

Program Review Computer Support Specialist

2012/12 - 2015/2016

Prepared by Chad DeVoe

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

Mission: The Computer Support Specialist program supports this mission by providing a path to a successful career. Though the numbers are small, most of the students that complete the program have found jobs in the field.

Vision: The Computer Support Specialist program supports the NCCC vision by attracting students that otherwise would not attend here.

Purposes:

Student learning through:

- Integrating effective curriculum, teaching, and technology to build engaging educational environments,
- Using effective assessment processes for educational environments,
- Advancing critical thinking and open exchange of ideas;

Student success through:

- Facilitating student goal completion, retention and persistence,
- Promoting accessibility via college/career readiness efforts, affordability, flexible scheduling & modalities,
- Using a comprehensive system of proactive support,
- Embracing diversity;

Accountability to stakeholders through:

- Communicating openly with all constituencies,
- Managing resources ethically & effectively,
- Implementing systematic, evidence-based integrated plans,
- Supporting and developing college employees,
- Providing safe and comprehensive facilities;

Meeting community needs through:

- Facilitating community and economic development by providing an informed citizenry & skilled workforce,
- Fostering cultural, educational, and athletic enrichment,
- Offering learning opportunities for all,
- Inspiring a spirit of innovation and entrepreneurship.

The Computer Support Specialist program supports our purpose by providing support of a full time faculty on the Chanute campus for advising and program course delivery. Many of the courses can be taken in an online or hybrid modality. Course offerings are flexible to support student's needs.

Section 2: Curriculum of Program and Outcomes Assessment Program sheet.

Computer Support Specialist

Level I and Level II Certificates

Associate of Applied Science

The Associate of Applied Science in Computer Support Specialist is a two-year degree for students who intend to seek immediate employment upon graduation. The Computer Support Specialist installs, maintains, and repairs computer hardware, software, and networks, and provides support services to system users. Duties of a computer support specialist typically include the diagnosis of system hardware and software failures and the performance of actions necessary to correct such problems.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, 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, PSYC 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 100 Computer Concepts and Applications, CSIS 117 Intro to Web Page Design, CSIS 229 Advanced Web Page Design, ETEC 105 Intro to Networking, ETEC 106 CISCO Networking II, ETEC 146 Microcomputer Repair – Hardware, ETEC 147 Microcomputer Repair – Software, CSIS 230 Visual Basic Programming or CSIS 240 C++ Programming or CSIS 237 Java Programming, ENGL 265 Technical Writing, and three credits in Marketing, Accounting, or Entrepreneurship.

Program Elective Courses

ETEC 275 Computer and Network Security, Computer Programming (CSIS 230 Visual Basic Programming, CSIS 240 C++ Programming, CSIS 237 Java Programming), MGMK 101 Intro to Business, MGMK 135 Human Relations and Supervision, ACCT 108 College Accounting, and ETEC 194 Intro to Technology Systems.

Level I Certificate - Computer Support Specialist: Completion of 29 credit hours with 9-12 credit hours in Computer Support Specialist core courses (6 credits must be Microcomputer Repair – Hardware and Microcomputer Repair Software.)

Level II Certificate - Computer Support Specialist: Completion of 44 credit hours with at least 18 credit hours in Computer Support Specialist core courses (Must include: Microcomputer Repair – Hardware , Microcomputer Repair Software, Introduction to Networking, Cisco Networking II and Computer and Network Security.)

Program Outcomes

1. Install, maintain, and repair computer hardware.
2. Install, maintain, and repair computer software and systems.
3. Provide support services to system users.
4. Communicate effectively using verbal, written, and electronic means.
5. Demonstrate the fundamentals of computer programming.
6. Design, install, troubleshoot, and maintain computer networks.

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		Cr Hrs
(Fall) Semester I		
PSYC 100	First Year Seminar	1
CSIS 100	Computer Concepts and Applications	3
ETEC 146	CompTIA A+ Essentials	3
MGMK 101	Intro to Business	3
	Approved Program Elective	3
	Approved General Education Elective	3
	Total	16
(Spring) Semester II		
ETEC 147	CompTIA A+ Practical Applications	3
MGMK 135	Human Relations and Supervision	3
COMM 213	Interpersonal Communications	3
	Programming Language Elective	3
	Approved Program Electives	4
	Total	16
(Fall) Semester III		
CSIS 117	Intro to Web Page Design	1
ETEC 105	Intro to Networking	3
MATH 113	College Algebra	3
ENGL 101	English Composition I	3
MGMK 147	Intro to Management	3
	Marketing, Accounting or	
	Entrepreneurship Course	3
	Total	16
(Spring) Semester IV		
ETEC 106	CISCO Networking II	3
ETEC 275	Computer and Network Security	3
CSIS 229	Advanced Web Page Design	3
ENGL 265	Technical Writing	3
	Approved General Education Elective	3
	Approved Program Elective	1
	Total	16
	Total Level I Certificate Program Credits	29
	Total Level II Certificate Program Credits	44
	Total Associate of Applied Science Degree Credits	64

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

For more information contact:

Program Advisors
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- 1) Core courses: CSIS 100 Computer Concepts and Applications, CSIS 117 Intro to Web Page Design, CSIS 229 Advanced Web Design, CSIS 230 Visual Basic Programming, CSIS 240 C++ Programming or CSIS 237 Java Programming, ETEC 105 Intro. to Networking, ETEC 106 Cisco Networking II, ETEC 146 CompTIA A+ Essentials, ETEC 146 CompTIA A+ Practical Applications, ETEC 275 Computer and Network Security and ENGL 265 Technical Writing.
- 2) Assessment for the program is accomplished through tests, labs, homework, quizzes, projects and reports.
- 3) Program outcomes and matrix (below)

PROGRAM ASSESSMENT

AAS Computer Support Specialist

Skills Outcomes

1. Install, maintain, and repair computer hardware.
2. Install, maintain, and repair computer software and systems.
3. Provide support services to system users.
4. Communicate effectively using verbal, written, and electronic means.
5. Demonstrate the fundamentals of computer programming.
6. Design, install, troubleshoot, and maintain computer networks.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
CSIS-100	Microcomputer Business Applications	CO 1	CO 2, 3				
CSIS-101	Web Page Design			CO 1, 2		CO 13	
CSIS-102	Advanced Web Page Design			CO 1, 2		CO 13	
CSIS-102	Visual Basic					CO 1-5	
CSIS-102	Java					CO 1-5	

CSIS-130	Introduction to Computer Information Systems	CO 1,	CO 2, 3,	CO 4-9	CO 5, 8, 9, 10		CO 4
CSIS-235	Pascal					CO 1-5	
CSIS-240	C++ Programming					CO 1-5	
CSIS-250	Advanced Programming Methods					CO 1-5	
ETEC-105	Introduction to Networking	CO 1	CO 2		CO 1, CO 2		CO 3-9
ETEC-106	Networking II				CO 1, CO 2		CO 3-7
ETEC-146	CompTIA A+ Essentials	CO 1-10	CO 1				
ETEC-147	CompTIA A+ Practical Applications	CO 5	CO 1-9				
MGMK 101	Intro to Business			CO 6			
MGMK 135	Human Relations and Supervision				CO 2-6		
MGMK 148	Intro to TQM				CO 5		

CO = Course Outcome Number

Assessments

- 1) **Course Assessments:** For each core course, provide the weighted average per course outcome for the four years involved in the review. Also, please provide an analysis of those scores by evaluating the trends (if any), and including information from instructor narratives from assessment report archives when applicable.

CSIS 100 Computer Concepts & Apps

Weighted Averages

	12-13	13-14	14-15	15-16	
CO1	88	91	89	87	For CSIS 100 it appears that 12-13 was an outstanding year. Since then for several outcomes there seems to be a steady gradual decrease in scores. This trend bears watching. The course was reworked in the fall of 2016.
CO2	87	90	92	90	
CO3	87	90	87	85	
CO4	95	84	82	79	
CO5	86	81	79	75	
CO6	83	78	83	79	
CO7	73	79	85	78	
CO8	91	84	84	82	
CO9	87	81	83	79	
CO10	90	86			

CSIS 117 Intro to Web Design

Weighted Averages

	12-13	13-14	14-15	15-16	
CO1	100	100	95	97	This course has a very small number of students. The results and trends therefore depend more on the students aptitude and dedication than on the course.
CO2	100	100	100	85	
CO3	98	87	95	76	
CO4	99	100	95	83	
CO5	100	87	95	83	
CO6	100	87	95	77	
CO7	100	87	95	81	

CSIS 229 Advanced Web Page Design

Weighted Averages

	12-13	13-14	14-15	15-16
CO1	NA	100	NA	NA
CO2	NA	0	NA	NA
CO3	NA	100	NA	NA
CO4	NA	100	NA	NA

This course has a very small number of students. The results and trends therefore depend more on the students aptitude and dedication then on the course.

CSIS 230 Visual Basic Programming

Weighted Averages

	12-13	13-14	14-15	15-16
CO1	96	99	NA	88
CO2	86	99	NA	88
CO3	100	99	NA	100
CO4	100	71	NA	88
CO5	100	99	NA	100

This course has a very small number of students. The results and trends therefore depend more on the students aptitude and dedication then on the course.

CSIS 237 Java Programming

Weighted Averages

	12-13	13-14	14-15	15-16
CO1	89	NA	93	NA
CO2	89	NA	93	NA
CO3	100	NA	93	NA
CO4	100	NA	75	NA
CO5	89	NA	93	NA

This course has a very small number of students. The results and trends therefore depend more on the students aptitude and dedication then on the course.

CSIS 240 C++ Programming

Weighted Averages

	12-13	13-14	14-15	15-16
CO1	NA	97	100	NA
CO2	NA	100	89	NA
CO3	NA	85	86	NA
CO4	NA	90	91	NA
CO5	NA	100	86	NA

This course has a very small number of students. The results and trends therefore depend more on the students aptitude and dedication then on the course.

