



**Computer Information Systems Program Review**

**Associate of Applied Science**

**2017-2022**



**Prepared by the Following Computer Science Instructor**

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## **Section 1: Alignment of program mission and purposes with mission and purposes of NCCC.**

### **Mission:**

The mission of Neosho County Community College is to enrich our communities and our students' lives.

Students engaging in the Computer Information Systems program may complete the program and seek immediate employment, complete portions of the program to transfer elsewhere, or target specific areas to increase knowledge for current/future employment opportunities. While this program has overlaps and is similar to Computer Support Specialist (CSS), this program focuses on programming/coding software, whereas the CSS program focuses on troubleshooting hardware/software/networking and end user support.

In the past Faculty have assisted with technology training opportunities and problem solving for local businesses.

### **Purposes**

#### **Student Learning through:**

- integrating effective curriculum, teaching, and technology to build engaging educational environments,
- using effective assessment processes for educational environments, and
- advancing critical thinking and open exchange of ideas;

The Computer Information Systems program and associated courses meet students' needs effectively through quality educational courses. Assessment data is used to modify classes by adding or changing homework assignments and re-arranging when material is presented in class. Critical thinking is used in many situations, as students are presented with problems or "broken" scenarios that they have to resolve using course concepts.

#### **Student Success through:**

- facilitating student goal completion, retention and persistence,
- promoting accessibility via college/career readiness efforts, affordability, flexible scheduling and modalities,
- using a comprehensive system of proactive support, and
- embracing diversity;

Computer Science faculty provide individualized advising to assigned students and others needing help. Advising sessions are offered during office hours and individual appointments, both in person, email and online via Zoom.

### **Accountability to Stakeholders through:**

- communicating openly with all constituencies,
- managing resources ethically and effectively,
- implementing systematic, evidence-based, integrated plans,
- supporting and developing college employees, and
- providing safe and comprehensive facilities;

Computer Science faculty respond to stakeholders through all required avenues, and communicate via the division chair and the administration. We ethically manage our resources and are held accountable for that use by the division chair and administration as monitored through purchase orders and the annual budget. Classroom safety protocols are followed as required.

### **Meeting Community Needs through:**

- facilitating community and economic development by providing informed citizenry and skilled workforce,
- fostering cultural, educational and athletic enrichment,
- offering learning opportunities for all, and
- inspiring a spirit of innovation and entrepreneurship;

Computer Information Systems students median earnings were \$45.98 per hour in 2020\* and has the potential for 10,000 job openings annually\*.

\*Bureau of Labor Statistics

### **Updates from Previous SWOT Analysis**

The SWOT analysis from the last program review is included below. Being new to the program I unfortunately do not have an update on several of these items but will try to provide an update from what I do know. I will break down each section within it's own section below:

#### **Strengths**

I believe many of these are still strengths for the program as you will see in my updated SWOT analysis at the end of the document. The program continues to put students on a path to higher paying employment, though I do not have any employment statistics from students who have graduated from the program (there have not been many). Part of the reason for this is most students want to transfer so after we learn of this we switch them to an AS degree that will transfer better to a four year university. One of the previous strengths is the programming courses transfer to most Kansas Regent Schools, however, I've been told they do not so this needs to be investigated (see action plan). The program also still overlaps heavily with the CSS program, making it easier/more cost effective to run the two programs simultaneously.

#### **Weaknesses**

While enrollment for the program is still low, it has went up in recent years, most classes have been making, while those that don't often still have enough students to run the class. A previous weakness was noted as a potentially costly program, however, no equipment is required for these courses and the only real cost for the program is the instructor. So while lack of enrollment is still a concern, I would not label this as a costly program.

### **Opportunities**

While I'm aware of some instances in the past where Faculty/Staff have done some training and helped local businesses with technology issues, such as training with HBD Thermoid and assistance with the Safari Museum, I do not have concrete dates for when this happened. Facilities being used from the local USD is mentioned, however, with the move to online/virtual environment this is no longer necessary. Similar to more outreach in the Ottawa area, with the move to online this better serves the Ottawa area as well, though some additional advertising would probably help. I'm not aware of any funding from the technical authority so this is something I would have to research.

### **Threats**

I'm told many of these classes won't or are difficult to transfer to a four year institution. This is why we direct transferring students to an AS degree instead of a CIS degree. I'm not familiar with the ins and outs of this so further research is needed. Population decline continues to be an issue.

### **Previous SWOT analysis of program:**

#### **Strengths:**

- The mission and purposes of the program contribute to NCCC's mission and purposes.
- Computer Information Systems program scholarships provide opportunities for Neosho County students to enroll in the program.
- Computer Information Systems continues to be listed in the Kansas Occupational Outlook as a job with growing opportunity. Thousands of new jobs are expected to become available.
- The program prepares graduates for relatively high paying jobs. Actual salary data for our graduates is difficult to find since most information is for graduates with a B.S in CIS. I believe all our graduates have found jobs.
- Support of full time faculty member, willing to obtain certifications needed to support the program.
- Programming courses transfer to most of the Kansas Regent schools.
- Due to the overlap with the CSS and Technology programs most of the courses run with at least the required minimum, giving all our students a more varied course offering.
- The program is accredited by ACBSP.

#### **Weaknesses:**

- Enrollment in the program is minimal.
- Lack of enrollment in a costly program means program cancellation is a real possibility.

#### **Opportunities:**

- Educational and training needs of business and industry could provide an opportunity for growth.
- Facilities at Chanute High School could be used to teach some program courses. Increasing

our overall enrollment.

- Opportunities may exist in the Ottawa outreach area.
- Additional funding may available from the new Technology Authority.

**Threats:**

- Many of the courses not transferable.
- Population decline in the city and county.

## Section 2: Curriculum of Program and Outcomes Assessment

### Computer Information Systems Associate of Applied Science

The Associate of Applied Science in Computer Information Systems is a two-year degree for students who intend to seek immediate employment upon graduation. Career areas will depend upon which programming languages and recommended electives the student chooses and may include: computer programmer, data base administrator, office manager, network administrator, web-page designer, and data entry clerk.

#### Accreditation

The Associate of Applied Science degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

#### Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the Mandatory Placement Policy, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

#### General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, CURR 100 First Year Seminar, and a 3 credit hour computer literacy proficiency course. Other general education electives may be required to meet degree requirements.

#### Program Core Courses

CSIS 230 Visual Basic Programming, CSIS 240 C++ Programming, CSIS 117 Intro to Web Design, CSIS 100 Computer Concepts and Applications, CSIS 250 Advanced Programming Methods, ACCT 201 Financial Accounting, ACCT 202 Managerial Accounting, or approved business electives.

#### Program Elective Courses

Program electives should be discussed with an advisor and may be selected to fit specific goals and requirements. Choose from the following list: ACCT 108 College Accounting, ECON 200 Microeconomics, ECON 201 Macroeconomics, MGMK 101 Intro to Business, MGMK 135 Human Relations and Supervision, BUSI 106 Business Mathematics, MATH 113 College Algebra, ETEC 194 Intro to Technology Systems, BUSI 114 Business Law, BUSI 118 Business Communications, or approved business electives.

#### Program Outcomes

1. Demonstrate effective written and oral communication skills.
2. Make ethical decisions incorporating the standards of the profession.
3. Collaborate with others in a team project setting.
4. Identify the function and use of common hardware and software components

5. Apply principles of accounting, economics, management, and marketing in the workplace
6. Utilize computer application software
7. Demonstrate entry-level programming skills.

#### Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

#### Recommended Sequence of Courses

(Fall) Semester I		Cr Hrs
CURR 100	First Year Seminar	1
ENGL 101	English Composition I	3
MGMK 101	Intro to Business	3
CSIS 100	Computer Concepts and Applications	3
MATH 113	College Algebra or	3
BUSI 106	Business Mathematics	
CSIS 230	Visual Basic Programming	3
	<b>Total</b>	<b>16</b>

(Spring) Semester II		Cr Hrs
ETEC 194	Intro to Technology Systems	3
CSIS 240	C++ Programming	3
BUSI 118	Business Communication	3
CSIS 117	Intro to Web Design	1
	Approved Business/Computer Elective	3
	Approved General Education Elective	3
	<b>Total</b>	<b>16</b>

(Fall) Semester III		Cr Hrs
ACCT 201	Financial Accounting	3
CSIS 237	Java Programming	3
ECON 200	Microeconomics	3
	Approved Business/Computer Elective(s)	3-6
	Approved General Education Elective	3
	<b>Total</b>	<b>15-18</b>

(Spring) Semester IV		Cr Hrs
ACCT 202	Managerial Accounting	3
CSIS 250	Advanced Programming Methods	3
ECON 201	Macroeconomics	3
COMM 213	Interpersonal Communications	3
	Approved Business/Computer Electives	4-6
	<b>Total</b>	<b>16-18</b>

**Total Program Credits** 64

This curriculum is not designed for students who wish to transfer.

#### For more information contact:

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**Courses in Program:**

<b>Computer Information Systems Program CORE Courses</b>	<b>Computer Information Systems Program ELECTIVE Courses</b>
CSIS 100 Computer Concepts and Applications	ACCT 108 College Accounting
CSIS 117 Intro to Web Design	ECON 200 Microeconomics
CSIS 230 Visual Basic Programming	ECON 201 Macroeconomics
CSIS 240 C++ Programming	MGMK 101 Introduction to Business
CSIS 237 Java Programming	MGMK 135 Human Relations and Supervision
CSIS 250 Advanced Programming Methods	MATH 113 College Algebra
ACCT 201 Financial Accounting	ETEC 194 Intro to Technology Systems
ACCT 202 Managerial Accounting	BUSI 106 Business Mathematics
	BUSI 114 Business Law
	BUSI 118 Business Communications

**Assessment methods, course and program:**

Some courses utilize a comprehensive final exam to assess the outcomes, however, there are other assessment methods used throughout these courses. Most courses have each assignment (lab, quiz, or exam) tied to an outcome.

