULTY 2 FACULTY 1	Payroll Computer Checks Payroll Computer Checks
DD001793 DD001737	FACULTY 1 FACULTY 2	Payroll Computer Checks Payroll Computer Checks

	2/24/2017	4,125.00
	2/24/2017	3,833.33
Period 8 Total		7,958.33
	3/17/2017	4,125.00
	3/17/2017	3,833.33
Period 9 Total		7,958.33
	4/24/2017	4,125.00
	4/24/2017	3,833.33
Period 10 Total		7,958.33
12-1277-531-000 Total Clerical/Staff Salaries: Exempt		79,361.64
12-510:550	Total Salary	129,954.80
Fringe Benefits:		
12-1277-591-000		
	7/19/2016	1,371.53
	7/19/2016	1,466.59
	7/19/2016	190.84
Period 1 Total		3,028.96
	8/24/2016	1,379.32
	8/24/2016	1,349.25
Period 2 Total		2,728.57
	9/21/2016	1,378.97
	9/21/2016	1,349.25
Period 3 Total		2,728.22
	10/20/2016	1,464.25
	10/20/2016	1,503.08
	10/20/2016	276.16
	10/20/2016	84.15
	10/20/2016	56.10
	10/20/2016	260.57
Period 4 Total		3,644.31
	11/16/2016	84.15
	11/16/2016	266.48
	11/18/2016	99.85
	11/18/2016	260.57
	11/18/2016	1,464.25
	11/18/2016	1,503.08
Period 5 Total		3,678.38
	12/16/2016	1,468.24
	12/16/2016	1,498.20
	12/16/2016	294.88
	12/16/2016	99.08
	12/16/2016	84.15
	12/16/2016	56.15
Period 6 Total		3,500.70

1/20/2017		1,468.24
1/20/2017		1,498.19
Period 7 Total		2,966.43
2/24/2017		1,472.84
2/24/2017		1,502.79
Period 8 Total		2,975.63
3/17/2017		145.02
3/17/2017		1,469.77
3/17/2017		1,499.73
Period 9 Total		3,114.52
4/24/2017		145.01
4/24/2017		435.05
4/24/2017		1,469.77
4/24/2017		1,499.73
4/24/2017		126.23
Period 10 Total		3,675.79
5/24/2017		253.15
5/24/2017		253.15
5/24/2017		253.16
5/24/2017		419.38
5/24/2017		253.15
5/24/2017		(253.15)
Period 11 Total		1,178.84
6/22/2017		126.93
6/22/2017		277.96
Period 12 Total		404.89
12-1277-591-000	Total FICA (Social Security, Medicare)	33,625.24
Fringe Benefits:		
12-1277-594-000		
5/24/2017		(1,216.62)
5/24/2017		1,216.62
5/24/2017		1,225.37
5/24/2017		1,216.62
5/24/2017		1,216.62
5/24/2017		1,216.62
Period 11 Total		4,875.23
6/22/2017		1,225.37
Period 12 Total		1,225.37
12-1277-594-000	Total Insurance Premiums	6,100.60
12-591:598	Total Fringe Benefits	39,725.84
12-601	Travel	
12-602	Food and Meals	
12-606	Student Travel	

DD001737	FACULTY 2	Payroll Computer Checks
DD001793	FACULTY 1	Payroll Computer Checks
DD001860	FACULTY 2	Payroll Computer Checks
DD001932	FACULTY 1	Payroll Computer Checks
001857	FACULTY 1	Payroll Computer Checks
DD002015	FACULTY 2	Payroll Computer Checks
DD002089	FACULTY 1	Payroll Computer Checks
001946	FACULTY 1	Payroll Computer Checks
001933	FACULTY 2	Payroll Computer Checks
DD002176	FACULTY 2	Payroll Computer Checks
DD002244	FACULTY 1	Payroll Computer Checks
001901	ADJUNCT 3	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Computer Checks
DD002329	FACULTY 2	Payroll Computer Checks
DD002396	FACULTY 1	Payroll Computer Checks
002078	FACULTY 2	Payroll Computer Checks
002051	FACULTY 2	Payroll Void Checks
DD002473	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks
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002051	FACULTY 2	Payroll Computer Checks
002052	FACULTY 2	Payroll Computer Checks
DD002531	FACULTY 1	Payroll Computer Checks

- 12-607 Rentals
- 12-611 Postage & Shipping
- 12-613 Printing
- 12-615 Advertising
- 12-616 Promotions
- 12-617 Recruiting
- 12-619 Animal Food
- 12-626 Conference Fees/Registration

Telephone:

12-1277-631-000 7/19/2016 75.00

12-1277-631-000 Total Telephone 75.00

12-631 Total Telephone 75.00

- 12-641 Lease/Rental/Lease Purchase
- 12-646 Service Agreements
- 12-647 Fuel/Gas
- 12-649 Repairs
- 12-661 Contract Services
- 12-662 Legal Services
- 12-663 Consultants
- 12-681 Dues/Memberships/Fees
- 12-682 Subscriptions
- 12-699 Uniforms

Instructional Supplies:

12-1277-700-000 8/31/2016 43.77

Period 2 Total 43.77

1/31/2017 18.40

Period 7 Total 18.40

2/27/2017 398.76

Period 8 Total 398.76

3/30/2017 49.21

Period 9 Total 49.21

4/17/2017 169.00

Period 10 Total 169.00

12-1277-700-000 Total Instructional Supplies 679.14

12-700-000 Total Instructional Supplies 679.14

- 12-700-001 Instructional Supplies (Innovation Fee)
- 12-701 Office Supplies
- 12-702 Paper Supplies
- 12-703 Books
- 12-704 Periodicals
- 12-705 Media (Videos, DVD)
- 12-717 Professional Development
- 12-719 Misc. Expenses
- 12-850 Equipment- Non-Capital >\$5,000
- 12-852 Software & Licenses

3.0: ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.2: SIGNIFICANT ASSESSMENT FINDINGS

In this section the program should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. (See *Appendix 2 for ICC SLO's and Resource C- for more information.*)

Narrative:

Faculty have worked to update outcomes for the major and general education courses in this program to ensure measurement of student learning is reflective of current industry needs and standards. Often this reflection leads to the need of a different style of teaching or perhaps even a different course. Faculty continue to discuss the types of courses and assignments that will provide the best outcome for positive student learning.

We have also used assessment data to make the following changes to our courses:

1. Computer Concepts and Apps (CCA) – Added self-paced tutorials to the weekly lessons
2. Computer Information Systems (CIS) – Added more project based learning opportunities
3. PC (Personal Computer) Repair – Adding more hands on learning time.
4. Programming courses - Programming through gaming, reaching students where they are.
5. Web Design - Added Adobe Creative Cloud licenses so that students could work on projects in all labs on campus.

Most of the students who have done internships with us are still finishing their degrees at four-year universities. One student in particular had financial aid issues and was forced to return home before finishing her degree. She has been using the skills she learned in our program and in her internship in our local workforce. She has had great success with building and maintaining websites for a local realtor and they are very satisfied with her job performance. When asked if they would recommend her to others they responded, "Well no, we want to keep her," says Amber Gregory of Premier Property Group.

We do have a student currently enrolled in our Web Design degree program finishing this semester, working part-time in the ICC Marketing Department. They think she is amazing and does great work.

4.0: EXTERNAL CONSTITUENCIES AND SIGNIFICANT TRENDS

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following. (See *Resource B for more information and other examples of external constituencies that may apply to both career and transfer programs.*) Program Advisory Committee, Specialized Accreditation, etc.

4.1: PROGRAM ADVISORY

Create a form in this section to include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk(*). Upload meeting minutes from the previous spring and fall semesters.

Narrative:

Present: Tamara Kessler, Chance, Mike, and Tim with MicroWare.

*Here are the outcomes for our Computer Science Program:
Program Outcomes:*

1. *The student will be able to analyze a variety of complex information systems.*
2. *The student will be able to apply and demonstrate power usage of computer science skills.*
3. *The student will be able to organize and prepare a system for solving problems.*
4. *The student will be able to demonstrate effective collaboration and communication skills.*

We would like to know:

Are students being prepared for the future job market?

This is a tricky question for us. We hire people to work with us who fit in with us so the answer to this question for us is yes, we have had extremely good luck with prepared young individuals working for us.

What should the training include?

We all agreed this should be an equal amount of hardware, software, and people skills. Even though many computer technicians do not feel like they may need people skills, they will. We interact with people all the time to find out what is wrong with their item and what needs to be done to fix or replace it. We also do a small amount of our own on the job training that is concentrated on our business needs when we hire a new technician.

Do you think our curriculum adequately addresses industry needs?

For the most part yes, there could be more software class added to reach that more equal status. Also, there is a huge demand in this area for website construction. We have customers asking us all the time if we know how or know anyone who can create a website. This area of Kansas is lacking in this technology.

Do course and program outcomes and performance levels meet industry standards?

Okay, this is what took us so long to get back to you, as we are not teachers. So, looking at what you have and your programs, everything seems to fit and flow well together. We really did look at all of it.

What industry validated credentials (include certificates or licenses) are necessary for industry success?

Having these certifications is always nice but not always required: A+, CISCO, Windows and Office at times.

These are a few questions to get us talking.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion?

Our experience with kids in school is that they know how to use their phones but they do not know how to operate at computer. If you put them in front of one they can probably do a simple Google search but that is it, no other skills unless they are someone who is very interested in computers themselves.

Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions?

Oh yes! We think this is very important and should never go away from education.

Computers and technology is not going anywhere except bigger, better, faster, or different.

But we will have computers around for a very long time and in more commonly used items.

Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well. Students could possibly benefit from this type of class information. We believe the more they get the better off they will be.

4.2: SPECIALIZED ACCREDITATION

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

Our programs do not require specialized accreditation

4.3: OTHER

See Resource B for examples of external constituencies that may apply.

Narrative:

We have been working closely with ICC Now to develop programs for area high schools to bus students to campus to complete the Computer Science programs, specifically Web Design & Development. Other students can utilize this course design as well. We have been asked to create a 2-year plan.

ICC has a 2+2 Web Design & Development agreement with K-State.

The demand for digital design aptitude isn't slowing down. Good web designers are a must-have in any organization today. Hiring managers are moving quickly to snag top web design talent, and highly qualified candidates are seeing multiple job offers.

“As consumers’ expectations increase, more companies are realizing good design is no longer an option – it’s a business imperative,” says Diane Domeyer, executive director of The Creative Group. “As a result, job growth and salaries are increasing for web designers who can create unique and user-friendly websites that cater to target audiences.”

According to The Creative Group 2018 Salary Guide, the midpoint starting salary for web designers is \$66,500.

Half, Robert. “Hot Job: Web Designer.” *Web Designer Job Description and Salary Outlook/Robert Half*, Robert Half International Inc, 6 Mar. 2018, 1;53, www.roberthalf.com/blog/salaries-and-skills/hot-job-web-designer.

7.0: PROGRAM PLANNING AND DEVELOPMENT FOR STUDENT SUCCESS

7.1: NARRATIVE/REFLECTION ON QUALITATIVE AND QUANTITATIVE DATA AND TRENDS

Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section program faculty should provide a narrative reflection on trends observed in the data from section 1.0. (See *Resource C*)

Narrative:

Web Developer	
2016 Median Pay	\$66,130/year or \$31.79/hour
Entry Level Education Required	Associate's degree
Work Experience Required	None
On the job Training	None
Number of Jobs, 2016	162,900
Job Outlook, 2016-26	+ 13% (Faster than Average)
Employment change, 2016-26	+ 21,300
Kansas Number of Jobs, 2016	990-1708
Kansas 2016 Annual Mean Wage	\$55,140 - \$92,730

"Occupational Outlook Handbook." *United States Department of Labor*. Ed. U.S. Bureau of Labor Statistics. Bureau of Labor Statistics, 24 Oct. 2017. Thur. 18 Jan. 2018.

<http://www.bls.gov/ooH/computer-and-information-technology/home.htm>.

- Number of Faculty:
- 3 full time
- 4 part time
- Enrollment & Student credit hours by Faculty type:
- Full time: 101 total credit hours taught, with 376 total student enrollments
- Part time: 24 credit hours taught, 32 total student enrollments
- Our average class size is 9.1 students Face-to-Face, 8.8 students Online, and 9.07 across all programs.
- Our completion rates are 98.9% Face-to-Face, 88.64% Online, and 97.79% across all programs.
- Our course pass rates are 85.62% Face-to-Face, 84.62% Online, and 85.46% across all programs.
- We had 11 completers (graduates), 9 return majors, and 33 declared majors in the 8 Computer Science degree majors.
- This is a growing area. We had 11 completers (graduates), 9 return majors, and 33 declared majors in the 8 Computer Science degree majors.
- Jobs will not be decreasing, but increasing, as can be seen in our data. With the exception of Computer Programming which has only a slight decline in the next ten years.
- Capability of providing an excellent computer program for our students.
- Having three computer labs that are used for computer technology helps us to prepare for the future.

- Two instructors who are very willing to do whatever is necessary to help these programs grow. (A third one hired in May, 2017.)
- We are spreading our existing human resources very thin. The current full time instructors are splitting time between business courses, computer technical courses and computer software courses. This will be addressed with a third instructor hired.
- There is a need for a computer programming instructor who can also teach the hands-on CompTIA courses. This will be addressed with a third instructor hired.
- Technology is always changing and this department needs to be able to change with the times in order to provide our students with the latest and best technology to learn with and on. In order to do this we must have the time to devote to continuing education and certifications, but with teaching full overload there simply is not enough time to get everything done.
- We have the opportunity to draw on a displaced or undereducated worker population and bring them into a field that is growing.
- Three computer labs allow us to provide multiple hands-on teaching labs for as many as 64 students at a single time.
- If our weaknesses hold us back for too long we will not be on the leading edge in our area.
- Other schools will jump to provide displaced workers with programs that will put them to work quickly. With having multiple 2-year schools within driving distance we need to realize that we are not the only place for this training and we need to provide a better education at a better price.

7.2: ACADEMIC PROGRAM VITALITY REFLECTION, GOALS, AND ACTION PLANS

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. (See *Resource D* for detailed descriptions of the vitality recommendation categories.)

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of honors, co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use

S.M.A.R.T. goal setting for this purpose. (See *Resource E* on S.M.A.R.T. goal setting; *Resource F* on Action Plans for Student Success; and *Resource C-* for more information.)

Narrative:

1. Provide students with the opportunity to intern with in our local community and area. Students will receive the chance to practice work within their degree area using learned skills both technical and soft.
2. Continue to utilize community and local advisory groups to give advice with direction of program areas.
3. Faculty attend conferences to stay up to date on industry standards, as budgets allow.
4. Work on 2 + 2 with universities. (Transfer Degrees)
5. Bring more up to date, hands-on Web Design curriculum to recruit other students into courses and possibly programs.
6. Attend career fairs to share tools of trade and education opportunities.

8.0: FISCAL RESOURCE REQUESTS/ADJUSTMENTS

8.1: BUDGET REQUESTS/ADJUSTMENTS

Based on program data review, planning and development for student success, programs will complete the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available in October. (See *Resource G* for more details on possible items to include.)

Narrative:

Budget requests are as follows:

1. Provide \$2,000 in instructional supplies to Microcomputer Supplies. This can help defray costs associated with materials/supplies for the hands-on project classes.
 2. Provide funding to allow for Web Design students to take industry certs. Provide \$3,000 for this in 2018-2019. This is being paid for out of Innovation fund in 2017-2018. There are several MTA certs that are free to the students at this point just for completing courses.
 3. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, \$30; ACTE Conferences \$565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, \$699 plus travel and hotel (usually the first of June each year).
- (4, 5 & 6 would be as budgetary funds are available for updating, repairs and replacements in the classrooms.)
4. Consider removing the carpet in AC107 and AC108 and polishing the cement floors after the carpet is removed.
 5. Providing funds for repairs and/or replacements of the chairs in all three computer labs.
 6. Consider replacing the old desks in AC107 that are not conducive to the students in a computer lab setting. The tables in AC108 have quarter round on the back edges in the attempt to prevent computers from falling off the backs of the tables that are so short in width.

9.0 PROGRAM PLANNING AND DEVELOPMENT PARTICIPATION

9.1: FACULTY AND STAFF

In this section programs will provide a brief narrative of how faculty and staff participated in the program review, planning and development process.