ETEC 105 Introduction to Networking I

Weighted Averages

	12-13	13-14	14-15	15-16
CO1	96	NA	93	NA
CO2	96	NA	98	NA
CO3	93	NA	90	NA
CO4	81	NA	85	NA
CO5	93	NA	85	NA
CO6	93	NA	85	NA
CO7	100	NA	100	NA
CO8	100	NA	100	NA
CO9	93	NA	85	NA

This course has a very small number of students. The results and trends therefore depend more on the students aptitude and dedication then on the course.

ETEC 106 Cisco Networking II

Weighted Averages

	12-13	13-14	14-15	15-16
CO1	95	NA	97	NA
CO2	91	NA	97	NA
CO3	99	NA	95	NA
CO4	84	NA	88	NA
CO5	97	NA	100	NA
CO6	97	NA	100	NA
CO7	97	NA	97	NA
CO8	89	NA	91	NA

This course has a very small number of students. The results and trends therefore depend more on the students aptitude and dedication then on the course.

ETEC 146 CompTIA A+ Essentials

Weighted Averages

	12-13	13-14	14-15	15-16
CO1	NA	80	87	95
CO2	NA	91	85	83
CO3	NA	91	88	92
CO4	NA	89	88	86
CO5	NA	89	92	95
CO6	NA	88	90	83

Students are performing well in this course.

ETEC 147 CompTIA A+ Practical Applications

Weighted Averages

	12-13	13-14	14-15	15-16	
CO1	NA	100	87	80	For CompTIA A+ Practical Applications and Computer the 15-16 year yielded much poorer results than normal. Since these courses are fundamentally unchanged one can only assume this was a poorer than average cohort.
CO2	NA	71	87	68	
CO3	NA	71	91	65	
CO4	NA	86	96	60	
CO5	NA	0	100	74	
CO6	NA	86	86	68	
CO7	NA	NA	88	74	
CO8	NA	86	82	68	
CO9	NA	100	85	68	
CO10	NA	81	85		
CO11	NA	89	85		
CO12	NA	86	92		
CO13	NA	71	94		
CO14	NA	100	82		
CO15	NA	79	80		
CO16	NA	79	86		
CO17	NA	79	86		
CO18	NA	86	90		
CO19	NA	79	84		
CO20	NA	100	97		

ETEC 275 Computer & Network Security

Weighted Averages

	12-13	13-14	14-15	15-16	
CO1	NA	67	100	67	For Network Security the 15-16 year yielded much poorer results than normal. Since these courses are fundamentally unchanged one can only assume this was a poorer than average cohort.
CO2	NA	78	100	55	
CO3	NA	92	100	60	
CO4	NA	67	100	66	
CO5	NA	84	100	61	
CO6	NA	67	100	61	
CO7	NA	100	100	58	

ENGL 265 Technical Writing

Weighted Averages

	12-13	13-14	14-15	15-16
CO1	NA	90	NA	100
CO2	NA	100	NA	100
CO3	NA	100	NA	100
CO4	NA	95	NA	100

Program Assessments: For the program, provide the weighted average per program outcome for the years from the fall of 2012 to spring of 2016 involved in the review based on data from the two biennial program assessment reports. Also, please provide an analysis of those scores by evaluating the trends (if any), relate any important information from the course assessment analysis, and provide any applicable information from the two biennial program assessment reports that were completed during this five-year cycle, as indicated below.

Computer Support Specialist Program Assessment

	12-13	13-14	14-15	15-16
PO 1	82	88	89	87
PO 2	85	87	92	88
PO 3	89	87	84	83
PO 4	90	87	96	79
PO 5	95	95	90	94
PO 6	93	90	93	NA
Weighted Average	87	87	90	87

Based on the data, students seem to be mastering the program level outcomes. No other real trends are apparent.

- 2) Discuss any course or program outcome changes with the rationale for the change and make recommendations for any outcome changes in the future, (if change is needed). Please note how the change(s) have/may affect instruction and/or curriculum content.

The program was recently changed to align with the statewide Computer Support Specialist program. No other changes are anticipated.

- 4) Efforts to stay current in curriculum
 - 1) Advisory groups: We have an advisory group that meets every semester and their input is counted on. The advisory board has reviewed and approved the program sheet. They give us confidence that our program addresses the correct things, especially soft skills.
 - 2) Attendance/input from Kansas Core Outcomes Group meetings: I attended the Core Outcomes meetings until the Computer Science group decided on core outcomes and stopped meeting. We use the core outcomes for CSIS 100.
 - 3) Professional Development: In the last professional development cycle, I completed the Micro Computer repair courses, in the past I have taken networking.
 - 4) The digital world is always changing and much effort is involved in keeping all the courses up to date.
 - 5) Identification of any barriers (if present) that are impeding the pursuit of professional development in your discipline. I do not believe there are barriers to my professional development.

Section 3: Data – Enrollment and Resources

A. Enrollment numbers per year for the last five years:

1) Each Course

a) Headcount

<u>Headcount/Course/Academic Year</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>TOTALS</u>
CSIS 100 - Computer Concepts & Applications	400	354	326	383	357	1820
CSIS 117 - Intro to Web Design	12	5	5	5	9	36
CSIS 229 - Advanced Web Page Design	9	0	3	0	0	12
CSIS 230 - Visual Basic Programming	0	7	8	0	5	20
CSIS 237 - Java Programming	0	6	0	10	0	16
CSIS 240 - C++ Programming	9	0	8	11	0	28
ENGL 265 - Technical Writing	0	0	1	0	1	2
ETEC 105 - Introduction to Networking	0	7	0	3	0	10
ETEC 106 - CISCO Networking II	0	3	0	3	0	6
ETEC 146 - Microcomputer Repair - Hardware	6	0	10	6	6	28
ETEC 147 - Microcomputer Repair - Software	4	0	10	5	5	24
ETEC 275 - Computer & Network Security	3	0	7	1	7	18
TOTALS	443	382	378	427	390	2020

b) Credit hours generated

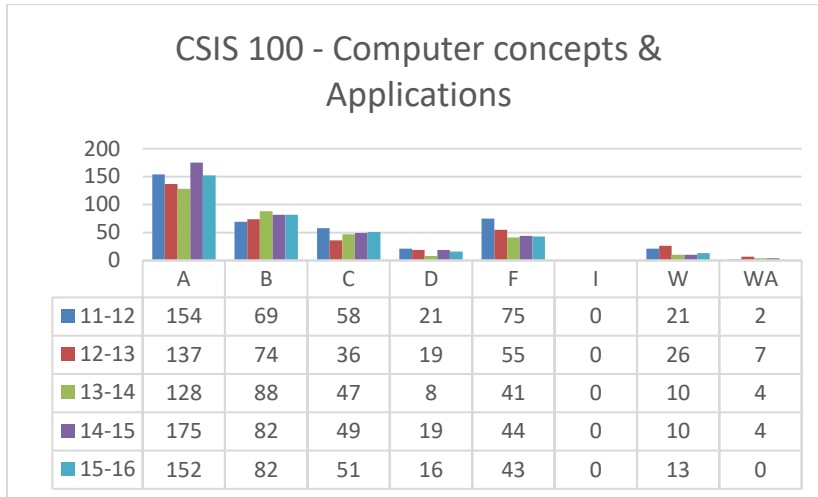
<u>Generated Hours/Course/Academic Year</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>TOTALS</u>
CSIS 100 - Computer Concepts & Applications	1200.0	1062.0	978.0	1149.0	1071.0	5460.0
CSIS 117 - Intro to Web Design	12.0	5.0	5.0	5.0	9.0	36.0
CSIS 229 - Advanced Web Page Design	27.0	0.0	9.0	0.0	0.0	36.0
CSIS 230 - Visual Basic Programming	0.0	21.0	24.0	0.0	15.0	60.0
CSIS 237 - Java Programming	0.0	18.0	0.0	30.0	0.0	48.0
CSIS 240 - C++ Programming	27.0	0.0	24.0	33.0	0.0	84.0
ENGL 265 - Technical Writing	0.0	0.0	3.0	0.0	3.0	6.0
ETEC 105 - Introduction to Networking	0.0	21.0	0.0	9.0	0.0	30.0
ETEC 106 - CISCO Networking II	0.0	9.0	0.0	9.0	0.0	18.0
ETEC 146 - Microcomputer Repair - Hardware	18.0	0.0	30.0	18.0	18.0	84.0
ETEC 147 - Microcomputer Repair - Software	12.0	0.0	30.0	15.0	15.0	72.0
ETEC 275 - Computer & Network Security	9.0	0.0	21.0	3.0	21.0	54.0
TOTALS	1305	1136	1124	1271	1152	5988

c) FTE

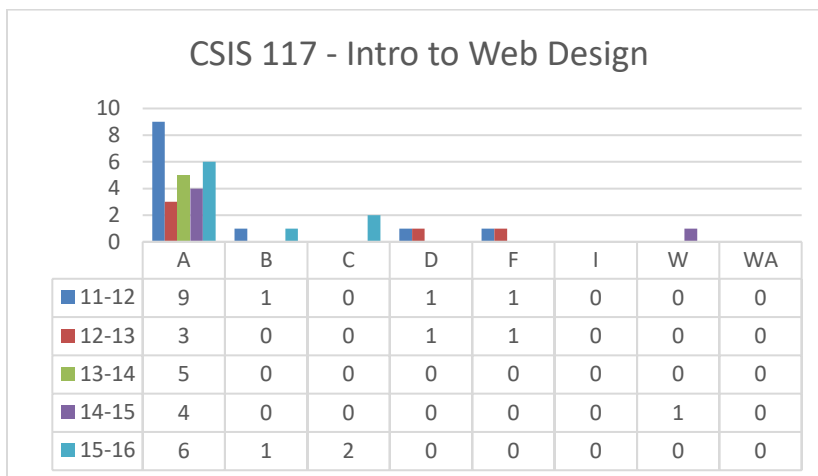
<u>FTE/Course/Academic Year (Generated Hrs/30)</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>TOTALS</u>
CSIS 100 - Computer Concepts & Applications	40.0	35.4	32.6	38.3	35.7	182.0
CSIS 117 - Intro to Web Design	0.4	0.2	0.2	0.2	0.3	1.2
CSIS 229 - Advanced Web Page Design	0.9	0.0	0.3	0.0	0.0	1.2
CSIS 230 - Visual Basic Programming	0.0	0.7	0.8	0.0	0.5	2.0
CSIS 237 - Java Programming	0.0	0.3	0.0	0.3	0.0	0.6
CSIS 240 - C++ Programming	0.6	0.0	1.0	0.6	0.6	2.8
ENGL 265 - Technical Writing	0.4	0.0	1.0	0.5	0.5	2.4

ETEC 105 - Introduction to Networking	0.3	0.0	0.7	0.1	0.7	1.8
ETEC 106 - CISCO Networking II	0.0	0.3	0.0	0.3	0.0	0.6
ETEC 146 - Microcomputer Repair - Hardware	0.6	0.0	1.0	0.6	0.6	2.8
ETEC 147 - Microcomputer Repair - Software	0.4	0.0	1.0	0.5	0.5	2.4
ETEC 275 - Computer & Network Security	0.3	0.0	0.7	0.1	0.7	1.8
TOTALS	43.5	37.9	37.5	42.4	38.4	199.6

d) Grade distributions

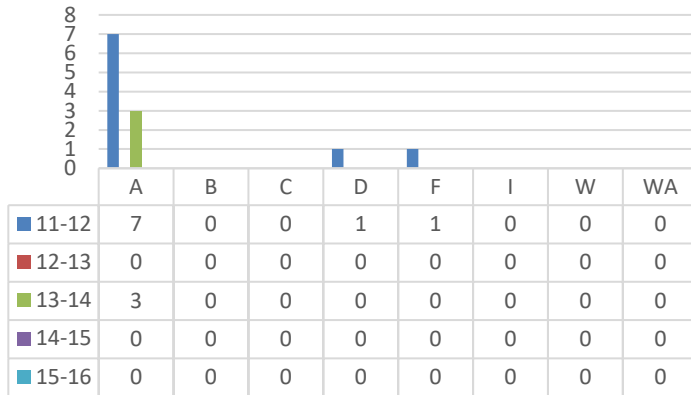


CSIS 100	11-12	12-13	13-14	14-15	15-16
WITHDRAW %	6%	9%	4%	4%	4%



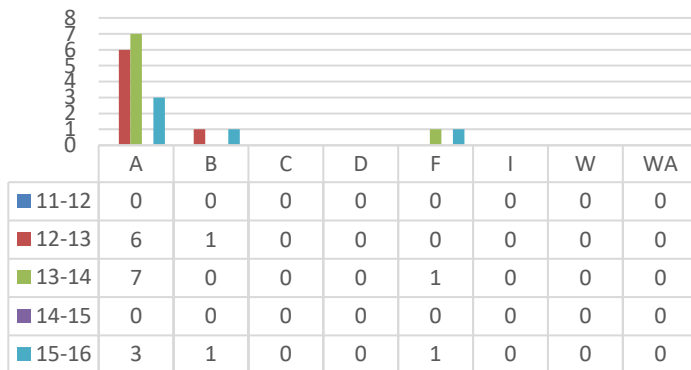
CSIS 117	11-12	12-13	13-14	14-15	15-16
WITHDRAW %	0%	0%	0%	20%	0%

CSIS 229 - Advanced Web Page Design



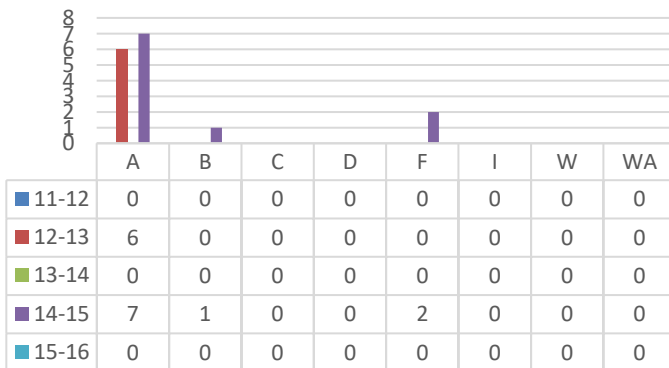
CSIS 229 – Withdraw % = 0

CSIS 230 - Visual Basic Programming

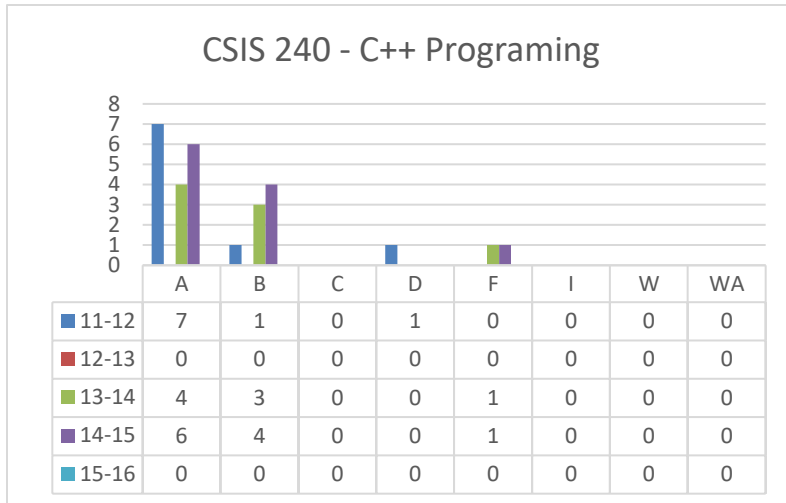


CSIS 230 – Withdraw % = 0

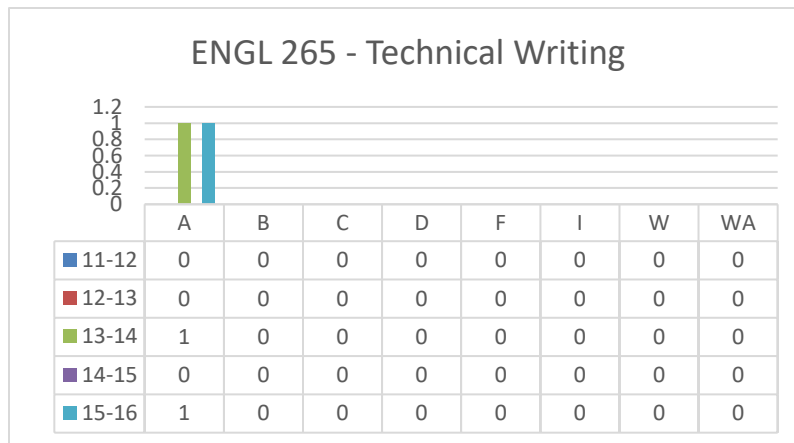
CSIS 237- JAVA Programming



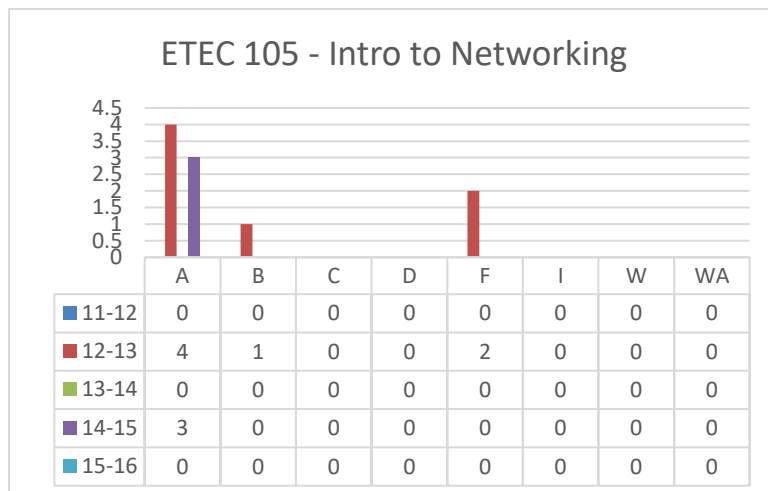
CSIS 237 – Withdraw % = 0



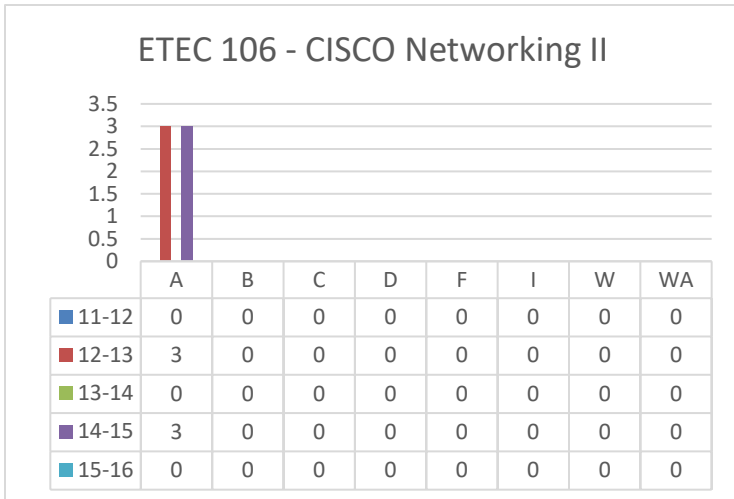
CSIS 240 – Withdraw % = 0



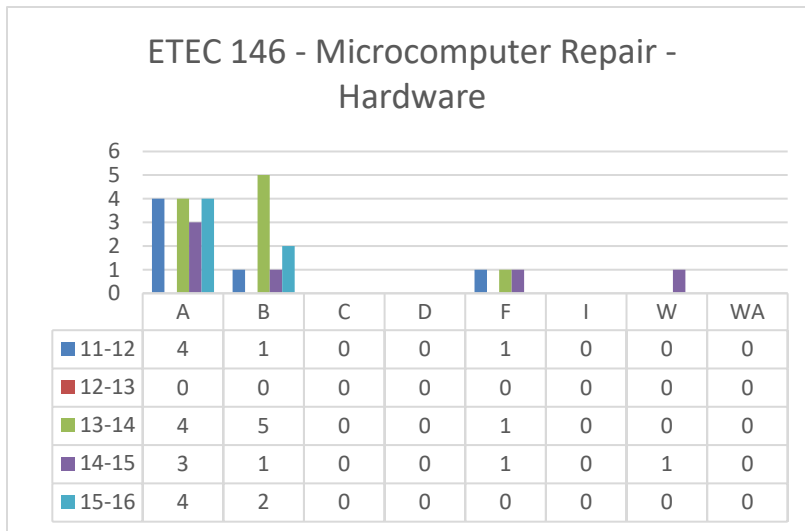
ENGL 265 – Withdraw % = 0



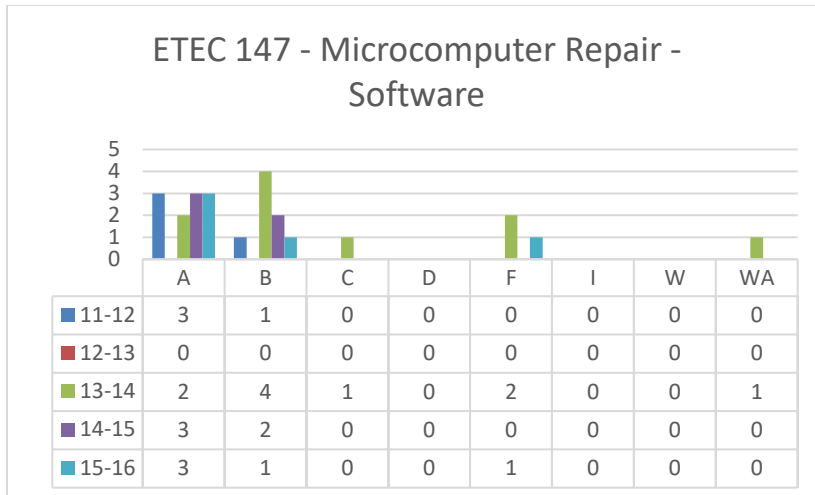
ETEC 105 – Withdraw % = 0



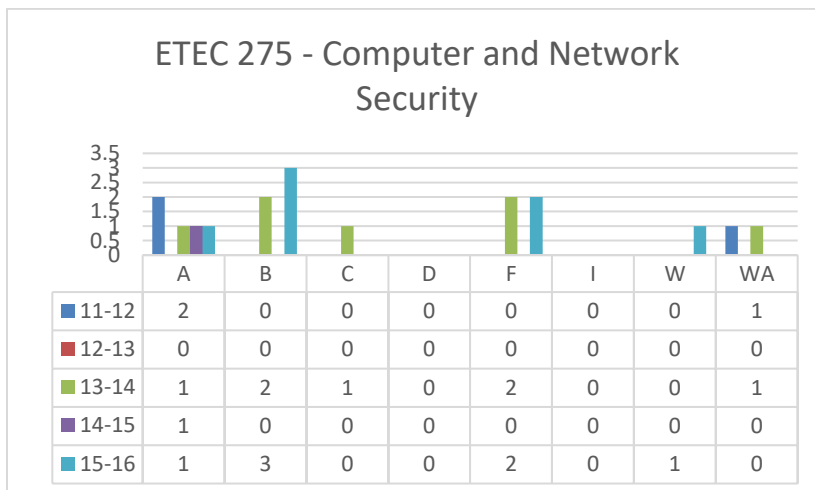
ETEC 106 - Withdraw % = 0



ETEC 146	11-12	12-13	13-14	14-15	15-16
WITHDRAW %	0%	0%	0%	17%	0%



ETEC 147	11-12	12-13	13-14	14-15	15-16
WITHDRAW %	0%	0%	10%	0%	0%



ETEC 275	11-12	12-13	13-14	14-15	15-16
WITHDRAW %	33%	0%	14%	0%	14%

e) Withdraw numbers and percentages- Covered in part d) under grades

2) Enrollment by site, day/night

a) Headcount

<u>Headcount/Site-Time/Academic Year</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>TOTALS</u>
Chanute - Day	132	101	101	221	191	746
Chanute - Night	9	20	27	0	0	56
Chanute - Outreach In-District	0	0	0	6	2	8