**Assessment Methods List:**

- Comprehensive finals
- Quizzes/Exams
- Projects

**PROGRAM ASSESSMENT MATRIX – 22-23**  
**Computer Information Systems – AAS Degree**  
 Submitted by Chad DeVoe – 08/26/2016

**Skills Outcomes**

1. Demonstrate effective written and oral communications skills
2. Make ethical decisions incorporating the standards of the profession
3. Collaborate with others in a team project setting
4. Identify the function and use of common hardware and software components
5. Analyze computer information systems and troubleshoot hardware problems
6. Apply principles of accounting, economics, management, and marketing in the workplace
7. Utilize computer application software
8. Demonstrate entry-level programming skills

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7	Program Outcome 8
ACCT 201	Financial Accounting	CO 5, 6, 7, 8, 9, 10	CO 12				CO 1, 2, 3, 4, 11		
ACCT 202	Managerial Accounting						CO 1-11		
CSIS 100	Computer Concepts & Applications	CO 5, 9	CO 10		CO 1, 2, 3	CO 1, 2, 3		CO 4, 5, 6, 7, 8, 9	
CSIS 117	Intro to Web Design	CO 1, 2						CO 3	CO 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
CSIS 229	Advanced Web Page Design	CO 1, 2, 3						CO 1, 2, 3, 4	
CSIS 230	Visual Basic			CO 1, 5					CO 2, 3, 4, 5
CSIS 237	JAVA			CO 1, 5					CO 2, 3, 4, 5
CSIS 240	C++ Programming	CO 1, 2		CO 3, 4, 5	CO 1				CO 2, 3, 4, 5
CSIS 250	Advanced Programming Methods			CO 1					CO 1, 2, 3, 4, 5, 6, 7

CO = Course Outcome Number



**\*\*\*Matrix Note\*\*\***

Several of these outcomes no longer exist or are no longer matching up correctly, this needs to be corrected, this is a part of the action plan noted at the end of the document.

**Summary Table of Course Outcomes Assessments Averages 17-18 through 21-22:**

**Course Outcomes:**

**Program: Computer Information Systems**

<b>Core Course Outcomes*</b>							
Course Number	Course Name	Course Outcome	Mean Scores by Year				
			17-18	18-19	19-20	20-21	21-22
<b>ACCT 201</b>	<b>Financial Accounting</b>	CO1	89	90	89	85	92
		CO2	89	90	94	88	92
		CO3	78	84	83	83	86
		CO4	87	86	87	91	92
		CO5	85	89	88	77	76
		CO6	84	87	87	83	90
		CO7	81	ZZ	ZZ	ZZ	ZZ
		CO8	79	ZZ	ZZ	ZZ	ZZ
		CO9	85	ZZ	ZZ	ZZ	ZZ
<b>ACCT 202</b>	<b>Managerial Accounting</b>	CO1	93	94	93	94	89
		CO2	85	88	94	90	94
		CO3	82	87	90	85	87
		CO4	92	92	91	85	87
		CO5	75	95	98	96	81
		CO6	79	89	88	92	88
		CO7	81	ZZ	ZZ	ZZ	ZZ
		CO8	88	ZZ	ZZ	ZZ	ZZ
		CO9	79	ZZ	ZZ	ZZ	ZZ
		CO10	88	ZZ	ZZ	ZZ	ZZ
		CO11	85	ZZ	ZZ	ZZ	ZZ
<b>CSIS 100</b>	<b>Computer Concepts &amp; Applications</b>	CO1	78	74	83	82	89
		CO2	71	72	83	84	89
		CO3	79	81	84	83	86
		CO4	71	68	74	81	84
		CO5	66	66	73	78	81
		CO6	58	59	68	74	74
		CO7	75	77	81	78	83
		CO8	73	69	78	81	87

