

NSF PROGRESS REPORT HIGHLIGHTS

(Sample Data)

DATE: March 6, 2003
INITIATIVE: CIS Curriculum Redesign
LEADER: Charlotte Head

STATUS/PROGRESS (Address plan and budget):

- Revised four Course Packs
- Full implementation of Web-based competency self assessment summer and fall 2002
- Implemented Web-based reporting for competency self assessment fall 2002
- 305 students completed both the beginning and ending assessment spring 2002. 148 completed the assessment summer 2002. 176 students completed assessment fall 2002.
- Three new courses approved and taught
- Modified prerequisites for eight courses (approval pending)
- Have begun plans for a cyber security certificate program
- Adapting the Web Programming certificate for Web delivery
- Developing a competency-based model and template for Web delivered courses
- Eleven courses offered as Web-based classes winter 2003
- Developed and teaching Cisco cabling course, Fundamentals of Voice and Data Cabling
- Thirteen at-risk students from Mound Street Academy enrolled in cabling class
- In process of revising articulation agreement with University of Dayton
- First draft of best practice document for developing course packs
- First draft of two additional course packs

NEXT STEPS:

- Modify Web Authoring certificate as advised by advisory committee
- Submit paperwork to add seven special topics classes to the course inventory: C#, cabling course, four CCNP classes, Windows security
- Complete course competency review and revisions
- Add more concrete measures of competency mastery
- Ensure that competency sequence and prerequisites are appropriate throughout the curriculum
- Align more courses and programs with recognized industry certifications

ISSUE(S)/RECOMMEDATION(S):

- Develop content objects for each competency in the on-line delivered courses within the Web Programming certificate
- Revisit and revise articulation agreements with four year institutions
- Develop strategies to improve student retention
- Improve content and delivery consistency among course sections, especially in the core courses
- Develop better, more insistent strategy to ensure that all classes participate in the competency self-assessment
- Expand part time faculty development opportunities and offer more guidance on expected content coverage and assessment

LESSONS LEARNED AND OR BEST PRACTICES:

- Notifying faculty to complete the competency self assessment does not guarantee that it will be done. One or two follow-up reminders are needed.

OTHER NOTABLE ITEMS/COMMENTS: