

## SVCC CTE Program Review Template

**This program review template will be used to review the following program and courses.**

**Program (degree and related certificates):**

AAS 076, AAS 075, AAS 077

B40, B32, B36, B37, B35, B31, B28, B29

**Related program courses:**

CIS 101, CIS 106, CIS 108, CIS 109, CIS 117, CIS 119, CIS 123, CIS 130, CIS 136, CIS 148  
CIS 151, CIS 152, CIS 154, CIS 158, CIS 160, CIS 167, CIS 180, CIS 182, CIS 185, CIS 190  
CIS 191, CIS 192, CIS 193, CIS 194, CIS 197, CIS 210, CIS 214, CIS 229, CIS 250, CIS 252  
CIS 254, CIS 256, CIS 258, CIS 260, CIS 299

### CTE Program Objectives

**Prompts:** *What are the objectives of this program and the courses related to this degree(s)/certificate(s)?*

**Response to prompts:**

This review addresses multiple degrees and certificates. Each prepares graduates for positions in business, industry or academia which require computer use and support. Students may select from various tracks, including:

- software application use, support and training
- network hardware administration, configuration and support
- network software administration, configuration and support

The three degrees are structured so that students may begin by pursuing a certificate (or two) and then add Gen Ed courses to complete a degree. Program descriptions are included in Appendix A.

### CTE Program Need

**Prompts:** *Is there a need for this program? Is the array of courses offered for this program appropriate to meet the needs of students? Are high quality jobs available for graduates of this program?*

**Data sources:** Table 1A, Table 1B, Table 2, Occupational Follow-up Survey data

For local data on wages use Illinois Department of Employment Security: find at [http://www.ides.illinois.gov/LMI/Pages/Occupational\\_Employment\\_Statistics.aspx](http://www.ides.illinois.gov/LMI/Pages/Occupational_Employment_Statistics.aspx)  
Use region #6 (NW) or by individual county.

For local data on occupational outlook use IDES: find at [http://www.ides.illinois.gov/LMI/Pages/Employment\\_Projections.aspx](http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx)  
Use LWA #4.

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National data on wages and occupational outlook can be found at the U.S. Bureau of Labor Statistics. Use this link: <http://www.bls.gov/ooh/home.htm>. Select occupational group and determine entry level education. Then select occupation.

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

**Possible topics to discuss:** Number of students in the program, number of students in the individual classes, number of students by modality (online, face-to-face, dual credit), number of majors, and number of degrees completed, quality and number of jobs available to graduates.

**Response to prompts (identify strengths and challenges):** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

We need to offer the programs which are under review. Virtually every industry (health care, retail, manufacturing, education, government, general business) makes use of computer software and hardware. Companies of nearly every size rely heavily on their networks to communicate, share resources, access the internet, and store files. Consequently, each of those industries will have need for staff who can utilize and support those software programs, hardware, and networks. Courses in our programs not only teach students to use the most current Office software applications, network hardware, and server operating systems, they also prepare students to earn industry-level certifications, should those students choose to sit for the exams.

According to data retrieved from IDES (October 18, 2016), entry-level hourly wages in our CTE area range from \$13.37 (Computer User Support Specialists) to \$30.84 (Computer and Information Systems Managers). These entry-level salaries are well above minimum wage.

The IDES Long-term Occupational Outlook for computing fields forecasts mixed growth for the SVCC service area (LWIA Region 4) for the 10-year period ending 2022.

	% Change	Number change
Web Developers	11.36%	5
Computer User Support Specialists	6.17%	15
Computer Occupations, All Other	4.81%	9
Network & Computer Sys Admins	3.61%	6
Computer Network Specialists	-7.41%	-4

*Table 1. Source: IDES (10/2016)*

Data was also examined for the nearby IDES regions 5 (Rochelle, DeKalb), 3 (Freeport, Rockford). Below is data combined from these three regions 3, 4, and 5:

	% Change	Number change
Web Developers	21.8%	50
Computer User Support Specialists	20.2%	265
Computer Occupations, All Other	14.9%	153
Network & Computer Sys Admins	14.9%	142
Computer Network Specialists	9.4%	50

## CIS Career Technical Programs

Nationally, the Bureau of Labor Statistics projects positive job growth over a 10-year period between 2014-2024, as follows:

Web Developers	+27%
Computer Support Specialists	+12%
Network and Computer Support Administrators	+8%

Table 2. Source BLS OOH (10/2016)

An April, 2016 white paper, published by the International Data Corporation examined 76+ million job postings over a one-year period of time beginning January, 2015, and formulated a top-20 list of most desired skills among employers. Along with a variety of soft skills, Microsoft Office was ranked at #4. (Source: Anderson, Cushing and John Gantz. "Keys to the Future: Align Workforce Readiness Skills to Ensure Students Success". International Data Corporation. April, 2016. Available at <http://idcdocserv.com/US41207816>)

Our department offers program paths for Web Design (certificate), Applications Specialist (degree and 2 related certificates), PC Technician (certificate), Windows Server Administration (degree and related certificate) and Networking hardware (degree and certificate). We are positioned to allow students to pursue education in each of these fields. Our curriculum is up to date and, for the networking and system administration paths, maps to industry-sponsored certifications.