		CO9	69	70	80	83	84
<b>CSIS 117</b>	<b>Intro to Web Design</b>	CO1	XX	XX	XX	XX	96
		CO2	XX	XX	XX	XX	95
		CO3	XX	XX	XX	XX	99
		CO4	XX	XX	XX	XX	99
		CO5	XX	XX	XX	XX	99
		CO6	XX	XX	XX	XX	96
		CO7	XX	XX	XX	XX	100
<b>CSIS 229</b>	<b>Advanced Web Page Design</b>	CO1	100	XX	XX	XX	91
		CO2	100	XX	XX	XX	99
		CO3	100	XX	XX	XX	78
		CO4	100	XX	XX	XX	75
<b>CSIS 230</b>	<b>Visual Basic</b>	CO1	XX	93	XX	XX	79
		CO2	XX	93	XX	XX	79
		CO3	XX	75	XX	XX	100
		CO4	XX	54	XX	XX	60
		CO5	XX	93	XX	XX	79
<b>CSIS 237</b>	<b>JAVA</b>	CO1	XX	XX	XX	90	XX
		CO2	XX	XX	XX	90	XX
		CO3	XX	XX	XX	80	XX
		CO4	XX	XX	XX	60	XX
		CO5	XX	XX	XX	79	XX
<b>CSIS 240</b>	<b>C++ Programming</b>	CO1	86	XX	84	XX	XX
		CO2	86	XX	84	XX	XX
		CO3	100	XX	67	XX	XX
		CO4	75	XX	64	XX	XX
		CO5	100	XX	67	XX	XX
<b>CSIS 250</b>	<b>Advanced Programming Methods</b>	CO1	100	XX	93	XX	XX
		CO2	100	XX	100	XX	XX
		CO3	100	XX	93	XX	XX
		CO4	50	XX	65	XX	XX
		CO5	50	XX	50	XX	XX
		CO6	100	XX	100	XX	XX
		CO7	50	XX	50	XX	XX

\*Listed courses appear on the current program matrix.

XX = Course not assessed

ZZ = Outcome not assessed

**Analysis:**

- **CSIS 100** – This class is required by many other programs and enrollment is high. Scores appear to be trending higher.
- **CSIS 117** – This class often does not make and is on an every other year rotation, therefore only one year has data. The students all scored very well in that one year.
- **CSIS 229** – This class does not make often as well and is also on an every other year rotation, however, did make twice in the last five years. Although scores are trending downward, the scores from 17/18 were all 100 so there was only one direction for the scores to go...
- **CSIS 237** – This class is on an every other year rotation. Most of the scores were up and met goals, minus CO4.
- **CSIS 240** - This class is on an every other year rotation, most recent scores had several below goals, most likely due to one student bringing scores down due to lower enrollment.
- **CSIS 250** - This class is on an every other year rotation, some of the COs are consistently high with a few of them consistently low. Alternative methods may need to be introduced to see if scores come up there.
- **ACCT 201** – This course is being removed from the matrix as it does not align with new program outcomes.
- **ACCT 202** – This course is being removed from the matrix as it does not align with new program outcomes.

**Computer Information Systems Program Outcomes Assessment**

**Program Data: Computer Information Systems**

Program Outcomes					
Mean Scores by Year					
Outcome	17-18	18-19	19-20	20-21	21-22
PO1	70	69	77	80	83
PO2	0	0	0	0	0
PO3	93	93	68	85	79
PO4	76	76	83	83	88
PO5	76	76	83	83	88
PO6	85	89	90	88	89
PO7	69	68	76	79	82
PO8	85	79	73	77	90

Scores are trending upwards and/or remaining flat, most meeting goals. The program has a new instructor and many changes will be recommended to the course outcomes in the near future, which

will then also drive changes to the program path and program outcomes. These changes are mostly updates to reflect what is actually being taught, as many of these have not been updated in quite some time and are not accurately reflecting what is being taught anymore. The core programming classes are still being taught by Chad Devoe; he has been consulted about updating the course outcomes for those courses as well. P02 is pointing towards course outcomes that no longer exist, so that is why it is showing zeroes. This will be corrected in program/course outcome revisions.

**Efforts to stay current in curriculum:**

The computer science field is constantly changing, instructors need to make sure they are competent to teach relevant topics and concepts in light of this. The primary computer science instructor, Jon Seibert, is finishing his Masters Degree in Cyber Security in Fall of 2022. He has also completed five CompTIA certification exams resulting in four certifications (one certification requires two exams). Those certifications include: CompTIA A+, Comp TIA Server +, Comp TIA Security +, and Comp TIA Network +, with Comp TIA Cloud + scheduled to be completed in Spring of 23. Unfortunately, most of this education and training is focused on the CSS program and not the CIS program. While Jon Seibert may be able to teach the core CIS courses if the current instructor (Chad Devoe) no longer could, it would be beneficial for him to receive some training in these areas such as possibly taking the classes while Chad is still teaching them.

Previous faculty have also attended appropriate KCOG (Kansas Core Outcomes Group) meetings as well as appropriate to the program.

**Barriers to Professional Development:**

The college has been generous in assisting with the above-mentioned certifications, however, schooling beyond masters level will be a challenge due to funding. Current professional development funding levels will not cover one doctorate level course, so the majority of the burden would fall on the instructor.

**Section 3: Data – Enrollment and Resources**

**Headcount/Course/Academic Year:**

<b>Headcount/Course/Academic Year</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
ACCT 201 - Financial Accounting	19	23	28	32	23	<b>125</b>
ACCT 202 - Managerial Accounting	9	16	10	16	9	<b>60</b>
CSIS 100 - Computer Concepts & Applications	396	369	375	334	317	<b>1791</b>
CSIS 117 - Intro to Web Design	0	0	0	0	7	<b>7</b>
CSIS 229 - Advanced Web Page Design	2	0	0	0	4	<b>6</b>
CSIS 230 - Visual Basic Programming	0	8	0	0	5	<b>13</b>
CSIS 237 - JAVA Programming	0	0	0	5	0	<b>5</b>
CSIS 240 - C++ Programming	4	0	10	0	0	<b>14</b>

CSIS 250 - Advanced Programming Methods	2	0	2	0	0	4
<b>TOTALS</b>	<b>432</b>	<b>416</b>	<b>425</b>	<b>387</b>	<b>365</b>	<b>2025</b>

**Generated Hours/Course/Academic Year:**

<b>Generated Hours/Course/Academic Year</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
ACCT 201 - Financial Accounting	57.0	69.0	84.0	96.0	69.0	375.0
ACCT 202 - Managerial Accounting	27.0	48.0	30.0	48.0	27.0	180.0
CSIS 100 - Computer Concepts & Applications	1188.0	1107.0	1125.0	1002.0	951.0	5373.0
CSIS 117 - Intro to Web Design	0.0	0.0	0.0	0.0	7.0	7.0
CSIS 229 - Advanced Web Page Design	6.0	0.0	0.0	0.0	12.0	18.0
CSIS 230 - Visual Basic Programming	0.0	24.0	0.0	0.0	15.0	39.0
CSIS 237 - JAVA Programming	0.0	0.0	0.0	15.0	0.0	15.0
CSIS 240 - C++ Programming	12.0	0.0	30.0	0.0	0.0	42.0
CSIS 250 - Advanced Programming Methods	6.0	0.0	6.0	0.0	0.0	12.0
<b>TOTALS</b>	<b>1296.0</b>	<b>1248.0</b>	<b>1275.0</b>	<b>1161.0</b>	<b>1081.0</b>	<b>6061.0</b>

**Analysis:** While headcount for CSIS 100 is always high due to it being required by many other programs, enrollment in these courses seems to be staying flat overall, with the 19-20 year spiking a bit higher than normal and the 20-21 year spiking lower than normal, possibility attributed to pandemic/course availability.

**FTE/Course/Academic Year (Generated Hrs/30):**

<b>FTE/Course/Academic Year (Generated Hrs/30)</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
ACCT 201 - Financial Accounting	1.9	2.3	2.8	3.2	2.3	12.5
ACCT 202 - Managerial Accounting	0.9	1.6	1.0	1.6	0.9	6.0
CSIS 100 - Computer Concepts & Applications	39.6	36.9	37.5	33.4	31.7	179.1
CSIS 117 - Intro to Web Design	0.0	0.0	0.0	0.0	0.2	0.2
CSIS 229 - Advanced Web Page Design	0.2	0.0	0.0	0.0	0.4	0.6
CSIS 230 - Visual Basic Programming	0.2	0.0	0.0	0.0	0.4	0.6
CSIS 237 - JAVA Programming	0.0	0.8	0.0	0.0	0.5	1.3
CSIS 240 - C++ Programming	0.0	0.0	0.0	0.5	0.0	0.5
CSIS 250 - Advanced Programming Methods	0.4	0.0	1.0	0.0	0.0	1.4
<b>TOTALS</b>	<b>43.2</b>	<b>41.6</b>	<b>42.5</b>	<b>38.7</b>	<b>36.0</b>	<b>202.0</b>

**Grade Distribution:**

<b>Grade Distribution</b>						
<b>ACCT 201 - Financial Accounting</b>						
<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	8	13	14	12	10	57
B	6	6	8	13	8	41
C	4	3	1	2	1	11
D	1	0	2	1	0	4
F	0	0	0	0	0	0
I	0	0	0	0	0	0
W	0	1	2	2	1	6
WA	0	0	1	2	3	6
<b>TOTALS</b>	<b>19</b>	<b>23</b>	<b>28</b>	<b>32</b>	<b>23</b>	<b>125</b>
<b>ENROLLMENT</b>	19	23	28	32	23	125

<b>WITHDRAWS</b>	0	1	3	4	4	<b>12</b>
<b>WITHDRAW %</b>	<b>0%</b>	<b>4%</b>	<b>11%</b>	<b>13%</b>	<b>17%</b>	<b>10%</b>
<b>Grade Distribution</b>						
<b>ACCT 202 - Managerial Accounting</b>						
<b>GRADE/YR</b>	<b><u>17-18</u></b>	<b><u>18-19</u></b>	<b><u>19-20</u></b>	<b><u>20-21</u></b>	<b><u>21-22</u></b>	<b>TOTALS</b>
A	5	10	8	9	5	<b>37</b>
B	3	5	2	7	4	<b>21</b>
C	1	1	0	0	0	<b>2</b>
D	0	0	0	0	0	<b>0</b>
F	0	0	0	0	0	<b>0</b>
I	0	0	0	0	0	<b>0</b>
W	0	0	0	0	0	<b>0</b>
WA	0	0	0	0	0	<b>0</b>
<b>TOTALS</b>	<b>9</b>	<b>16</b>	<b>10</b>	<b>16</b>	<b>9</b>	<b>60</b>
<b>ENROLLMENT</b>	9	16	10	16	9	<b>60</b>
<b>WITHDRAWS</b>	0	0	0	0	0	<b>0</b>
<b>WITHDRAW %</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Grade Distribution</b>						
<b>CSIS 100 - Computer Concepts &amp; Applications</b>						
<b>GRADE/YR</b>	<b><u>17-18</u></b>	<b><u>18-19</u></b>	<b><u>19-20</u></b>	<b><u>20-21</u></b>	<b><u>21-22</u></b>	<b>TOTALS</b>
A	130	128	133	128	145	<b>664</b>
B	93	81	116	75	65	<b>430</b>
C	69	62	61	45	53	<b>290</b>
D	32	25	11	29	14	<b>111</b>
F	49	41	34	43	21	<b>188</b>
I	0	0	0	0	0	<b>0</b>
W	12	21	19	8	7	<b>67</b>
WA	11	11	1	6	12	<b>41</b>
<b>TOTALS</b>	<b>396</b>	<b>369</b>	<b>375</b>	<b>334</b>	<b>317</b>	<b>1791</b>
<b>ENROLLMENT</b>	396	369	375	334	317	<b>1791</b>
<b>WITHDRAWS</b>	23	32	20	14	19	<b>108</b>
<b>WITHDRAW %</b>	<b>6%</b>	<b>9%</b>	<b>5%</b>	<b>4%</b>	<b>6%</b>	<b>6%</b>
<b>Grade Distribution</b>						
<b>CSIS 117 - Intro to Web Design</b>						
<b>GRADE/YR</b>	<b><u>17-18</u></b>	<b><u>18-19</u></b>	<b><u>19-20</u></b>	<b><u>20-21</u></b>	<b><u>21-22</u></b>	<b>TOTALS</b>
A	0	0	0	0	7	<b>7</b>
B	0	0	0	0	0	<b>0</b>
C	0	0	0	0	0	<b>0</b>
D	0	0	0	0	0	<b>0</b>
F	0	0	0	0	0	<b>0</b>

I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>7</b>
<b>ENROLLMENT</b>	0	0	0	0	7	7
<b>WITHDRAWS</b>	0	0	0	0	0	0
<b>WITHDRAW %</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Grade Distribution</b>						
<b>CSIS 229 - Advanced Web Design</b>						
<b>GRADE/YR</b>	<b><u>17-18</u></b>	<b><u>18-19</u></b>	<b><u>19-20</u></b>	<b><u>20-21</u></b>	<b><u>21-22</u></b>	<b>TOTALS</b>
A	2	0	0	0	2	4
B	0	0	0	0	1	1
C	0	0	0	0	0	0
D	0	0	0	0	0	0
F	0	0	0	0	1	1
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
<b>TOTALS</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>6</b>
<b>ENROLLMENT</b>	2	0	0	0	4	6
<b>WITHDRAWS</b>	0	0	0	0	0	0
<b>WITHDRAW %</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Grade Distribution</b>						
<b>CSIS 230 - Visual Basic Programming</b>						
<b>GRADE/YR</b>	<b><u>17-18</u></b>	<b><u>18-19</u></b>	<b><u>19-20</u></b>	<b><u>20-21</u></b>	<b><u>21-22</u></b>	<b>TOTALS</b>
A	0	3	0	0	3	6
B	0	2	0	0	0	2
C	0	1	0	0	0	1
D	0	0	0	0	1	1
F	0	2	0	0	1	3
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>13</b>
<b>ENROLLMENT</b>	0	8	0	0	5	13
<b>WITHDRAWS</b>	0	0	0	0	0	0
<b>WITHDRAW %</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Grade Distribution</b>						
<b>CSIS 237 - Java Programming</b>						

<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	0	0	0	3	0	3
B	0	0	0	0	0	0
C	0	0	0	1	0	1
D	0	0	0	0	0	0
F	0	0	0	1	0	1
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>
<b>ENROLLMENT</b>	0	0	0	5	0	5
<b>WITHDRAWS</b>	0	0	0	0	0	0
<b>WITHDRAW %</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Grade Distribution</b>						
<b>CSIS 240 - C++ Programming</b>						
<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	1	0	6	0	0	7
B	3	0	1	0	0	4
C	0	0	0	0	0	0
D	0	0	1	0	0	1
F	0	0	1	0	0	1
I	0	0	0	0	0	0
W	0	0	1	0	0	1
WA	0	0	0	0	0	0
<b>TOTALS</b>	<b>4</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>14</b>
<b>ENROLLMENT</b>	4	0	10	0	0	14
<b>WITHDRAWS</b>	0	0	1	0	0	1
<b>WITHDRAW %</b>	<b>0%</b>	<b>0%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>	<b>7%</b>
<b>Grade Distribution</b>						
<b>CSIS 250 - Advanced Programming Methods</b>						
<b>GRADE/YR</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
A	1	0	0	0	0	1
B	0	0	2	0	0	2
C	0	0	0	0	0	0
D	0	0	0	0	0	0
F	1	0	0	0	0	1
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
<b>TOTALS</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>



<b>ENROLLMENT</b>	2	0	2	0	0	<b>4</b>
<b>WITHDRAWS</b>	0	0	0	0	0	<b>0</b>
<b>WITHDRAW %</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

### Analysis:

The majority of students are passing these classes and doing well; the ones that don't have historically reached a certain point in the class, often early but after cert date, where they stop doing work and responding to instructor communications. These students are typically the ones that end up with Ds/Fs in a course.

### Enrollment by site, day/night:

<b>Headcount/Site-Time/Academic Year</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
Chanute - Day	185	190	171	181	154	<b>881</b>
Chanute - Night	0	0	0	0	0	<b>0</b>
Chanute - Outreach	0	0	0	0	0	<b>0</b>
Ottawa - Day	36	29	30	12	22	<b>129</b>
Ottawa - Night	20	0	0	0	0	<b>20</b>
Ottawa - Outreach	0	0	0	0	0	<b>0</b>
Online	191	197	224	189	182	<b>983</b>
Hybrid	0	0	0	5	7	<b>12</b>
<b>TOTALS</b>	<b>432</b>	<b>416</b>	<b>425</b>	<b>387</b>	<b>365</b>	<b>2025</b>

### Generated Hours/Site-Time/Academic Year:

<b>Generated Hours/Site-Time/Academic Year</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>TOTALS</b>
Chanute - Day	555	570	513	543	462	<b>2643</b>
Chanute - Night	0	0	0	0	0	<b>0</b>
Chanute - Outreach	0	0	0	0	0	<b>0</b>
Ottawa - Day	108	87	90	36	66	<b>387</b>
Ottawa - Night	60	0	0	0	0	<b>60</b>
Ottawa - Outreach	0	0	0	0	0	<b>0</b>
Online	573	591	672	567	546	<b>2949</b>
Hybrid	0	0	0	15	7	<b>22</b>
<b>TOTALS</b>	<b>1296</b>	<b>1248</b>	<b>1275</b>	<b>1161</b>	<b>1081</b>	<b>6061</b>

**Analysis:** Most of the classes are offered either at Chanute during the day or online at this point, however, the numbers are skewed by CSIS 100. The core programming classes are all offered Chanute Day normally. We might be able to expand enrollment for these by allowing students from Ottawa/etc to Zoom in for class and/or by converting them to online.

### Instructor Information:

<b>Full Time Instructors</b>	<b>Courses Taught</b>	<b>Total Credit Hours</b>	<b>Enrollment</b>	<b>Generated Hours</b>
Amponsah, Jonah K	7	21	85	255
Halstead, James	30	90	282	846
Seibert, Jonathan J	12	34	181	529
Webber, Richard E	1	3	16	48
<b>Totals</b>	<b>50</b>	<b>148</b>	<b>564</b>	<b>1678</b>

<b>Percent taught by FT faculty</b>	<b>34%</b>	<b>33%</b>	<b>28%</b>	<b>28%</b>
<b>Adjunct Instructors</b>	<b>Courses Taught</b>	<b>Total Credit Hours</b>	<b>Enrollment</b>	<b>Generated Hours</b>
Bailey, Leroy	2	6	20	60
Becker, Hannah G	2	6	36	108
Crays, Tammy K	15	45	229	687
DeVoe, Chad W	36	108	521	1563
Gardner, Marie L	26	78	357	1071
Hale, Jonathan S	3	9	56	168
Miller, Maggie J	8	24	122	366
Taylor, Melinda Ann	7	21	120	360
<b>Totals</b>	<b>99</b>	<b>297</b>	<b>1461</b>	<b>4383</b>
<b>Percent taught by PT faculty</b>	<b>66%</b>	<b>67%</b>	<b>72%</b>	<b>72%</b>
<b>Overall Totals</b>	<b>149</b>	<b>445</b>	<b>2025</b>	<b>6061</b>

**a) Students in CIS program:**

CIS Majors	Number of Students
17-18	10
18-19	12
19-20	8
20-21	4
21-22	9
<b>Totals</b>	<b>43</b>

**b) Students Completing CIS program:**

CIS Majors	Number of Degrees
17-18	0
18-19	1

19-20	0
20-21	1
21-22	0
<b>Totals</b>	<b>2</b>

**Analysis:** CIS students often start their journey at Neosho indicating they want a CIS degree, however, after discussing goals with students if their intention is to take classes here and then transfer on most of the time we switch them over to a general AS degree and suggest they take CIS classes as electives as their courses will transfer better that way. While this is better for the students, it does shed a negative light on the program where not many students are wanting to get a two year degree and enter the workforce immediately after, which is what we recommend for CIS students.

**Cost information for the last five years:**

**Annual Budgets for CIS (Data is the same for CSS program as well)**

Account	Description	2017-18	2018-19	2019-20	2020-21	2021-2022
12 1211 5 5200 611	Faculty	\$ 46,141.00	\$ 47,987.00	\$ 51,935.00	\$ -	55,976.50
12 1211 5 5910 000	Social Security	\$ 3,584.85	\$ 3,457.63	\$ 4,012.04	\$ -	6,924.11
12 1211 5 5950 000	Fringe Benefits	\$ 5,863.25	\$ 5,968.98	\$ 6,657.88	\$ -	9,105.77
12 1211 5 5951 000	403(b) Match	\$ 311.85	\$ 275.00	\$ 300.00	\$ -	285.34
12 1211 6 6040 000	Vehicle mileage	\$ -	\$ -	\$ -	\$ -	215.04
12 1211 6 6430 000	Copier	\$ -	\$ -	\$ -	\$ 0.75	0.35
12 1211 8 8510 000		\$ -	\$ -	\$ -	\$ -	599.00
Total		\$ 55,900.95	\$ 57,688.61	\$ 62,904.92	\$ 0.75	\$ 73,106.11
<b>Total (-faculty salary)</b>		<b>\$ 9,759.95</b>	<b>\$ 9,701.61</b>	<b>\$ 10,969.92</b>	<b>\$ 0.75</b>	<b>\$ 17,129.61</b>

**Section 4: SWOT**

**Strengths:**

- The mission and purposes of the program contribute to NCCC's mission and purposes.
- Computer Information Systems program scholarships provide opportunities for Neosho County students to enroll in the program.
- Computer Information Systems continues to be listed in the Kansas Occupational Outlook as a job with growing opportunity. Thousands of new jobs are expected to become available.

- The program prepares graduates for relatively high paying jobs. Actual salary data for our graduates is difficult to find since most information is for graduates with a B.S in CIS.
- Support of full time faculty member, willing to obtain certifications needed to support the program.
- Programming courses transfer to most of the Kansas Regent schools.
- Due to the overlap with the CSS and Technology programs most of the courses run with at least the required minimum, giving all our students a more varied course offering.
- The program is accredited by ACBSP.

**Weaknesses:**

- Enrollment in the program is minimal.
- Lack of enrollment makes it difficult for some classes to run.
- Lack of enrollment means program cancellation is a real possibility.

**Opportunities:**

- Core programming classes could be converted to online to possibly increase enrollment.
- Additional training for full time faculty in programming languages

**Threats:**

- Many of the courses are not transferable.
- Population decline in the city and county.
- Only one adjunct instructor is able to teach core programming courses

**Action Plan** – Jon Seibert will be responsible for the each action item listed below, however, will need input from adjunct instructors as well as Admissions/the Communications Director. Depending on course load from full time faculty, adjuncts may be required to teach these courses or others currently in full time faculty members load. Input from Chad Devoe has been requested and will be used for the core programming classes. The program needs to continue to gain enrollment, this will be an ongoing task but the hope is to do a better job of advertising and marketing the program (Ongoing).

- Program outcomes need to be updated to stay current and reflect more accurately the intention of the program by Jon Seibert by the end of the 23/24 academic year.
- Course outcomes badly need to be updated to reflect what's currently being taught and to align with new program outcomes. This will be completed by Jon Seibert by the end of the 23/24 academic year, with input from Chad Devoe.
- With program and course changes the Program Path Sheet will also need to be updated by Jon Seibert by the end of the 23/24 academic year.
- Identify opportunities for marketing and advertisement, as well as other ways to potentially increase enrollment. Jon Seibert will work with the Communication Director and Admissions to identify possible opportunities during the 23/24 academic year.
- Evaluate four year transfer opportunities and if we are able to make our courses transfer better to these institutions. Jon Seibert will complete this by the end of the 24/25 academic year

### **Section 5: Justification/Recommendations for Program**

- 1. Should the program be maintained, strengthened, diminished or removed and why.**  
Maintained and grow if student numbers increase. This was the recommendation from the last review and the situation is relatively unchanged. The program is inexpensive to run due to the large overlap with Computer Support Specialist.
- 2. Based on this review, what changes will be made to this program.**
  - a. Program and course outcomes will be updated, many changes are needed.
- 3. Additional resources needed/requested to maintain or strengthen the program.**
  - a. At this time, no additional resources are needed.