Ottawa - Day	23	18	16	28	12	97
Ottawa - Night	33	29	22	9	18	111
Ottawa - Outreach - Out-District	10	13	8	6	4	41
Online	236	201	204	142	146	929
Hybrid	0	0	0	15	17	32
TOTALS	443	382	378	427	390	2020

b) Credit hours generated

<u>Generated Hours/Site-Time/Academic Year</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>TOTAL</u>
Chanute - Day	372	293	293	653	561	2172
Chanute - Night	27	60	81	0	0	168
Chanute - Outreach In-District	0	0	0	18	6	24
Ottawa - Day	69	54	48	84	36	291
Ottawa - Night	99	87	66	27	54	333
Ottawa - Outreach Out-District	30	39	24	18	6	117
Online	708	603	612	426	438	2787
Hybrid	0	0	0	45	51	96
TOTALS	1305	1136	1124	1271	1152	5988

3) Instructor Information

- Fulltime instructors Chad DeVoe, Charles Babb (ret). A student in this program has easy access to full time instructors, even Ottawa students.
- Adjunct instructors, Melinda Taylor, Jonathan Seibert, Dawn Rottinghaus, Jennifer Meigs, Patricia Lenning, Charles Finley, Tammy Crays, Anna Catterson, Leroy Bailey and Robin Schallie
- Percentage of courses taught by full and part-time instructors. Full time instructors teach 80% of the courses. Part time instructors teach 20% of the courses.

4) For AAS programs and certificates:

a) Students in major/program

Unduplicated Per Year	Count
2011	7
2012	5
2013	6
2014	6
2015	12

Over the five year timeframe – the unduplicated total count of students in major = **27**

b) Number of graduates/certificate completers

There have been three students with conferred AAS CSS degrees.

c) **Job placement information*** - All 3 have jobs in the field.

d) **Licensure exam pass rates*** - No exams taken

e) Number of concentrators who did not complete the program of study: Most years there are approximately 10 declared concentrators with 1 completing the program. Yearly totals are as follows:

<u>Major</u>	<u>Year</u>	<u>Completers</u>	<u>Non Completers</u>
<u>CSS</u>	2011	0	7
<u>CSS</u>	2012	1	5
<u>CSS</u>	2013	2	4
<u>CSS</u>	2014	0	6
<u>CSS</u>	2015	0	12
	Total	3	30

Note - many of these students were incorrectly assigned this major or changed to something else.

Transfer information from State Universities* - NA

B. Cost information for the last five years:

1) Annual budget with summary of any significant changes

	Computer Support Specialist					
Account	Description	2011-12	2012-13	2013-14	2014-15	2015-16
12 1211 5 5200 611	Instructor	43,014.96	43,640.00	44,090.00	44,090.00	44,090.00
12 1211 5 5200 622	Instructor	24,057.00	24,370.00	24,594.50	24,594.00	0.00
12 1211 5 5910	Social Security	5,427.98	5,882.27	5,322.16	4,373.99	3,391.24
12 1210 5 5950	Fringe Benefits	0.00	6,208.99	9,036.20	7,508.50	5,781.24
12 1211 5 5951	Fringe Benefits-403(b)	0.00	0.00	425.00	395.75	300.00
12 1211 6 6110	Postage	1.72	25.66	0.00	0.00	0.00
12 1211 6 6320	Telephone	0.53	1.15	6.06	0.00	0.00
12 1211 6 6430	Copier/Lease Rental	85.11	141.36	290.19	606.05	0.00
12 1211 6 6820	Dues/Memberships	595.00	1,190.00	827.24	29.98	0.00
12 1211 7 7000	Instructional Supplies	201.79	106.57	0.00	0.00	0.00
12 1211 7 7010	Office Supplies	253.18	582.45	276.32	147.15	0.74
12 1211 8 8500	Equipment	1,000.00	234.99	0.00	0.00	0.00
Total		74,637.27	82,383.44	84,867.67	81,745.42	53,563.22

There are no significant changes. Note though that the instructor salary numbers reported here are also reported under the Computer Information System program.

2) Provide a list of core course/program specific fees – None.

3) Any fund 70 account balance – None.

Any contributions from outside sources (grants, donations, etc.) – Some additional costs for the program are paid through the Accounting/Business budget, as well as the Online budget. This is where adjunct and overload pay come from, as well as other miscellaneous costs related to ACBSP, the advisory board, etc.

Section 4: SWOT

Program Faculty will complete a SWOT analysis and propose justification/recommendations for the program review in the report. Assessment and Program Review committee members will collaborate with program faculty to finalize the SWOT analysis and provide final recommendations for the review to the Chief Academic Officer.

A. SWOT analysis of **Program** based on above information. Include changes made since the last program review (see last SWOT analysis).

1) Strengths

- The mission and purposes of the program contribute to NCCC's mission and purposes.
- Computer Support Specialist program scholarships provide opportunities for Neosho County students to enroll in the program.
- Computer Support Specialist 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.
- Almost all graduates of the program have been successfully place in jobs in their field.
- 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 CIS 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.
- The program is aligned with the Computer Support Specialist programs statewide.

2) Weaknesses

- Enrollment in the program is minimal.

- Lack of enrollment makes it difficult for some classes to run.
 - Lack of enrollment in a costly program means program cancellation is a real possibility.
- 3) 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.
 - The program could be expanded to include a certificate on server maintenance.
- 4) Threats
- Many of the courses not transferable.
 - Population decline in the city and county.

Section 5: Justification/Recommendations for Program

- A. Should the program be maintained, strengthened, diminished or removed and why.
 - B. Additional resources needed/requested to maintain or strengthen the program. Recommendations for resources if diminished or removed. A platform to teach the Advanced Web Design course is needed. Networking gear is in need of an upgrade or switch the presentation of the course to a platform that uses a simulator.
 - C. All recommendations should be tied to outcomes assessment results.
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