Although the Occupational Follow-up survey yielded few returned responses, those that were returned suggested we are more than adequately preparing students for the workforce.

## CTE Program Cost Effectiveness

**Prompts:** *Is the program cost effective? What steps can be taken to offer courses more cost effectively? Does the program need additional resources?*

**Available Data Sources:** Table 1A, Table 1B, Table 3A, Table 3B

**Possible topics to discuss:** Has the program remained within its allocated budget? Is the budget adequate to supply necessary services? Is the program's net income positive or negative? Does the program need additional resources? If so, what resources are needed? Is class size appropriate and cost effective?

**Response to prompts (identify strengths and challenges).** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Over a 5-year period, net income was positive, at approximately 15% of total CIS revenue generated by tuition and fees. We do not know how this compares to other programs the college offers.

From reviewing Table 3: Program Finances, the program appears consistently profitable. Due to a change in the way salaries were calculated, salary allocations jumped for two years, but have settled back to more expected levels. If we remove from consideration the IS charges (which consumed as much as 80% of our budget in two different years) and focus only on costs we directly control (mostly printing), we are consistently staying well within our budget. Although we understand why IS makes up part of our budget, we

## CIS Career Technical Programs

don't feel qualified to address the expenditures without knowing what they are, and without having any say over how/when the funds are spent. |

### CTE Program Quality

**Prompts:** *Do the program and the program's courses provide quality and pertinent educational opportunities for students? What steps, if any, need to be taken to update or improve the program or the program's courses? Describe any programmatic achievements including any accreditation, certifications, and licensures.*

**Available Data Sources:** Student surveys, Table 1A, Table 1B, Table 2, Table 4A, Table 4B, Table 5A, Table 5B, Assessment Data Base, College Dashboard, Graduate follow-up data, program surveys, focus groups, interviews.

**Possible topics to discuss:** Fulltime to part-time faculty ratio, amount of overload, class sizes, communication practices between full-time and part-time faculty (including dual credit), professional development of faculty, grade distributions, success of students in classes with prerequisites, course scheduling (sequencing), convenience of class schedule (day, evening, hybrid, online course availability), relevance of equipment.

**Response to prompt (identify strengths and challenges).** In your narrative, please refer to the data sets or evidence you have chosen to support your case.

Overall, class enrollments are similar when considering FT vs PT instructors; we are fortunate to have some new, strong, working-in-the-field adjuncts supporting our Networking and Windows Server courses.

In reviewing Tables 5A and 5B, we learned that our retention rates for AAS degrees run close to the college average for Fall-to-Fall retention. (Chart A below). They run at or higher than the college average for Fall-to-Spring retention. (Chart B below).

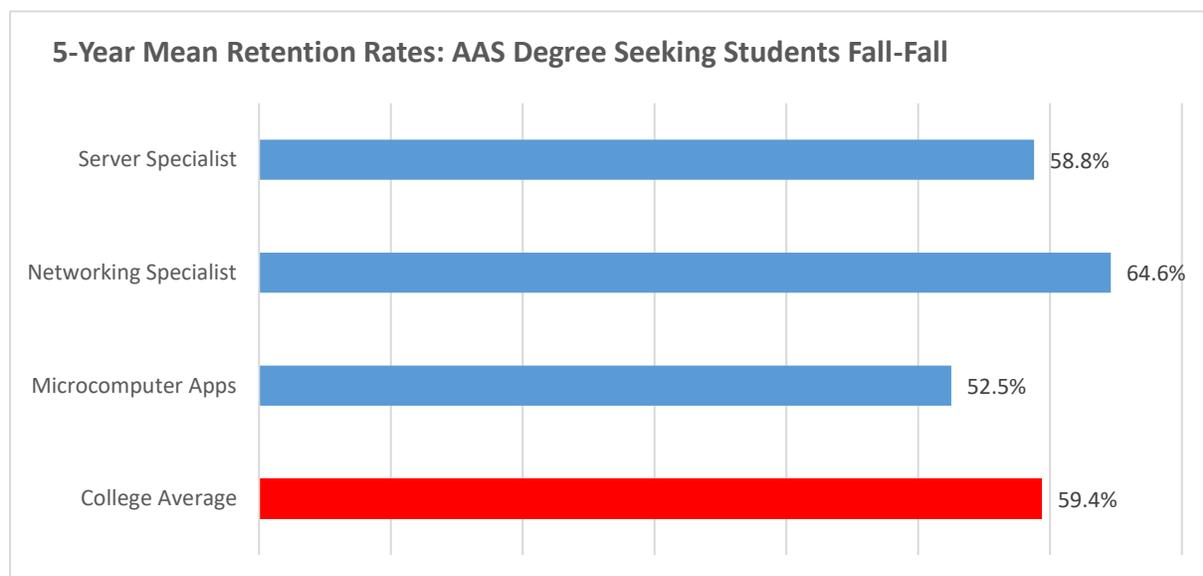


Figure 1: Chart A

## CIS Career Technical Programs

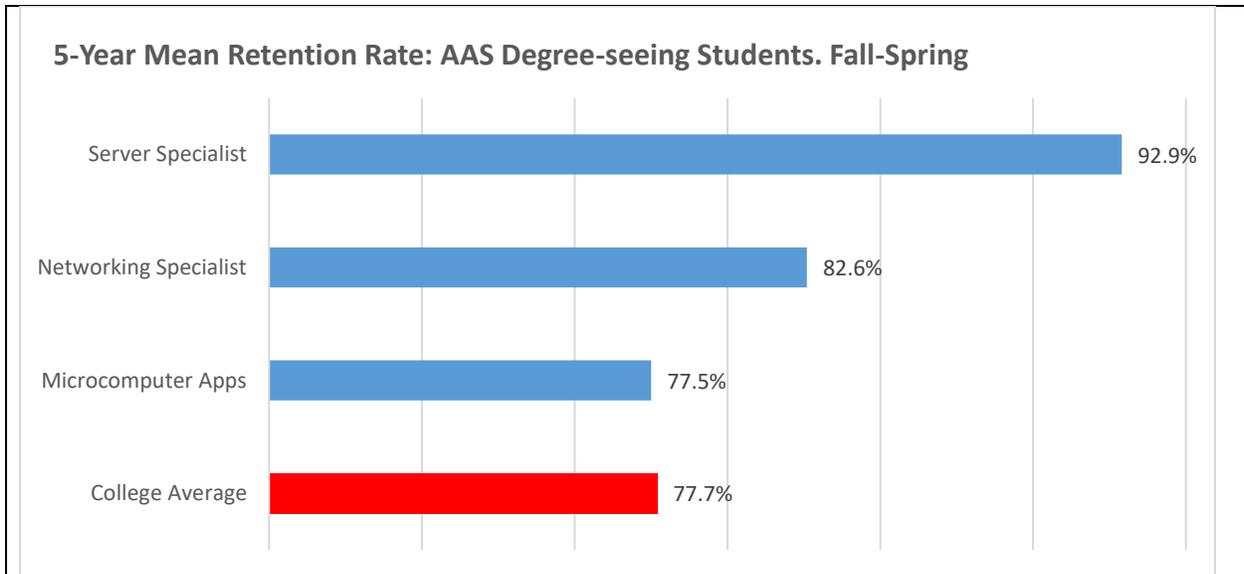


Figure 2: Chart B

Because content on the CIS field is constantly changing – software gets updated routinely by the vendors; advances in hardware occur – we are evaluating our curriculum almost annually. Our programs are currently using the most up-to-date software and 3<sup>rd</sup>-party test prep material available.

One concern is readiness for our programs – particularly the technical programs of Networking and Server Administration. As a result of this review, we are proposing revised course sequencing for the Server Administrator and Networking programs to allow students who are brand new to the field to better assimilate and understand required foundation knowledge before moving into higher-level courses. When the program was first developed, Sauk staff assumed a large population of our students would be working professionals who wanted to brush up on the latest technologies, or study for new certification exams. In fact, our typical student is a job-changer who has little computer experience and who needs more coaching to get up to speed before attempting more challenging material.

Our current adjuncts are working professionals who have good rapport with their students. We have excellent communication between adjuncts and full-time faculty. Adjuncts feel comfortable coming to us with issues, and we are happy to offer guidance and advice. One of our adjuncts joined us for College Night. All of our regular adjuncts sat on this program review committee and had feedback into this report and recommended changes.

There is some difference in grade distribution between full and part-time instructors. Is this common throughout the college? Our current adjuncts were not teaching for us for much of the five-year period under review, so if there is advice related to normalizing the grade distribution, we are open to hearing it. However, in the normal course of operations, faculty are not made aware of grades awarded by other faculty members. If the disparity is a concern, is this something that should be addressed by administration?

## CIS Career Technical Programs

### Focused Questions from the Administrative Review Team (ART)

**Question 1. Is there an opportunity to create a cost-effective data base administrative certificate? If so, what would that program look like?**

Response to question 1 (please refer to any data sets or evidence to support your case):

Microsoft offers a set of curricula and a certification path for learners interested in earning the Microsoft Certified Solutions Expert certification (Data platform; emphasis on SQL). They also offer an alternative path to earn an MCSE designation in Business Intelligence. Both options require a series of courses that map to multiple exams, culminating in a single certification. Although we theoretically could create a certificate around this certification, Sauk does not presently have faculty qualified to teach these courses.

We looked at the possibility of expanding the current SVCC MIS certificate by adding the requirement of CIS 108 (Intro to Databases). CIS 108 would have to be rewritten to include a significant unit on SQL. On November 23, I posed a question about the need for a Database Administration certificate at Sauk, to the Sauk Valley Area Technologists group on the private Facebook page we use for general communication. As of November 30, 41 people have seen the post; two have responded. One responded that there was not really a need, the second response suggested a class in SQL might be helpful. At this time, we do not find evidence that there is a need for such a program.

**Question 2. Are there any opportunities to streamline any CTE programs or certificates to make them more cost-effective?**

Response to question 2 (please refer to any data sets or evidence to support your case):

I put together a new proposed Applications degree with supporting certificates, but have put it on hold. Perhaps the biggest possible streamlining activity for this particular program would be to evaluate ways to better coordinate with and/or combine programs with OAS. This evaluation will be added to the CIS and OAS Operational Plans for the coming year (2017/2018). Depending on the outcome of that research, changes to the Apps degree & certificate may be forthcoming. Those changes would reduce the required credit hours to 60/61 (depending on selected Math course). With a common core of courses, and selected emphases for CIS/OAS paths, similar to the Multicraft model currently in use in our Technology area, we are hopeful we can drive up numbers in both departments.

In the technical areas (Networking and Server Administration), current certificates that map to industry-level certifications (Cisco networking, and Windows Server Administration) require the sequence of courses as presented in order for students to master the material. These degrees are already at or near the minimum of 60 hours to complete.

Microcomputer Applications Specialist 1 certificate is 17 credits. Microcomputer Applications Specialist II certificate is 27 credits. (It is made up of the Specialist 1 certificate, plus 10 hours.) These two certificates map directly into the A.A.S. degree for Microcomputer Applications. After discussion with OAS as described above, the Apps II degree will be structured in such a way that a student coming in with some skills could finish the entire certificate in one year (2 semesters).

The web design certification (16 credits) has just been rewritten to bring it up to date, and to make it possible to complete in 2 semesters.

## CIS Career Technical Programs

The rewrite of the Web Design certificate has some trickle-down effect on the Applications Specialist II certificate, and the Applications degree. Changes to those programs are going to curriculum committee.

**Question 3. Can some certificate classes be rearranged so that a student can complete in a faster timeframe, and therefore, more easily marketed as a “quick credential?”**

Response to question 3 (please refer to any data sets or evidence to support your case):  
Depending on discussion and research with OAS, we may be proposing a change to the Apps 1 certificate that will allow a student to complete in 2 semesters (vs. 3). If these changes are adopted, the Apps Specialist II certificate could be completed in 1 year (2 semesters) if a student came into the program with some base skills. The Networking Specialist certificate is already structured to allow for completion in 1 academic year (fall & spring semesters). The major courses in that certificate (CIS 152, 154, 156 and 158) are already offered in an 8-week time frame. The Web Design certificate was just rewritten and students can now complete it in two semesters.

**Question 4. What are the opportunities for any of these CTE programs to expand to entirely online programs?**

Response to question 4 (please refer to any data sets or evidence to support your case):  
For the Application Specialist degree and certificates, two courses in the program are not under the control of CIS department (OAS 141 and CIS 137-9) and would take coordination with the OAS faculty to bring the program fully online. Mary Ann Hurd has indicated she would be open to a discussion on this issue, and it will be included in our 2017/2018 OP. Instructors in the Networking and Windows Server Admin courses have had largely online offerings on a class-by-class basis, and the instructors feel that many of these students need more support than they are getting in a purely online environment. Some classes are offered hybrid (“lecture” component online; hands-on lab component f2f in class with instructor) and this model seems to work better for students who may be completely new to the field.

**Question 5. What would need to happen at WACC to more effectively create a pipeline of students that could easily transition to Sauk?**

Response to question 5 (please refer to any data sets or evidence to support your case):  
Based on a recent visit to WACC, students who do not choose Sauk say they want the “college experience” (living on campus) that they believe they can get at Morrison IT. We recently lost the adjunct who was teaching several SVCC courses at WACC. No SVCC courses are on the schedule at WACC for spring. We are not certain if the current WACC tech instructor would be able to teach SVCC classes. (Does she have a background in the courses we used to offer? Is she qualified, willing and/or ready to teach them?)

**Responses to Program Challenges.** Every program has challenges it must overcome. This program review process allows Sauk employees to identify those challenges and then create a plan to overcome those challenges. Please describe the program’s challenges and the purposed response below. These responses will be added to the Operational Planning matrix found below.

**Response to Challenges:**

## CIS Career Technical Programs

One of our challenges is declining enrollment. We hope this is a challenge that we can overcome through smarter marketing. We have developed new print materials (posters in the main CIS classroom (2F05), new brochures, a new, one-page handout detailing our programs). We have met with counseling staff to help educate them on our programs and how to advise students. We have met with students ourselves to help steer them into the correct program path. It has been suggested that making visits to area high schools to talk to students might be helpful, and we are willing to coordinate with Sarah Partington to make this happen.

One of our committee members, Kari Whittenberg, was invited to sit on the committee because she is a graduate of one of our programs (AAS in Apps). She shared with the committee that, as a student navigating our programs, she experienced a sense of "what do I do with this degree?" How was our program different from that offered in the OAS area? This suggests a need for better clarification in our marketing efforts. However, if we do come to some merge agreement with OAS, this issue may resolve itself.

Once students have enrolled and declared a major in one of our programs, it might be helpful if faculty reached out to our program students. Is there a way to get information about students who have elected to major in our area, so we can contact them via phone or email? Just because a student is enrolled in CIS 101, CIS 109, or other gateway courses doesn't mean s/he is necessarily a CIS major. Being able to establish a relationship with our program majors early in their first semester should be beneficial to them. Have a little personalized attention from a faculty member could aid in retention.

Another challenge is lack of full-time staff to teach the technical courses (Networking and Server Admin). These courses require instructors who have either worked extensively with the products or have pursued and completed the certifications the courses were designed around. We are fortunate to have good adjuncts but they can only be stretched so far when they have full-time jobs.

One of the benefits of our programs is that students who complete certain course sequences (or, in the case of some of the technical classes, complete a certain class) should be ready to sit for industry-recognized certifications. However, we find that few students actually sit for the exams. A barrier to students sitting for these exams is cost. The technical certifications cost \$165-\$265 per exam, depending on vendor. Josh West suggested discussing a partnership with the Foundation to see how we could offer scholarships, or test vouchers, to interested students to encourage them to sit for the exams. This idea will be placed on our OP.

Our tech programs could benefit from a dedicated lab with hardware to allow students to practice hands-on. The virtual labs (currently in use) are helpful, but for career changers and those new to the field, actual experience would be invaluable.

### Program Bookkeeping Tasks

Task List	Description of Task	Is the task complete?
Course outlines	Please review all course outlines for the courses listed at the top of this document and send it to	Mostly

**CIS Career Technical Programs**

	Curriculum Committee for approval. ALL outlines must go through Curriculum Committee even if no or few changes were made.	
<b>Catalog descriptions</b>	Please review catalog descriptions of the program. If there are changes to the program description, please send it to the Curriculum Committee for approval.	Mostly
<b>Course descriptions</b>	Please review course descriptions found in the catalog that are listed at the top of this document. If there are changes to the course descriptions please send them to the Curriculum Committee for approval.	Mostly

<b>Signature/Date</b>	<b>Program Review Team Member</b>	
		Chair
		Member
		Member

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

Sauk Valley Community College (506)

Academic Year 2015 - 2016

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	110601
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business, Management and Administration	Administrative and Information Support

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Data Entry/Microcomputer Applications, General	A.A.S. 076

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	<b>x</b>
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<input type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<b>x</b>
Other, please specify:	<input type="checkbox"/>

**Need, cost-effectiveness & quality.** Create a short summary paragraph for each question below.

<p><i>Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?</i></p> <p>Enrollments are down, an issue we believe we can rectify with improved marketing efforts and a possible merge with certain OAS programs.</p> <p><i>Cost-effectiveness: Is the program cost effective? Does the program require additional resources?</i></p> <p>We are not asking for any additional resources at this time. The program is cost-effective.</p> <p><i>Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?</i></p>
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## **CIS Career Technical Programs**

Courses within the program have been updated several times since the 2011 review, as Microsoft releases new versions of Office. Faculty members belong to local (Sauk Valley Area Technologists), state (Illinois Business Educators Association), and national (ITERA: (Information & Telecommunications Education and Research Association) associations to stay current on ever-changing topics in the field.

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

Sauk Valley Community College (506)

Academic Year 2015 - 2016

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	111002
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<b>Career Cluster</b>	<b>Career Pathway</b>
Information Technology Cluster	Network Systems

<b>Program of Study</b>	<b>SVCC's Program Title</b>
System, Networking, and LAN/WAN Management/Manager	A.A.S. 075

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	<b>x</b>
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<input type="checkbox"/>
Significantly modified	<b>x</b>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

<p><i><u>Need:</u> Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?</i></p> <p>Enrollments are down, an issue we believe we can rectify with improved marketing efforts. We had minimal response to the occupational follow-up survey, but those who did respond report feeling prepared for the workforce.</p> <p><i><u>Cost-effectiveness:</u> Is the program cost effective? Does the program require additional resources?</i></p> <p>The program is cost-effective. A full-time instructor for the majors courses in this program would be helpful. A dedicated lab with hardware for hands-on lab work would be helpful. (Students are currently doing work using virtualization and simulations).</p> <p><i><u>Quality:</u> Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?</i></p> <p>The content has been updated whenever the curriculum from Cisco changes. The instructor holds the certifications that map to the majors courses. The adjunct faculty member teaching the majors courses is a working professional, and is an active member</p>
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## **CIS Career Technical Programs**

of the Sauk Valley Area Technologists group, a networking organization that meets quarterly to discuss technology needs and challenges in the SVCC service area

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

Sauk Valley Community College (506)

Academic Year 2015 - 2016

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	111001
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<b>Career Cluster</b>	<b>Career Pathway</b>
Information Technology Cluster	Information Support Services

<b>Program of Study</b>	<b>SVCC's Program Title</b>
System Administration/Administrator	A.A.S. 077

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	<b>x</b>
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<b>x</b>
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

***Need:** Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*  
 [Enrollments are down, an issue we believe we can rectify with improved marketing efforts. We had minimal response to the occupational follow-up survey, but those who did respond report feeling prepared for the workforce.]

***Cost-effectiveness:** Is the program cost effective? Does the program require additional resources?*  
 [The program is cost-effective. A full-time instructor for this the majors courses in this program would be helpful.]

***Quality:** Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*  
 [Course content is reviewed and updated as needed in the majors courses with each change in curricula from Microsoft. The adjunct faculty member is a working professional, and is an active member of the Sauk Valley Area Technologists group, a

## **CIS Career Technical Programs**

networking organization that meets quarterly to discuss technology needs and challenges in the SVCC service area.

## CIS Career Technical Programs

### CTE PROGRAM REVIEW SUMMARY REPORT

#### Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

#### Program Identification Information (only one CIP per template)

<b>6-digit CIP</b>	521201
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business, Management and Administration	Business Analysis Pathway

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Management Information Systems, General	B40

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>x</b>

#### SVCC Action

Possible Actions	Check only one
Continued with minor improvements	<b>x</b>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

**Need, cost-effectiveness & quality.** Create a short summary paragraph for each question below.

***Need:** Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*

Although enrollments are small, this certificate is made up of courses that map into our larger AAS degree 076. There is really no need to discontinue this certificate as students who earn the degree will earn this certificate along the way.

***Cost-effectiveness:** Is the program cost effective? Does the program require additional resources?*

No additional resources needed.

***Quality:** Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*

The program and its courses have been reviewed for currency, and modified as needed.

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

**Sauk Valley Community College (506)**

**Academic Year 2015 - 2016**

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	520407
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business, Management and Administration	Administrative and Information Support

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Business/Office Automation/Technology/Data Entry	B32

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>x</b>

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<input type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input checked="" type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

*Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*  
 [This certificate is made up of courses that map directly to AAS 076. Enrollments are down, but we believe this challenge can be rectified through improved marketing. ]

*Cost-effectiveness: Is the program cost effective? Does the program require additional resources?*  
 [No additional resources are required at this time.]

*Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*  
 [Majors courses within the program have been updated several times since the 2011 review, as Microsoft releases new versions of Office. Faculty members belong to local (Sauk Valley Area Technologists), state (Illinois Business Educators Association) and national (ITERA: Information & Telecommunications Education and Research Association) associations to stay current on ever-changing topics in the field.]

## CIS Career Technical Programs

### CTE PROGRAM REVIEW SUMMARY REPORT

#### Required ICCB Program Review Report

Sauk Valley Community College (506)

Academic Year 2015 - 2016

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	520407
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business, Management and Administration	Administrative and Information Support

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Business/Office Automation/Technology/Data Entry	B36

Degree or Certificate Type	Check only one
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>x</b>

**SVCC Action**

Possible Actions	Check only one
Continued with minor improvements	<input type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<b>x</b>
Other, please specify:	<input type="checkbox"/>

**Need, cost-effectiveness & quality.** Create a short summary paragraph for each question below.

***Need:** Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*

[This certificate is made up of courses that map directly to AAS 076. Enrollments are down, but we believe this challenge can be rectified through improved marketing.]

***Cost-effectiveness:** Is the program cost effective? Does the program require additional resources?*

[No additional resources are required at this time.]

***Quality:** Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*

[Majors courses within the program have been updated several times since the 2011 review, as Microsoft releases new versions of Office. Faculty members belong to local (Sauk Valley Area Technologists), state (Illinois Business Educators Association) and

## **CIS Career Technical Programs**

national (ITERA: Information & Telecommunications Education And Research Association) associations to stay current on ever-changing topics in the field

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

**Sauk Valley Community College (506)**

**Academic Year 2015 - 2016**

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	520407
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<b>Career Cluster</b>	<b>Career Pathway</b>
Business, Management and Administration	Administrative and Information Support

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Business/Office Automation/Technology/Data Entry	B37

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	<input type="checkbox"/>
20 – Occupational Certificate of 30-50 credits	<input type="checkbox"/>
30 – Occupational Certificate of 29 or less credits	<input type="checkbox"/>

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<input type="checkbox"/>
Significantly modified	<input type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input checked="" type="checkbox"/>

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

*Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*  
 [In an effort to attract additional students, this program was rewritten in spring of 2016, to be introduced in fall 2017. ]

*Cost-effectiveness: Is the program cost effective? Does the program require additional resources?*  
 No additional resources required.

*Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*  
 [This certificate has been updated and will be re-introduced fall of 2017 Teaching faculty has taken several recent courses in HTML, CSS and Photoshop to update existing skills. ]

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

Sauk Valley Community College (506)

Academic Year 2015 - 2016

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	110901
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<b>Career Cluster</b>	<b>Career Pathway</b>
Information Technology Cluster	Network Systems Pathway

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Computer Systems Networking and Telecommunications	B35

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>x</b>

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<b>x</b>
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** Create a short summary paragraph for each question below.

<p><i>Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?</i></p> <p>Enrollments are down, an issue we believe we can rectify with improved marketing efforts. Courses in this certificate map directly to the AAS degree 075. We had minimal response to the occupational follow-up survey, but those who did respond report feeling prepared for the workforce</p> <p><i>Cost-effectiveness: Is the program cost effective? Does the program require additional resources?</i></p> <p>The program is cost-effective. A full-time instructor for the majors courses in this program would be helpful. A dedicated lab with hardware for hands-on lab work would be helpful. (Students are currently doing work using virtualization and simulations)</p> <p><i>Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?</i></p> <p>The content has been updated whenever the curriculum from Cisco changes. The instructor holds the certifications that map to the majors courses. The adjunct faculty</p>
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## **CIS Career Technical Programs**

member teaching the majors courses is a working professional, and is an active member of the Sauk Valley Area Technologists group, a networking organization that meets quarterly to discuss technology needs and challenges in the SVCC service area.

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

Sauk Valley Community College (506)

Academic Year 2015 - 2016

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	110901
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<b>Career Cluster</b>	<b>Career Pathway</b>
Information Technology Cluster	Network Systems Pathway

<b>Program of Study</b>	<b>SVCC's Program Title</b>
Computer Systems Networking and Telecommunications	B31

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>x</b>

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<b>x</b>
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** Create a short summary paragraph for each question below.

<p><i>Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?</i></p> <p>Enrollments are down, an issue we believe we can rectify with improved marketing efforts. We had minimal response to the occupational follow-up survey, but those who did respond report feeling prepared for the workforce.</p> <p><i>Cost-effectiveness: Is the program cost effective? Does the program require additional resources?</i></p> <p>The program is cost-effective. This certificate is made up of courses that map directly to AAS 075. A full-time instructor for the majors courses in this program would be helpful. A dedicated lab with hardware for hands-on lab work would be helpful. (Students are currently doing work using virtualization and simulations)</p> <p><i>Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?</i></p> <p>The content has been updated whenever the curriculum from Cisco changes. The instructor holds the certifications that map to the majors courses. The adjunct faculty</p>
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## **CIS Career Technical Programs**

member teaching the majors courses is a working professional, and is an active member of the Sauk Valley Area Technologists group, a networking organization that meets quarterly to discuss technology needs and challenges in the SVCC service area

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

Sauk Valley Community College (506)

Academic Year 2015 - 2016

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	111001
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<b>Career Cluster</b>	<b>Career Pathway</b>
Information Technology Cluster	Information Support Services

<b>Program of Study</b>	<b>SVCC's Program Title</b>
System Administration/Administrator	B28

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	
20 – Occupational Certificate of 30-50 credits	<b>x</b>
30 – Occupational Certificate of 29 or less credits	

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<input type="checkbox"/>
Significantly modified	<input checked="" type="checkbox"/>
Discontinued/Eliminated	<input type="checkbox"/>
Placed on inactive status	<input type="checkbox"/>
Scheduled for further review	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

**Need, cost-effectiveness & quality.** *Create a short summary paragraph for each question below.*

*Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?*

Enrollments are down, an issue we believe we can rectify with improved marketing efforts. We had minimal response to the occupational follow-up survey, but those who did respond report feeling prepared for the workforce.

*Cost-effectiveness: Is the program cost effective? Does the program require additional resources?*

The program is cost-effective. Courses in this certificate map directly to courses in AAS 077. A full-time instructor for this the majors courses in this program would be helpful

*Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?*

Course content is reviewed and updated as needed in the majors courses with each change in curricula from Microsoft. The adjunct faculty member is a working professional, and is an active member of the Sauk Valley Area Technologists group, a networking organization that meets quarterly to discuss technology needs and challenges in the SVCC service area.

**CTE PROGRAM REVIEW SUMMARY REPORT**

*Required ICCB Program Review Report*

Sauk Valley Community College (506)

Academic Year 2015 - 2016

**Program Identification Information (only one CIP per template)**

<b>6-digit CIP</b>	111001
--------------------	--------

<b>Career Cluster</b>	<b>Career Pathway</b>
Information Technology Cluster	Information Support Services

<b>Program of Study</b>	<b>SVCC's Program Title</b>
System Administration/Administrator	B29

<b>Degree or Certificate Type</b>	<b>Check only one</b>
03 – AAS	
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	<b>x</b>

**SVCC Action**

<b>Possible Actions</b>	<b>Check only one</b>
Continued with minor improvements	<b>x</b>
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