Narrative:

Two full-time instructors staff the Business and Computer Technology Department, as well as one adjunct. One full-time instructor has a Bachelor's and Master's degrees in Business Education with an emphasis in Computer Technology. The other full-time instructor has a Bachelor's degree in Accounting and a Master's degree in Business Administration, with 18 additional graduate hours in Computer Technology. Both instructors have worked on completing second Master's degrees in Instructional Design and Technology. The full-time instructors are currently teaching 48 credit hours per semester with the adjunct teaching 6-9 hours. We currently employ one adjunct who teaches in the computer science area. This instructor has a Master's in Information Systems and over 20 years of field experience. At the end of Spring 2017, we hired another full time faculty for the Business and Computer Technology Department. This full time faculty will be concentrating mostly on the AOM program however will be able to teach some of the sections of the beginning level computer course. This instructor has a Associate's degree in Business Administration, Bachelor's degree in Computer Information Systems and is currently working on a Master's degree in Business Education. One of the full time faculty have moved to the Fab Lab and is working on Pre-Engineering, Fab Lab and CIT programs.

84% of the programs' courses are taught by full time faculty and 16% are taught by adjunct faculty.

Both of the aforementioned full-time instructors attend League for Innovation's STEM Tech conferences as budget dollars allow, as well as spending personal funds to attend iTRAC (Innovative Technology to Recharge and Connect) technology conferences to keep up with the latest teaching methods, and innovations in the area. Both instructors have also attended Microsoft and CompTIA (Computing Technology Industry Association) certification workshops and several local high school career fairs.

There is a significant issue regarding beginning level coursework. There is a misunderstanding that all students come in with a working knowledge of computers. Even the students themselves believe they have the knowledge required to become a computer expert with very little effort. This is simply not true. More and more high schools are removing computer science coursework from their curriculum and many students believe that because they can surf the web or send an email or text that they have enough. This is noted in an article published in the New York Times. The following is an excerpt from the article. "Only a quarter of the elementary, middle and high schools in the United States offer computer science classes, with 22 states not allowing such classes to count toward a diploma, officials said. Only 4,310 of 37,000 high schools in the country offer Advanced Placement computer science classes, they said, putting American children at a disadvantage."

Shear, Michael D. "Obama's Budget Urges a Deeper Commitment to Computer Education." 30 January 2016. *The New York Times*. Article. 11 April 2016.

Another issue we encounter is a lack of personnel to teach the wide variety of offerings our computer students need and want. Even at teaching the maximum overload each semester

we are unable to provide the variety students demand. Computer technology is a field that requires its instructors to stay up, or even ahead of the latest innovations in order to provide our students with the best education. Curriculum and courses must be updated regularly, sometimes every year to two years.

Computer Concepts and Applications (required basic computer course for Web Design programs): We now require students to prep for the lessons before class by reading and doing software tutorials on their own. During class time, students work as a class to complete two different documents using all of the tools that were learned in the reading and the tutorials. Students are then given an exam that provides them with immediate responses and the ability to correct what is missed so that they are able to learn from mistakes and master the current material before moving on. They are allowed to use their books for reference during this exam, if necessary. This has proved to be a beneficial addition. Grades have improved as well as completers, therefore lowering repeat of the course.

PC Maintenance and Repair (elective class for Web Design programs): We now have a dedicated lab where students are able to get hands on practice in repairing computers, troubleshooting hardware and software, building computers from the ground up, and running a mock help desk. This allows us to ensure that our students can actually work in the field upon completion.

Adobe Classes (which are used in the Web Design programs): We have changed over to the Creative Cloud software for all Adobe related classes. This allows students to learn on the most up-to-date software without paying licensing fees on their personal computers. Students are able to work on and complete projects during class time.

We teach multicultural and diversity issues in the following courses: Human Relations in Business, Business Ethics, Business Communications, HTML, and Web Design.

From a technical perspective students are given an opportunity to read about the ADA compliance regulations of web sites and practice using techniques like speech to text, video placement with captions, etc.

From a soft-skill perspective students study the importance of understanding different cultures when communicating. They are given the opportunity to represent a culture different from their own in a business meeting and encounter the issues that occur when we are not cognizant of diversity. We also provide multiple short videos where we witness employee behavior when in a diverse workplace, and we are able to critique and share what should be done differently.

We have welcomed students from a variety of cultures. This allows students to not only learn topics from an academic perspective, but to also hear first-hand about cultural difference and the problems that are faced. An example of this was presented well in a final web design project when a student completed her assignment in English and Chinese. The rest of the class was amazed at the work she did to accomplish her goal. This semester I have a student creating her websites in both English and Turkish languages.

9.2: DEAN AND/OR ADMINISTRATIVE DESIGNEE RESPONSE

After review and reflection of the program review, planning and development, the Division Dean will complete Dean's Summative Assessment form. The Dean's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

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