**Need, cost-effectiveness & quality.** Create a short summary paragraph for each question below.

<p><i>Need: Is program enrollment sufficient to justify this program? Are the majority of students in this program completing degrees or certificates? Are the students within this program marketable and employable?</i></p> <p>Enrollments are down, an issue we believe we can rectify with improved marketing efforts. We had minimal response to the occupational follow-up survey, but those who did respond report feeling prepared for the workforce.</p> <p><i>Cost-effectiveness: Is the program cost effective? Does the program require additional resources?</i></p> <p>The program is cost-effective. Courses in this certificate map directly to AAS 077. A dedicated lab with hardware for hands-on lab work would be helpful.</p> <p><i>Quality: Describe any program improvements since the last program review. What steps need to be taken to update or improve instruction or the program as a whole? How does the program work with local businesses to meet their needs? How does the program faculty remain up-to-date with their professional training and/or certification?</i></p> <p>The content has been updated whenever the curriculum from Microsoft and CompTIA changes. The instructor holds the certifications that map to the majors courses. The adjunct faculty member teaching the majors courses is a working professional, and is an</p>
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## **CIS Career Technical Programs**

active member of the Sauk Valley Area Technologists group, a networking organization that meets quarterly to discuss technology needs and challenges in the SVCC service area.

**CIS Career Technical Programs**

<b>Program Review Committee &amp; Administrative Review Teams Recommendations</b>	
<b>This Program Review is considered complete.</b>	
<b>The following are the recommendations from the Program Review Committee and the Administrative Review Team:</b> 	
<b>Signature of the Program Review Committee Chair</b>	

<b>President's Recommendation</b>	
<b>The Program Review has been reviewed.</b>	
<b>The following are the recommendations from the President:</b> 	
<b>President's Signature/Date</b>	

## **CIS Career Technical Programs**

### **Appendix A: Program Descriptions:**

#### **Program 076: AAS – Computer Information Systems: Microcomputer Applications**

This program is designed to provide a graduate with the entry level job skills necessary in the computer information systems field with a specialization in microcomputer applications. Majors study the theory, design, development, and application of computer technology to computer information systems, and develop in-depth knowledge on the operation and structure of major business software packages.

#### **Program 075: AAS – Computer Information Systems: Networking Specialist**

This program is designed to prepare students for employment in business, industry and government. Computer network specialists are responsible to oversee the design, administration, and security of organization network infrastructure. In addition to the training provided by the certificates for networking, networking specialist and networking professional, the degree provides a stronger background in business.

#### **Program 077: AAS – Computer Information Systems: Server Specialist**

This program is designed to prepare students for employment in business, industry, and government utilizing computer client/server networks of all sizes. Computer server specialists are responsible for configuring, maintaining, and administering hardware and operating systems at the server and client level. Completing certain sequences in this curriculum will also prepare students to sit for industry certifications sponsored through Microsoft Corporation.

#### **Certificate B40: Computers Information Systems: Management Information Systems**

The management information systems (MIS) certificate consists of a core of courses which systematically edifies the students who are interested in professional careers relating to the analysis, design, implementation, and management of information systems in businesses. The courses integrate theory and case studies of the implementation of the various components of information systems. This certificate may also be the means for advancement to higher levels in employment and education.

#### **Certificate B36: Computer Information Systems: Microcomputer Applications Specialist I**

The Microcomputer Applications Specialist I certificate consists of a core of courses which provide job entry skills in the programming and the operation of microcomputers. This certificate can also be the means for advancement to higher level positions in an expanding field. Instruction includes hands-on experience with microcomputers and various microcomputer software packages.

## **CIS Career Technical Programs**

### **Certificate B31: Computer Information Systems: Networking Specialist**

The networking specialist certificate consists of a core of courses which provide job entry skills in the area of computer networks. This certificate can also be the foundation for advancement to higher level positions in an expanding field. Instruction includes hands-on system experience. This certificate is an expansion of the Networking certificate that adds training in network operating systems and general information systems theory.

### **Certificate B32: Computer Information Systems: Microcomputer Applications Specialist II**

The Microcomputer Applications Specialist II consists of advanced courses which expand on skills in the programming and the operation of microcomputers. This certificate can also be the means for advancement to higher level positions in an expanding field. Instruction includes hands-on experience with microcomputers and various microcomputer software applications. Completion of the Microcomputer Applications Specialist I Certificate (B31) is a prerequisite to completing the Microcomputer Applications Specialist II certificate.

### **Certificate B35: Computer Information Systems: Networking Professional**

This program is designed to prepare students for employment in business, industry and government. Networking professionals are responsible for overseeing the design, administration, and security of organization network infrastructure. **Students must first complete the Networking Specialist Certificate (B31) before enrolling in the Networking Professional Certificate.**

### **Certificate B29: Computer Information Systems: PC Technician**

This PC Technician certificate is available for students who are interested in entry level employment in the computer field with a specialization as a personal computer technician.

### **Certificate B28: Computer Information Systems: Server Administrator**

This Server Administrator certificate is available for students who are interested in entry level employment in the networking field with a specialization as a network server administrator. It is also for those already working as a network administrators who want to validate their work experience with a certificate.

### **Certificate B37: Computer Information Systems: Web Design**

The Web Design certificate consists of a core of courses designed to prepare the student for entry-level positions in web site design and support. Instruction includes hands-on experience with Web browsers, search engines, web-authoring and multimedia authoring software, and introductory-level web programming.